### Weekly Lesson Plan

**Week 2**

**KG 1**

<table>
<thead>
<tr>
<th>Learning Indicator(s)</th>
<th>K1.1.2.1.1 Describe the functions of the parts of the human body that we can see</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Indicator</strong></td>
<td>Learners can talk about their body parts, and also sing a song about the body</td>
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</tbody>
</table>

**Week ending**: 20/9/2019

**Reference**: KG Curriculum

**Class**: KG One

**Teaching and Learning resources**

- Pictures of the parts of the body
- Crayons, pencil, paper, ball, counters

<table>
<thead>
<tr>
<th>Days</th>
<th>Phase 1: Starter 5 Mins</th>
<th>Phase 2: Main 20 Mins</th>
<th>Phase 3: Reflection</th>
</tr>
</thead>
</table>
| **Monday** | Let learners sing a song about the body parts and what they can do e.g. “what can the eyes do?” They can see | 1. Post a conversation poster about the body parts that we can see. Ask the to mention some parts of the body that are inside us that we cannot see. 2. Have learners perform activities to identify the functions of the body parts e.g. Blindfold learner and ask him/her to take a ball 3. Count and say the number of body parts you can see | **Teacher**: Recite the poem “I am black and beautiful”  
**Learners**:  
“I am black and beautiful  
God made me so  
I love my colour because it is a unique colour  
Black is beautiful” |

**Assessment**

Property of Mickinet Systems  
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<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Tasks</th>
<th>Assessment</th>
<th>Notes</th>
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</thead>
</table>
| Tuesday | Ask learners to look at their friends and say something about their friends’ body features | 1. Have learners perform activities to identify the functions of the body parts  
   e.g. Blindfold learner and ask him/her to take a ball  
   2. Observe a picture about children and identify the uniqueness of each person  
   3. Listen to a song about the body parts and sing along with actions and dancing  
   4. Have learners count the body parts of their partner and compare to theirs | Learners match the body parts to their functions | Teacher: Recite the poem “I am black and beautiful”  
   Learners: “I am black and beautiful  
   God made me so  
   I love my colour because it is a unique colour  
   Black is beautiful” |
| Wednesday | Let learners sing a song about the body parts and what they can do e.g. “what can the eyes do?” They can see | 1. Listen to a story about the body  
   2. Draw and colour parts of the body  
   3. Listen to a song about the body parts and sing along with actions and dancing  
   4. Have learners describe the | Learners recite the rhyme “This is my head” |
<table>
<thead>
<tr>
<th>Thursday</th>
<th>Let learners sing a song about the body parts and what they can do e.g. “what can the eyes do?” They can see</th>
</tr>
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</table>
|          | 1. listen to a story about the body  
|          | 2. Draw and colour parts of the body  
|          | 3. Listen to a song about the body parts and sing along with actions and dancing  
|          | 4. Have learners describe the functions of their body parts with new vocabulary e.g. see, smell  
|          | 5. Engage learners in activities to count the total body parts in the class. E.g. Learners count the number of heads in the class and pick the correct numeral card |
|          | **Assessment**  
|          | Learners draw and colour their body parts |
| Teacher: | Recite the poem “I am black and beautiful” |
| Learners: | “I am black and beautiful  
|          | God made me so  
|          | I love my colour because it is a unique colour  
|          | Black is beautiful” |

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<th>Friday</th>
<th>Let learners sing a song about the body parts and what they can do</th>
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<tr>
<td></td>
<td>1. Observe a picture about children and identify the</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Recite the poem “I am black and beautiful”</td>
</tr>
</tbody>
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| Learners:| “I am black and beautiful  
|          | God made me so  
|          | I love my colour because it is a unique colour  
|          | Black is beautiful”
| can do e.g. “what can the eyes do?” They can see | uniqueness of each person  
2. Listen to a song about the body parts and sing along with actions and dancing  
3. Have learners describe the functions of their body parts with new vocabulary e.g. see, smell  
4. Learners listen to story about the body parts  
**Assessment**  
Learners draw the body parts of their teacher | **Learners:**  
“ I am black and beautiful  
God made me so  
I love my colour because it is a unique colour  
Black is beautiful” |