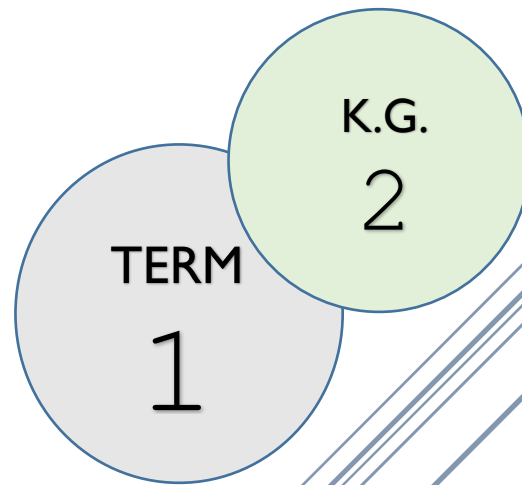


LESSON PLANS FOR KINDERGARTENS

OUR WORLD & OUR PEOPLE



- Weekly forecast
- Detailed lesson plans



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Kumasi

FIRST TERM OWOP LESSON NOTES – KG 2

SCHEME OF LEARNING – TERM I

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	All About Me	I Am A Wonderful And Unique Creation	k2.1.1.1	K2.1.1.1.1-3	Poster/ cut out, Cut out shapes, big books, counters, crayons
2	All About Me	The Parts Of The Human Body (Both External And Internal) And Their Function	K2.1.2.1	K2.1.2.1.1-7	Poster/ cut out pictures depicting body part and their function,
3	All About Me	Personal Hygiene And Caring For The Parts Of The Body	K2.1.3.1	K2.1.3.1.1-7	Poster/ cut out pictures depicting how to care for the parts body.
4	All About Me	Keeping My Body Healthy And Eating Good Food And Taking My Vaccination	K2.1.4.1	K2.1.4.1.1-7	Poster/ cut out picture depicting the healthy foods,
5	All About Me	My Environment And My Health	K2.1.5.1	K2.1.5.1.1-7	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment.
6	All About Me	Protecting Ourselves From Road Accidents And Harmful Strangers	K2.1.6.1	K2.1.6.1.1-4	Poster/ cut out picture depicting causes and prevention of accidents
7	All About Me	Protecting Ourselves From Road Accidents And Harmful Strangers	K2.1.6.1	K2.1.6.1.5-7	
8	My Family	Types And Members Of My Family	K2.2.1.1	K2.2.1.1.1-7	Poster/ cut out picture depicting family members, word cards on kinship terms
9	My Family	Family History	K2.2.2.1	K2.2.2.1.1-7	Poster/ cut out picture depicting peoples from
10	My Family	Family Celebration And Festivals	K2.2.3.1	K2.2.3.1.1-4	Poster/ cut out picture depicting family celebrations e.g. birthday
11	My Family	Family Celebration And Festivals	K2.2.3.1	K2.2.3.1.5-7	



12	My Family	My School Family	K2.2.4.1	K2.2.4.1.1-6	Poster/ cut out picture depicting school/classroom gathering e.g. worship, our day,
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WEEK 1 & 2

WEEK ENDING:	Day:	Strand: All About Me	
Duration: 50mins		Sub Strand: I Am A Wonderful And Unique Creation	
Class: KG 2	Class Size:		
Content Standard: K2.1.1.1. Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		Indicator: K2.1.1.1.1 Identify and describe in simple sentences (using home language), the wonderful features of our body that make us unique and different from other God's creation	
		Lesson: 1 of 5	
Performance Indicator: <ul style="list-style-type: none"> • Learners can use simple sentences to appreciate themselves as unique 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.100			
Keywords: Balanced, consequences, healthy			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners to play a game or sing a song in relation to the lesson. <u>RCA QUESTIONS</u> <ol style="list-style-type: none"> 1. Did you like the game/song? 2. Would you like to play or the sing the song again? 3. How many of you can sing the song alone? 4. What words did you hear in the song? 		
PHASE 2: NEW LEARNING CIRCLE TIME	Welcome learners with a big smile, greet them and have them do the same to their friends. With learners seated in a big semi-circle in the classroom, (with all tables packed at the back), and using "pass a ball" game, (in which learners pass a ball to their friends), engage learners in active interaction about the theme. <u>RCA QUESTIONS</u> <ol style="list-style-type: none"> 1. Did you like the game? 2. Do you like to play it again? 3. Can mention some parts of the body you know 	Ball	
GROUP ACTIVITY 1 (OUTDOOR)	Put up a chart or a conversational poster on the theme for the week and have learners take turns to contribute their ideas to the discussion. Let them use positive language to appreciate themselves and describe how wonderful God has created them. The teacher must model the description first and scaffold the learners to do so.	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons	



	<p>Have them talk about themselves focusing on the uniqueness of their names, the homes they are from, their physical bodies, how tall or short, big or small and how different they are from animals.</p> <p>Use the following questions to guide the learners who cannot talk fluently. E.g. What is your name? age? Gender? height? What are your likes and dislikes? etc.</p> <p>Assessment</p> <ol style="list-style-type: none"> 1. Did you have fun today? 2. What have you learnt today? 3. Who can tell us about her/himself? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>In pairs, the learners check on the body parts that are similar and draw them in Sets, count them and represent them with numbers one to five (1-5).</p> <p>Pose story problems about what total number you will get if you put different number of learners together.</p> <p>What will be the total no of eyes? What will the total number of hands?</p> <p>Give opportunity to learners to count parts of group members and their parts.</p> <p>Let learners to fix puzzles on body parts.</p> <p>Guide learners to match body parts with their names.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. What did you draw? 2. Did you enjoyed the drawing and coloring? 3. What are some of the words in the puzzle? 	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons



LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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: REFLECTOIN	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: All About Me
Duration: 50mins		Sub Strand: I Am A Wonderful And Unique Creation
Class: KG 2	Class Size:	
Content Standard: K2.1.1.1. Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.	Indicator: K2.1.1.1.2 Recognize and describe the different parts of book	Lesson: 2 of 5
Performance Indicator: • Learners can talk about the different parts of book	Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.100		
Keywords: Balanced, consequences, healthy		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners to sing the song 'something pass through my body to my waist' Teacher shows letter cards and learners makes its sound while singing the song <u>RCA QUESTIONS</u> 1. Did you like the game/song? 2. Would you like to play or the sing the song again. 3. How many of you can sing the song alone? 4. What words did you hear in the song?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners to play the "ball game" Ask learners to form a big circle, with one of the student holding the ball. The learner with the ball starts mentioning a part of his/her body. He then throws the ball to another student to mention his. Anyone who fails to mention his is out of the circle. The last person becomes the winner. Encourage learners take turns to use positive language to describe and appreciate themselves. <u>RCA QUESTIONS</u> 1. Did you like the game? 2. Do you like to play it again? 3. Can mention some parts of the body you know	Ball



<p>GROUP ACTIVITY I (OUTDOOR)</p>	<p>As part of the process of the daily read aloud lesson, have learners talk about the front/cover and the back page of a book, and ask them to make connections to their own body.</p> <p>Just as we human being have unique features, books also have. Books have a front cover and also a back cover. K2.1.1.1.3</p> <p>Use positive words learnt from the Shared reading of the Big Book to talk about how wonderful and unique they are Exemplar: Shared reading of a Big Book and</p> <p>Think pair -share on the theme</p> <p>Do a picture walk through the text. Point to the pictures and let the learners predict what the pictures are saying about the character.</p> <p>Teacher read the text aloud, pause often and show the pictures to the class page by page.</p> <p>Learners interact with each other and share their personal comments freely on the theme.</p> <p>Learners relate the characters in the story (Big Book) to their lives. Learners also use the positive words used in the text to describe themselves.</p> <p>Read the text again and have learners pay attention to the descriptive words used in the text to describe parts of the body.</p> <p>Learners dramatize the story using the vocabulary acquired from the text to create meaningful simple sentences about themselves.</p> <p>Engage learners to perform the lime and spoon race.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Did you have fun today? 2. What have you learnt today? 3. Who can tell us about her/himself? 	<p>Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons</p>
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p>	<p>Word cards, letter cards.</p>



	<p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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. 	
GROUP ACTIVITY 2 (INDOOR)	<p>Guide learners to draw the parts of the body and color them. (e.g. head, hands, legs, etc.)</p> <p>Engage learners to match body parts to their uses. Example: the leg is used to walk and play football.</p> <p>Let learners to fix puzzles on body parts.</p> <p>Guide learners to match body parts with their names.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. who has the nicest drawing? 2. did you enjoyed the drawing and coloring? 3. what are some of the words in the puzzle? 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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: REFLECTOIN	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: All About Me
Duration: 50mins		Sub Strand: I Am A Wonderful And Unique Creation
Class: KG 2	Class Size:	
Content Standard: K2.1.1.1. Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.	Indicator: K2.1.1.1.4 Begin to Identify and randomly recognize the letter sound in their names and match it with another pair.	Lesson: 3 of 5
Performance Indicator: • Learners can identify the sound of each letter in their names	Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.100		
Keywords: Balanced, consequences, healthy		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners to sing the song 'something pass through my body to my waist' Teacher shows letter cards and learners makes its sound while singing the song <u>RCA QUESTIONS</u> 1. Did you like the game/song? 2. Would you like to play or the sing the song again. 3. How many of you can sing the song alone? 4. What words did you hear in the song?	
PHASE 2: NEW LEARNING CIRCLE TIME	Have learners sit in a semi-circle, using pictures and toys, let pupils identify the different parts of their body. <u>RCA QUESTIONS</u> 1. Did you like the game? 2. Do you like to play it again? 3. Can mention some parts of the body you know	Ball
GROUP ACTIVITY I (OUTDOOR)	Learners sing an alphabet song while pointing to the letters on the wall in the classroom. Teacher creates two name cards for each pupil. with their first names. Give each child their name card and keep one. Play a game where you show up a name tag and the child who has a similar tag runs to you. Continue the matching until many learners are able to recognize letters in their names. Engage learners to perform the lime and spoon race.	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons



	<p>RCA QUESTIONS</p> <ol style="list-style-type: none"> Did you have fun today? What have you learnt today? Who can tell us about her/himself? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> What sound have we learnt today? Which other letter sound do you know? Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>In pairs, have pupils count each other's fingers, toes, write it down on the board, and individually have pupils count the other parts of their bodies and write it down on the board as they sing and clap their hands to the rhythm. E.g. my head, my shoulders, my knees, my toe...</p> <p>Have learners sing Alphabet song and follow the sequence of the letters as it is written on the wall.</p> <p>Let learners to fix puzzles on body parts.</p> <p>Guide learners to match body parts with their names.</p> <p>RCA QUESTIONS</p> <ol style="list-style-type: none"> who has the nicest drawing? did you enjoyed the drawing and coloring? what are some of the words in the puzzle? 	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> Was the story interesting? What part of the story did you like? 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:	Strand: All About Me	
Duration: 50mins		Sub Strand: I Am A Wonderful And Unique Creation	
Class: KG 2	Class Size:		
Content Standard: K2.1.1.1. Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		Indicator: K2.1.1.1.5 Identify and recognize individual letter-sounds in words related to the theme and write the words in their books.	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can identify the sound of each letter in English Alphabet 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.100			
Keywords: Balanced, consequences, healthy			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Sing a song; Example: "one little finger"</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> Did you enjoy the song? What part of the body did you hear in the song? can you mention any other part of the body? 		
PHASE 2: NEW LEARNING CIRCLE TIME	<p>Have learners sit in a semi-circle, using pictures and toys, let pupils identify the different parts of their body.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> Did you like the game? Do you like to play it again? Can mention some parts of the body you know 		
GROUP ACTIVITY I (OUTDOOR)	<p>Rapidly revise the letter sounds learnt so far.</p> <p>Introduce a tongue twister or a rhyme in which the sound for the week is.</p> <p>Say it two times and let learners identify the target sound in the tongue twister or rhyme.</p> <p>Introduce the letter by writing the capital (Upper case) and the Lowercase boldly on the Chalkboard/ white board.</p> <p>Point to the letter, Capital first and then lower case and say the sound 3 times and have the learners also repeat</p>	<p>Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons</p>	



	<p>Introduce the key word in which we can find the letter-sound.</p> <p>With the use of word cards, have learners show the position of the letter-sound learnt in words, beginning, initial and ending.</p> <p>Engage learners to perform the sack race in their color groups.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 7. Did you have fun today? 8. What have you learnt today? 9. Who can tell us about her/himself? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>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.</p> <p>Learners finally write the letter sound and its key word in their exercise book.</p> <p>Let learners to fix puzzles on body parts.</p> <p>Guide learners to match body parts with their names.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. who has the nicest drawing? 2. did you enjoyed the drawing and coloring? 3. what are some of the words in the puzzle? 	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.



<p>STORY SHARING</p>	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	<p>Word cards, letter cards.</p>
<p>PHASE 3: REFLECTION</p>	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: All About Me	
Duration: 100mins		Sub Strand: I Am A Wonderful And Unique Creation	
Class: KG 2	Class Size:		
Content Standard: K2.1.1.1. Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		Indicator: K2.1.1.1.6. Draw any two parts of the body that you like and write the names underneath. K2.1.1.1.7 Create sets of human parts that have same number and represent them with numbers up to 5	Lesson: 5 of 5
Performance Indicator: <ul style="list-style-type: none"> Learners can draw and label the body parts Learners can use numbers to represent body parts they count 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.100			
Keywords: Balanced, consequences, healthy			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners to sing songs and recite some familiar rhymes. <u>SHE SELLS SEASHELLS</u> She sells seashells by the seashore, The shells she sells are seashells, I'm sure So if she sells seashells on the seashore, Then I'm sure she sells seashore shells. <u>RCA QUESTIONS</u> 1. Did you enjoy the song? 2. What part of the body did you hear in the song? 3. can you mention any other part of the body?	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons	
PHASE 2: NEW LEARNING	Learners draw their favorite part and color it nicely, after which they turn and talk to another child sitting next to them why they like that part. In pairs, the learners check on the body parts that have similar numbers and draw them in sets, count them and represent them with numbers. 1-10. E.g. two eyes match with 2 feet. Pose story problems about what total number you will get if you put different number of parts together. What will be the total no of eyes? What will the total number of hands of 5 people? Give opportunity to learners to count parts of group members and their parts.		



	<p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Did you have fun today? 2. What have you learnt today? 3. Who can tell us about her/himself? 	
<p>PHASE 3: REFLECTION</p>	<p>Review lesson with learners by singing songs in relation to it</p> <p>Take feedback from learners and summarize the lesson.</p>	



WEEK 3

Date:	Day:	Strand: All About Me	
Duration: 50mins		Sub Strand: Personal Hygiene/Caring For The Parts Of The Body	
Class: KG 2	Class Size:		
Content Standard: K2.1.3.1 Demonstrate understanding of personal hygiene and care of the human body.	Indicator: K2.1.3.1.1 Use simple language to describe and engage in conversation about how to care for different part of their bodies. K2.1.3.1.3 Identify the rhyming sounds at the end of words and create more rhyming end of words	Lesson: 1 of 5	
Performance Indicator: <ul style="list-style-type: none"> Learners use simple language to describe how to care for different part of their bodies Learners can create more rhyming end of words 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership, Communication, Creativity	
References: KG Curriculum Pg.2			
Keywords: fingernails, teeth, hand, legs, head			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Sing a song; This is the way I brush my teeth, brush my teeth, 2x) <u>Assessment</u> 1. Did you enjoy the song? 2. What part of the body did you hear in the song? 3. What do we use our teeth for?		
PHASE 2: NEW LEARNING CIRCLE TIME	Have learners sit in a semi-circle (community circle time). Engage learners to play the “I-spy” game Teacher, begins by saying "I spy with my little eye a part of the body beginning with....."e". Learners guess until someone guesses correctly. The game continuous until all the parts of the body have been identified. <u>Assessment</u> 1. Did you like the game? 2. Would like to play it again? 3. Can mention some parts of the body you know	Cut out of body parts, body parts with names written under them.	



<p>GROUP ACTIVITY 1 (OUTDOOR)</p>	<p>Call out parts of the body that should be cared for and have learners touch that part to show comprehension. E.g. I brush my teeth twice a day, I cut my fingernails short, etc.</p> <p>Show a video clip or pictures and let the learners watch the correct ways to care for each part of the body using the vocabulary learnt from the book.</p> <p>Guide learners to count the materials used to clean the body (e.g. soap, toothbrush, toothpaste, sponge, etc.) seen in the video clip and/or those listed on the board.</p> <p>Let learners classify the cleaning materials according to their colors</p> <p>Engage learners to use model cleaning tools to demonstrate how to care for the various parts.</p> <p>Learners sing action songs, and rhymes related to the care of the parts of the body and repeat the sounds they hear at the end of the sentences E.g. I have two ears to hear Point to the ears I have two eyes to see Point to the eyes One nose, one mouth. Point to the nose and mouth</p> <p><u>Assessment</u> 1. Did you have fun with the demonstrations? 2. Would you like to do it again? 3. Mention some of the cleaning tools we used today</p>	<p>Cut out of body parts, body parts with names written under them.</p>
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <p>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.</p>	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Guide learners to draw cleaning tools and color them. (e.g. soap, toothbrush, toothpaste, sponge, etc.)</p>	<p>Pictures of cleaning tools, Cut out of body parts, body</p>



	<p>Engage learners to match body parts to the tool used for cleaning</p> <p>Let learners to fix puzzles of the cleaning tools.</p> <p>Guide learners to match body parts with their names.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. who has the nicest drawing? 2. did you enjoyed the drawing and coloring? 3. what are some of the words in the puzzle? 	parts with names written under them.
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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: REFLECTOIN	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: All about me	
Duration: 50mins		Sub Strand: Caring for the parts of my body	
Class: KG 2	Class Size:		
Content Standard: K2.1.3.1 Demonstrate understanding of personal hygiene and care of the human body.	Indicator: K2.1.3.1.2. Talk about the visual information on the cover page and respond to a read aloud text about caring of the human body.	Lesson: 2 of 5	
Performance Indicator: <ul style="list-style-type: none"> Learners can describe how to take care their body 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership, Communication, Creativity	
References: KG Curriculum Pg.2			
Keywords: soap, toothbrush, toothpaste, sponge,			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners to sing the song 'something pass through my body to my waist' Teacher shows letter cards and learners makes its sound while singing the song Let learners sing with actions and dance to the song <u>Assessment</u> 1. Did you enjoy the song? 2. What part of the body did you hear in the song? 3. Point to one learner to mention at least two parts of the body?		
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners to play the "ball game" Ask learners to form a big circle, with one of the student holding the ball. The learner with the ball starts mentioning a part of the body and tool for cleaning. He then throws the ball to another student to mention his. Anyone who fails to mention his is out of the circle. The last person becomes the winner <u>Assessment</u> 1. Did you like the game? 2. Do you like to play it again? 3. Can mention some parts of the body you know	Ball	
GROUP ACTIVITY I (OUTDOOR)	Show and explain why learners' books have the visual information at the front part of a book and how it helps a reader before reading.	Cut out of body parts, body parts with names written under them.	



	<p>Use the KWL strategy as you read the informational text to learners.</p> <p>Check on the K and W before you read the text. K-Ask the learners to say what they already know about the theme.</p> <p>W-Ask them to tell you what they want to know about the weeks' theme.</p> <p>L: Ask them to share what they have learnt: from listening to the text.</p> <p>Learners share what they have learnt about the theme with their peers and then with the whole group.</p> <p>Have learners act out the key words from the text (washing, brushing, cutting nails, etc).</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Do you like book I just read? 2. Would you like to listen the passage again? 3. Who can tell me what he/she heard? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Engage learners in the game 'back to the board'</p> <p>Display word cards on the teachers table in front of the class.</p> <p>Group class into three or four. Invite each leader from the group in turns to face the class with his/her back to the board.</p> <p>Write a word that describes how to care for the body on the board for the others to act the word.</p> <p>The leader then search through the word cards to identify the word.</p>	Pictures of cleaning tools, Cut out of body parts, body parts with names written under them.



	<p>Engage learners to match body parts to the tool used for cleaning</p> <p>Let learners fix puzzles of the cleaning tools.</p> <p>Guide learners to match body parts with their names.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Did you like today's game? 2. What are some of the words we acted? 3. What are some of the words in the puzzle? 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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: REFLECTOIN	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: All about me
Duration: 50mins		Sub Strand: Caring for the parts of my body
Class: KG 2	Class Size:	
Content Standard: K2.1.3.1 Demonstrate understanding of personal hygiene and care of the human body.	Indicator: K2.1.3.1.4. Begin to learn the letter of the alphabet, randomly recognize the individual letters in their names and match it with another pair.	Lesson: 3 of 5
Performance Indicator: • Learners can make sounds of letters		Core Competencies: Communication and collaboration, Critical thinking,
References: KG Curriculum Pg.2		
Keywords: soap, toothbrush, toothpaste, sponge,		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Sing the song; "This is the way I wash my face" Let learners sing with actions and dance to the song <u>Assessment</u> 1. Did you enjoy the song? 2. What part of the body did you hear in the song? 3. How can we care for our legs?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners to play the "ball game" Ask learners to form a big circle, with one of the student holding the ball. The learner with the ball starts mentioning a part of the body and tool for cleaning. He then throws the ball to another student to mention his. Anyone who fails to mention his is out of the circle. The last person becomes the winner <u>Assessment</u> 1. Did you like the game? 2. Do you like to play it again? 3. Can mention some parts of the body you know	Ball
GROUP ACTIVITY I (OUTDOOR)	Teacher creates two name cards for each pupil with their first names. Give each child their name card and keep one on a line close to you. Play a game where learners will pick up their name tags and peg it unto the one on the line every day of the week.	Cut out of body parts, body parts with names written under them.



	<p>Have the learners continue matching their name tags the whole week until they are able to recognize the letters in their names and can write their own names.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Did you have fun? 2. Would you like to play the game again? 3. Give chalks to learners and ask them to write their names on their desk. 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Engage learners to use the sand tray to write selected letters.</p> <p>Let learners to fix puzzles of the English alphabets.</p> <p>Flash letter card for learners to make its sound.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. which of the letter do you enjoy writing? 2. Did you enjoy fixing the puzzle? 3. What are some of the letters you wrote today? 	Pictures of cleaning tools, Cut out of body parts, body parts with names written under them.
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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: REFLECTOIN	Learners share what they have learnt with their peers. Give learners homework to do at home	
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WEEK ENDING:		Day:	Strand: All about me
Duration: 50mins			Sub Strand: Caring for the parts of my body
Class: KG 2		Class Size:	
Content Standard: K2.1.3.1 Demonstrate understanding of personal hygiene and care of the human body.	Indicator: K2.1.3.1.5. Begin to learn and Identify individual letter-sound of the alphabet in key words related to the theme and write the letters and key words legibly in their books.		Lesson: 4 of 5
Performance Indicator: • Learners can make sounds of letters		Core Competencies: Communication and collaboration, Critical thinking,	
References: KG Curriculum Pg.			
Keywords: soap, toothbrush, toothpaste, sponge,			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Sing the song; "This is the way I wash my face"</p> <p>Let learners sing with actions and dance to the song</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Did you enjoy the song? 2. What part of the body did you hear in the song? 3. How can we care for our legs? 		
PHASE 2: NEW LEARNING CIRCLE TIME	<p>Engage learners to play the "ball game"</p> <p>Ask learners to form a big circle, with one of the student holding the ball.</p> <p>The learner with the ball starts mentioning a part of the body and tool for cleaning.</p> <p>He then throws the ball to another student to mention his.</p> <p>Anyone who fails to mention his is out of the circle. The last person becomes the winner</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Did you like the game? 2. Do you like to play it again? 3. Can mention some parts of the body you know 		Ball
GROUP ACTIVITY I (OUTDOOR)	<p>Display an outline of drawing on a paper for pupils to match the tools with the body part and use same color for each body part and its tool. E.g. soap matched with the hand and brush with the teeth.</p> <p>Talk about the coloring with their friends. Tell what the illustration is about to friends with accuracy. E.g. An outline of soap, toothbrush, toothpaste, etc..</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Did you have fun with the activity? 		Cut out of body parts, body parts with names written under them.




	<p>2. Would you like to do it again?</p> <p>3. Mention some of the cleaning tools we used today</p>	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <p>1. What sound have we learnt today?</p> <p>2. Which other letter sound do you know?</p> <p>3. Mention any object in the classroom or home that begins with the target letter sound.</p>	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Engage learners to match body parts to the tool used for cleaning</p> <p>Let learners to fix puzzles of the cleaning tools.</p> <p>Guide learners to match body parts with their names.</p> <p><u>Assessment</u></p> <p>1. Who can mention the words on the board?</p> <p>2. Did you enjoy fixing the puzzle?</p> <p>3. What are some of the words in the puzzle?</p>	Pictures of cleaning tools, Cut out of body parts, body parts with names written under them.
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <p>1. Was the story interesting?</p> <p>2. What part of the story did you like?</p> <p>3. What have you learnt from the story?</p>	Word cards, letter cards.
PHASE 3: REFLECTOIN	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: All about me	
Duration: 50mins		Sub Strand: Caring for the parts of my body	
Class: KG 2	Class Size:		
Content Standard: K2.1.3.1 Demonstrate understanding of personal hygiene and care of the human body.	Indicator: K2.1.3.1.6 Draw and color items we use in caring for parts of the body and copy their functions boldly and legibly underneath the drawing K2.1.3.1.7 Compare objects and numerals between 1 to 20	Lesson: 5 of 5	
Performance Indicator: <ul style="list-style-type: none"> Learners can draw and color items used for caring for parts of the body Learners can compare numbers 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership, Communication, Creativity	
References: KG Curriculum Pg.2			
Keywords: soap, toothbrush, toothpaste, sponge,			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Sing the song; "This is the way I wash my face" Let learners sing with actions and dance to the song <u>Assessment</u> 1. Did you enjoy the song? 2. What part of the body did you hear in the song? 3. How can we care for our legs?		
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners to sing songs and recite some familiar rhymes. <u>HEAD SHOULDERS KNEES AND TOES</u> Head shoulders knees and toes, Knees and toes Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes. In pairs, let learners sing with actions at different tempos. <u>Assessment</u> 1. Did you like the song? 2. Do you like to sing it again? 3. Can mention some parts of the body you heard in the song.		
GROUP ACTIVITY I (OUTDOOR)	Collect a set of items we use to care for our bodies and weigh them.	Cut out of body parts, body parts	



	 <p>Compare the items by using words such as: “heavier than”, “smaller than, less than”, “5 more than”, “10 less than”.</p> <p>Move on to teach the learners, the symbols such as “<”, “=”, “>” to compare and order whole numbers up to 20.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Did you have fun with the activity? 2. Do you like to learn more about numbers? 3. What are some of the items we weighed on the balance? 	with names written under them.
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Learners prepare their own dictionary by drawing and coloring items we use to care of our body and copy their names from the chalk/whiteboard into their dictionary.</p> <p>Engage learners to match body parts to the tool used for cleaning</p> <p>Let learners to fix puzzles of the cleaning tools.</p>	Pictures of cleaning tools, Cut out of body parts, body parts with names written under them.

	<p>Guide learners to match body parts with their names.</p> <p>Guide learners to match body parts with numbers.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Who can read the words on the board? 2. Did you enjoy playing with the logos? 3. What are some of the numbers you modeled with logos? 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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: REFLECTOIN	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK 4

WEEK ENDING:	Day:	Strand: ALL ABOUT ME	
Duration: 100mins		Sub Strand: Keeping my body healthy and eating good food and taking my vaccination	
Class: KG 2	Class Size:		
Content Standard: K2.1.4.1 Demonstrate the understanding and knowledge of keeping our bodies healthy by eating good food and visiting the hospital when sick	Indicator: K2.1.4.1.1 Talk about how to keep our bodies healthy by eating balanced meal and visiting the hospital for our vaccinations K2.1.4.1.2 Answer questions during and after listening to the interactive read aloud on the theme and show how the visual information help readers understand print.	Lesson:	
Performance Indicator: <ul style="list-style-type: none"> Learners can talk about foods that makes them grow Learners can 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Let learners sing songs about food. Example: "Pawpaw is a kind of fruit" <u>Assessment</u> 1. Did you enjoy the song? 2. What food did you hear in the song? 3. In turns, learners tell the food they like best?		
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners to play the "ball game" Ask learners to form a big circle, with one of the student holding the ball. The learner with the ball mentions a name of a food. He then throws the ball to another student to mention his. Anyone who fails to mention his/hers is out of the circle. The last person becomes the winner <u>Assessment</u> 1. Did you like the game? 2. Do you like to play it again? 3. Can you mention some foods we mentioned in the game.		
GROUP ACTIVITY I (OUTDOOR)	Engage learners in active interaction about the theme; what food items do we eat to keep us healthy. Talk about the food items in a balanced diet.		



	<p>Show a chart on balanced diet and a conversational poster on the theme for the week and have learners take turns to contribute their ideas to the discussion.</p> <p>Let learners contribute to the good food we eat to be healthy.</p> <p>Teacher shows pictures page by page as he reads the text to learners. (a big book on food items in a balanced diet and the six killer diseases)</p> <p>Learners are asked to explain why their books have plenty of colorful pictures and adult books have no pictures,</p> <p>Scaffold learners to understand that illustrations and pictures help us to understand unfamiliar words in the text.</p> <p>Engage learners to play the “hide and seek game” in different groups. (Teacher hides model foods and ask learners to look for them)</p> <p>Learners perform the lime and spoon race in groups.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Did you have fun? 2. Would you like to run with the lime and spoons again? 3. In turns, learners mention the food they ate the very morning. 	
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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. 	
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Have learners look at pictures showing polio, tuberculosis, measles patients. Etc.</p> <p>Teacher reads the text, showing pictures page by page to learners and asking them to share their ideas on the pictures.</p>	



	<p>Learners answer comprehension questions on the text, mentioning some of the food items we need to eat to keep our bodies healthy.</p> <p>Pick key words from the (BIG BOOK) as learners act it out (washing hands, polio, tuberculosis, measles, etc.).</p> <p>Guide learners to draw different foods and color them. (e.g. banana, yam, beans, bread, etc.)</p> <p>Let learners to fix puzzles on types of food.</p> <p>Guide learners to match foods with their names</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. show me what you have drawn? 2. would you like to draw more foods? 3. why do we eat food? 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: ALL ABOUT ME
Duration: 50mins		Sub Strand: Keeping my body healthy by eating good food and taking my vaccination
Class: KG 2	Class Size:	
Content Standard: K2.1.4.1 Demonstrate the understanding and knowledge of keeping our bodies healthy by eating good food and visiting the hospital when sick	Indicator: K2.1.4.1.3 Break the sound in a multi-syllabic word and clap out the syllables and blend them again as one word K2.1.4.1.4 Identify and use more sight words found in the text of the six killer diseases and write simple sentences with them in their books	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can blend and break words into syllables Learners can Identify and use more sight words 	Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2		
Keywords: Protein, Calcium, carbohydrates, vitamins, etc		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing songs about food. Example: "I'm a little teapot" <u>RCA QUESTIONS</u> 1. Did you enjoy the song? 2. What food did you hear in the song? 3. What time of the day do you take tea?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners to play the "ball game" Ask learners to form a big circle, with one of the student holding the ball. The learner with the ball mentions a name of a food. He then throws the ball to another student to mention his. Anyone who fails to mention his/hers is out of the circle. The last person becomes the winner <u>RCA QUESTIONS</u> 1. Did you like the game? 2. Do you like to play it again? 3. Can you mention some foods we mentioned in the game.	Ball
GROUP ACTIVITY I (OUTDOOR)	Select some of the long words related to the theme [e.g. Vaccination, the names of the six killer diseases]	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer



	<p>Let learners stretch the words, Identify and count the syllables in the words through clapping.</p> <p>Guide learners mention the number of syllables in the word, say it more quickly and blend the sounds.</p> <p>Engage learners in more practice of clapping out the syllables in the words from the read aloud text, and blending the sounds [e.g. /t//u//b//e//r//c//u//l//o//s//i//s/ and [tu-ber-cu-lo-sis] as in tuberculosis with five syllables]</p> <p>Have learners identify and indicate the number of syllables in the six killer diseases (polio, tuberculosis, measles,) [E.g. po-lio] has two syllables</p> <p>Engage learners in the game 'Back to the board'</p> <p>Display word cards on the teachers table in front of the class. Group class into three or four.</p> <p>Invite each leader from the group in turns to face the class with his/her back to the board.</p> <p>Write a letter on the board for the others to make its sound. The leader then search through the word cards to identify the letter</p> <p>Let learners jump on each word and count and share with their friends the number of the keywords in the song.</p> <p>Learners perform the sack race in groups.</p> <p>RCA QUESTIONS</p> <ol style="list-style-type: none"> 1. Did you have fun? 2. What words have you learnt today? 3. Who can mention any of killer diseases? 	<p>diseases. Cut out shapes, big books, counters, crayons</p>
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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. 	<p>Word cards, letter cards.</p>



<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Teacher explains to learners what sight words are and shows them examples in the text. (High frequency words that learners can pronounce instantly without stopping to analyze them)</p> <p>Learners give examples of such words in the text read.</p> <p>Learners identify and pronounce sight words instantly on flash cards as teacher flashes word cards. E.g. can, is, of. to, the, a.</p> <p>Find more sight words in their local languages and English and list them in their exercise books</p> <p>Have them use the sight words learnt to form simple sentence orally and in written form and share with their friends.</p> <p>Let learners to fix puzzles on sight words.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Did you have with the puzzle work? 2. What words did you see in the puzzle? 3. Who can form a sentence with (<i>can, is, of. to, the, a</i>)? 	<p>Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons</p>
<p>LEARNING CENTER</p>	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	<p>Word cards, letter cards.</p>
<p>STORY SHARING</p>	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	<p>Word cards, letter cards.</p>
<p>PHASE 3: REFLECTION</p>	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: ALL ABOUT ME
Duration: 50mins		Sub Strand: Keeping my body healthy by eating good food and taking my vaccination
Class: KG 2	Class Size:	
Content Standard: K2.1.4.1 Demonstrate the understanding and knowledge of keeping our bodies healthy by eating good food and visiting the hospital when sick	Indicator: K2.1.4.1.5 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can use key words in sentences and in writing effectively 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
References: KG Curriculum Pg.2		
Keywords: Protein, Calcium, carbohydrates, vitamins, etc		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing songs about food. Example: "I like to eat, eat, eat apples and bananas" <u>RCA QUESTIONS</u> 1. Did you enjoy the song? 2. What food did you hear in the song? 3. Mention any fruit you have ate before?	
PHASE 2: NEW LEARNING CIRCLE TIME	Have learners sit in a semi-circle (community circle time), as they listen attentively to the Teacher -read-aloud text on balanced diet. <u>RCA QUESTIONS</u> 1. Did you like the story I just read? 2. Why is good to eat good food? 3. Can you mention some foods you eat at home?	
GROUP ACTIVITY I (OUTDOOR)	Ask children to choose any 4 letters and write them in their 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. This can also be played with high frequency words that the children know. Mix up picture cards of food items and let learners identify their names. Learners perform filling bottles in groups. <u>RCA QUESTIONS</u>	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons



	<ol style="list-style-type: none"> 1. Did you have fun? 2. Would you like to play the BINGO game again? 2. What are some of the new words you learnt today? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Teacher models writing letters in the air and sand tray.</p> <p>Have learners take turns writing in the air and then on their friends back, on their arms and finally write the letter sound and its key word in their exercise book.</p> <p>Guide learners to write the letters on the blue and red lines in their exercise books.</p> <p>Let learners fix puzzles on types of food.</p> <p>Guide learners to match foods with their names</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Show me the letters you have written in your books? 2. Would you like to write more letters? 3. Who can write the first five letters of the alphabet? 	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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:	Strand: ALL ABOUT ME
Duration: 50mins		Sub Strand: Keeping my body healthy by eating good food and taking my vaccination
Class: KG 2	Class Size:	
Content Standard: K2.1.4.1 Demonstrate the understanding and knowledge of keeping our bodies healthy by eating good food and visiting the hospital when sick	Indicator: K2.1.4.1.6 Draw and color different food items that keep our body healthy and label them using invented spelling.	Lesson:
Performance Indicator: • Learners can draw and color foods	Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing songs about food. Example: "I like to eat, eat, eat apples and bananas" <u>RCA QUESTIONS</u> 1. Did you enjoy the song? 2. What food did you hear in the song? 3. Mention any fruit you have ate before?	
PHASE 2: NEW LEARNING CIRCLE TIME	Have learners sit in a semi-circle (community circle time), as they listen attentively to story about food. Example: the Ant and the bumper harvest <u>RCA QUESTIONS</u> 1. Did you like the story I just read? 2. Why is good to eat good food? 3. Can you mention some foods you eat at home?	Ball
GROUP ACTIVITY I (OUTDOOR)	Engage learners to play the "I-spy" game Teacher, begins by saying "I spy with my little eye a food beginning with....."b". Learners guess until someone guesses correctly. The game continous until all learners have had their turns. Learners perform filling bottles in groups. <u>RCA QUESTIONS</u> 1. Did you have fun? 2. What are some of the foods we learnt today? 3. Mention two other foods you know	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons



<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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. 	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Learners freely draw food items of their choice into their Self-Dictionary, color it nicely and label them.</p> <p>Engage learners to sing songs and rhymes with actions and gestures.</p> <p>Teacher supports learners by writing the names of the food items on the Chalk/white board for learners to copy.</p> <p>Let learners to fix puzzles on types of food.</p> <p>Guide learners to match foods with their names</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. show me what you have drawn? 2. would you like to draw more foods? 3. why do we eat food? 	<p>Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons</p>
<p>LEARNING CENTER</p>	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	<p>Word cards, letter cards.</p>
<p>STORY SHARING</p>	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	<p>Word cards, letter cards.</p>
<p>PHASE 3: REFLECTION</p>	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: ALL ABOUT ME
Duration: 50mins		Sub Strand: Keeping my body healthy by eating good food and taking my vaccination
Class: KG 2	Class Size:	
Content Standard: K2.1.4.1 Demonstrate the understanding and knowledge of keeping our bodies healthy by eating good food and visiting the hospital when sick	Indicator: K2.1.4.1.7 Compare the sizes and weight of different food items that we can eat to keep us healthy.	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can talk about foods we eat to keep us healthy 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
References: KG Curriculum Pg.2		
Keywords: bigger, heavier, weight		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing songs about food. Example: "Super Potato" <u>RCA QUESTIONS</u> 1. Did you enjoy the song? 2. What food did you hear in the song? 3. Mention any fruit you have ate before?	
PHASE 2: NEW LEARNING CIRCLE TIME	Have learners sit in a semi-circle (community circle time), as they listen attentively to story about food. Example: the Ant and the bumper harvest <u>RCA QUESTIONS</u> 1. Did you like the story I just read? 2. Why is it good to eat good foods? 3. Can you mention some foods you eat at home?	Ball
GROUP ACTIVITY I (OUTDOOR)	Bring a variety of food items that we eat daily and water bottles. Have learners compare the sizes, weight and length. E.g. yam is bigger than sweet potatoes, a big bottle of water is heavier than a small bottle of water. Ask learners to compare fruits and other things. Learners perform sack race in groups. <u>RCA QUESTIONS</u> 1. Did you have fun? 2. What are some of the foods we learnt today? 3. Mention two other foods you know	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons



<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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. 	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Guide learners to draw different foods and color them. (e.g. banana, yam, beans, bread, etc.)</p> <p>Let learners to fix puzzles on types of food.</p> <p>Guide learners to match foods with their names</p> <p>RCA QUESTIONS</p> <ol style="list-style-type: none"> 1. show me what you have drawn? 2. would you like to draw more foods? 3. why do we eat food? 	<p>Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons</p>
<p>LEARNING CENTER</p>	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	<p>Word cards, letter cards.</p>
<p>STORY SHARING</p>	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	<p>Word cards, letter cards.</p>
<p>PHASE 3: REFLECTION</p>	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK 5

WEEK ENDING:	Day:	Strand: ALL ABOUT ME
Duration: 50mins		Sub Strand: MY ENVIRONMENT AND MY HEALTH THAT HELP ME
Class: KG 2	Class Size:	
Content Standard: K2.1.5. Demonstrate understanding of the environment and how to keep it safe	Indicator: K2.1.5.1.1 Take a walk in the environment, discuss and point to things that are safe and unsafe to play with. K2.1.5.1.2 Ask questions and find answers to them as they listen attentively to the text read aloud to them	Lesson:
Performance Indicator: • Learners can differentiate between safe and unsafe things in the environment	Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. Example: 'Hey Diddle Diddle' <u>RCA QUESTIONS</u> 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 lea in a community Circle time (CCT) and theme discussion. Teacher starts with a movement. (Wave your hand in the air) Now the person siting to your right hand must wave their hand and add another movement (shake the head) The next person does those movements and add one of their own. <u>RCA QUESTIONS</u> 1. Did you have fun? 2. Would you like to play again? 3. Which of the movements did you like best?	
GROUP ACTIVITY I (OUTDOOR)	Display a Conversational poster (# 17 on Pollution) and discuss how situations of the environment can affect our health.	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons





Call on learners to randomly talk about objects that are safe or unsafe to play with and state why.

After that take learners out to observe and identify the state of the environment around the school.

Have them talk about things that can be dangerous and harmful to their health.

Discuss with learners the importance of keeping the environment clean and how it can influence the health of humans.

Ask question that will make learners act out how to keep the environment (both at home and school) clean, safe from accidents and diseases.

Have learners to perform the hide and seek game to the types of pollution and their causes.

RCA QUESTIONS

1. What have we learnt today?
2. Who likes to be in danger?
3. What are some of the dangerous things in the environment?
4. How can we keep our environment clean?

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.

Word cards, letter cards.



	<ol style="list-style-type: none"> 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. 	
GROUP ACTIVITY 2 (INDOOR)	<p>Show a book on the environment, let learners identify the cover page, the back page, the illustrator and the author.</p> <p>Ask them to share what they have learnt about keeping the environment clean with their peers and then with the whole group.</p> <p>Sing songs and rhymes about keeping the environment clean.</p> <p>Learners sing songs and rhymes and dance with actions</p> <p>Read the big book aloud (Adzoa has malaria) and ask questions about the character and the reason why she got sick of malaria.</p> <p>Discuss actions we can take not to get sick or hurt.</p> <p>Draw and color someone sick and healthy.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Who has the nicest drawing? 2. Did you enjoyed the drawing and coloring? 3. What are some of the words in the puzzle? 	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: ALL ABOUT ME
Duration: 50mins		Sub Strand: MY ENVIRONMENT AND MY HEALTH THAT HELP ME
Class: KG 2	Class Size:	
Content Standard: K2.1.5. Demonstrate understanding of the environment and how to keep it safe	Indicator: K2.1.5.1.3 Identify the initial and ending sounds of names of objects in the environment; clap the syllables on selected words related to harmful objects around us.	Lesson:
Performance Indicator: • Learners can identify the initial and ending sounds of names of objects	Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. <u>RCA QUESTIONS</u> 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 to play a game. “In the environment” Teacher gets a story bag with objects in. Say “in the environment, I saw a (Pick one object out) a car!. Pass it on to the next person. In the environment, I saw a car and a house, etc. <u>RCA QUESTIONS</u> 1. Did you have fun? 2. Would you like to play again? 3. What words did you hear in the game?	Model shapes, Cut out shapes
GROUP ACTIVITY I (OUTDOOR)	Choose 5-6 letters that the learners know and make 5-10 cards with each sound on. Give each child a card and ask them to remember the sounds and hide it. They walk around the classroom making that sound and find other children saying the same sound. Guide learners to identify the initial, middle sounds of names of objects around us. E.g. sand: initial sound -/s/, ending sound- /d/.	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons



	<p>Have learners to count and number words, clap the syllables of the identified words</p> <p>Learners sing songs, recite rhymes and make sounds of letters identified</p> <p>Have learners to sing the songs and recite the rhymes in turns and groups with dancing and actions.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. what have you learnt today? 2. what new words did you learn today? 3. who can use form a sentence with new words? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Ask children to choose any 4 letters and write them in their books/on the floor.</p> <p>The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.</p> <p>The first child to cross out all 4 of their letters shouts BINGO!! and is the winner.</p> <p>Have learners write the new words in their workbooks.</p> <p>Engage learners to fix puzzle on the new words.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Did you enjoy the game? 2. Would you like to play the game again? 3. What words did you hear in the game? 4. Mention any two words you know. 	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.



STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	




WEEK ENDING:	Day:	Strand: ALL ABOUT ME
Duration: 50mins		Sub Strand: MY ENVIRONMENT AND MY HEALTH THAT HELP ME
Class: KG 2	Class Size:	
Content Standard: K2.1.5. Demonstrate understanding of the environment and how to keep it safe	Indicator: K2.1.5.1.4 Learners can blend letter-sounds learnt to form simple words related to the topic and copy the word in their books.	Lesson:
Performance Indicator: • Learners can form simple words with sounds learnt		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
References: KG Curriculum Pg.		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. <u>RCA QUESTIONS</u> 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 one child sit in the middle of the circle blindfolded. Get a noisy instrument (tambourine or keys). The child then pass the instrument around, all giving it a shake. Teacher then shout, “stop” while the person holding the instrument holds it silently. The child in the middle then try to point to whoever they think is holding the instrument. <u>RCA QUESTIONS</u> 1. Did you have fun? 2. Would you like to play the game again. 3. What letter sounds did we learn in the previous lesson?	Tambourine, keys
GROUP ACTIVITY I (OUTDOOR)	Learners are guided to blend letter sounds to form words related to the theme. E.g. /c//u//t//l//a//s//s/ -cutlass. Engage learners in the blending game. Choose learners to come forward depending on the word you want to teach. Give each a letter card that makes up a word. Ask them to stand and arrange themselves well.	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons



	<p>They should be as far away from each other. Ask them to start walking slowly towards each other.</p> <p>As they walk, each should be saying the sound of his letter out loud.</p> <p>When pupils meet, ask them to sound out the letters on the word cards one after the other in order to form a word.</p> <p>Flash cards for learners to read out the words loud.</p> <p>In their color groups, let learners perform the tyre race.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. what have you learnt today? 2. what new words did you learn today? 3. who can use form a sentence with new words? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Write a two-letter word on the board (vowel– consonant word, e.g. 'as')</p> <p>Cover the second letter and ask learners to make the sound of the letter which is not covered.</p> <p>Now cover the first letter for learners to make the sound of the second letter.</p> <p>Remove the cover and use your finger to point to the individual letters while learners make their sounds.</p> <p>Say: Let us increase the speed and as you do so run your finger under the word for learners to blend the sounds to read the word.</p> <p>Continue blending other two-letter words in similar way. Initially maintain the same vowel while the consonants keep changing, e.g. an, at, am, ap, e.</p>	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons



WEEK ENDING:	Day:	Strand: ALL ABOUT ME
Duration: 50mins		Sub Strand: MY ENVIRONMENT AND MY HEALTH THAT HELP ME
Class: KG 2	Class Size:	
Content Standard: K2.1.5. Demonstrate understanding of the environment and how to keep it safe	Indicator: K2.1.5.1.5 Draw and label some dangerous objects in the environment	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can identify and draw dangerous objects in the environment 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
References: KG Curriculum Pg.		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. <u>RCA QUESTIONS</u> 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 to play the “matching socks” Display lots of different pairs of socks in class. Give out only one sock to each child. Learners are tasked to look for a partner who has the same sock and match them. <u>RCA QUESTIONS</u> 1. Did you have fun? 2. Would you like to play the game again. 3. Who can mention any two dangerous objects in the environment?	Socks
GROUP ACTIVITY I (OUTDOOR)	Paste a chart of dangerous objects in the environment for learners to observe. 	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons



	<p>Let learners identify and relate to the objects in the picture.</p> <p>Guide learners to jump and run over painted car tyres. They sing, recite rhymes and make letter sounds as they jump.</p> <p>Engage learners in the “Ball” game. Ask learners to form a big circle, with one of the student holding the ball.</p> <p>The learner with the ball starts to mention a word (objects in the environment)</p> <p>He then throws the ball to another student to mention his/her.</p> <p>Sing songs and rhymes about things in the environment.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. what have you learnt today? 2. what new words did you learn today? 3. who can use form a sentence with new words? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Guide learners to draw and color objects in their workbooks. (e.g. cutlass, knife, scissors, book, pencil, telephone, etc.)</p> <p>Engage learners to match dangerous objects to the injuries they cause.</p> <p>Let learners to fix puzzles of the dangerous objects in the environment.</p> <p>Guide learners to match dangerous objects with their names.</p> <p><u>RCA QUESTIONS</u></p>	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons



	<ol style="list-style-type: none"> 1. who has the nicest drawing? 2. did you enjoyed the drawing and coloring? 3. what are some of the words in the puzzle? 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:		Day:	Strand: ALL ABOUT ME
Duration: 50mins			
Class: KG 2		Class Size:	Sub Strand: MY ENVIRONMENT AND MY HEALTH THAT HELP ME
Content Standard: K2.1.5. Demonstrate understanding of the environment and how to keep it safe		Indicator: K2.1.5.1.6 Classify objects according to their shape and color.	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can classify objects according to their shape and color 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. Example: "Green Green Grass" <u>RCA QUESTIONS</u> 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 to play the "matching socks" Display lots of different pairs of socks in class. Give out only one sock to each child. Learners are tasked to look for a partner who has the same sock and match them. <u>RCA QUESTIONS</u> 1. Did you have fun? 2. Would you like to play the game again. 3. Who can mention any two dangerous objects in the environment?	Socks	
GROUP ACTIVITY I (OUTDOOR)	Bring out color blocks for learners to observe. Have learners to explore with the color blocks and match colors with objects in the classroom. Have learners to tell their favorite colors. Learners to jump and run over painted car tyres. They sing, recite rhymes and make letter sounds as they jump. Let learners draw and color objects in their workbooks. Using the household learning center, guide learners to sort and group the objects according to their uses.	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons	



	<p>Grouping dangerous and non-dangerous ones.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. what have you learnt today? 2. what new words did you learn today? 3. who can use form a sentence with new words? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Display pictures of safe objects in the environment.</p> <p>Learners to identify their names and relate to them.</p> <p>Guide learners to draw and color objects in their workbooks. (e.g. table, bag, water, book, pencil, telephone, etc.)</p> <p>Engage learners to match non-dangerous objects to the injuries they cause.</p> <p>Let learners to fix puzzles of the safe objects in the environment.</p> <p>Guide learners to match safe objects with their names.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. who has the nicest drawing? 2. did you enjoyed the drawing and coloring? 3. what are some of the words in the puzzle? 	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p>	Word cards, letter cards.



	<ol style="list-style-type: none">1. Was the story interesting?2. What part of the story did you like?3. What have you learnt from the story?	
PHASE 3: REFLECTION	Learners share what they have learnt with their peers. Give learners homework to do at home	



WEEK 6

WEEK ENDING:	Day:	Strand: ALL ABOUT ME	
Duration: 50mins		Sub Strand: PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS	
Class: KG 2	Class Size:		
Content Standard: K2.1.6.1 Demonstrate understanding of how to be safe and identify strangers.		Indicator: K2.1.6.1.1 Role-play, sing songs and discuss some of the safety measures to protect ourselves in the environment. K2.1.6.1.5 Draw and color an object that can hurt, harm, have a sharp edge, etc. and legibly write/scribe the name under it.	Lesson:
Performance Indicator: <ul style="list-style-type: none"> • Learners can discuss some of the safety measures to protect ourselves in the environment • Learners can draw and color an object that can hurt 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2			
Keywords: Road, Accidents, Harmful, Strangers			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. <u>RCA QUESTIONS</u> 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 a community circle. Put some music on and pass object around the circle. When the music stops, whoever is holding the object is out and has to stand up and sit outside the circle. Continue until you have a champion. <u>RCA QUESTION</u> 1. Did you have fun? 2. Would you like to play some more? 3. What objects in the home can harm us?		
GROUP ACTIVITY I (OUTDOOR)	Display a conversational poster and some concrete materials related to the theme, and engage learners in active discussion on the theme. Model how to use cultured and polite language in answering questions for them to see and do likewise when needed.	Poster/ cut out picture depicting causes and prevention of accidents, Cut out shapes, big books, counters, crayons	



	<p>Call on learners randomly to answer questions or contribute to the discussion</p> <p>Have learners role-play various safety measures in small groups and sing songs alongside (if you see a traffic light, there is something you should know, red means stop ...).</p> <p>Think-pair-share with peers as they discuss some of the safety measures. E.g. role-play on how to handle pointed objects, sharp objects, hot objects that can hurt or burn (cooking pot), cutlass, hoe, etc.</p> <p>Assessment</p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. When you see a traffic light, yellow means...? 3. Who can demonstrate how to handle a knife? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Learners' think-pair-share with friends on what to draw.</p> <p>They draw a scene of their choice freely, color it and talk about it with their friends.</p> <p>Suggestions of what to draw: a child running away from a stranger, crossing the road at a Zebra crossing.</p> <p>Let learners fix puzzles on accidents.</p> <p>Assessment</p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Can we see your drawing? 3. What would you like to draw again? 	Poster/ cut out picture depicting causes and prevention of accidents, Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.



STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: ALL ABOUT ME	
Duration: 50mins		Sub Strand: PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS	
Class: KG 2	Class Size:		
Content Standard: K2.1.6.1 Demonstrate understanding of how to be safe and identify strangers.	Indicator: K2.1.6.1.2 Identify the basic components, show and explain why learners' books are open from right to left and respond to a shared reading of a book related to the theme. K2.1.6.1.3 Protect ourselves from harm, hurt, sharp objects, electricity and water and strangers.		Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can open books are open from right to left Learners can describe how to protect ourselves from sharp objects 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.27			
Keywords: Road, Accidents, Harmful, Strangers			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. <u>RCA QUESTIONS</u> 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 a community circle.to play the "Wonkey Donkey Game" A child is made to wear and old shirt and blindfolded. Another child comes up to hold on to back of the shirt (the donkey's tail) and shouts "Wonkey Donkey!" The blindfolded child must guess who shook their tail. Assessment 1. Did you have fun? 2. Would you like to play the game? 3. Who can demonstrate how to cross the road?		
GROUP ACTIVITY I (OUTDOOR)	Teacher scaffold learners to identify the basic components of a book. Show the cover of the information big book on protecting ourselves from harm, hurt, sharp objects, electricity and water and strangers and have learners predict what will happen in the book Use the KWL strategy as you read the informational text to learners	Poster/ cut out picture depicting causes and prevention of accidents, Cut out shapes, big books, counters, crayons	




	<p>Pick key words from the (BIG BOOK) as learners act it out (hurts, harms, sharp objects, strangers, electricity and water, etc.).</p> <p>Check on the K and W before you read the text and the L after reading.</p> <p>K-Ask the learners to say what they already know about the theme. W-Ask them to tell you what they want to know about the weeks' theme.</p> <p>Read the book aloud, opening the book from right to left, pausing and showing pictures to the learners.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Mention any two sharp objects in the home? 3. How can we prevent electric shock? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Learners' think-pair-share with friends on what to draw.</p> <p>They draw a scene of their choice freely, color it and talk about it with their friends.</p> <p>Suggestions of what to draw: a child running away from a stranger, crossing the road at a Zebra crossing.</p> <p>Let learners fix puzzles on accidents.</p> <p>Assessment</p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Can we see your drawing? 3. What would you like to draw again? 	Poster/ cut out picture depicting causes and prevention of accidents, Cut out shapes, big books, counters, crayons
LEARNING CENTER	Engage learners to play freely at the learning centers.	Word cards, letter cards.



	Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.	
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: ALL ABOUT ME
Duration: 50mins		Sub Strand: PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS
Class: KG 2	Class Size:	
Content Standard: K2.1.6.1 Demonstrate understanding of how to be safe and identify strangers.	Indicator: K2.1.6.1.4 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.	Lesson:
Performance Indicator: • Learners can Identify letter-sounds learnt in words		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
References: KG Curriculum Pg.2		
Keywords: Road, Accidents, Harmful, Strangers		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. <u>RCA QUESTIONS</u> 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 a community circle. Have three emotion cards in the middle of the circle – happy, sad and angry, each on pieces of paper.  Teacher picks one of the card and act. Example: if it is sad, you bow your head, hunch your shoulders, and mooch around and do sad face. Invite learners to middle of the circle to pick and act any of the cards. Other learners guess which emotion they think it is. <u>RCA QUESTION</u> 1. Did you have fun? 2. At what times do we become angry? 3. Is it good to be angry? 4. As kids, are we supposed to be happy always?	
GROUP ACTIVITY I (OUTDOOR)	Rapidly revise the letter sounds learnt so far.	Poster/ cut out picture depicting causes and prevention



	<p>Introduce a tongue twister or a rhyme in which the sound for the week is. Say it two times and let learners identify the target sound in the tongue twister or rhyme.</p> <p>Introduce the letter by writing the capital (Upper case) and the Lowercase boldly on the Chalkboard/ white board.</p> <p>Point to the letter, Capital first and then lower case and say the sound 3 times and have the learners also repeat</p> <p>Introduce the key word in which we can find the letter-sound.</p> <p>With the use of word cards, have learners show the position of the letter-sound learnt in words, beginning, initial and ending.</p> <p>Assessment</p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Who can write capital C in the air? 3. What words have you learnt? 	<p>of accidents, Cut out shapes, big books, counters, crayons</p>
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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. 	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Teacher models writing the letter in the air.</p> <p>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.</p> <p>Put word cards on the table, floor or a bowl. Ask a pupil to pick a letter card, reads the letter, covers it/ turns it over and writes the letter on the board or book.</p> <p>He then picks the card again and show it to the class. The class checks to see if the letter is correct.</p>	<p>Poster/ cut out picture depicting causes and prevention of accidents, Cut out shapes, big books, counters, crayons</p>




	<p>Assessment</p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. What words did we learn today? 3. Who can form a sentence with one of the key words? 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: ALL ABOUT ME
Duration: 50mins		Sub Strand: PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS
Class: KG 2	Class Size:	
Content Standard: K2.1.6.1 Demonstrate understanding of how to be safe and identify strangers.	Indicator: K2.1.6.1.5 Draw and color an object that can hurt, harm, have a sharp edge, etc. and legibly write/scribe the name under it.	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can draw and color an object that can hurt and harm 	Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2		
Keywords: Road, Accidents, Harmful, Strangers		
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 a community Circle time (CCT) and theme discussion. Teacher starts with a movement. (Wave your hand in the air) Now the person sitting to your right hand must wave their hand and add another movement (shake the head) The next person does those movements and add one of their own. RCA QUESTIONS 1. Did you have fun? 2. Would you like to play again? 3. Which of the movements did you like best?	
GROUP ACTIVITY I (OUTDOOR)	Engage learners in a pretend to play. Arrange the class as a busy road by placing road signs on the way.	Poster/ cut out picture depicting causes and prevention of accidents, Cut out shapes, big books, counters, crayons




	 <p>Demonstrate to learners how to cross the road and talk to strangers.</p> <p>Have learners practice how to cross the road and talk to strangers.</p> <p>Encourage learners to use “please” when talking to strangers.</p> <p>Assessment</p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. What does the red in the traffic light means? 3. Who can demonstrate how to cross the road? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Learners’ think-pair-share with friends on what to draw.</p> <p>They draw a scene of their choice freely, colour it and talk about it with their friends.</p> <p>Suggestions of what to draw: a child running away from a stranger, crossing the road at a Zebra crossing.</p> <p>Sing songs and rhymes as learners sing along</p> <p>Have learners to sing songs in groups and dance with actions</p>	Poster/ cut out picture depicting causes and prevention of accidents, Cut out shapes, big books, counters, crayons



	<p>Have learners to count and number drawings they have made</p> <p>Learners represent with model numbers and write them under their drawings.</p> <p>Assessment</p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Who write the number 8 on the board? 3. How many colors are there in the traffic light? 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: ALL ABOUT ME
Duration: 50mins		Sub Strand: PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS
Class: KG 2	Class Size:	
Content Standard: K2.1.6.1 Demonstrate understanding of how to be safe and identify strangers.	Indicator: K2.1.6.1.6 Sort out objects by their length, colors and shapes and compare their numbers using words such as more than, less than, equal to.	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can sort out objects by their length, colors and shapes and compare their numbers using words such as more than, less than, equal to. 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
References: KG Curriculum Pg.2		
Keywords: Road, Accidents, Harmful, Strangers		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. <u>RCA QUESTIONS</u> 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 to play the “matching socks” Display lots of different pairs of socks in class. Give out only one sock to each child. Learners are tasked to look for a partner who has the same sock and match them. <u>RCA QUESTIONS</u> 1. Did you have fun? 2. Would you like to play the game again. 3. How can protect ourselves from strange people?	
GROUP ACTIVITY I (OUTDOOR)	Engage learners in a pretend to play. Arrange the class as a busy road by placing road signs on the way. 	Poster/ cut out picture depicting causes and prevention of accidents, Cut out shapes, big books, counters, crayons

	<p>Demonstrate to learners how to cross the road and talk to strangers.</p> <p>Have learners practice how to cross the road and talk to strangers.</p> <p>Encourage learners to use “please” when talking to strangers.</p> <p>Provide different items and objects. In small groups, learners sort and classify the items by same colors, shapes, length, etc.</p> <p>Learner count the items in each group and represent them with numbers.</p> <p>Assessment</p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. What does the red in the traffic light means? 3. Who can demonstrate how to cross the road? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Learners’ think-pair-share with friends on what to draw.</p> <p>They draw a scene of their choice freely, colour it and talk about it with their friends.</p> <p>Suggestions of what to draw: a child running away from a stranger, crossing the road at a Zebra crossing.</p> <p>Sing songs and rhymes as learners sing along</p> <p>Have learners to sing songs in groups and dance with actions</p> <p>Have learners to count and number drawings they have made</p>	Poster/ cut out picture depicting causes and prevention of accidents, Cut out shapes, big books, counters, crayons



	<p>Learners represent with model numbers and write them under their drawings.</p> <p>They compare the number of items in each group with others, using the signs of more than, less than and equal to. {<, >, =}</p> <p>Assessment</p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Who write the number 8 on the board? 3. How many colors are there in the traffic light? 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK 7 & 8

WEEK ENDING:	Day:	Strand: MY FAMILY	
Duration: 50mins		Sub Strand: TYPES AND MEMBERS OF MY FAMILY	
Class: KG 2	Class Size:		
CONTENT STANDARD: K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members	Indicator: K2.2.1.1.1 Say a poem about the family, talk about and discuss the rights and roles of the members. K2.2.1.1.2 Talk about the important roles and responsibilities of every family member and practice proper way of opening books from right to left.		Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can describe the rights and roles of family members. Learners can talk about the important roles and responsibilities of every family member. 		Core Competencies: Communication and collaboration, Critical Thinking and Problem Solving, Personal Development and Leadership, Creativity and Innovation	
Keywords: aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. <u>RCA QUESTIONS</u> 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 to play "The Spin The Bottle Game." Teacher gets an empty bottle and put it in the middle of the circle. Choose one child to come and spin it. They spin the bottle and shout one child's name. That child has to jump up and pick up the bottle before it stops spinning. It continues until all names have been mentioned. <u>RCA QUESTIONS</u> 1. Did you have fun? 2. Which name did you hear in the game? 3. Learners discuss why it is good to call someone by his/her name	Empty bottle	
GROUP ACTIVITY I (OUTDOOR)	Display a conversational poster (Extended Family) and some concrete materials related to the theme.	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons	





Engage learners in active discussion on the theme.

Discuss with learners how families are alike and how they are different

Brainstorm a list of family vocabulary (aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild, etc.)

Model how to use cultured and polite language in answering questions for them to see and do likewise when needed.

Call on learners randomly to answer questions or contribute to the discussion.

Let them use think-pair-share with peers as they discuss the theme.

RCA QUESTIONS

1. What have we learnt today?
2. Mention three family vocabulary you know.
3. Your mother's mother is your?

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.



<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Learners name the members of their family and discuss the rights and also roles of each of the members. E.g. learners have a right to education and a role to be obedient and help their mothers/parent with the household chores.</p> <p>Show learners a set of books about family, scaffold them to slowly open the books from right to left.</p> <p>Check on the K and W before you read the text and the L after reading.</p> <p>K-Ask the learners to say what they already know about the theme.</p> <p>W-Ask them to tell you what they want to know about the weeks' theme.</p> <p>Read the text aloud to them pausing often for them to share what they are learning or have learnt from listening to the text (L).</p> <p>Learners share what they have learnt about the theme in small groups and then with the whole group.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 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? 	<p>Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons</p>
<p>LEARNING CENTER</p>	<p>Engage learners to play freely at the learning centers.</p> <p>Join in and ask learners questions frequently to guide their play.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Which of the items can be found at home? 2. Among which of the items was bought by Daddy? 3. Mention two things you saw at the learning center. 	<p>Learning Centers</p>
<p>STORY SHARING</p>	<p>Tell learners a story</p> <p>Pause regularly and questions to make sure learners are following.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 2. Retell the story to your partner. 4. what have you learnt from the story? 	<p>Word cards, letter cards.</p>



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:	Strand: MY FAMILY	
Duration: 50mins		Sub Strand: TYPES AND MEMBERS OF MY FAMILY	
Class: KG 2	Class Size:		
CONTENT STANDARD: K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members		Indicator: K2.2.1.1.3 Identify the initial sounds in the name of every family member and clap the syllables in the names of the family members and other key words.	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can make the initial sounds of words relating to the lesson 		Core Competencies: Communication and collaboration, Critical Thinking and Problem Solving, Personal Development and Leadership, Creativity and Innovation	
Keywords: aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. <u>RCA QUESTIONS</u> 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. <u>RCA QUESTIONS</u> 1. Did you have fun? 2. What soup did we prepare today? 3. What alphabets did were you able to scoop in the soup?		
GROUP ACTIVITY I (OUTDOOR)	Have learners mention the names of their family members to their partners. Teacher makes a list (aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild, etc.) Learners listen to the names again and say and identify the sounds that begins the names of their family members. The teacher helps them identify the letters that represent the sounds.	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons	



	<p>Learners clap on the number of syllables in each name. Guide learners to identify the letter sounds of the family members. E.g. father –initial sound /f/, pays fees /p/ and /f/.</p> <p>Learners talk about the roles of each member of the family.</p> <p>Learners in their color groups play the shadow tag game.</p> <p>Have learners tag each other’s shadow with their feet instead of tagging their body.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Mention the name of your family members to your partners. 2. What letter sound begins the word ‘uncle’? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Guide learners to make a picture album of their family members.</p> <p>Encourage learners to make a wall gallery with their drawings.</p> <p>Teacher paste a conversational poster on theme on the board and have learners to identify the roles and responsibilities of each family member.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 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	<p>Engage learners to play freely at the various learning centers.</p> <p>Join in and ask learners questions frequently to guide their play.</p>	Learning Centers



STORY SHARING	<p>Tell learners a story</p> <p>Pause regularly and questions to make sure learners are following.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 2. Retell the story to your partner. 4. what have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY	
Duration: 50mins		Sub Strand: TYPES AND MEMBERS OF MY FAMILY	
Class: KG 2	Class Size:		
CONTENT STANDARD: K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members		Indicator: K2.2.1.1.4 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books. K2.2.1.1.6 Solve word problems related to family using the concept of addition to find sums up to 10.	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can write the letter and key word boldly and legibly in their books Learners can solve word problems related to family using the concept of addition to find sums up to 10. 		Core Competencies: Communication and collaboration, Critical Thinking and Problem Solving, Personal Development and Leadership, Creativity and Innovation	
Keywords: aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. <u>RCA QUESTIONS</u> 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. <u>RCA QUESTION</u> 1. What words have you learnt today? 2. Make a sentences with two of the words you have learnt.		
GROUP ACTIVITY I (OUTDOOR)	Rapidly revise the letter sounds learnt so far. Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week. Using pictures of different families, scaffold learners to add numbers up to 10 and finding how many people altogether live in a family.	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons	



	<p>e. g. if you add 3 learners and 2 parents it will give you 5 members altogether in one family.</p> <p>Move gradually from use of word problems and number names to abstract addition of numerals (2+3=5)</p> <p>Display word cards on the teachers table in front of the class.</p> <p>Group class into three or four.</p> <p>Invite each leader from the group in turns to face the class with his/her back to the board.</p> <p>Write a letter on the board for the others to make its sound.</p> <p>The leader then search through the word cards to identify the letter. Learners make the letter sound with actions.</p> <p>Learners in their color groups perform the tag of peace.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Which group is the strongest? 3. What is 2 + 5? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Using pictures of different families, scaffold learners to add numbers up to 10 and finding how many people altogether live in a family.</p> <p>e. g. if you add 3 learners and 2 parents it will give you 5 members altogether in one family.</p> <p>Move gradually from use of word problems and number names to abstract addition of numerals (2+3=5).</p> <p>Learners solve simple mathematics questions in their books.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. How many people are in your family? 	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons



	<ol style="list-style-type: none"> 2. What is I+4? 3. Which family is referred to as extended family? 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Join in and ask learners questions frequently to guide their play.</p>	Learning Centers
STORY SHARING	<p>Tell learners a story</p> <p>Pause regularly and questions to make sure learners are following.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 2. Retell the story to your partner. 4. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY	
Duration: 50mins		Sub Strand: TYPES AND MEMBERS OF MY FAMILY	
Class: KG 2	Class Size:		
CONTENT STANDARD: K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members		Indicator: K2.2.1.1.5 Design a collage or family tree using pictures and follow basic concepts of writing, from left to right and top to bottom to write the names of family members.	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can design a collage or family tree using pictures and follow basic concepts of writing 		Core Competencies: Communication and collaboration, Critical Thinking and Problem Solving, Personal Development and Leadership, Creativity and Innovation	
Keywords: aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. <u>RCA QUESTIONS</u> 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 a community circle.to play the “Wonkey Donkey Game” A child is made to wear an old shirt and blindfolded. Another child comes up to hold on to back of the shirt (the donkey’s tail) and shouts “Wonkey Donkey!” The blindfolded child must guess who shook their tail. <u>RCA QUESTIONS</u> 1. Did you have fun? 2. Would you like to play the game? 3. Demonstrate how to cross the road?		
GROUP ACTIVITY I (OUTDOOR)	Learners design a family tree with cutting and pasting of pictures of family members on a drawing paper and write the initial letter and names of family members. Writing of letter: Learners have a warm up exercise. Have pupils tap their fingers one at a time with their thumb. Do one hand at a time as they learn movement. Let them shake their hands.	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons	



	<p>Writing: First, teacher writes the letter, the capital and the lower-case letters boldly on the chalk/whiteboard.</p> <p style="text-align: center;"><u>Aa Bb Cc Dd</u></p> <p>Teacher models how to write the letter in the air describing the process as he/she writes.</p> <p>Have learners take turns with you writing in the air and then playfully on the back of their friends, on their arms and finally write the letter and its key word in their exercise book.</p> <p>Learners in their color perform the freeze dance game. Get a music box. When the music starts, everyone else dances, the crazier the better. When the music stops, the dancers must freeze in their positions. Anyone caught moving after that is out.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. What letters did we learn to write today? 2. Make a word with the letter 'B'. 	
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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. 	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Engage learners to play the “What letter am I writing?” game.</p> <p>The teacher writes a sound in the air.</p> <p>The children tell the teacher the sound that has been written.</p> <p>Guide learners to write the letters on the blue and red lines in their exercise books.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. Write the letter 'B' in the air to your partners. 	<p>Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons</p>



	2. Mention two animals that begins with the letter 'c'.	
LEARNING CENTER	Engage learners to play freely at the learning centers. Join in and ask learners questions frequently to guide their play.	Learning Centers
STORY SHARING	Tell learners a story Pause regularly and questions to make sure learners are following. <u>RCA QUESTIONS</u> 1. Was the story interesting? 2. What part of the story did you like? 2. Retell the story to your partner. 4. 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	



WEEK ENDING:	Day:	Strand: MY FAMILY	
Duration: 50mins		Sub Strand: TYPES AND MEMBERS OF MY FAMILY	
Class: KG 2	Class Size:		
CONTENT STANDARD: K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members		Indicator: K2.2.1.1.4 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books. K2.2.1.1.6. Learners can solve word problems related to family using the concept of addition to find sums up to 10.	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can write the letter and key word boldly and legibly in their books 		Core Competencies: Communication and collaboration, Critical Thinking and Problem Solving, Personal Development and Leadership, Creativity and Innovation	
Keywords: aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage Learners to sing songs and recite familiar rhymes <u>I AM COUNTING ONE</u> <ul style="list-style-type: none"> 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 a community circle. Put some music on and pass object around the circle. When the music stops, whoever is holding the object is out and has to stand up and sit outside the circle. Continue until you have a champion. <u>RCA QUESTION</u> <ol style="list-style-type: none"> Did you have fun? Would you like to play some more? What objects in the home can harm us? 	Music box	




<p>GROUP ACTIVITY 1 (OUTDOOR)</p>	<p>Rapidly revise the letter sounds learnt so far. Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.</p> <p>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.</p> <p>Move gradually from use of word problems and number names to abstract addition of numerals ($2+3=5$)</p> <p>Display word cards on the teachers table in front of the class. Group class into three or four. Invite each leader from the group in turns to face the class with his/her back to the board.</p> <p>Write a letter on the board for the others to make its sound.</p> <p>The leader then search through the word cards to identify the letter. Learners make the letter sound with actions.</p> <p>Learners in their color groups perform the tag of peace.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Which color group is the weakest? 3. What is $3 + 4$? 	<p>Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons</p>
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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. 	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>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.</p>	<p>Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes,</p>



	<p>Move gradually from use of word problems and number names to abstract addition of numerals ($2+3=5$).</p> <p>Learners solve simple mathematics questions in their books.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. How many people are in your family? 2. What is $1+4$? 3. Which family is referred to as extended family? 	big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK 9

WEEK ENDING:	Day:	Strand: MY FAMILY	
Duration: 100mins		Sub Strand: ORIGIN AND FAMILY HISTORY	
Class: KG 2	Class Size:		
CONTENT STANDARD: K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken.		Indicator: K2.2.2.1.1 Learners can sing indigenous songs, talk about and discuss the origin and history of the learners' family K2.2.2.1.3 Learners can read level appropriate sight words relating to the origin and history of a family	
Performance Indicator:		Lesson:	
<ul style="list-style-type: none"> • Learners can sing indigenous songs, talk about and discuss the origin and history of the learners' family • Learners can read level appropriate sight words relating to the origin and history of a family 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
Keywords: uniqueness, family			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Let learners sing a song Example: "Baby Shark" <u>RCA QUESTION</u> 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. Welcome learners with a big smile, greet them and have them do the same to their friends. 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 I (OUTDOOR)	Put up a chart or a conversational poster on the theme for the week and have learners take turns to contribute their ideas to the discussion.		



	<p>The teacher must model the description first and scaffold the learners to do so.</p> <p>Have them talk about themselves focusing on the uniqueness of their names, the homes they are from.</p> <p>Sing indigenous songs and let each learner talk about the language they speak at home and their family names.</p> <p>Using the surnames of learners, discuss the family background laying emphasis on the origin, where they come from, short history, language spoken and food they eat.</p> <p>Teach and sing rhymes with learners.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Call out learners in turns for them to sing songs and mention the names of some family members.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Describe yourself to your partners. 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Read through the text again and have learners identify the high frequency words (vocabulary) in the text.</p> <p>List them on the chalk/white board. Focus on five words per week. E.g. brother, sister, father, mother.</p> <p>Pronounce the words 3 times and have learners repeat.</p> <p>Then have pupils say the word aloud and call learners to repeat the word two more times.</p> <p>Have learners read the words in the big book again.</p>	



	<p>Show the word on a flash card and ask pupils to read the words.</p> <p>Practice reading the words over and over until the learners become automatic in recognizing them.</p> <p>Learners write the words in their word banks and on the classroom wall chart and play with it throughout the week.</p> <p>Let learners clap/beat the top of their tables or/and stamp their feet to the rhythm of the song.</p> <p>Have learners to sing the song loudly and then softly, fast and then slowly.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. What words have we learnt today? 2. Use the words to form sentences to your partner. 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY	
Duration: 100mins		Sub Strand: ORIGIN AND FAMILY HISTORY	
Class: KG 2	Class Size:		
CONTENT STANDARD: K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken.		Indicator: K2.2.2.1.2 Learners can identify who an author, illustrator and title is and answer “wh” questions during and after listening to the read aloud text on the history of a family to learners K2.2.2.1.4 Learners can say and clap syllables of the various tribes and languages.	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can identify who an author, illustrator and title is and answer “wh” questions during and after listening to the read aloud text on the history of a family to learners Learners can say and clap syllables of the various tribes and languages. 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
Keywords: Herringbone, Family			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. <u>RCA QUESTIONS</u> 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. <u>RCA QUESTIONS</u> 4. Did you have fun? 5. What soup did we prepare today? 6. What alphabets did were you able to scoop in the soup?	Pot and ladle	



<p>GROUP ACTIVITY I (OUTDOOR)</p>	<p>Using a narrative story related to the theme, (Family Picture), guide learners to identify the author and the illustrator’s name.</p> <p>Read the title and show cover picture and let learners predict what the story will be.</p> <p>Read aloud the text to learners and use the Herringbone strategy, during and after the reading, asking the learners “wh” questions. i.e. [who, what, where, how and why questions] (see Appendix I)</p> <p>Encourage learners to use their own words to retell and answer the questions.</p> <p>Guide learners to say and clap the syllables in some selected names related to the theme. E.g. I am Yayra. I am an Ewe – e-we.</p> <p>Let learners use the letter sounds to decode words about the topic. E.g. /a//k//a//n/, /f//a//n//t//e</p> <p>Engage learners to play the “Body syllables” game.</p> <p>Teacher gives the class a word or name and they have to make a move touching a body part for each syllable</p> <p>E.g. for the word elephant (3 syllables) the children could touch their head, then shoulders, then hips.</p> <p>Engage learners in a stretch up to warm up themselves.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Have learners to say and clap syllables of the various tribes and languages.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Mention your local names to your partner 2. What letter begins the word ‘mother’? 	
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p>	<p>Word cards, letter cards.</p>



	<ol style="list-style-type: none"> 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. 	
GROUP ACTIVITY 2 (INDOOR)	<p>Read aloud the text to learners and use the Herringbone strategy, during and after the reading, asking the learners “wh” questions. i.e. [who, what, where, how and why questions] (see Appendix 1)</p> <p>Encourage learners to use their own words to retell and answer the questions.</p> <p>Guide learners to say and clap the syllables in some selected names related to the theme. E.g. I am Yayra. I am an Ewe – e-we.</p> <p>Let learners use the letter sounds to decode words about the topic. E.g. /a//k//a//n/, /f//a//n//t//e</p> <p>Engage learners to play the “Body syllables” game.</p> <p>Teacher gives the class a word or name and they have to make a move touching a body part for each syllable</p> <p>E.g. for the word elephant (3 syllables) the children could touch their head, then shoulders, then hips.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 3. Mention two members of the extended family 4. What is the role of children in the home? 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY	
Duration: 100mins		Sub Strand: ORIGIN AND FAMILY HISTORY	
Class: KG 2	Class Size:		
CONTENT STANDARD: K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken.		Indicator: K2.2.2.1.5 Learners can Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
Keywords: Upper case, lower case			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. <u>RCA QUESTIONS</u> 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. <u>RCA QUESTION</u> 3. What words have you learnt today? 4. Make a sentences with two of the words you have learnt.		
GROUP ACTIVITY I (OUTDOOR)	Rapidly revise the letter sounds learnt so far. Introduce a tongue twister or a rhyme in which the sound for the week is. Say it two times and let learners identify the target sound in the tongue twister or rhyme. Introduce the letter by writing the capital (Upper case) and the Lowercase boldly on the Chalkboard/ white board. Point to the letter, Capital first and then lower case and say the sound 3 times and have the learners also repeat		



	<p>Introduce the key word in which we can find the letter-sound.</p> <p>With the use of word cards, have learners show the position of the letter-sound learnt in words, beginning, initial and ending.</p> <p>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.</p> <p>Learners finally write the letter sound and its key word in their exercise book.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Write keywords on flashcards. Put learners into groups of three.</p> <p>Have learners to segment and blend the words on the word cards.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Call learners in turns to write the initial letters of words 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Introduce the key word in which we can find the letter-sound.</p> <p>With the use of word cards, have learners show the position of the letter-sound learnt in words, beginning, initial and ending.</p> <p>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.</p>	



	<p>Learners finally write the letter sound and its key word in their exercise book.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Write keywords on flashcards. Put learners into groups of three.</p> <p>Have learners to segment and blend the words on the word cards.</p> <p><u>RCA QUESTIONS</u></p> <p>1. Call learners in turns to write the ending letters of words</p>	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <p>1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story?</p>	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY	
Duration: 100mins		Sub Strand: ORIGIN AND FAMILY HISTORY	
Class: KG 2	Class Size:		
CONTENT STANDARD: K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken.		Indicator: K2.2.2.1.6 Learners can tell a story and dramatize the history of different families K2.2.2.1.7 Learners can compare length and distance from their school to their homes and hometowns using non-standard and standardized measures	
Performance Indicator: <ul style="list-style-type: none"> Learners can tell a story and dramatize the history of different families Learners can compare length and distance from their school to their homes and hometowns using non-standard and standardized measures 		Lesson:	
		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
Keywords: feet, rope, thread, measure, map			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. <u>RCA QUESTIONS</u> 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 I (OUTDOOR)	Invite a resource person to visit the class and tell a story of the origin of different ethnic groups. Learners retell the story about their origin to the whole class. With full traditional costume, learners dramatize the origin story of different tribes. Let learners sing lots of traditional songs during the dramatization. Scaffold learners to measure different length and spaces in the classroom and outside the classroom.		



	<p>In small groups, have learners use non standardized tools such as their feet, rope or thread to measure the length of their tables, their classroom, distance of their classroom to the head teacher’s office, the football park, distance from school to their homes and finally measuring the distance from present place to their hometown on a big map of Ghana,</p> <p>Give them rulers to measure some spaces and compare the length using phrases like longer than, shorter than.</p> <p>Engage learners actively in the measurement exercise adding and estimating.</p> <p>Have ground rules as to how to do the task.</p> <p>Have learners count and represent the measurement with model numbers.</p> <p>Engage learners to use any of the play toys available.</p> <p>Using the numbers identified, have learners to compare to see which is more than or less than.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Tell the name of your hometown to your partners. 2. What can we use to measure the length of our crayons? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Scaffold learners to measure different length and spaces in the classroom and outside the classroom.</p> <p>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.</p> <p>Give them rulers to measure some spaces and compare the length using phrases like longer than, shorter than.</p>	



	<p>Engage learners actively in the measurement exercise adding and estimating.</p> <p>Have learners count and represent the measurement with model numbers.</p> <p>Using the numbers identified, have learners to compare to see which is more than or less than.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Write these numbers in the air 1,2,3,4,5 2. Which of these is the longest; pencil and ruler? 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Join in and ask learners questions frequently to guide their play.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Which of the items can be found at home? 2. Among which of the items was bought by Daddy? 3. Mention two things you saw at the learning center. 	Learning Centers
STORY SHARING	<p>Tell learners a story</p> <p>Pause regularly and questions to make sure learners are following.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 2. Retell the story to your partner. 4. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY	
Duration: 100mins		Sub Strand: ORIGIN AND FAMILY HISTORY	
Class: KG 2	Class Size:		
CONTENT STANDARD: K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken.	Indicator: K2.2.2.1.6 Learners can tell a story and dramatize the history of different families K2.2.2.1.7 Learners can compare length and distance from their school to their homes and hometowns using non-standard and standardized measures	Lesson:	
Performance Indicator: <ul style="list-style-type: none"> Learners can tell a story and dramatize the history of different families Learners can compare length and distance from their school to their homes and hometowns using non-standard and standardized measures 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
Keywords: feet, rope, thread, measure, map			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage Learners to sing songs and recite familiar rhymes <u>I AM COUNTING ONE</u> <ul style="list-style-type: none"> 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 I (OUTDOOR)	Invite a resource person to visit the class and tell a story of the origin of different ethnic groups. Learners retell the story about their origin to the whole class.		



	<p>With full traditional costume, learners dramatize the origin story of different tribes.</p> <p>Let learners sing lots of traditional songs during the dramatization.</p> <p>Scaffold learners to measure different length and spaces in the classroom and outside the classroom. In small groups, have learners use non standardized tools such as their feet, rope or thread to measure the length of their tables, their classroom, distance of their classroom to the head teacher’s office, the football park, distance from school to their homes and finally measuring the distance from present place to their hometown on a big map of Ghana,</p> <p>Give them rulers to measure some spaces and compare the length using phrases like longer than, shorter than.</p> <p>Engage learners actively in the measurement exercise adding and estimating.</p> <p>Have ground rules as to how to do the task.</p> <p>Have learners count and represent the measurement with model numbers.</p> <p>Engage learners to use any of the play toys available.</p> <p>Using the numbers identified, have learners to compare to see which is more than or less than.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Tell the name of your hometown to your partners. 2. What can we use to measure the length of our crayons? 	
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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. 	<p>Word cards, letter cards.</p>



<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Scaffold learners to measure different length and spaces in the classroom and outside the classroom.</p> <p>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.</p> <p>Give them rulers to measure some spaces and compare the length using phrases like longer than, shorter than.</p> <p>Engage learners actively in the measurement exercise adding and estimating.</p> <p>Have learners count and represent the measurement with model numbers.</p> <p>Using the numbers identified, have learners to compare to see which is more than or less than.</p> <p><u>RCA QUESTIONS</u></p> <p>3. Write these numbers in the air 1,2,3,4,5</p> <p>4. Which of these is the longest; pencil and ruler?</p>	
<p>LEARNING CENTER</p>	<p>Engage learners to play freely at the learning centers.</p> <p>Join in and ask learners questions frequently to guide their play.</p> <p><u>RCA QUESTIONS</u></p> <p>1. Which of the items can be found at home?</p> <p>2. Among which of the items was bought by Daddy?</p> <p>3. Mention two things you saw at the learning center.</p>	<p>Learning Centers</p>
<p>STORY SHARING</p>	<p>Tell learners a story</p> <p>Pause regularly and questions to make sure learners are following.</p> <p><u>RCA QUESTIONS</u></p> <p>1. Was the story interesting?</p> <p>2. What part of the story did you like?</p> <p>2. Retell the story to your partner.</p> <p>4. What have you learnt from the story?</p>	<p>Word cards, letter cards.</p>
<p>PHASE 3: REFLECTION</p>	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK 10 & 11

WEEK ENDING:	Day:	Strand: MY FAMILY
Class: KG 2	Class Size:	Sub Strand: FAMILY CELEBRATION AND FESTIVALS
Content Standard: K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations		Indicator: K2.2.3.1.1 Discuss importance of activities we engage in during festivals and family celebrations and sing folk tunes. K2.2.3.1.3 Read level appropriate sight words relating to celebration and festival of a family automatically.
Performance Indicator: <ul style="list-style-type: none"> Learners can discuss importance of activities we engage in during festivals and family celebrations and sing folk tunes. Learners can read level appropriate sight words relating to celebration and festival of a family automatically 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords: brother, sister, father, mother, Eid -al fitr, Eid-ul- Adar		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Let learners sing a song Example: <u>WE WISH YOU A MERRY CHRISTMAS</u> We wish you a merry Christmas We wish you a merry Christmas We wish you a merry Christmas And a happy new year.</p> <p>Good tidings we bring To you and your kin; Good tidings for Christmas. And a happy New Year!</p> <p><u>RCA QUESTION</u> 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?</p>	
PHASE 2: NEW LEARNING CIRCLE TIME	<p>Engage learners in the community circle time.</p> <p>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.</p> <p><u>This game is to encourage patience and turn taking.</u></p>	Stick or cane
GROUP ACTIVITY I (OUTDOOR)	<p>Introduce the theme for the week and discuss importance of the activities that go on during family celebration.</p> <p>Welcome learners with a big smile, greet them and have them do the same to their friends.</p> <p>Display a conversational poster on Celebration and let learners discuss the activities that go on during their family celebrations.</p>	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons





Have learners take turns to contribute their ideas to the discussion.

Let them display concrete materials and costumes they wear and why.

Engage them to also talk about the activities they do with their families during the religious celebrations and traditional festivals.

Engage learners in active discussion about the religious festivals of their families e.g. Christmas, Eid -al fitr, Eid-ul- Adar, Easter etc.

Mount different centers for different groups to role family celebrations at home.

Learners in their groups sing songs relating to a named celebration.

RCA QUESTIONS.

1. What do we do on Christmas day?
2. Why do Christians celebrate Christmas?
3. Why do Muslims fast during Ramadan?

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.



<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Learners follow steps in learning sight words as in the previous lesson K2.2.2.1.3.</p> <p>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.</p> <p>List them on the chalk/white board. Focus on five words per week. E.g. brother, sister, father, mother.</p> <p>Pronounce the words 3 times and have learners repeat.</p> <p>Then have pupils say the word aloud and call learners to repeat the word two more times.</p> <p>Have learners read the words in the big book again.</p> <p>Show the word on a flash card and ask pupils to read the words.</p> <p>Practice reading the words over and over until the learners become automatic in recognizing them.</p> <p>Learners write the words in their word banks and on the classroom wall chart and play with it throughout the week.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. What words have we learnt today? 2. Say the words aloud to your partner. 	<p>Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons</p>
<p>LEARNING CENTER</p>	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	<p>Word cards, letter cards.</p>
<p>STORY SHARING</p>	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	<p>Word cards, letter cards.</p>
<p>PHASE 3: REFLECTION</p>	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY
Class: KG 2	Class Size:	Sub Strand: FAMILY CELEBRATION AND FESTIVALS
Content Standard: K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations	Indicator: K2.2.3.1.2 Use the cover page and title to predict what happens in a story, listen and answer simple “wh” questions on the read aloud text about the theme (The story of Easter and Eid-al Fitr)	
Performance Indicator: <ul style="list-style-type: none"> Learners can use the cover page and title to predict what happens in a story, listen and answer simple questions. 	Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
Keywords: brother, sister, father, mother		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Let learners sing a song Example: Happy birthday to you! Happy birthday to you! Happy birthday dear (<i>insert name</i>) Happy birthday to you!</p> <p>May God bless you now May God bless you now May God bless dear (<i>insert name</i>) May God bless you now!</p> <p><u>RCA QUESTION</u> 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?</p>	
PHASE 2: NEW LEARNING CIRCLE TIME	<p>Engage learners in the community circle time.</p> <p>Using the first letter of each child’s name, pretend to go shopping for an item that begins with that letter.</p> <p>For example, “Henry will buy a hamburger”, “Peter will buy Pizza”, etc.</p> <p>Go around the circle until everyone has had a turn. This helps with letter recognition.</p>	Word cards
GROUP ACTIVITY I (OUTDOOR)	<p>Show the big book to learners.</p> <p>Using a narrative story related to the theme, guide learners to predict what will happen in the text.</p> <p>Learners listen attentively to the Teacher-read-aloud text and answer ‘wh’ questions as in the Herringbone strategy, During and after the reading, the teacher should pause often and ask the learners the following questions: who did what in the story, what happened, what was the problem in the story? where did the story happen?, how and why.</p>	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons



	<p>Encourage learners to use their own words to retell the story and answer the questions.</p> <p>Learners in their color groups perform the tag of peace and sack race.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. I want you to share with me, what you heard in the story. 2. Let learners role play parts of the story 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Learners follow steps in learning sight words.</p> <p>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.</p> <p>List them on the chalk/white board. Focus on five words per week. E.g. brother, sister, father, mother.</p> <p>Pronounce the words 2 times and have learners repeat.</p> <p>Then have pupils say the word aloud and call learners to repeat the word two more times.</p> <p>Have learners read the words in the big book again.</p> <p>Show the word on a flash card and ask pupils to read the words.</p> <p>Practice reading the words over and over until the learners become automatic in recognizing them.</p> <p>Learners write the words in their word banks and on the classroom wall chart and play with it throughout the week.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 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	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY
Class: KG 2	Class Size:	Sub Strand: FAMILY CELEBRATION AND FESTIVALS
Content Standard: K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations		Indicator: K2.2.3.1.4 Identify the initial sounds, clap and count the number of syllables in different words related to festivals and celebrations K2.2.3.1.5 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.
Performance Indicator: <ul style="list-style-type: none"> Learners can identify the initial sounds, clap and count the number of syllables Learners can write letters and key word boldly and legibly in their books 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing a song in relation to the song. <u>RCA QUESTION</u> 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. 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 I (OUTDOOR)	List the names of various celebrations and festivals, guide learners to identify the number of syllables in the word by clapping. Have the learners identify and write the beginning letter sounds and also clap the syllables again and again. E.g. Christmas begins with the letter sound /c/ and it can be clapped into 2 syllables etc. Rapidly revise the letter sounds learnt so far. Introduce a tongue twister or a rhyme in which the sound for the week is. Say it two times and let learners identify the target sound in the tongue twister or rhyme. Introduce the letter by writing the capital (Upper case) and the Lowercase boldly on the Chalkboard/ white board. Point to the letter, Capital first and then lower case and say the sound 3 times and have the learners also repeat.	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons



	<p>Children are split into teams. One from each team is chosen with a toy gun.</p> <p>Teacher calls out a sound, a player must shoot their opponent by saying a word that begins with that sound.</p> <p>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.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Christmas begins with what letter sound? 2. Which group of people celebrate the Homowo festival? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Introduce the key word in which we can find the letter-sound.</p> <p>With the use of word cards, have learners show the position of the letter-sound learnt in words, beginning, initial and ending.</p> <p>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.</p> <p>Learners finally write the letter sound and its key word in their exercise book.</p> <p>Write the letter names beginning family celebrations after learners have a warm up exercise.</p> <p>Guide learners to write the letters on the blue and red lines in their exercise books.</p> <p>Ask children to choose any 4 letters and write them on the floor.</p> <p>The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.</p> <p>The first child to cross out all 4 of their letters shouts BINGO!! And is the winner.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. What words have we learnt today? 	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons



	2. Mention any three words you remember to your partner.	
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.	Word cards, letter cards.
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	



WEEK ENDING:	Day:	Strand: MY FAMILY
Class: KG 2	Class Size:	Sub Strand: FAMILY CELEBRATION AND FESTIVALS
Content Standard: K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations	Indicator: K2.2.3.1.6 Recognize and create paper and rubber beads according to simple patterns in the environment.	
Performance Indicator: <ul style="list-style-type: none"> Learners can recognize and create paper and rubber beads according to simple patterns in the environment 	Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
Keywords: straws, beads, Homowo, Hogbetsotso,		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing a song in relation to the song. <u>RCA QUESTION</u> 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 names of animals on cards and mix them up in a bowl. Call learners in turns to pick and act the animals they pick. Example: Ask them; 'how does the pig walk', 'what does the pig say'.	Word cards
GROUP ACTIVITY I (OUTDOOR)	Provide learners with different materials such as straws and old calendars to cut and create beads. Cut old calendars, brown papers, and roll them using glues. Have learners prepare nice beads for the classroom celebration. Role play activities that go on during the different family religious and traditional celebrations. E.g. Homowo festival, Hogbetsotso festival etc. <u>RCA QUESTIONS</u> 1. Call out learners in turns to use the keywords to form sentences orally	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.	Word cards, letter cards.



	<p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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. 	
GROUP ACTIVITY 2 (INDOOR)	<p>Introduce the key word in which we can find the letter-sound.</p> <p>With the use of word cards, have learners show the position of the letter-sound learnt in words, beginning, initial and ending.</p> <p>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.</p> <p>Learners finally write the letter sound and its key word in their exercise book.</p> <p>Write the letter names beginning family celebrations after learners have a warm up exercise.</p> <p>Guide learners to write the letters on the blue and red lines in their exercise books.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. What words have we learnt today? 2. Mention any three words you remember to your partner. 	<p>Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons</p>
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	<p>Word cards, letter cards.</p>
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	<p>Word cards, letter cards.</p>
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY
Class: KG 2	Class Size:	Sub Strand: FAMILY CELEBRATION AND FESTIVALS
Content Standard: K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations	Indicator: K2.2.3.1.7 Prepare a shopping list, use money to shop for ingredients for the festival special meal.	
Performance Indicator: <ul style="list-style-type: none"> Learners can prepare a shopping list, use money to shop for ingredients for the festival special meal 	Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing a song in relation to the song. <u>RCA QUESTION</u> 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. Play some songs or sing a song. Everyone dances to the tune. Suddenly, stop the song, and make sure everyone freeze in his/her position. Anyone who moves is out of the game. The last person becomes the winner.	
GROUP ACTIVITY I (OUTDOOR)	Learners apply the concept of addition and subtraction as they use real money to go shopping for some essential ingredients in the classroom store. Count the number of people in the family and buy enough food for them. Solve addition and subtraction word problems during the week. Teach rhymes and songs as learners sing along <u>DIDDLE, DIDDLE</u> <i>Hey diddle, diddle</i> <i>The cat and the fiddle</i> <i>The cow jumped over the moon</i> <i>The little dog laughed to see such fun</i> <i>And the dish run away with spoon</i> Have learners dance with actions as they sing the songs <u>RCA QUESTIONS</u> 1. call out learners in turns to tell stories about their own families to the class	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons




<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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. 	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Introduce the key word in which we can find the letter-sound.</p> <p>With the use of word cards, have learners show the position of the letter-sound learnt in words, beginning, initial and ending.</p> <p>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.</p> <p>Learners finally write the letter sound and its key word in their exercise book.</p> <p>Write the letter names beginning family celebrations after learners have a warm up exercise.</p> <p>Guide learners to write the letters on the blue and red lines in their exercise books.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. What words have we learnt today? 2. Mention any three words you remember to your partner. 	<p>Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons</p>
<p>LEARNING CENTER</p>	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	<p>Word cards, letter cards.</p>
<p>STORY SHARING</p>	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	<p>Word cards, letter cards.</p>
<p>PHASE 3: REFLECTION</p>	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	





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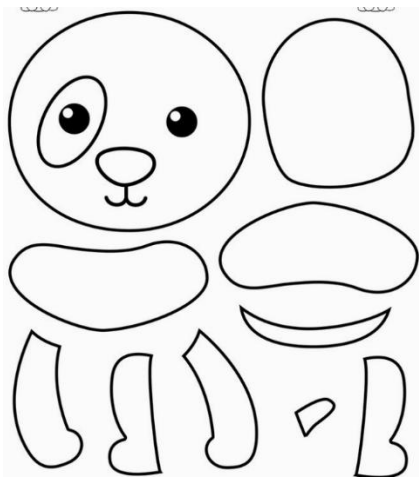
WEEK 12

WEEK ENDING:	Day:	Strand: MY FAMILY
Class: KG 2	Class Size:	Sub Strand: MY SCHOOL FAMILY
Content Standard: K2.2.4 .1 Demonstrate understanding of the rules and regulations for learners and teachers at school.		Indicator: K2.2.4.1.1 Talk about and discuss the rules and regulations that guide us to live as good friends in the school family
Performance Indicator: <ul style="list-style-type: none"> Learners can talk about and discuss the rules and regulations in the school. 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p> <p><u>LETS ALL DO</u> (<i>tune of we wish you a merry Christmas</i>) Let's all do a little clapping, Let's all do a little clapping, Let's all do a little clapping, And spread Christmas cheer.</p> <p><i>(Continue with actions like jumping, twirling, stretching etc.)</i></p>	
PHASE 2: NEW LEARNING CIRCLE TIME	<p>Engage learners in the community circle time.</p> <p>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.</p> <p>At the end of the song, each child must sit down in the chair by which he or she is standing.</p> <p>The child who remains standing is out of the game. The last person to remain sitting is the winner.</p> <p>Repeat the game as long as the children are having fun</p>	
GROUP ACTIVITY I (OUTDOOR)	<p>Display three conversational posters (In the classroom, At the library, friendship) all related to the theme, and engage learners in active discussion on what they see in the pictures.</p> <div style="text-align: center;">  </div> <p>Talk about the members of the school family, e.g. The head, teachers and classmates, and the rules that governs us to live at peace with each other in the classroom and the school as good friends and family members.</p>	<p>Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons</p>



	<p>Learners through the observation of the conversational poster come up with simple rules to help them become law abiding and respectful learners in the school.</p> <p>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’.</p> <p>When ready, it chooses one player to be the ‘Goose’ – tapping that player on the head and shout ‘Goose’.</p> <p>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.</p> <p>If the Goose is not able to tag the It, then Goose becomes It and the game continues.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. Who makes rules for the school? 2. Who makes rules at home? 3. What happens to people who break laws? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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)	<p>Assign each corner of the class with numbers or popular characters in a story.</p> <p>Share numbers to learners and let everyone stand in their respective corner.</p> <p>Stand in the middle of the class with a giant dice.</p> <p>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.</p> <p>The last corner to remain standing in its corner wins!</p> <p>Cut out a puppy and mix them up.</p>	Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons



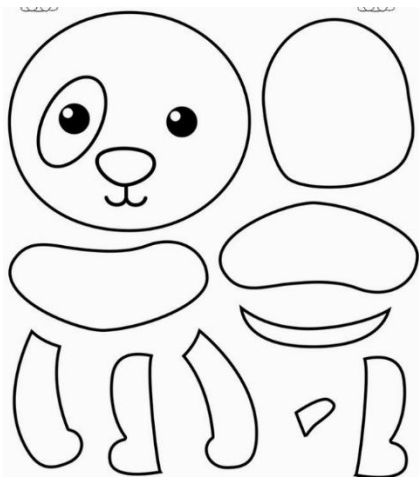



Invite learners in turns to build up the puppy using the cut outs.



RCA QUESTION


1. Did you have fun?
2. What other animal would you love to build?
3. Can you mention any animal in the house

	 <p>Invite learners in turns to build up the puppy using the cut outs.</p>  <p>RCA QUESTION</p> <ol style="list-style-type: none"> 1. Did you have fun? 2. What other animal would you love to build? 3. Can you mention any animal in the house 	
<p>LEARNING CENTER</p>	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	<p>Word cards, letter cards.</p>
<p>STORY SHARING</p>	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	<p>Word cards, letter cards.</p>
<p>PHASE 3: REFLECTION</p>	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY
Class: KG 2	Class Size:	Sub Strand: MY SCHOOL FAMILY
Content Standard: K2.2.4 .1 Demonstrate understanding of the rules and regulations for learners and teachers at school.		Indicator: K2.2.4.1.2 Use visual information (illustrations) and title of big book to make predictions and answer simple “wh” questions about the text K2.2.4.1.3 Use vocabulary acquired to form sentences related to the theme
Performance Indicator: <ul style="list-style-type: none"> Learners can make predictions about books Learners can use vocabulary acquired to form sentences 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing a song in relation to the song. <u>RCA QUESTION</u> 1. Did you enjoy the song? 2. What words did you hear in the song?	
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 I (OUTDOOR)	Using a narrative story related to the theme, guide learners to predict what the story will be about using the cover picture and title of the story. E.g. Ask: What do you think is going to happen in the story? Teacher continues to read the story and let learners verify and confirm what they predicted. Have learners listen attentively and answer “wh” questions as in the Herringbone strategy, during and after the reading. E.g. Who did what in the story? What did the character do? Why? List the new content vocabulary learnt on word cards, through consistent practice the whole week, assist learners to	Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons



	<p>pronounce the words automatically and use the words meaningfully in constructing simple sentences.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>These two actions are repeated resulting in the other players moving closer and closer to Mr. Wolf.</p> <p>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!"</p> <p>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.</p> <p>The player who is caught becomes the next Mr. Wolf and the game continues.</p> <p>Engage learners in their color groups to go fishing for letters. throw some bath toys in your outdoor baby pool and let them fish for objects as you call them.</p> <p>RCA QUESTIONS</p> <ol style="list-style-type: none"> 1. Did you have fun? 2. Tell us a story you have heard before. 	
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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. 	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Draw up shapes on the floor with variety of colors. Have learners hop or jump to each shape or color as you call it out.</p> <div style="text-align: center;">  </div>	<p>Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out</p>



	<p>Guide learners to write the letters on the blue and red lines in their exercise books.</p> <p>For e.g. Do a rapid review of the letter sounds learnt so far.</p> <p>Write both capital and lower-case letters on the Whiteboard.</p> <p>Teach the sound and the key word.</p> <p>Writing: practice writing the letter in the air, on their arms playfully and in their ruled writing exercise books the week.</p> <p>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.</p> <p>The player who is holding the “hot potato” when the music stops is out.</p> <p>The game continues until one player is left — that player is the winner.</p> <p>Put learners into pairs. Mark a start line and end line in the classroom.</p> <p>Call up a pair to put their backs together. Put a balloon in there, and ask them to walk to the finish line making sure the balloon doesn’t fall off.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. Did you have fun? 2. What shapes did you learn today? 3. What shape looks like a ball? 	<p>shapes, big books, counters, crayons</p>
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	<p>Word cards, letter cards.</p>
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	<p>Word cards, letter cards.</p>
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	






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WEEK ENDING:	Day:	Strand: MY FAMILY
Class: KG 2	Class Size:	Sub Strand: MY SCHOOL FAMILY
Content Standard: K2.2.4 .1 Demonstrate understanding of the rules and regulations for learners and teachers at school.		Indicator: K2.2.4.1.4 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.
Performance Indicator: • Learners can identify the letter-sounds in words		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing a song in relation to the song. <u>RCA QUESTION</u> 1. Did you enjoy the song? 2. What words did you hear in the song?	
PHASE 2: NEW LEARNING CIRCLE TIME	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.	Ball
GROUP ACTIVITY I (OUTDOOR)	Guide learners to write the letters on the blue and red lines in their exercise books. For e.g. Do a rapid review of the letter sounds learnt so far. Write both capital and lower-case letters on the Whiteboard. Teach the sound and the key word. Writing: practice writing the letter in the air, on their arms playfully and in their ruled writing exercise books the week. Display word cards on the teachers table in front of the class. Group class into three or four. Invite each leader from the group in turns to face the class with his/her back to the board. Write a letter on the board for the others to make its sound. The leader then search through the word cards to identify the letter.	Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons



	<p>Get about ten to twenty colored balloons. Put learners into two color groups, say red and yellow.</p> <p>Now put up a big empty box at one part of the classroom as learners stand far apart facing the box.</p> <p>Choose one child from the color group to participate in the race.</p> <p>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.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. Did you have fun with the games? 2. Would you want to play more? 3. Write the letters D, H, K, M in your workbooks. 	
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relate to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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. 	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Children are split into teams.</p> <p>Tie a cup to learners' shoes. They are to collect colored balls from one container to another.</p>  <p>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.</p> <p>At the end of the song, each child must sit down in the chair by which he or she is standing.</p> <p>The child who remains standing is out of the game. The last person to remain sitting is the winner.</p>	<p>Poster/ cut out picture depicting school/classroom gathering e.g. worship, our day, Cut out shapes, big books, counters, crayons</p>




	<p>Repeat the game as long as the children are having fun.</p> <p>Children are split into teams. One from each team is chosen with a toy gun.</p> <p>Teacher calls out a sound, a player must shoot their opponent by saying a word that begins /ends with that sound.</p> <p>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.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Mention some of the words you learnt to a friend. 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Join in and ask learners questions frequently to guide their play.</p>	Learning center
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 2. Retell the story to your partner. 4. what have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY
Class: KG 2	Class Size:	Sub Strand: MY SCHOOL FAMILY
Content Standard: K2.2.4 .1 Demonstrate understanding of the rules and regulations for learners and teachers at school.		Indicator: K2.2.4.1.5 Learners can trace, color and label a picture of an object in the school which communicates rules
Performance Indicator: <ul style="list-style-type: none"> Learners can trace, color and label a picture of an object in the school which communicates rules 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing a song in relation to the song. <u>RCA QUESTION</u> 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 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.	
GROUP ACTIVITY I (OUTDOOR)	Ask learners: which objects give you the signal that you are late? Bell or drum. Let learners draw and label it. Have learners to paste their drawings on the walls of the classroom 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 stands 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. Arrange or line up empty water bottles on the floor of the classroom.	Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons



	<p>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.</p> <p>The person who knocks down the higher number wins, and the game continues.</p> <p>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.</p> <p>The player who is holding the “hot potato” when the music stops is out.</p> <p>The game continues until one player is left — that player is the winner.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Did you have fun? 2. Would you like to play more games? 3. Learners spell bell, drums etc 	
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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. 	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Children are split into teams. Tie a cup to learners’ shoes. They are to collect colored balls from one container to another.</p>  <p>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.</p>	<p>Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons</p>



	<p>At the end of the song, each child must sit down in the chair by which he or she is standing.</p> <p>The child who remains standing is out of the game. The last person to remain sitting is the winner.</p> <p>Repeat the game as long as the children are having fun.</p> <p>Children are split into teams. One from each team is chosen with a toy gun.</p> <p>Teacher calls out a sound, a player must shoot their opponent by saying a word that begins /ends with that sound.</p> <p>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.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Mention some of the words you learnt to a friend. 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 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	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY
Class: KG 2	Class Size:	Sub Strand: MY SCHOOL FAMILY
Content Standard: K2.2.4 .1 Demonstrate understanding of the rules and regulations for learners and teachers at school.		Indicator: K2.2.2.1.6 Compare length of items and height of learners in the school using non-standard and standardized measures
Performance Indicator: <ul style="list-style-type: none"> Learners can compare length of items and height of learners in the school using non-standard and standardized measures 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage Learners to sing songs and recite familiar rhymes <u>SOMETHING PASS</u> Something pass Response: something pass through my body to my heart. Something pass Response: something pass through my mouth to my stomach. Lalala laaa Response: lala laa lala lala lala la Lololo loo Response: lolo loo lolo lolo lolo lo	
PHASE 2: NEW LEARNING CIRCLE TIME	Have your learners 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	Colors
GROUP ACTIVITY I (OUTDOOR)	Scaffold learners to measure different length of spaces in the classroom and outside the classroom. In small groups, learners use non-standardized tools such as their feet, rope or thread to measure the length of different spaces and objects in the school, tables, their	Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out



	<p>classroom space, the football park, etc. and compare them using phrases such as longer than, shorter than, etc. Using non-standardized measures, compare the heights of different learners in the class to find out who is shorter or taller than the other by having them stand side by side or back to back.</p> <p>Use the phrases taller than or shorter than to describe the learners,</p> <p>Get about ten to twenty colored balloons. Put learners into two color groups, say red and yellow.</p> <p>Now put up a big empty box at one part of the classroom as learner's stands 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.</p> <p>The first person to finish wins. The game continues as long as the children are having fun.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Did you have fun? 2. Learners compare lengths of items in the class. 	<p>shapes, big books, counters, crayons</p>
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 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. 	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Assign each corner of the class with numbers or popular characters in a story.</p> <p>Share numbers to learners and let everyone stand in their respective corner.</p> <p>Stand in the middle of the class with a giant dice.</p> <p>The teacher rolls the dice, and the number that shows up is the corner to be out.</p>	<p>Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons</p>



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!

Cut out a puppy and mix them up.



Invite learners in turns to build up the puppy using the cut outs.



RCA QUESTION

1. Did you have fun?
2. What other animal would you love to build?
3. Can you mention any animal in the house

LEARNING CENTER

Engage learners to play freely at the learning centers.

Word cards, letter cards.

Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.

STORY SHARING

Tell learners a story.

Word cards, letter cards.

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?	
PHASE 3: REFLECTION	Learners share what they have learnt with their peers. Give learners homework to do at home	

