

A thick vertical gold bar is on the left side of the page. A yellow arrow points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 1

KG 2

WEEKLY LESSON PLAN FOR KG 2- WEEK I

| | | |
|--|---|---|
| DATE: | STRAND: All Around Us | |
| DAY: MONDAY | | |
| CLASS: KG2 | SUB STRAND: Living And Non-Living Things | |
| CONTENT STANDARD: K2.6.1.1 Demonstrate understanding of why some things are referred to as living and non- living things. | INDICATORS: K2.6.1.1.1 K2.6.1.1.6 | |
| | PERFORMANCE INDICATOR: ❖ Learners can talk about different types of living and non-living things around us. ❖ Learners can identify, draw and color two items each under living and non-living things. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE I: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to play the “Ball Game”. Ask learners to form a big circle. Teacher mentions her name and pass the ball onto the learner on the right to mention his/her name too. It goes on and on until everyone gets their turn. You can continue with the food you ate the previous day. The fun continues. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Follow basic procedures of the community circle time to introduce the theme for the week. Display a conversational poster and some concrete materials related to the theme and engage learners in active discussion on things we can refer to as living things and things that are non-living. Go out for a nature walk with the learners. Take learners around the compound and let them identify and name the things they see. Learners observe the things they see and pick some for the classroom. Back in the classroom, with the support of the poster, have learners classify things they have seen under living and non-living things Learners observe the things in their environment and indicate which one is living and which one is not. Have learners draw and label two living and non-living things each. Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. | Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons |

| | | |
|---|--|--|
| | <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Have learners to draw and color two items each under living and non-living things in their workbooks.</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | | | |
|--|--|---|--|
| DATE: 26/11/2019 | | STRAND: All Around Us | |
| DAY: TUESDAY | | | |
| CLASS: KG2 | | SUB STRAND: Living And Non-Living Things | |
| CONTENT STANDARD: K2.6.1.1 Demonstrate understanding of why some things are referred to as living and non-living things. | | INDICATORS: K2.6.1.1.2. K2.6.1.1.3 | |
| | | PERFORMANCE INDICATOR: ❖ Learners can participate actively in the shared reading of the big book which relates to the theme, and share more lessons learnt on the theme of the week. ❖ Learners can keep record of sight words and new content vocabulary learnt from the reading text on the theme. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | | |
| KEY WORDS: | | | |
| | | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES | |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to sing songs and recite rhymes that they are familiar with. Example: <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: MAIN 40MINS (New Learning Including Assessment) | Teacher follows the steps of the KWL strategy instruction during the shared reading session of the informational text which relates to the theme to the learners Check on the K and W before you read the text and the L after reading. K- Have learners share their previous knowledge about living and non-living things. W-have them ask question about what they want to know about the theme. Teacher reads and pauses often for the learners to identify answers to their questions. L- learners share the lessons learnt about the theme. E.g. examples of living things are plants, animals, human beings, etc, and non-living things- bags, spoon, table etc. | Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons | |

| | | |
|--|--|--|
| | <p>List key words of the theme on the marker /chalk board and have learners learn the correct pronunciation of words.</p> <p>Teach the meaning of the words using contextual clues including pictures</p> <p>Show the words on cards and have learners study the spelling. and use the words to create their own sentences.</p> <p>Guide learners to copy the words in their books</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | | |
|--|---|---|
| DATE: | STRAND: All Around Us | |
| DAY: WEDNESDAY | | |
| CLASS: KG2 | SUB STRAND: Living And Non-Living Things | |
| CONTENT STANDARD: K2.6.1.1 Demonstrate understanding of why some things are referred to as living and non- living things. | INDICATORS: K2.6.1.1.4 K2.6.1.1.6 | |
| | PERFORMANCE INDICATOR: ❖ Learners can recognize at least 75% of letter sounds in words ❖ Learners can identify, draw and color two items each under living and non-living things. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to play the game; “What letter am I writing?” The teacher writes a sound in the air. The children tell the teacher the sound that has been written. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Play Alphabet Relay with learners. Put learners in groups of 4 to compete for letter recognition and writing. Give each group a piece of chalk. Call out a letter and let two pupils from each group run to the chalk board and write both the small and capital letter. Call out another letter and let pupils take turns. Learners observe the things in their environment and indicate which one is living and which one is not. Assessment: Have learners draw and label two living and non-living things each. Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story | Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons |
| PHASE 3: REFLECTION 10MINS (Learner and Teacher) | Review lesson with Learners by singing songs in relation to it | |

| | | | |
|--|---|---|--|
| DATE: | | STRAND: All Around Us | |
| DAY: THURSDAY | | | |
| CLASS: KG2 | | SUB STRAND: Living And Non-Living Things | |
| CONTENT STANDARD: K2.6.1.1 Demonstrate understanding of why some things are referred to as living and non-living things. | | INDICATORS: K2.6.1.1.3 K2.6.1.1.5. | |
| | | PERFORMANCE INDICATOR: ❖ Learners can keep record of sight words and new content vocabulary learnt from the reading text on the theme. ❖ 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 COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | | |
| KEY WORDS: | | | |
| | | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES | |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Shuffle letter cards on the table. In groups, ask learners to arrange the letters in order. The first group to finish wins. | | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | List key words of the theme on the marker /chalk board and have learners learn the correct pronunciation of words. Teach the meaning of the words using contextual clues including pictures Show the words on cards and have learners study the spelling. and use the words to create their own sentences. Guide learners to copy the words in their books. Rapidly revise the letter sounds learnt so far. Look for words in which we can find the new letter for the week. Take learners out of the class to the field for a stretch up. Engage learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story | Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons | |
| PHASE 3: REFLECTION 10MINS (Learner and Teacher) | Review lesson with Learners by singing songs in relation to it | | |

| | | |
|--|--|---|
| DATE: | STRAND: All Around Us | |
| DAY: FRIDAY | | |
| CLASS: KG2 | SUB STRAND: Living And Non-Living Things | |
| CONTENT STANDARD: K2.6.1.1 Demonstrate understanding of why some things are referred to as living and non-living things. | INDICATORS: K2.6.1.1.1 K2.6.1.1.7 | |
| | PERFORMANCE INDICATOR: ❖ Learners can talk about different types of living and non-living things around us ❖ Learners can tell the position and motion of objects in space. Using words such as below, to the right, behind | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Have learners sing songs and recite familiar rhymes. Example: <u>Pussy Cat, Pussy Cat</u> Pussy cat, pussy cat, where have you been? I've been down to London to visit the Queen. Pussy cat, pussy cat, what did you do? I frightened a little mouse, under her chair. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Follow basic procedures of the community circle time and introduce the theme for the week. Display a conversational poster and some concrete materials related to the theme and engage learners in active discussion on things we can refer to as living things and things that are non-living. Go out for a nature walk with the learners. Take learners around the compound and let them identify and name the things they see. Learners observe the things they see and pick some for the classroom. Back in the classroom, with the support of the poster, have learners classify things they have seen under living and nonliving things Using objects in the class, scaffold learners to describe the various position that objects are at in the classroom. E.g. the teacher's table, a non-living is at the front. Have learners describe their siting position relative to other learners. Introduce them to vocabularies such as: in front of, behind, on the third row, and other words that show position. e.g. Sesi is behind Neni. | Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons |

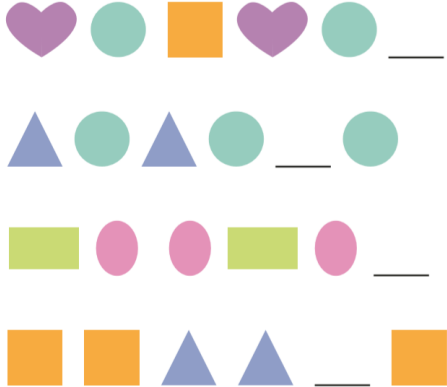
| | | |
|--|--|--|
| | <p>Scaffold learners to understand that object as well as humans can change their position any time moving from position to position in space.</p> <p>Teach rhymes and songs as learners sing along</p> <p>Have learners dance with actions as they sing the songs</p> <p>Make a choice to use any of the learning centers created</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p> | <p>Sea saw, mary go round, and other play toys</p> |

A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 2

KG 2

WEEKLY LESSON PLAN FOR KG 2- WEEK 2

| | | | |
|--|---|--|--|
| DATE: | | STRAND: All Around Us | |
| DAY: MONDAY | | | |
| CLASS: KG2 | | SUB STRAND: Living Things -Animals (domestic and wild) | |
| CONTENT STANDARD: K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals. | | INDICATORS: K2.6.2.1.1 K2. 6.2.1.7 | |
| | | PERFORMANCE INDICATOR: ❖ Learners can talk about different types of animals that live at home and in the bush and how human being care for domestic animals. ❖ Learners can compare the size and height of different animals using the phrases, bigger than, taller than. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | | |
| KEY WORDS: | | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES | |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | In groups, have learners to look at each pattern, finish the pattern by drawing the missing shapes.  | | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Follow basic procedures of the community circle time and introduce the theme for the week. Display a conversational poster and some concrete materials related to the theme and engage learners in active discussion. Call on learners randomly to answer questions or contribute to the discussion. Let learners talk about animals found in the home and those that are not at home. Discuss with learners how and why domestic animals should be catered/cared for. Using picture, guide learners to compare the size and height of animals. E.g. elephant is bigger than the fox, the giraffe is taller than the lion. | Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons | |



Is bigger than



Is taller than



Take Learners out of the class to the field for a stretch up.

Engage Learners to use any of the play toys available.

Make a choice to use any of the learning centers created

Listen to a story

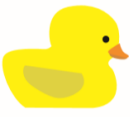

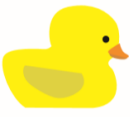

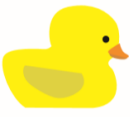

**PHASE 3:
REFLECTION**
10MINS
**(Learner and
Teacher)**

Review lesson with Learners by singing songs in relation to it

| | | |
|--|---|---|
| DATE: | | STRAND: All Around Us |
| DAY: TUESDAY | | |
| CLASS: KG2 | | SUB STRAND: Living Things -Animals (domestic and wild) |
| CONTENT STANDARD: K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals. | INDICATORS: K2.6.2.1.2 K2.6.2.1.6 | |
| | PERFORMANCE INDICATOR: ❖ Learners can listen to a shared reading on a traditional story on how some animals became domestic animals. ❖ Learners can observe, identify and talk about images, items and performances in artworks of everyday life. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to play the game “Wipe-out” Write 4-5 sounds on the board. With the whole class, say the sounds (with the action). Ask learners to close their eyes and teacher wipes out one sound. Learners open their eyes and must say which is gone. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Take learners through picture reading and let them guess what the text will be about. Pretend and ask them to decode a word using the illustration. Read aloud the story and ask simple Story map questions on the setting, characters, the problem and the resolution of the problem. Learners think-pair share and then brainstorm as a whole class the differences between domestic and wild animals. Ask learners to think about why a wild animal would want to become a domestic animal. Let learners observe pictures of some animals, and talk about their characteristics, colors and size. Learners cut and paste animals in the two categories: domestic and wild animals Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. | Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons |

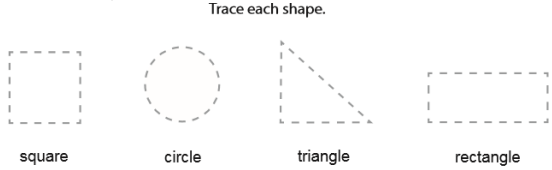
| | | |
|---|--|--|
| | <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>IOMINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | |
|--|---|
| DATE: | STRAND: All Around Us |
| DAY: WEDNESDAY | |
| CLASS: KG2 | SUB STRAND: Living Things -Animals (domestic and wild) |
| CONTENT STANDARD: K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals. | INDICATORS: K2.6.2.1.3 |
| | PERFORMANCE INDICATOR: Learners can create an informational text on different types of animals using a variety of new vocabulary learnt from the conversational poster on domestic animals. |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | |
| KEY WORDS: | |

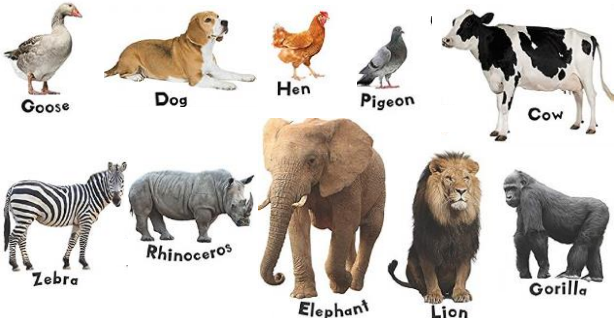
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|--|----|---|--|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|---|---|---|---|--|--|---|---|---|---|--|
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | <p>Call learners in turns to help this rubber ducky take a bath. Draw a path from the rubber ducky to the bath tub by counting from 1 to 10 and tracing the numbers. Start from the shady 1 to shady 10. Let's have some fun!</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>8</td> <td>4</td> <td>6</td> <td>5</td> </tr> <tr> <td></td> <td>10</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>3</td> <td style="background-color: #cccccc;">1</td> <td>5</td> <td>1</td> <td>8</td> <td>9</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>6</td> <td>7</td> <td style="background-color: #cccccc;">10</td> </tr> <tr> <td>4</td> <td>6</td> <td>4</td> <td>5</td> <td colspan="2" rowspan="2"></td> </tr> <tr> <td>5</td> <td>2</td> <td>9</td> <td>2</td> </tr> </table> |  | 8 | 4 | 6 | 5 | | 10 | 2 | 3 | 4 | 3 | 1 | 5 | 1 | 8 | 9 | 1 | 2 | 3 | 6 | 7 | 10 | 4 | 6 | 4 | 5 |  | | 5 | 2 | 9 | 2 | |
|  | 8 | 4 | 6 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 10 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 1 | 5 | 1 | 8 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 6 | 7 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 6 | 4 | 5 |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 2 | 9 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | <p>Using the Language Experience Approach (LEA), create an informational text on Domestic animals.</p> <p>Learners observe the conversational poster on Animals and with leading questions, they create and dictate simple sentences to you.</p> <p>Write the story for them on a big sheet and use that as a reading text. E.g. There are different kinds of animals, Animals that lay eggs – hen, duck. Animals that do not lay eggs-goat, dog Animals that have fur – rabbit, goat, dog, cat Animals that have feathers – hen, duck, parrot</p> <p>Teacher can add few sentences. Give the text a title. Ask learners to add illustrations to the text.</p> | Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | |
|--|--|--|
| | <p>Learners can copy this text into their exercise books if they want.</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | |
|--|--|
| DATE: | STRAND: All Around Us |
| DAY: THURSDAY | |
| CLASS: KG2 | SUB STRAND: Living Things -Animals (domestic and wild) |
| CONTENT STANDARD: K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals. | INDICATORS: K2.6.2.1.4 K2.6.2.1.5 |
| | PERFORMANCE INDICATOR: ❖ Learners can tap and clap and count the syllables of the names of animals and lines of the song. ❖ 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 COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | |
| KEY WORDS: | |

| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
|--|--|--|
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | <p>Draw some 2 dimensional shapes with dotted lines on the board and ask learners to trace and say the name of each object.</p> <p style="text-align: center;">Trace each shape.</p>  | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | <p>Let learners mimic the sound of the various animals in the song. Old Macdonald has a farm.</p> <p>Play the song with a phone and ask learners to sing along and mention names of animals and clap the syllables in their names. Clap or tap parts of the first line of the song (Old MacDonald) Substitute parts of the song with claps. Count the claps.</p> <p>Let learners represent the number of claps with model numbers.</p> <p>Rapidly revise the letter sounds learnt so far.</p> <p>Follow the correct procedure to continue teaching the letter sound for the week.</p> <p>Teach learners to Blend individual letter sound to form one syllabic words.</p> <p>Practice with Pupils blending. Two pupils hold individual letter card separately. They move towards each other slowly until they stand close and put their letters together to read a syllable. Pupils practice more of these to help them blend easily.</p> | <p>Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |





| | | |
|--|--|---|
| DATE: | STRAND: All Around Us | |
| DAY: FRIDAY | | |
| CLASS: KG2 | SUB STRAND: Living Things -Animals (domestic and wild) | |
| CONTENT STANDARD: K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals. | INDICATORS: K2.6.2.1.6 K2. 6.2.1.7 | |
| | PERFORMANCE INDICATOR: ❖ Learners can observe, identify and talk about images, items and performances in artworks of everyday life. ❖ Learners can compare the size and height of different animals using the phrases, bigger than, taller than. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Share to learners an A4 sheet paper. Encourage learners to draw how they want their day to be. Let learners paste their drawings on the classroom wall to create a gallery. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Let learners observe pictures of some animals, and talk about their characteristics, colors and size. Learners cut and paste animals in the two categories: domestic and wild animals  Using picture, guide learners to compare the size and height of animals. E.g. elephant is bigger than the fox, the giraffe is taller than the lion. Teach rhymes and songs as learners sing along. Have learners dance with actions as they sing the songs Make a choice to use any of the learning centers created. | Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons |
| PHASE 3: REFLECTION 10MINS (Learner and Teacher) | Teacher sings songs and recite rhymes in relation to the lesson with learners Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc. Sing rhymes and songs with learners as they play | Sea saw, mary go round, and other play toys |

A thick vertical gold bar is on the left side of the page. A yellow arrow points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 3

KG 2

WEEKLY LESSON PLAN FOR KG 2- WEEK 3

| | | |
|--|---|---|
| DATE: | STRAND: All Around Us | |
| DAY: MONDAY | SUB STRAND: Living Things -Animals (domestic and wild) | |
| CLASS: KG2 | INDICATORS: K2.6.2.1.1 K2. 6.2.1.7 | |
| CONTENT STANDARD: K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals. | PERFORMANCE INDICATOR: ❖ Learners can talk about different types of animals that live at home and in the bush and how human being care for domestic animals. ❖ Learners can compare the size and height of different animals using the phrases, bigger than, taller than. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | In groups, have learners to look at each pattern, finish the pattern by drawing the missing shapes.     | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Follow basic procedures of the community circle time and introduce the theme for the week. Display a conversational poster and some concrete materials related to the theme and engage learners in active discussion. Call on learners randomly to answer questions or contribute to the discussion. Let learners talk about animals found in the home and those that are not at home. Discuss with learners how and why domestic animals should be catered/cared for. Using picture, guide learners to compare the size and height of animals. E.g. elephant is bigger than the fox, the giraffe is taller than the lion. | Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons |



Elephant

Is bigger than



Kangaroo



Giraffe

Is taller than



Lion

Take Learners out of the class to the field for a stretch up.

Engage Learners to use any of the play toys available.

Make a choice to use any of the learning centers created







Listen to a story

**PHASE 3:
REFLECTION**
10MINS
**(Learner and
Teacher)**

Review lesson with Learners by singing songs in relation to it

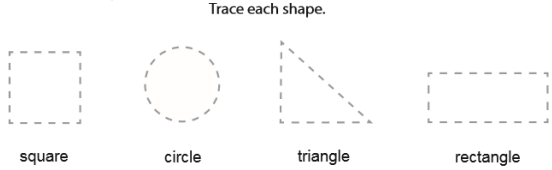
| | | |
|--|---|---|
| DATE: | | STRAND: All Around Us |
| DAY: TUESDAY | | |
| CLASS: KG2 | | SUB STRAND: Living Things -Animals (domestic and wild) |
| CONTENT STANDARD: K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals. | INDICATORS: K2.6.2.1.2 K2.6.2.1.6 | |
| | PERFORMANCE INDICATOR: ❖ Learners can listen to a shared reading on a traditional story on how some animals became domestic animals. ❖ Learners can observe, identify and talk about images, items and performances in artworks of everyday life. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to play the game “Wipe-out” Write 4-5 sounds on the board. With the whole class, say the sounds (with the action). Ask learners to close their eyes and teacher wipes out one sound. Learners open their eyes and must say which is gone. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Take learners through picture reading and let them guess what the text will be about. Pretend and ask them to decode a word using the illustration. Read aloud the story and ask simple Story map questions on the setting, characters, the problem and the resolution of the problem. Learners think-pair share and then brainstorm as a whole class the differences between domestic and wild animals. Ask learners to think about why a wild animal would want to become a domestic animal. Let learners observe pictures of some animals, and talk about their characteristics, colors and size. Learners cut and paste animals in the two categories: domestic and wild animals Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. | Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons |

| | | |
|---|--|--|
| | <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>IOMINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

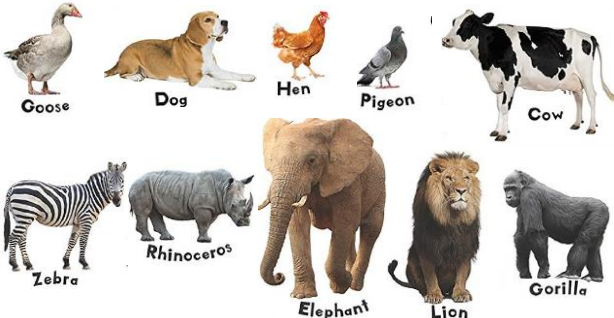
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|--|---|---|--|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|---|---|---|--|--|
| DATE: | STRAND: All Around Us | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DAY: WEDNESDAY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CLASS: KG2 | SUB STRAND: Living Things -Animals (domestic and wild) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CONTENT STANDARD: K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals. | INDICATORS: K2.6.2.1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PERFORMANCE INDICATOR: Learners can create an informational text on different types of animals using a variety of new vocabulary learnt from the conversational poster on domestic animals. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KEY WORDS: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | <p>Call learners in turns to help this rubber ducky take a bath. Draw a path from the rubber ducky to the bath tub by counting from 1 to 10 and tracing the numbers. Start from the shady 1 to shady 10. Let's have some fun!</p> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <tr> <td style="width: 25%;"></td> <td>8</td> <td>4</td> <td>6</td> <td>5</td> </tr> <tr> <td></td> <td>10</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>3</td> <td style="background-color: #cccccc;">1</td> <td>5</td> <td>1</td> <td>8</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>6</td> <td>7</td> </tr> <tr> <td>4</td> <td>6</td> <td>4</td> <td>5</td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td>5</td> <td>2</td> <td>9</td> <td>2</td> <td></td> </tr> </table> |  | 8 | 4 | 6 | 5 | | 10 | 2 | 3 | 4 | 3 | 1 | 5 | 1 | 8 | 1 | 2 | 3 | 6 | 7 | 4 | 6 | 4 | 5 |  | 5 | 2 | 9 | 2 | | |
|  | 8 | 4 | 6 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 10 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 1 | 5 | 1 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 6 | 4 | 5 |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 2 | 9 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | <p>Using the Language Experience Approach (LEA), create an informational text on Domestic animals.</p> <p>Learners observe the conversational poster on Animals and with leading questions, they create and dictate simple sentences to you.</p> <p>Write the story for them on a big sheet and use that as a reading text. E.g. There are different kinds of animals, Animals that lay eggs – hen, duck. Animals that do not lay eggs-goat, dog Animals that have fur – rabbit, goat, dog, cat Animals that have feathers – hen, duck, parrot</p> <p>Teacher can add few sentences. Give the text a title. Ask learners to add illustrations to the text.</p> | <p>Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | |
|---|--|--|
| | <p>Learners can copy this text into their exercise books if they want.</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | |
|--|--|
| DATE: | STRAND: All Around Us |
| DAY: THURSDAY | |
| CLASS: KG2 | SUB STRAND: Living Things -Animals (domestic and wild) |
| CONTENT STANDARD: K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals. | INDICATORS: K2.6.2.1.4 K2.6.2.1.5 |
| | PERFORMANCE INDICATOR: ❖ Learners can tap and clap and count the syllables of the names of animals and lines of the song. ❖ 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 COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | |
| KEY WORDS: | |

| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
|--|--|--|
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | <p>Draw some 2 dimensional shapes with dotted lines on the board and ask learners to trace and say the name of each object.</p> <p style="text-align: center;">Trace each shape.</p>  | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | <p>Let learners mimic the sound of the various animals in the song. Old Macdonald has a farm.</p> <p>Play the song with a phone and ask learners to sing along and mention names of animals and clap the syllables in their names. Clap or tap parts of the first line of the song (Old MacDonald) Substitute parts of the song with claps. Count the claps.</p> <p>Let learners represent the number of claps with model numbers.</p> <p>Rapidly revise the letter sounds learnt so far.</p> <p>Follow the correct procedure to continue teaching the letter sound for the week.</p> <p>Teach learners to Blend individual letter sound to form one syllabic words.</p> <p>Practice with Pupils blending. Two pupils hold individual letter card separately. They move towards each other slowly until they stand close and put their letters together to read a syllable. Pupils practice more of these to help them blend easily.</p> | <p>Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

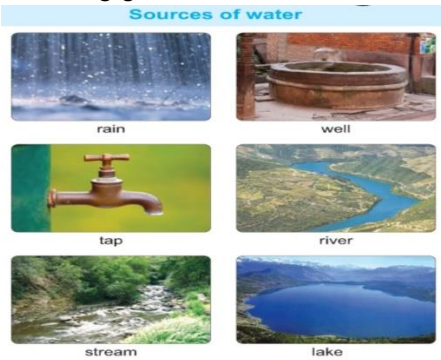
| | | |
|--|--|---|
| DATE: | STRAND: All Around Us | |
| DAY: FRIDAY | | |
| CLASS: KG2 | SUB STRAND: Living Things -Animals (domestic and wild) | |
| CONTENT STANDARD: K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals. | INDICATORS: K2.6.2.1.6 K2. 6.2.1.7 | |
| | PERFORMANCE INDICATOR: ❖ Learners can observe, identify and talk about images, items and performances in artworks of everyday life. ❖ Learners can compare the size and height of different animals using the phrases, bigger than, taller than. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Share to learners an A4 sheet paper. Encourage learners to draw how they want their day to be. Let learners paste their drawings on the classroom wall to create a gallery. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Let learners observe pictures of some animals, and talk about their characteristics, colors and size. Learners cut and paste animals in the two categories: domestic and wild animals  Using picture, guide learners to compare the size and height of animals. E.g. elephant is bigger than the fox, the giraffe is taller than the lion. Teach rhymes and songs as learners sing along. Have learners dance with actions as they sing the songs Make a choice to use any of the learning centers created. | Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons |
| PHASE 3: REFLECTION 10MINS (Learner and Teacher) | Teacher sings songs and recite rhymes in relation to the lesson with learners Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc. Sing rhymes and songs with learners as they play | Sea saw, mary go round, and other play toys |

A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 4

KG 2

WEEKLY LESSON PLAN FOR KG 2- WEEK 4

| | | |
|--|---|------------------------------|
| DATE: DAY: MONDAY CLASS: KG2 | STRAND: All Around Us SUB STRAND: Water | |
| CONTENT STANDARD: K2.6.3.1 Demonstrate understanding that water is an important natural resource that helps all living things, human, plants and animals | INDICATORS: K2.6.3.1.1 PERFORMANCE INDICATOR: Discuss where we get water from, its importance to living things and how to care for water sources. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | 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. Learners make the letter sound with actions | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Using the community circle time introduce the theme for the week. Display a conversational poster (#12) on sources of water and some concrete materials related to the theme and engage learners in active discussion. <div style="text-align: center;">  <p style="font-size: small; margin: 0;">Sources of water</p> <p style="font-size: x-small; margin: 0;">rain well</p> <p style="font-size: x-small; margin: 0;">tap river</p> <p style="font-size: x-small; margin: 0;">stream lake</p> </div> Call on learners randomly to answer questions or contribute to the discussion. Have learners recite a poem/rhyme or sing a song related to them, e.g. "Rain, rain go away." Have learners observe the Conversational poster and dictate a story out of the pictures or watch and discuss a video on the sources of water. | Pictures of sources of water |

| | | |
|--|---|--|
| | <p>Using Language Experience Approach (LEA) have the learners create an informational text on Sources of Water.</p> <p>Learners dictate the story to you and you write it on a big sheet for them.</p> <p>Let this become the reading text for the week</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | | | |
|--|--|---|--|
| DATE: 26/11/2019 | | STRAND: All Around Us | |
| DAY: TUESDAY | | | |
| CLASS: KG2 | | SUB STRAND: Water | |
| CONTENT STANDARD: K2.6.3.1 Demonstrate understanding that water is an important natural resource that helps all living things, human, plants and animals | | INDICATORS: K2.6.3.1. 2 | |
| | | PERFORMANCE INDICATOR: Learners can participate actively in the shared reading of the big book which relates to the theme, answer inferential questions, and demonstrate how sentences are written with spaces between the words | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | | |
| KEY WORDS: | | | |
| PHASE/DURATION | | LEARNERS ACTIVITIES | |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | | Engage learners to play the “Sound hunters” game. Children are split into teams. One from each team is chosen with a toy gun. Teacher calls out a sound, a player must shoot their opponent by saying a word that begins /ends with that sound. The person who shoots first wins and stays on. The loser sits down and another person from that team comes up. Whichever team has its player standing at the end wins. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | | Use the Big book on the Thirsty Crow. Do a Picture walk through the text and have learners guess what the text will be about. Read the story aloud with all enthusiasm and pause often for the learners to predict what happens next in the story. Ask simple Story map questions on the setting, characters, the problem and the resolution of the problem. Learners think-pair share and then brainstorm as a whole class how water is very important to human beings and plants. Have learners to draw parts of the story. Create a gallery with the pictures and paste on the classroom walls. Let learners act or role-play parts of the story. The role-paly should educate on the importance of water. Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. | |
| | | Pictures of sources of water | |




| | | |
|---|--|--|
| | <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>IOMINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | | |
|--|--|--|
| DATE: | | STRAND: All Around Us |
| DAY: WEDNESDAY | | |
| CLASS: KG2 | | SUB STRAND: Water |
| CONTENT STANDARD: K2.6.3.1 Demonstrate understanding that water is an important natural resource that helps all living things, human, plants and animals | | INDICATORS: K2.6.3.1.3 |
| | | PERFORMANCE INDICATOR: Learners can use a variety of new vocabulary learnt about the sources and importance of water to all living things to create a text for reading using LEA |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Have learners to sing songs and recite rhymes that relate to the lesson. <u>HAPPY FAMILY</u> I love you You love me We are happy family, with a great big hug and a kiss from me to you. Wont you say you love me too | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Using the Language Experience Approach (LEA), create an informational text on Water. Learners observe the conversational poster on Sources of Water and with leading questions, have them dictate simple sentences to you orally and write the story for them on a big sheet and use that as a reading text throughout the week in addition to the Thirsty Crow. <i>E.g. Good Water is clear and colorless.</i> <i>Animals drink water to live.</i> <i>Plants need water to grow.</i> Teacher can add few sentences. Give the text a title. Ask learners to add illustrations to the text. Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on family | Pictures of sources of water |
| PHASE 3: REFLECTION 10MINS (Learner and Teacher) | Review lesson with Learners by singing songs in relation to it | |

| | | |
|--|--|--|
| DATE: | | STRAND: All Around Us |
| DAY: THURSDAY | | |
| CLASS: KG2 | | SUB STRAND: Water |
| CONTENT STANDARD: K2.6.3.1 Demonstrate understanding that water is an important natural resource that helps all living things, human, plants and animals | | INDICATORS: K2.6.3.1.4. |
| | | PERFORMANCE INDICATOR: Learners can blend the letter-sounds learn so far into syllables, read and write the syllables boldly and legibly in their books. |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Have learners to sing familiar songs and recite rhymes they know. <u>ABC SONG</u> A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P, Q, R, S, T, U, V, W, X, Y, Z. Now I know my ABC's Next time won't you sing with me? A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P, Q, R, S, T, U, V, W, X, Y, Z. Now I know my ABC's Thank you for singing with me! | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Revise and teach the letter sound for the week. Write and teach words containing the letter sound in context. Demonstrate each word for learners to guess the word for themselves. Teach learners to blend individual letter sound to form one syllabic words. Practice creating many mono-syllabic words putting together consonant and vowel sounds. E.g. Ma, va, ba. Use the Pupils blending process. Call two pupils to the front and give them a consonant and a vowel sound. Let them hold individual letter card separately and gradually and slowly move towards each other until they stand close to each other and put their letters together to read a syllable. Pupils practice more of this process to help them blend sounds easily. Learners make their own simple words and copy them into their books | |

| | | |
|--|---|--|
| | <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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | |
|--|--|
| DATE: | STRAND: All Around Us |
| DAY: FRIDAY | |
| CLASS: KG2 | SUB STRAND: Water |
| CONTENT STANDARD: K2.6.3.1 Demonstrate understanding that water is an important natural resource that helps all living things, human, plants and animals | INDICATORS: K2.6.3.1.5 K2.6.3.1.7 |
| | PERFORMANCE INDICATOR: ❖ Learners can draw and color different sources of water. ❖ Learners can measure, estimate and compare the capacity of different containers of water |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | |
| KEY WORDS: | |

| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
|--|--|-----------|
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | 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 - Savior • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Have learners look at the conversational poster again and draw and color any two sources of water.  <p style="text-align: center;">Well</p>  <p style="text-align: center;">Hand pump</p> <p>Provide different containers of water in the classroom and have learners fill the bottles, bowls and the containers, measure and estimate the volumes and compare the weight.</p>  <p>Have learners use the different liters of existing water bottles and check which weight is heavier or less heavy.</p> <p>Centre time: Measure water with different sizes of bottles and compare volumes of different sizes of containers of water.</p> | |

| | | |
|---|--|--|
| | <p>Set up stations for different uses of water</p> <p>Teach rhymes and songs as learners sing along</p> <p>Have learners dance with actions as they sing the songs</p> <p>Make a choice to use any of the learning centers created</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p> | <p>Sea saw, mary go round, and other play toys</p> |

A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 5

KG 2

WEEKLY LESSON PLAN FOR KG 2- WEEK 5

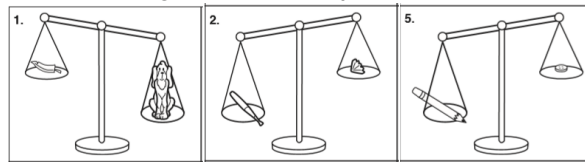
| | | | |
|--|--|---|--|
| DATE: | | STRAND: All Around Us | |
| DAY: MONDAY | | | |
| CLASS: KG2 | | SUB STRAND: Air | |
| CONTENT STANDARD: K2.6.4.1 Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things. | | INDICATORS: K2.6.4.1.1 K2.6.4.1.7 | |
| | | PERFORMANCE INDICATOR: ❖ Learners can share their ideas with teacher and peers about the presence and importance of air. ❖ Learners can classify objects in the environment according to those that have weight and heavy and those without weight and less heavy | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | | |
| KEY WORDS: | | | |
| PHASE/DURATION | | LEARNERS ACTIVITIES | |
| | | RESOURCES | |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | | <p>Prepare initial sounds on other cards. On the board write the words endings and initial sounds you intend to use so that all the learners can participate.</p> <p>Put the word endings on the floor on the right hand side. Put the initial sounds on the floor to the left. Call up a child and ask them to make a word. They must select an initial sound and then a word endings and make up a word.</p> <p>The child displays the word and the class blend the word and read it. The class decide if it's real word.</p> | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | | <p>to human being, animals and plants as they listen to a read aloud using an informational text. e.g. we breathe, air makes things burn</p> <p>Theme discussion: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.</p> <p>Display a conversational poster and some concrete materials related to the theme, e.g. balloons, and engage learners in activities that shows air is around us. E.g. Learners hold their nose for some few seconds, blow into balloons, hold their breath, etc.</p> <p>Learners share their experiences on the theme.</p> <p>Take learners for a Nature Walk and challenge them to look at the movement of leaves and for other evidence of Air around us</p> <p>Centre time: Learners perform different experiments to show presence and importance of air around us and talk about their experiences 1. Fill bottles with water and observe the bubbles,</p> | |
| | | The big book, crayons, pencils, pictures and videos depicting the uses of air. | |

- 2. Observe balloons fly, observe trees
- 3. Prepare and send kites into the air etc.

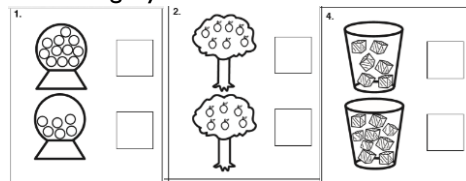


Provide learners with variety of objects picked from the environment and around the school, e.g. leaves, pens, paper, balloons, paper aeroplanes, bottle tops, bottles with water, empty bottles, rocks.

Working in small groups, have learners use non-standardized scales to estimate the weight of these objects and then classify them into two groups, objects that have weight and heavy, and objects that have little weight and less heavy.



Using bottle tops or other countable objects, guide learners to pick and count the number of objects in each category.



Pick the numeral card which matches with the number of objects.

Take Learners out of the class to the field for a stretch up.

Engage Learners to use any of the play toys available.


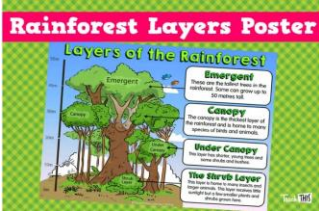
Make a choice to use any of the learning centers created

Listen to a story

**PHASE 3:
REFLECTION**
10MINS
**(Learner and
Teacher)**

Review lesson with Learners by singing songs in relation to it

| | |
|--|---|
| DATE: 26/11/2019 | STRAND: All Around Us |
| DAY: TUESDAY | |
| CLASS: KG2 | SUB STRAND: Air |
| CONTENT STANDARD: K2.6.4.1 Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things. | INDICATORS: K2.6.4.1.2 K2.6.4.1.3 |
| | PERFORMANCE INDICATOR: Learners can use a variety of new vocabulary learnt about importance of air to create an informational text for reading using learners Learners can participate actively in the teacher-read-aloud of the text on Air |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | |
| KEY WORDS: | |

| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
|--|--|--|
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Have learners recite and sing some familiar rhymes on the theme. AIR We cannot see the air We can only feel the air When it moves, it is cool When it stops, it is warm To keep the air clean Plant many trees green | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Using the Language Experience Approach (LEA), create an informational text on Air as important. Learners observe the conversational poster on the “Weather” and “Rainforest” and with leading questions, have them create and dictate simple sentences orally and the teacher should act as a scribe to write the story for them on a big sheet and use that as a reading text throughout the week.   Teacher can add few sentences. Give the text a title. Ask learners to add illustrations to the text. Teacher follows the steps of the KWL strategy instruction in reading aloud the informational text entitled AIR is all around us). Have learners perform some simple activities showing that air is all around us | The big book, crayons, pencils, pictures and videos depicting the uses of air. |

| | | |
|--|---|--|
| | <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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | |
|--|---|
| DATE: | STRAND: All Around Us |
| DAY: WEDNESDAY | |
| CLASS: KG2 | SUB STRAND: Air |
| CONTENT STANDARD: K2.6.4.1 Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things. | INDICATORS: K2.6.4.1.4 |
| | PERFORMANCE INDICATOR: Learners can recognize and read 25% of sight words instantly and automatically |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | |
| KEY WORDS: | |

| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES | | | | | | | | | | | | | | | | |
|--|---|------------------|-------|----|-----|--------|-----|------|-----|----|---|-----|------|----|----|-----|-------|--|
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to sing some actions songs and dance to them. <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 - Savior • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God. | | | | | | | | | | | | | | | | | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Use the Practice Ladder-Sight words game. Draw a grid and write some common sight words the learners have learnt so far on the floor either outside or in the classroom <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>good</td><td>the</td><td>in</td><td>boy</td></tr> <tr><td>sister</td><td>dad</td><td>come</td><td>air</td></tr> <tr><td>to</td><td>o</td><td>mom</td><td>girl</td></tr> <tr><td>in</td><td>he</td><td>she</td><td>water</td></tr> </table> Divide the class into 3 to 4 groups (depending on the number of learners in the class). The rule of the game: Teacher read the sight word aloud and call on the groups to send a volunteer to hop on the word in the box on the floor and read it aloud too. If the child is correct, the group gets a point Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. | good | the | in | boy | sister | dad | come | air | to | o | mom | girl | in | he | she | water | The big book, crayons, pencils, pictures and videos depicting the uses of air. |
| good | the | in | boy | | | | | | | | | | | | | | | |
| sister | dad | come | air | | | | | | | | | | | | | | | |
| to | o | mom | girl | | | | | | | | | | | | | | | |
| in | he | she | water | | | | | | | | | | | | | | | |

| | | |
|---|--|--|
| | Make a choice to use any of the learning centers created Listen to a story. | |
| PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher) | Review lesson with Learners by singing songs in relation to it | |

| | | | |
|--|---|---|--|
| DATE: | | STRAND: All Around Us | |
| DAY: THURSDAY | | | |
| CLASS: KG2 | | SUB STRAND: Air | |
| CONTENT STANDARD: K2.6.4.1 Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things. | | INDICATORS: K2.6.4.1.5 K2.6.4.1.6 | |
| | | PERFORMANCE INDICATOR: ❖ Learners can blend the letter-sounds learnt so far into syllables, read and write the syllables boldly and legibly in their books. ❖ Learners can prepare and fly kites and other paper aeroplanes outside the classroom. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | | |
| KEY WORDS: | | | |
| | | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES | |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to play the “Back to the Board” Game 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 | | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Rapidly revise the letter sounds learnt so far. Teach learners to blend individual letter sound to form one syllabic words. E.g., go, do, to, ba. Give individual sounds to learners and let them practice creating many mono-syllabic words putting together consonant and vowel sounds. Group students into two. Choose two more pupils from each group. Give each a letter card that makes up a word. Ask the one with the first letter to go to your right hand side and the other to your left hand side. They should be as far away from each other. Ask them to start walking slowly towards each other. As they walk, each should be saying the sound of his letter out loud. Example <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">A</div> aaaaaa. </div> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">S</div> sssssss </div> </div> When pupils meet, ask them to sound out the letters on the word cards one after the other in order to form a word. Take learners through the preparation of kites and paper aeroplanes. | The big book, crayons, pencils, pictures and videos depicting the uses of air. | |

| | | |
|---|--|--|
| | <p>Provide them with ruler or any measuring tool to measure length and breadth of cards or paper and threads or string to attach to the kites.</p> <p>Each in pairs, the learners use the paper and other tools to make kites and paper aeroplanes and other objects to play with to show that air is around us</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story.</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | | |
|--|---|---|
| DATE: | | STRAND: All Around Us |
| DAY: FRIDAY | | |
| CLASS: KG2 | | |
| CONTENT STANDARD: K2.6.4.1 Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things. | | INDICATORS: K2.6.4.1.3 K2.6.4.1.7 |
| | | PERFORMANCE INDICATOR: ❖ Learners can participate actively in the teacher-read-aloud of the text on air ❖ Learners can classify objects in the environment according to those that have weight and heavy and those without weight and less heavy |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to Play show me a number game with learners (up to 5), with fingers. Teacher mentions the number from (1 to 5). Learners then show their fingers up to show the number. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Teacher follows the steps of the KWL strategy instruction in reading aloud the informational text entitled AIR is all around us. Have learners perform some simple activities showing that air is all around us. Provide learners with variety of objects picked from the environment and around the school, e.g. leaves, pens, paper, balloons, paper aeroplanes, bottle tops, bottles with water, empty bottles, rocks. Working in small groups, have learners use non-standardized scales to estimate the weight of these objects and then classify them into two groups, objects that have weight and heavy, and objects that have little weight and less heavy. Using bottle tops or other countable objects, guide learners to pick and count the number of objects in each category. Pick the numeral card which matches with the number of objects Teach rhymes and songs as learners sing along Have learners dance with actions as they sing the songs | The big book, crayons, pencils, pictures and videos depicting the uses of air. |




| | | |
|---|--|---|
| | Make a choice to use any of the learning centers created | |
| PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher) | <p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p> | Sea saw, mary go round, and other play toys |


A thick vertical gold bar is on the left side of the page. A yellow arrow points to the right, overlapping the gold bar.



SAMPLE LESSON NOTES-WEEK 6

KG 2

WEEKLY LESSON PLAN FOR KG 2- WEEK 6

| | | |
|---|---|---|
| DATE: DAY: MONDAY CLASS: KG2 | STRAND: All Around Us SUB STRAND: Plants | |
| CONTENT STANDARD: K2.6.5.1 Demonstrate understanding of the knowledge that there are different parts of plants and are important sources of food and medicine for other living things | INDICATORS: K2.6.5.1.1. PERFORMANCE INDICATOR: Learners can talk freely about different parts of a plants and their uses | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to sing songs and recite some familiar rhymes. <u>DAFFY-DOWN-DILLY</u> Daffy-down-dilly Has come to town With a yellow petticoat And a pretty green gown. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Follow basic procedures of the community circle time and introduce the theme for the week. Display a conversational poster and some concrete materials related to the theme, and engage learners in active discussion on the theme, the different parts of a plant. <div style="text-align: center;">  </div> Call on learners randomly to answer questions or contribute to the discussion. Learners observe the pictures of different types of plant and identify their different parts, the root, stem and leaves and fruit, (as it is shown on the conversational poster). and discuss the different parts of plants and food we get from them. <div style="display: flex; justify-content: space-around;">   </div> | Sample young plants, pictures, the Big book, pencils and crayons. |

| | | |
|--|---|--|
| | <p>Centre time: Learners exhibit different parts of plants that we use as food and medicines</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | | | |
|---|---|---|---|
| DATE: 26/11/2019 | | STRAND: All Around Us | |
| DAY: TUESDAY | | | |
| CLASS: KG2 | | SUB STRAND: Plants | |
| CONTENT STANDARD: K2.6.5.1 Demonstrate understanding of the knowledge that there are different parts of plants and are important sources of food and medicine for other living things | | INDICATORS: K2.6.5.1.2 K2.6.5.1.3 | |
| | | PERFORMANCE INDICATOR: ❖ Learners can use a variety of new vocabulary learnt about plants to create an informational text for reading using learners ❖ Learners can participate actively in the teacher-read-aloud of the LEA text which relates to the theme, and share lessons learnt from the text. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | | |
| KEY WORDS: | | | |
| | | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | 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. | | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Using the Language Experience Approach (LEA), create an informational text on Plants give us Food and Medicine.   Learners observe the conversational poster # 19, On the farm and with leading questions, have them create and dictate simple sentences orally and the teacher writes the story for them. Add few more contents and copy onto a big sheet and use that as a reading text. Follow the steps of the KWL strategy instruction as you read aloud the informational text on the uses of plants to the learners. Pause often and let learners find answers to their questions. Learners first say what they know about plants(K), Ask questions on what they want to know, Have learners listen to the text and answer their own questions during the reading and share what they have | | Sample young plants, pictures, the Big book, pencils and crayons. |

| | | |
|---|---|--|
| | <p>learnt about the parts of a plant and their uses after the reading</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | |
|---|---|
| DATE: | STRAND: All Around Us |
| DAY: WEDNESDAY | |
| CLASS: KG2 | SUB STRAND: Plants |
| CONTENT STANDARD: K2.6.5.1 Demonstrate understanding of the knowledge that there are different parts of plants and are important sources of food and medicine for other living things | INDICATORS: K2.6.5.1.4 |
| | PERFORMANCE INDICATOR: Learners can recognize and read 25% of sight words instantly and automatically |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | |
| KEY WORDS: | |


| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES | | | | | | | | | | | | | | | | |
|--|--|------------------|-----|--------|-----|----|-----|----|----|----|------|-----|----|-------|------|-----|-----|---|
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to sing songs and recite some familiar rhymes. <u>WAY UP HIGH IN THE APPLE TREE</u> Way up high in the apple tree, Two red apples smiled at me, I shook that trees as hard as I could, Dooowwwwwwwn came an apple, Mmmmmm, it was good. | | | | | | | | | | | | | | | | | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Use the Practice Ladder-Sight words game. Draw a grid and write some common sight words the learners have learnt so far on the floor either outside or in the classroom <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>good</td> <td>mom</td> <td>sister</td> <td>dad</td> </tr> <tr> <td>to</td> <td>the</td> <td>in</td> <td>to</td> </tr> <tr> <td>in</td> <td>come</td> <td>she</td> <td>he</td> </tr> <tr> <td>water</td> <td>girl</td> <td>boy</td> <td>air</td> </tr> </table> Divide the class into 3 to 4 groups (depending on the number of learners in the class) and play the game. The rule of the game: Teacher read the sight word aloud and call on the groups to send a volunteer to hop on the word in the box on the floor and read it aloud too. If the child is correct, the group gets a point. If the child is incorrect, the group loses the chance and does not get a point. If nobody knows it, the teacher demonstrates and hop on the grid and no one gets a point. Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. | good | mom | sister | dad | to | the | in | to | in | come | she | he | water | girl | boy | air | Sample young plants, pictures, the Big book, pencils and crayons. |
| good | mom | sister | dad | | | | | | | | | | | | | | | |
| to | the | in | to | | | | | | | | | | | | | | | |
| in | come | she | he | | | | | | | | | | | | | | | |
| water | girl | boy | air | | | | | | | | | | | | | | | |

| | | |
|---|--|--|
| | <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | |
|---|--|
| DATE: | STRAND: All Around Us |
| DAY: THURSDAY | |
| CLASS: KG2 | SUB STRAND: Plants |
| CONTENT STANDARD: K2.6.5.1 Demonstrate understanding of the knowledge that there are different parts of plants and are important sources of food and medicine for other living things | INDICATORS: K2.6.5.1.5. |
| | PERFORMANCE INDICATOR: Learners can blend the letter-sound learnt so far into syllables, read and write the syllables boldly and legibly in their books. |

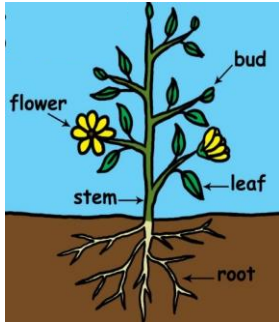

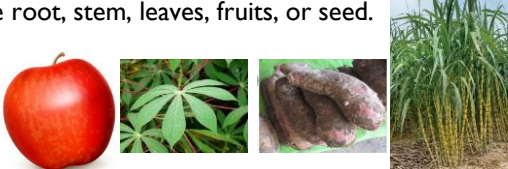
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

KEY WORDS:

| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
|--|---|---|
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to sing songs and recite some familiar rhymes. <u>THE NORTH WIND DOTTH BLOW</u> The north wind doth blow and we shall have snow, And what will pour robin do then, poor thing? He'll sit in a barn and keep himself warm And hide his head under his wing, poor thing. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Teach the letter sounds for the week. Rapidly revise the letter sounds learnt so far. Revise blending one syllabic words as was done the previous week using pupils blending game. Teach learners to blend monosyllabic words to form two syllabic words. e.g. Ko-fi letter sound to form two syllabic words. E.g., gogo, te-do(tedo), to-lo(tolo), ba-ba (baba) A-ma. Call to the front and give one- syllabic word each to 2 learners.  Upon prompting, let them practice creating many mono-syllabic words by gradually moving towards each other sounding out the single syllabic words separately until they come together, put the two syllables together and sound them as one word. Call on many other learners to practice putting together two monosyllabic words to become one word. (Ko+ fi=kofi, a+fi =afi. Ma+ma =Mama). Use the Pupils blending process as found in K2. 6.3.1.4 | Sample young plants, pictures, the Big book, pencils and crayons. |

| | | |
|--|---|--|
| | <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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | |
|---|--|
| DATE: | STRAND: All Around Us |
| DAY: FRIDAY | |
| CLASS: KG2 | SUB STRAND: Plants |
| CONTENT STANDARD: K2.6.5.1 Demonstrate understanding of the knowledge that there are different parts of plants and are important sources of food and medicine for other living things | INDICATORS: K2.6.5.1.6 K2.6.5.1.7 |
| | PERFORMANCE INDICATOR: ❖ Learners can draw and label the parts of a plant ❖ Learners can classify different food items into the parts of the plant from which we get it from. |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | |
| KEY WORDS: | |

| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
|--|--|---|
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to sing songs and recite some familiar rhymes. <u>THIRTY DAYS HATH SEPTEMBER</u> Thirty days hath September, April, June and November All the rest are thirty one, Except February alone, Which only has but twenty eight days clear, And twenty nine in each leap year. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Learners should go out and observe different types of plants or trees and choose one to draw showing the different parts and labelling them appropriately,  Learner grow different seeds in cans and watch the growth.  Provide a variety of food items and have the learners sort and classify them into five categories=food from the root, stem, leaves, fruits, or seed.  | Sample young plants, pictures, the Big book, pencils and crayons. |


| | | |
|--|---|--|
| | <p>Count the number of objects in each category up to 20. E.g. guide learners to count the number of food item and pick a numeral card which matches the number quantity</p> <p>Teach rhymes and songs as learners sing along</p> <p>Have learners dance with actions as they sing the songs</p> <p>Make a choice to use any of the learning centers created.</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p> | <p>Sea saw, mary go round, and other play toys</p> |


A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.



SAMPLE LESSON NOTES-WEEK 7

KG 2

WEEKLY LESSON PLAN FOR KG 2- WEEK 7

| | | |
|--|--|---|
| DATE: DAY: MONDAY CLASS: KG2 | STRAND: ALL AROUND US SUB STRAND: PLANTS -2 | |
| CONTENT STANDARD: K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food. | INDICATORS: K2.6.6.1.1 K2.6.6.1.6 PERFORMANCE INDICATOR: ❖ Learners can share ideas about the things (nutrients) plants need to grow well. ❖ Learners can create a leaf album using different types of leaves. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage Learners to sing 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 - Savior • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Let learners sing some songs about plants. Follow basic procedures of the community circle time and introduce the theme for the week. Display a conversational poster # 19, On the farm and some concrete materials, e.g. small plants, related to the theme, and engage learners in active discussion on the theme for the week using the informational on the poster. <div style="text-align: center;">  </div> Go for a Nature walk and observe why some plants grow very well but others not. Back to the classroom, call on learners randomly to contribute to the discussion on what things plants need to grow well. Centre time: Have learners grow various plants and put them at different places in the classroom and outside. Put some where there is no sunlight. | Sample young plants, pictures, the Big book, pencils and crayons. |

| | | |
|--|---|--|
| | <p>Grow some in rocky soil, cover some of the, put some outside, grow some in a good soil, some in the classroom but without any water. Have students move to the plants and observe them and come back and share their observation</p>  <p>Ask learners to pick different kinds of leaves from the school environment and use glue to paste them on cards to create an album of leaves.</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. Make a choice to use any of the learning centers created</p> <p>Listen to a story.</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | | |
|--|---|---|
| DATE: | STRAND: ALL AROUND US | |
| DAY: TUESDAY | | |
| CLASS: KG2 | SUB STRAND: PLANTS -2 | |
| CONTENT STANDARD: K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food. | INDICATORS: K2.6.6.1.2 K2.6.6.1.3 | |
| | PERFORMANCE INDICATOR: ❖ Learners can use a variety of new vocabulary learnt about plants to create an informational text for reading using LEA ❖ Learners can participate actively in the teacher-read-aloud of the big book which relates to the theme, and share lessons learnt from the reading. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Have learners to sing songs and recite familiar rhymes. <u>ROUND AND ROUND THE GARDEN</u> Round and round the garden Like a teddy bear, One step, two step, Tickle you under there | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Using the Language Experience Approach (LEA), create an informational text on Plants give us Food and Medicine.   <p style="text-align: center;">Plants as medicine Plants as food</p> <p>Learners observe the conversational poster # 19, On the farm and with leading questions, have them create and dictate simple sentences orally and the teacher writes the story for them.</p> <p>Add few more contents and copy onto a big sheet and use that as a reading text</p> <p>Teacher reads the Big Book on the theme, answer different levels of questions and use the information to conduct some experiments on why some plants don't grow well. E.g. grow plants in a can, put some outside, cover some and hide some in a dark room and find out why some of the plants are not growing well.</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story.</p> | Sample young plants, pictures, the Big book, pencils and crayons. |
| PHASE 3: REFLECTION 10MINS (Learner and Teacher) | Review lesson with Learners by singing songs in relation to it | |

| | | |
|--|---|---|
| DATE: | STRAND: ALL AROUND US | |
| DAY: WEDNESDAY | | |
| CLASS: KG2 | SUB STRAND: PLANTS -2 | |
| CONTENT STANDARD: K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food. | INDICATORS: K2.6.6.4 | |
| | PERFORMANCE INDICATOR: Learners can blend the letter-sounds learn so far into syllables, read and write the syllables boldly and legibly in their books. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to sing songs and recite a few rhymes they are familiar with <u>MINGLE MINGLE</u> •Mingle, mingle – mingle 2x Two mingle (2 come together) •Mingle, mingle – mingle 2x Three mingle (3 come together) •Mingle, mingle – mingle 2x four mingle (4 come together) | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Rapidly revise the letter sounds learnt so far. Revise previous week's lesson on blending of two individual sounds to make one syllabic word as done the previous week using pupils blending game. Teach learners to blend monosyllabic words to form two syllabic words such as Ko-fi, gogo, te-do(tedo), to-lo(tolo), ba-ba (baba) Ama. Use Pupil blending process as found in K2. 6.3.1.4 to teach blending of two syllabic words. Call to the front and give one- syllabic word each to 2 learners. Upon prompting, let them practice creating many mono-syllabic words by gradually moving towards each other sounding out the single syllabic words separately until they come together, put the two syllables together and sound them as one word. Call on many other learners to practice putting together two monosyllabic words to become one word. {Ko+ fi=kofi, a+fi =afi. Ma+ma =Mama}. Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story. | Sample young plants, pictures, the Big book, pencils and crayons. |
| PHASE 3: REFLECTION 10MINS (Learner and Teacher) | Review lesson with Learners by singing songs in relation to it | |

| | | |
|--|---|---|
| DATE: | STRAND: ALL AROUND US | |
| DAY: THURSDAY | | |
| CLASS: KG2 | SUB STRAND: PLANTS -2 | |
| CONTENT STANDARD: K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food. | INDICATORS: K2.6.6.1.3 K2.6.6.1.6 | |
| | PERFORMANCE INDICATOR: ❖ Learners can participate actively in the teacher-read-aloud of the big book which relates to the theme, and share lessons learnt from the reading. ❖ Learners can create a leaf album using different types of leaves. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage Learners to sing and recite familiar rhymes <u>WE CAN COUNT</u> We KI We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We KI can count very well | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Teacher reads the Big Book on the theme, answer different levels of questions and use the information to conduct some experiments on why some plants don't grow well. E.g. grow plants in a can, put some outside, cover some and hide some in a dark room and find out why some of the plants are not growing well. Ask learners to pick different kinds of leaves from the school environment and use glue to paste them on cards to create an album of leaves. Take learners out of the class to the field for a stretch up. Engage learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story | Sample young plants, pictures, the Big book, pencils and crayons. |
| PHASE 3: REFLECTION 10MINS (Learner and Teacher) | Review lesson with Learners by singing songs in relation to it | |

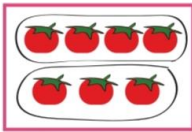
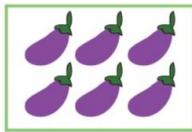
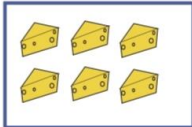
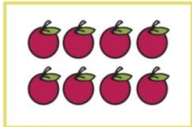

| | | | |
|--|--|---|--|
| DATE: DAY: FRIDAY CLASS: KG2 | | STRAND: ALL AROUND US SUB STRAND: PLANTS -2 | |
| CONTENT STANDARD: K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food. | | INDICATORS: K2.6.6.1.2 K2.6.6.1.7 | |
| | | PERFORMANCE INDICATOR: ❖Learners can use a variety of new vocabulary learnt about plants to create an informational text for reading using LEA ❖Learners can classify different types of food items according to categories and count the number of objects in each category up to 20. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | | |
| KEY WORDS: | | | |
| | | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES | |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Have learners recite familiar rhymes. <u>HEY DIDDLE DIDDLE</u> Hey diddle, diddle The cat and the fiddle, The cow jumped over the moon, The little dog laughed to see such sport, And the dish ran away with the spoon | | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Using the Language Experience Approach (LEA), create an informational text on Plants give us Food and Medicine. Learners observe the conversational poster # 19, On the farm and with leading questions, have them create and dictate simple sentences orally and the teacher writes the story for them. Add few more contents and copy onto a big sheet and use that as a reading text Provide a variety of fruits, vegetables and seeds. Have the learners sort and classify them into their three categories. Fruits in one group, seeds and vegetables. Count the number of objects in each category up to 20. E.g. guide learners to count the number of food item and pick a numeral card which matches the number quantity. Teach rhymes and songs as learners sing along Have learners dance with actions as they sing the songs Make a choice to use any of the learning centers created | Sample young plants, pictures, the Big book, pencils and crayons. | |
| PHASE 3: REFLECTION 10MINS (Learner and Teacher) | Teacher sings songs and recite rhymes in relation to the lesson with learners Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc. Sing rhymes and songs with learners as they play | Sea saw, mary go round, and other play toys | |

A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.

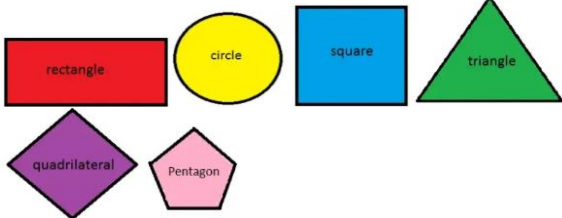
SAMPLE LESSON NOTES-WEEK 8

KG 2


WEEKLY LESSON PLAN FOR KG 2- WEEK 8

| | | |
|--|---|---|
| DATE: DAY: MONDAY CLASS: KG2 | STRAND: ALL AROUND US SUB STRAND: TYPES OF SOIL AND GARDENING | |
| CONTENT STANDARD: K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plant to grow well. | INDICATORS: K2.6.7.1.1 PERFORMANCE INDICATOR: Learners can talk about different types of soil we find around us and which one is best used for gardening. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Have learners to count and write the number under each group. <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid red; padding: 5px; margin: 5px;">  </div> <div style="border: 1px solid green; padding: 5px; margin: 5px;">  </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="border: 1px solid blue; padding: 5px;">  </div> <div style="border: 1px solid yellow; padding: 5px;">  </div> </div> | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | <p>Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.</p> <p>Display a conversational poster and some concrete materials related to the theme, #19 and engage learners in active discussion on the theme.</p> <p>Interact with learners about the types of soil and the different ways we use soil (for building, molding and planting)</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Talk about the types of soil and what we use them for e.g. Sand, Loamy soil and clay</p> <p>Centre time: Look for good and fertile soil and prepare beds. Grow different types of plants and flowers on it and take care of the plants every day</p> <p>Ask learners to draw any three objects they would use the three types of soil for.</p> <p>Allow each learner to share his ideas on what he/she has drawn. E.g. clay for building, pot, loamy soil for gardening, sand for building blocks.</p> | Young seedlings, pictures of the types of soil, the big book, plastic containers, counters, soil etc. |


| | | |
|--|---|--|
| | <p>Display learners work for appreciation. 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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | | | |
|--|--|--|--|
| DATE: | | STRAND: ALL AROUND US | |
| DAY: TUESDAY | | | |
| CLASS: KG2 | | SUB STRAND: TYPES OF SOIL AND GARDENING | |
| CONTENT STANDARD: K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plant to grow well. | | INDICATORS: K2.6.7.1.2 K2.6.7.1.3 | |
| | | PERFORMANCE INDICATOR: | |
| | | ❖ Learners can participate actively in the teacher-read-aloud of the big book which relates to the theme, | |
| | | ❖ Learners can use a variety of new vocabulary learnt about soil to create an informational text for reading using LEA | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | | |
| KEY WORDS: | | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | <p>Let learners explore with 2 dimensional shapes and tell their names. Encourage learners to name objects in the classroom that has the shapes.</p>  | | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | <p>Count words in a sentence and answer inferential questions on the text.</p> <p>Take learners through before reading activities to activate pupils' previous knowledge on the theme.</p> <p>Read aloud the informational text about different types of soil while pointing to words in a sentence.</p> <p>Learners answer factual and inference questions on the text.</p> <p>Let learners find answers to which type of soil we use for farming and why.?</p> <p>Ask learners to find the many other uses of sand and clay soil?</p> <p>Write some sentences, cut them up and have learners count the words in the cut-up sentences and rearrange them to form sentences</p> <p>Follow the procedure for Using the Language Experience Approach (LEA) to create an informational text on Soil and Gardening.</p> <p>Add few more content and copy the text onto a big sheet and use it as reading text</p> <p>Learners draw different items that are made from soil to add to the text</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>Young seedlings, pictures of the types of soil, the big book, plastic containers, counters, soil etc.</p> |

| | | |
|---|--|--|
| | Make a choice to use any of the learning centers created | |
| | Listen to a story | |
| PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher) | Review lesson with Learners by singing songs in relation to it | |


| | | |
|--|---|---|
| DATE: | STRAND: ALL AROUND US | |
| DAY: WEDNESDAY | | |
| CLASS: KG2 | SUB STRAND: TYPES OF SOIL AND GARDENING | |
| CONTENT STANDARD: K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plant to grow well. | INDICATORS: K2.6.7.1.2 K2.6.7.1.3 | |
| | PERFORMANCE INDICATOR: ❖ Learners can participate actively in the teacher-read-aloud of the big book which relates to the theme, ❖ Learners can use a variety of new vocabulary learnt about soil to create an informational text for reading using LEA | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Let learners identify the names of the animals below and use them in a story.  | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Count words in a sentence and answer inferential questions on the text. Take learners through before reading activities to activate pupils' previous knowledge on the theme. Read aloud the informational text about different types of soil while pointing to words in a sentence. Learners answer factual and inference questions on the text. Let learners find answers to which type of soil we use for farming and why.? Ask learners to find the many other uses of sand and clay soil? Write some sentences, cut them up and have learners count the words in the cut-up sentences and rearrange them to form sentences Follow the procedure for Using the Language Experience Approach (LEA) to create an informational text on Soil and Gardening. Add few more content and copy the text onto a big sheet and use it as reading text Learners draw different items that are made from soil to add to the text Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created. Listen to a story on family | Young seedlings, pictures of the types of soil, the big book, plastic containers, counters, soil etc. |
| PHASE 3: REFLECTION 10MINS (Learner and Teacher) | Review lesson with Learners by singing songs in relation to it | |

| | |
|--|--|
| DATE: | STRAND: ALL AROUND US |
| DAY: THURSDAY | |
| CLASS: KG2 | SUB STRAND: TYPES OF SOIL AND GARDENING |
| CONTENT STANDARD: K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plant to grow well. | INDICATORS: K2.6.7.1.4 K2.6.7.1.5 |
| | PERFORMANCE INDICATOR: ❖ Learners can identify the beginning sounds in words and practice creating new words through phoneme substitution. ❖ Learners can draw and color at least four items that are made out of clay soil |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | |
| KEY WORDS: | |

| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
|--|--|--|
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | <p>Help Henry get to school. Trace the fastest route to school.</p>  | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | <p>Give learners a set of words with same beginning letter sounds and ask them to identify the letter sound, e.g. Bag, ball, bat, let learners circle the beginning letter sound,</p> <p>Ask them to delete the beginning letter sounds in some common words and replace it with another sound and see the new word they get. E.g. Letter sound /b/ and /t/ and /c/ to replace /s/ in soil. We get words like {boil, toil, coil, etc.</p> <p>Give them easier words to practice e.g. delete b from .bat and replace with [f,s,m,c,] Prepare a word wall (word chart) for the classroom with familiar words</p> <p>Ask learners to draw any three objects they would use the three types of soil for.</p> <p>Allow each learner to share his ideas on what he/she has drawn. E.g. clay for building, pot, loamy soil for gardening, sand for building blocks.</p> <p>Display learners work for appreciation.</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>Make a choice to use any of the learning centers created</p> | <p>Young seedlings, pictures of the types of soil, the big book, plastic containers, counters, soil etc.</p> |

| | | |
|---|--|--|
| | Listen to a story | |
| PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher) | Review lesson with Learners by singing songs in relation to it | |

| | |
|--|--|
| DATE: | STRAND: ALL AROUND US |
| DAY: FRIDAY | |
| CLASS: KG2 | SUB STRAND: TYPES OF SOIL AND GARDENING |
| CONTENT STANDARD: K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plant to grow well. | INDICATORS: K2.6.7.1.1 K2.6.7.1.6 |
| | PERFORMANCE INDICATOR: ❖ Learners can talk about different types of soil we find around us and which one is best used for gardening. ❖ Learners can prepare beds outside for Gardening by measuring the length and breadth of the land. |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | |
| KEY WORDS: | |

| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
|---|--|---|
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to create a story with the poster below.  | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | <p>Revise with learners on the theme of the week. Have learners to sing songs relating to the theme.</p> <p>Display a conversational poster # 19, On the farm and some concrete materials, e.g. small plants, related to the theme, and engage learners in active discussion on the theme for the week using the informational on the poster.</p> <p>Call on learners randomly to contribute to the discussion on what things plants need to grow well.</p> <p>Have learners grow various plants and put them at different places in the classroom and outside. Put some where there is no sunlight.</p> <p>Grow some in rocky soil, cover some of the, put some outside, grow some in a good soil, some in the classroom but without any water.</p> <p>Have students move to the plants and observe them and come back and share their observation</p> <p>Put the class into 4 groups, discuss what each group will like to plant.</p> <p>Assign areas for gardening to the groups. Teacher guides each group to draw a box around the portion they have been assigned.</p> <p>Using a non-standardized measurement tool, such as, a rope or stick, learners measure the long side (length) and then the short side (breadth) of the plot.</p> <p>Teacher demonstrates how to measure with stick and write the number down.</p> <p>In turns each group uses the stick to measure the long and short sides of their portion.</p> | Young seedlings, pictures of the types of soil, the big book, plastic containers, counters, soil etc. |

| | | |
|--|--|--|
| | <p>They count as they measure. They record the number of sticks on a paper to show to their peers.</p> <p>Teach rhymes and songs as learners sing along</p> <p>Have learners dance with actions as they sing the songs</p> <p>Make a choice to use any of the learning centers created</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p> | <p>Sea saw, mary go round, and other play toys</p> |

A vertical gold bar on the left side of the page, with a yellow arrow pointing right from its center.

SAMPLE LESSON NOTES-WEEK 9

KG 2

A series of overlapping, curved lines in shades of blue and grey, resembling a stylized plant or abstract graphic, located in the bottom left corner.

Fayol Inc.

0547824419/0549566881

sirhoal@gmail.com

WEEKLY LESSON PLAN FOR KG 2- WEEK 9

| | | |
|--|---|--|
| DATE: | STRAND: All Around Us | |
| DAY: MONDAY | SUB STRAND: Natural & Man-Made (Artificial) Sources Of Light | |
| CLASS: KG2 | INDICATORS: K2.6.8.1.1 K2.6.8.1.3 | |
| CONTENT STANDARD: K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified into natural and manmade. | PERFORMANCE INDICATOR: ❖ Learners can talk about the natural and artificial sources of light and what each is best used for. ❖ Learners can use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER <i>10 MINS</i> (Preparing the Brain for Learning) | 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. | |
| PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment) | Learners say the poem "I see the moon". In a community circle time, learners talk about the different sources of light using the Conversational poster # 27. Discuss the different types of light we use during the day and in the night. Have learners brainstorm the sources from which we get these lights. Scaffold the learners to identify and classify the sources of light as God made or natural and man-made. Have learners give examples of each category. Recite the rhyme E.g. I can see the sun; it is a natural light. I can see the candle; it is a manmade light. Follow the procedure for using the Language Experience Approach (LEA) to create an informational text on types of light and their sources Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. | Pictures and Charts, the big book, pencils and crayons |

| | | |
|---|--|--|
| | <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>IOMINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | | |
|--|--|---|
| DATE: | | STRAND: All Around Us |
| DAY: TUESDAY | | |
| CLASS: KG2 | | SUB STRAND: Natural & Man-Made (Artificial) Sources Of Light |
| CONTENT STANDARD: K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified into natural and manmade. | | INDICATORS: K2.6.8.1. 2 K2.6.8.1.5 |
| | | PERFORMANCE INDICATOR: ❖ Learners can participate actively in the teacher-read-aloud of the big book which relates to the theme, count words in a sentence and answer simple questions on the text. ❖ Learners can use individual letter-sounds to form simple monosyllabic content and sight words. |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to sing songs and recite some familiar rhymes. <u>THIRTY DAYS HATH SEPTEMBER</u> Thirty days hath September, April, June and November All the rest are thirty one, Except February alone, Which only has but twenty eight days clear, And twenty nine in each leap year. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Take learners through before reading activities to activate pupils' previous knowledge on the theme. Read aloud a narrative story of the girl who felt disappointed for not catching the moon. Ask factual and inferential questions about the book. E.g. Why was it difficult for the girl to catch the moon? Have the learners relate the story to their lives. Learners brainstorm some other lights that we cannot catch or touch. Learners answer more factual and inference questions on the text. Write some sentences, cut them up and have learners count the words in the cut-up sentences and rearrange them to form sentences. Assign the learners the task of finding out more examples (a project) on the different types of light that we can classify as natural and man-made lights. Put the class into three groups, give each group a picture card E.g. moon, star, sun, candle, touch light etc. and letter cards (d, a, n, c, s, g, o, u, l etc.). | Pictures and Charts, the big book, pencils and crayons |

| | | |
|--|---|--|
| | <p>Guide each group to form their new words with the letter cards which matches with the picture they have and read them.</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | | | |
|--|---|---|--|
| DATE: DAY: WEDNESDAY CLASS: KG2 | | STRAND: All Around Us SUB STRAND: Natural & Man-Made (Artificial) Sources Of Light | |
| CONTENT STANDARD: K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified into natural and manmade. | | INDICATORS: K2.6.8.1.3 K2.6.8.1.4 | |
| | | PERFORMANCE INDICATOR: ❖ Learners can use a variety of new vocabulary learnt about the theme to create an informational text for reading using learners ❖ Learners can recognize instantly at least 75% of letter sounds in names of items in the environment. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | | |
| KEY WORDS: | | | |
| | | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES | |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to sing songs and recite some familiar rhymes. <u>THE NORTH WIND DOTHT BLOW</u> The north wind doth blow and we shall have snow, And what will pour robin do then, poor thing? He'll sit in a barn and keep himself warm And hide his head under his wing, poor thing. | | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Follow the procedure for using the Language Experience Approach (LEA) to create an informational text on types of light and their sources. Learners sing an alphabet song and point to the letters on the wall. Play a bingo game with learners finding and ticking beginning letters of words on a chart. The game: Put learners into groups of 4 each. Give each group a bingo master card. (with 12 letters related to light and some sight words on the card). Teacher who has the master card mentions the words and the learners put a tick on the beginning letter on their cards. The first group who get the first four words in a row, shout loudly BINGO and get a point for the group. Learners can use a tick, a stone or a bottle top to mark their card. Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. | Pictures and Charts, the big book, pencils and crayons | |

| | | |
|---|--|--|
| | <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | | | |
|--|---|--|--|
| DATE: | | STRAND: All Around Us | |
| DAY: THURSDAY | | | |
| CLASS: KG2 | | SUB STRAND: Natural & Man-Made (Artificial) Sources Of Light | |
| CONTENT STANDARD: K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified into natural and manmade. | | INDICATORS: K2.6.8.1.5 K2.6.8.1.6 | |
| | | PERFORMANCE INDICATOR: ❖ Learners can use individual letter-sounds to form simple monosyllabic content and sight words. ❖ Learners can identify and describe the elements of art in the environment and create their own artwork. | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | | |
| KEY WORDS: | | | |
| | | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES | |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to sing songs and recite some familiar rhymes. <u>DAFFY-DOWN-DILLY</u> Daffy-down-dilly Has come to town With a yellow petticoat And a pretty green gown. | | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Put the class into three groups, give each group a picture card E.g. moon, star, sun, candle, touch light etc. and letter cards (d, a, n, c, s, g, o, u, l etc.). Guide each group to form their new words with the letter cards which matches with the picture they have and read them. Display a variety of pictures and other art work of natural and man-made lights, learners observe them and describe the way they are created. Learners then draw or use different cards to design their own picture of the various sources of light. Take learners out of the class to the field for a stretch up. Engage learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story | Pictures and Charts, the big book, pencils and crayons | |
| PHASE 3: REFLECTION 10MINS (Learner and Teacher) | Review lesson with Learners by singing songs in relation to it | | |

| | | |
|--|--|---|
| DATE: | | STRAND: All Around Us |
| DAY: FRIDAY | | |
| CLASS: KG2 | | |
| CONTENT STANDARD: K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified into natural and manmade. | | INDICATORS: K2.6.8.1.7 K2.6.8.1.3 |
| | | PERFORMANCE INDICATOR: ❖ Learners can tell the position and motion of objects in space. using words such as below, to the right, behind etc. ❖ Learners can use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER <i>10 MINS</i> (Preparing the Brain for Learning) | Engage learners to sing songs and recite some familiar rhymes. <u>WAY UP HIGH IN THE APPLE TREE</u> Way up high in the apple tree, Two red apples smiled at me, I shook that trees as hard as I could, Dooowwwwwwwn came an apple, Mmmmmm, it was good. | |
| PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment) | Model how to describe the various position that objects are at in the classroom and in space. Introduce them to vocabularies such as: in front of, behind, in the sky, above, on the wall, on the third row, and other words that show position. e.g. Sesi is behind Neni. Scaffold learners to understand that object as well as human being can change their position any time moving from position to position in space. e.g. The sun moves from the east to the west so does the moon Let them change position of objects and describe their new positions. Follow the procedure for using the Language Experience Approach (LEA) to create an informational text on types of light and their sources Teach rhymes and songs as learners sing along Have learners dance with actions as they sing the songs Make a choice to use any of the learning centers created. | Pictures and Charts, the big book, pencils and crayons |

| | | |
|--|--|--|
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p> | <p>Sea saw, mary go round, and other play toys</p> |
|--|--|--|

A decorative vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

SAMPLE LESSON NOTES-WEEK 10

KG 2


A decorative graphic consisting of several thin, curved lines in shades of blue and grey, resembling stylized grass or reeds, is located in the bottom left corner.

Fayol Inc.

0547824419/0549566881



sirhoal@gmail.com

WEEKLY LESSON PLAN FOR KG 2- WEEK 10

| | | | |
|--|--|---|--|
| DATE: | | STRAND: ALL AROUND US | |
| DAY: MONDAY | | | |
| CLASS: KG2 | | SUB STRAND: CHANGING WEATHER CONDITIONS | |
| CONTENT STANDARD: K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions. | | INDICATORS: K2.6.9.1.1 K2.6.9.1.3 | |
| | | PERFORMANCE INDICATOR: Identify and describe the elements the different weather conditions. Use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA | |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | | |
| KEY WORDS: | | | |
| PHASE/DURATION | | LEARNERS ACTIVITIES | |
| | | RESOURCES | |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | | <p>SUNNY DAY </p> <p>Yellow sun yellow sun Shinning down so bright Sunshine, sunshine Giving lots of light The sun is warm, Its hits my face. It really makes me smile I don't want the sun to leave So please stay for awhile</p> | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | | <p>Learners learn and say the rhyme "whether the weather..." whether the weather be cold, or whether the weather be hot, we'll whether the weather, whatever the weather , whether we like it or not.</p> <p>Follow basic procedures of the community circle time and introduce the theme for the week.</p> <p>Display a Conversational Poster #8 and some concrete materials related to the theme, and engage learners in active discussion on the following leading questions: what makes the weather dull or bright? what do we like to do when the weather is bright and sunny or rainy and dull?</p> <p>Follow the procedure for using the Language Experience Approach (LEA) to create an informational text on the changing conditions of the weather and what learners do.</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> | |
| | | Pictures and videos of past and present leaders in the community, Big book | |

| | | |
|---|--|--|
| | <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>IOMINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | |
|--|---|
| DATE: | STRAND: ALL AROUND US |
| DAY: TUESDAY | |
| CLASS: KG2 | SUB STRAND: CHANGING WEATHER CONDITIONS |
| CONTENT STANDARD: K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions. | INDICATORS: K2.6.9.1.2 K2.6.9.1.4 |
| | PERFORMANCE INDICATOR: Participate actively in the shared reading of the big book which relates to the theme and answer simple questions on the text. Read level appropriate content sight words and use them to form sentences and also copy them in their books. |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | |
| KEY WORDS: | |


| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
|--|---|--|
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | <u>CLOUDY DAY</u> I see clouds, They look so puffy.  Big and little, Light and fluffy Clouds block the sun They bring the shade Look really closely See what pictures are made I really don't mind a cloudy day, But look out! Rain could be on the way. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Provide learners with word chart on weather conditions – dry, cold, wet, windy, rainy, cloudy, warm, sunny, sun, water.  Scaffold learners to read the words and decode the simple sentences using their decoding strategies learnt so far. | Pictures and videos of past and present leaders in the community, Big book |

| | | |
|--|---|--|
| | <p>Follow the steps of the KWL strategy instruction as you read aloud the informational text on the weather to the learners.</p> <p>Pause often and let learners find answers to their questions.</p> <p>Learners first say what they know about the weather(K), ask questions on what they want to know, listen to the text and answer their own questions during the reading and share what they have learnt about the weather. Learners talk about their experiences, e.g. with floods, the scorching sun, windy weather conditions</p> <p>Show key words of the theme on cards and guide learners to read them.</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |



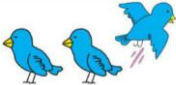

| | | |
|--|---|---|
| DATE: | | STRAND: ALL AROUND US |
| DAY: WEDNESDAY | | |
| CLASS: KG2 | | SUB STRAND: CHANGING WEATHER CONDITIONS |
| CONTENT STANDARD: K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions. | | INDICATORS: K2.6.9.1.5 |
| | | PERFORMANCE INDICATOR: Recognize and identify most letter names and their sounds in different names of people from other cultures |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Children are split into teams. One from each team is chosen with a toy gun. Teacher calls out a sound, a player must shoot their opponent by saying a word that begins /ends with that sound. The person who shoots first wins and stays on. The loser sits down and another person from that team comes up. Whichever team has its player standing at the end wins. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Write names of learners on a card. E.g. Fati, Fafa etc. Put all the pupils' name cards on the floor. Call out a set of names at a time and let two or three friends come out at a time to look for their names. Watch to make sure pupils pick up the correct names. Engage learners to play the "I spy" game. Teacher, or learner begins by saying "I spy with my little eye something beginning with.....". The item has to be something within sight of the learners. Other learners guess until someone guesses correctly. It can also be played with names; "I spy with my little eye someone beginning with.....". Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story | Pictures and videos of past and present leaders in the community, Big book |

| | | |
|---|--|--|
| PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher) | Review lesson with Learners by singing songs in relation to it | |
|---|--|--|

| | |
|--|---|
| DATE: | STRAND: ALL AROUND US |
| DAY: THURSDAY | |
| CLASS: KG2 | SUB STRAND: CHANGING WEATHER CONDITIONS |
| CONTENT STANDARD: K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions. | INDICATORS: K2.6.9.1.6 |
| | PERFORMANCE INDICATOR: Role play how changing weather conditions affect the clothes we wear |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | |
| KEY WORDS: | |

| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
|--|--|---|
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | <p><u>RAINY DAY</u> Rain, rain, rain Falling, falling down Drip drop drip drop Rain hits the ground Wet, wet, wet, There is no outside play. Puddles and puddles. I want a sunny day!</p>  | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | <p>Play the game: Look who is here today and what is the weather condition?</p> <p>Group learners according to the weather conditions and have them role play dressing up in different weather conditions.</p> <p>Have them wear clothes in relation to the weather conditions. Group A dress like it is rainy (boots, rain coat, umbrella), Group B wears very warm clothing and pullovers to show it is cold, Group C, wears sleeveless simple dresses, Group D wears things to cope with a windy day.</p> <p>Learners enter the classroom and walk by and others guess what the weather condition is.</p> <p>Recite different rhymes related to the weather to end the day.</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | <p>Pictures and videos of past and present leaders in the community, Big book</p> |

| | | |
|---|--|--|
| PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher) | Review lesson with Learners by singing songs in relation to it | |
|---|--|--|

| | | |
|--|---|---|
| DATE: | | STRAND: ALL AROUND US |
| DAY: FRIDAY | | |
| CLASS: KG2 | | SUB STRAND: CHANGING WEATHER CONDITIONS |
| CONTENT STANDARD: K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions. | | INDICATORS: K2.6.9.1.7 |
| | | PERFORMANCE INDICATOR: Collect and handle data on learner's preference of weather conditions. |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to sing songs and play games. <u>WE CAN COUNT</u> We k l We can count, We count 1, 2, 3, 4, 5 We count 6, 7, 8, 9, 10 We k l, we can count very well | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Learners interview each other about what weather conditions each person like most. Learners count and represent data in a graphical form and in groups. Use the data to ask questions such as e.g. Which group has the most members? Count them. Which group has few members? Is there a group with no one? Etc. Also scaffold learners to develop conceptual understanding of subtraction (0 to 20).  $5 - 2 = \underline{\quad}$  $6 - 2 = \underline{\quad}$  $3 - 1 = \underline{2}$  $3 - 2 = \underline{\quad}$ Ask if the whole class has 20 members and 10 pupils do not prefer any weather condition, how many will be left to dress up? | Pictures and videos of past and present leaders in the community, Big book |

| | | |
|---|--|--|
| | <p>Guide learners to subtract numbers using countable objects.</p> <p>Teach rhymes and songs as learners sing along</p> <p>Have learners dance with actions as they sing the songs</p> <p>Make a choice to use any of the learning centers created</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p> | <p>Sea saw, mary go round, and other play toys</p> |

A thick vertical gold bar is on the left side of the page. A yellow arrow points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 11

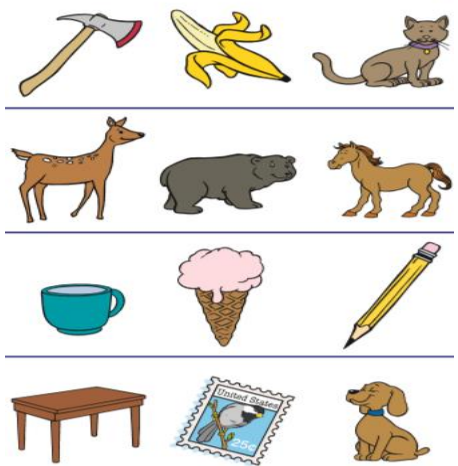

KG 2



Several thin, curved lines in shades of blue and grey originate from the bottom left corner and curve upwards and to the right.

Fayol Inc.

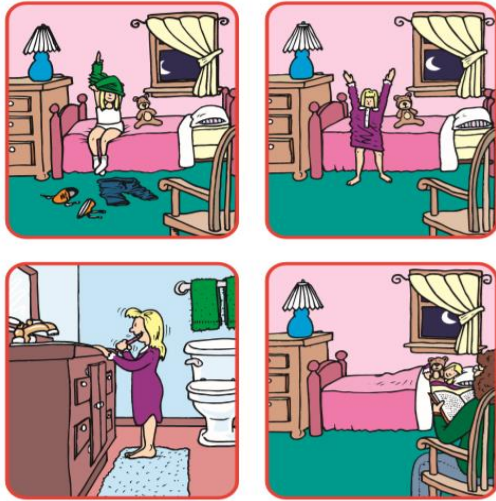

0547824419/0549566881 sirhoal@gmail.com

WEEKLY LESSON PLAN FOR KG 2- WEEK 11

| DATE: DAY: MONDAY CLASS: KG2 | | STRAND: My Global Community SUB STRAND: Connecting & Communicating With The Global Community |
|--|--|---|
| CONTENT STANDARD: K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community | | INDICATORS: K2.7.1.1.1 K2.7.1.1.3 PERFORMANCE INDICATOR: ➤ Learners can sing or recite poems about the theme and discuss the various ways new connect with the outside world ➤ Learners can use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | <p>Have learners the beginning sounds of the following items in the picture below.</p>  | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | <p>Learners recite the poem” An aeroplane is passing”</p> <p>Follow basic procedures of the community circle time and introduce the theme for the week.</p> <p>Using a Globe or a World map, show learners how big the world is.</p>  <p>Ask leading questions to make the learners think critically about how we connect with the outside world.</p> <p>Engage the learners in active discussion on the following:</p> | Poster, Cut out shapes, big books, counters, crayons, cut out foreign currencies |

| | | |
|---|--|--|
| | <p>What various modes of transport do people use to connect with the global community? (Aeroplanes and ship)</p>  <p>How do people in our country communicate with others? (phones),</p>  <p>How do we know about these other people? (TV)</p> <p>Follow the procedure for using the Language Experience Approach (LEA) to create an informational text on the ways we communicate with the global community.</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | |
|--|---|
| DATE: | STRAND: My Global Community |
| DAY: TUESDAY | SUB STRAND: Connecting & Communicating With The Global Community |
| CLASS: KG2 | INDICATORS: K2.7.1.1.2 K2.7.1.1.4 |
| CONTENT STANDARD: K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community | PERFORMANCE INDICATOR: <ul style="list-style-type: none"> ➤ Learners can participate actively in the shared reading of the big book which relates to the theme and answer simple questions on the text. ➤ Learners can identify sounds of letters and be able to write them |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | |
| KEY WORDS: | |



| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
|--|---|--|
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Have learners to identify the activities in the pictures below and relate to them. <p style="text-align: center;">Bedtime</p>  | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Follow the steps of the KWL strategy instruction as you read aloud the informational text on the global community to the learners.  <p>Learners first say what they know about the outside world (K), ask questions on what they want to know, listen as you read, pause often and let learners find answers to their questions.</p> | Poster, Cut out shapes, big books, counters, crayons, cut out foreign currencies |

| | | |
|--|---|--|
| | <p>After reading, have them share the lessons learnt. Encourage students to share their experiences too.</p> <p>Play Alphabet Relay Put learners in groups of 4 to compete for letter recognition and writing.</p> <p>Give each group a piece of chalk.</p> <p>Call out a letter and let two pupils from each group run to the chalk board and write both the small and capital letter.</p> <p>Call out another letter and let pupils take turns.</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | |
|--|--|
| DATE: | STRAND: My Global Community |
| DAY: WEDNESDAY | SUB STRAND: Connecting & Communicating With The Global Community |
| CLASS: KG2 | INDICATORS: K2.7.1.1.5 K2.7.1.1.6 |
| CONTENT STANDARD: K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community | PERFORMANCE INDICATOR: <ul style="list-style-type: none"> ➤ Learners can identify letter-sounds in key words about the theme and be able to write them in their books. ➤ Learners can sing songs from different cultures and languages (French songs) and perform actions on them. |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | |
| KEY WORDS: | |

| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
|--|--|--|
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to play the “Tapping Out” Game. Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Using the flash cards, let learners identify the key words. Flash the letter cards and have learners sound them out instantly. <div style="display: flex; justify-content: center; gap: 10px; margin: 10px 0;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px; background-color: #d9e1f2;">Map</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px; background-color: #fce4d6;">Country</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px; background-color: #fff3cd;">Flag</div> </div> <div style="display: flex; justify-content: center; gap: 10px; margin: 10px 0;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px; background-color: #d4edda;">Clothes</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px; background-color: #ffcdd2;">Airplane</div> </div> Dictate some words and let learners write the words on lines in their books. <div style="text-align: center; margin: 10px 0;"> <u>Map</u> <u>Flag</u> </div> <div style="text-align: center; margin: 10px 0;"> <u>Country</u> </div> <div style="text-align: center; margin: 10px 0;"> <u>Airplane</u> </div> Learn and sing French songs and learn the names of the days of the week in other languages. | Poster, Cut out shapes, big books, counters, crayons, cut out foreign currencies |

| | | |
|---|--|--|
| | <p>Learners learn their week day names in other languages</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story.</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | | |
|--|--|--|
| DATE: | | STRAND: My Global Community |
| DAY: THURSDAY | | |
| CLASS: KG2 | | SUB STRAND: Connecting & Communicating With The Global Community |
| CONTENT STANDARD: K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community | | INDICATORS: K2.7.1.1.7 K2.7.1.1. 8 |
| | | PERFORMANCE INDICATOR: <ul style="list-style-type: none"> ➤ Learners can talk about the colors of the flags of other countries and other art work and music that they have. ➤ Learners can developing a conceptual understanding of addition and subtraction in the buying and selling that goes in between different countries. |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to sing songs and play games to begin the lesson. The songs should be action songs that gets everyone doing something. Let learners participate physical activities to warm up their bodies. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | <p>Learners study the flags of other countries and design different maps for the classroom.</p>  <p>The classroom should be set up as an international classroom with different centers exhibiting different clothes and food item.</p> <p>Provide learners with colorful materials, colorful papers, colorful clothes, to wear representing different countries.</p>  <p>Assist learners to use music and drama to demonstrate how the various countries dance.</p> | Poster, Cut out shapes, big books, counters, crayons, cut out foreign currencies |


| | | |
|---|--|--|
| | <p>Set up an international market in the classroom where all kinds of international traders come and shop.</p> <p>Demonstrate buying and selling, practicing addition and subtraction of money and giving change.</p> <p>The store keeper can receive calls from abroad for orders</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |


| | |
|---|--|
| DATE: | STRAND: My Global Community |
| DAY: FRIDAY | SUB STRAND: Connecting & Communicating With The Global Community |
| CLASS: KG2 | INDICATORS: K2.7.1.1.7 K2.7.1.1. 8 |
| CONTENT STANDARD: K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community | PERFORMANCE INDICATOR: <ul style="list-style-type: none"> ➤ Learners can talk about the colors of the flags of other countries and other art work and music that they have. ➤ Learners can developing a conceptual understanding of addition and subtraction in the buying and selling that goes in between different countries. |


CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

KEY WORDS:

| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
|----------------|---------------------|-----------|
|----------------|---------------------|-----------|

| | | |
|---|--|--|
| <p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p> | <p>Let learners identify the beginning sounds of the items in the picture below.</p>  | |
|---|--|--|

| | | |
|---|---|---|
| <p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p> | <p>Learners study the flags of other countries and design different maps for the classroom.</p>  <p>The classroom should be set up as an international classroom with different centers exhibiting different clothes and food item.</p> <p>Assist learners to use music and drama to demonstrate how the various countries dance.</p> <p>Set up an international market in the classroom where all kinds of international traders come and shop.</p> <p>Demonstrate buying and selling, practicing addition and subtraction of money and giving change.</p> <p>The store keeper can receive calls from abroad for orders</p> | <p>Poster, Cut out shapes, big books, counters, crayons, cut out foreign currencies</p> |
|---|---|---|

| | | |
|--|---|--|
| | <p>Provide learners with colorful materials, colorful papers, colorful clothes, to wear representing different countries.</p>  <p>Teach rhymes and songs as learners sing along</p> <p>Have learners dance with actions as they sing the songs</p> <p>Make a choice to use any of the learning centers created</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p> | <p>Sea saw, mary go round, and other play toys</p> |

A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 12

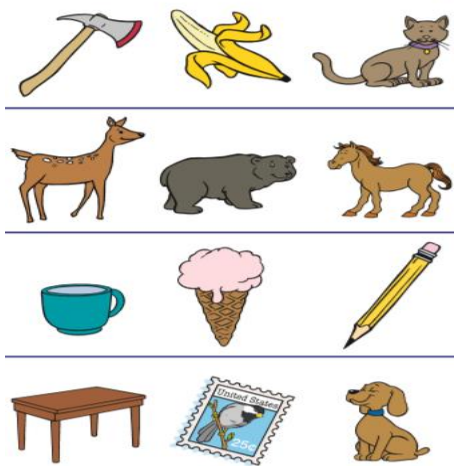

KG 2



Several thin, curved lines in shades of blue and grey originate from the bottom left corner and curve upwards and to the right.

Fayol Inc.

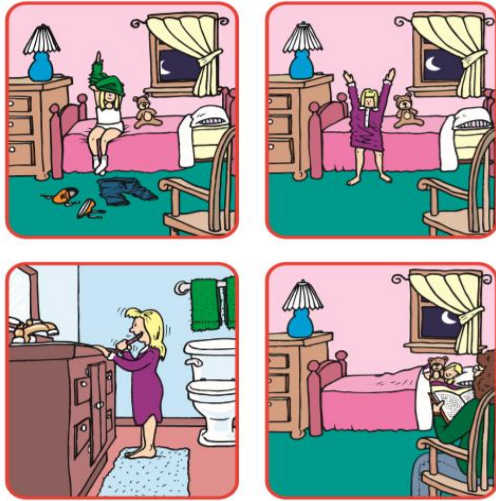

0547824419/0549566881 sirhoal@gmail.com

WEEKLY LESSON PLAN FOR KG 2- WEEK 12

| DATE: DAY: MONDAY CLASS: KG2 | | STRAND: My Global Community SUB STRAND: Connecting & Communicating With The Global Community |
|--|--|---|
| CONTENT STANDARD: K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community | | INDICATORS: K2.7.1.1.1 K2.7.1.1.3 PERFORMANCE INDICATOR: ➤ Learners can sing or recite poems about the theme and discuss the various ways new connect with the outside world ➤ Learners can use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | | |
| KEY WORDS: | | |
| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | <p>Have learners the beginning sounds of the following items in the picture below.</p>  | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | <p>Learners recite the poem” An aeroplane is passing”</p> <p>Follow basic procedures of the community circle time and introduce the theme for the week.</p> <p>Using a Globe or a World map, show learners how big the world is.</p>  <p>Ask leading questions to make the learners think critically about how we connect with the outside world.</p> <p>Engage the learners in active discussion on the following:</p> | Poster, Cut out shapes, big books, counters, crayons, cut out foreign currencies |

| | | |
|--|--|--|
| | <p>What various modes of transport do people use to connect with the global community? (Aeroplanes and ship)</p>  <p>How do people in our country communicate with others? (phones),</p>  <p>How do we know about these other people? (TV)</p> <p>Follow the procedure for using the Language Experience Approach (LEA) to create an informational text on the ways we communicate with the global community.</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | |
|--|---|
| DATE: | STRAND: My Global Community |
| DAY: TUESDAY | SUB STRAND: Connecting & Communicating With The Global Community |
| CLASS: KG2 | INDICATORS: K2.7.1.1.2 K2.7.1.1.4 |
| CONTENT STANDARD: K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community | PERFORMANCE INDICATOR: <ul style="list-style-type: none"> ➤ Learners can participate actively in the shared reading of the big book which relates to the theme and answer simple questions on the text. ➤ Learners can identify sounds of letters and be able to write them |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | |
| KEY WORDS: | |



| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
|--|---|--|
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Have learners to identify the activities in the pictures below and relate to them. <p style="text-align: center;">Bedtime</p>  | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Follow the steps of the KWL strategy instruction as you read aloud the informational text on the global community to the learners.  <p>Learners first say what they know about the outside world (K), ask questions on what they want to know, listen as you read, pause often and let learners find answers to their questions.</p> | Poster, Cut out shapes, big books, counters, crayons, cut out foreign currencies |

| | | |
|--|---|--|
| | <p>After reading, have them share the lessons learnt. Encourage students to share their experiences too.</p> <p>Play Alphabet Relay Put learners in groups of 4 to compete for letter recognition and writing.</p> <p>Give each group a piece of chalk.</p> <p>Call out a letter and let two pupils from each group run to the chalk board and write both the small and capital letter.</p> <p>Call out another letter and let pupils take turns.</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | |
|--|--|
| DATE: | STRAND: My Global Community |
| DAY: WEDNESDAY | SUB STRAND: Connecting & Communicating With The Global Community |
| CLASS: KG2 | INDICATORS: K2.7.1.1.5 K2.7.1.1.6 |
| CONTENT STANDARD: K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community | PERFORMANCE INDICATOR: <ul style="list-style-type: none"> ➤ Learners can identify letter-sounds in key words about the theme and be able to write them in their books. ➤ Learners can sing songs from different cultures and languages (French songs) and perform actions on them. |
| CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | |
| KEY WORDS: | |

| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
|--|--|--|
| PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) | Engage learners to play the “Tapping Out” Game. Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | Using the flash cards, let learners identify the key words. Flash the letter cards and have learners sound them out instantly. <div style="display: flex; justify-content: center; gap: 10px; margin: 10px 0;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px; background-color: #d9e1f2;">Map</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px; background-color: #fce4d6;">Country</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px; background-color: #fff9c4;">Flag</div> </div> <div style="display: flex; justify-content: center; gap: 10px; margin: 10px 0;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px; background-color: #c8e6c9;">Clothes</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px; background-color: #ffb74d;">Airplane</div> </div> Dictate some words and let learners write the words on lines in their books. <div style="text-align: center; margin: 10px 0;"> <u>Map</u> <u>Flag</u> </div> <div style="text-align: center; margin: 10px 0;"> <u>Country</u> </div> <div style="text-align: center; margin: 10px 0;"> <u>Airplane</u> </div> Learn and sing French songs and learn the names of the days of the week in other languages. | Poster, Cut out shapes, big books, counters, crayons, cut out foreign currencies |

| | | |
|---|--|--|
| | <p>Learners learn their week day names in other languages</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story.</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |

| | | |
|---|--|---|
| <p>DATE:</p> <p>DAY: THURSDAY</p> <p>CLASS: KG2</p> | <p>STRAND: My Global Community</p> <p>SUB STRAND: Connecting & Communicating With The Global Community</p> | |
| <p>CONTENT STANDARD: K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community</p> | <p>INDICATORS: K2.7.1.1.7 K2.7.1.1. 8</p> <p>PERFORMANCE INDICATOR:</p> <ul style="list-style-type: none"> ➤ Learners can talk about the colors of the flags of other countries and other art work and music that they have. ➤ Learners can developing a conceptual understanding of addition and subtraction in the buying and selling that goes in between different countries. | |
| <p>CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p> | | |
| <p>KEY WORDS:</p> | | |
| <p>PHASE/DURATION</p> | <p>LEARNERS ACTIVITIES</p> | <p>RESOURCES</p> |
| <p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p> | <p>Engage learners to sing songs and play games to begin the lesson. The songs should be action songs that gets everyone doing something. Let learners participate physical activities to warm up their bodies.</p> | |
| <p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p> | <p>Learners study the flags of other countries and design different maps for the classroom.</p>  <p>The classroom should be set up as an international classroom with different centers exhibiting different clothes and food item.</p> <p>Provide learners with colorful materials, colorful papers, colorful clothes, to wear representing different countries.</p>  <p>Assist learners to use music and drama to demonstrate how the various countries dance.</p> | <p>Poster, Cut out shapes, big books, counters, crayons, cut out foreign currencies</p> |


| | | |
|---|--|--|
| | <p>Set up an international market in the classroom where all kinds of international traders come and shop.</p> <p>Demonstrate buying and selling, practicing addition and subtraction of money and giving change.</p> <p>The store keeper can receive calls from abroad for orders</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>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Review lesson with Learners by singing songs in relation to it</p> | |


| | |
|---|--|
| DATE: | STRAND: My Global Community |
| DAY: FRIDAY | SUB STRAND: Connecting & Communicating With The Global Community |
| CLASS: KG2 | INDICATORS: K2.7.1.1.7 K2.7.1.1. 8 |
| CONTENT STANDARD: K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community | PERFORMANCE INDICATOR: <ul style="list-style-type: none"> ➤ Learners can talk about the colors of the flags of other countries and other art work and music that they have. ➤ Learners can developing a conceptual understanding of addition and subtraction in the buying and selling that goes in between different countries. |


CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

KEY WORDS:

| PHASE/DURATION | LEARNERS ACTIVITIES | RESOURCES |
|----------------|---------------------|-----------|
|----------------|---------------------|-----------|

| | | |
|---|--|--|
| <p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p> | <p>Let learners identify the beginning sounds of the items in the picture below.</p>  | |
|---|--|--|

| | | |
|---|---|---|
| <p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p> | <p>Learners study the flags of other countries and design different maps for the classroom.</p>  <p>The classroom should be set up as an international classroom with different centers exhibiting different clothes and food item.</p> <p>Assist learners to use music and drama to demonstrate how the various countries dance.</p> <p>Set up an international market in the classroom where all kinds of international traders come and shop.</p> <p>Demonstrate buying and selling, practicing addition and subtraction of money and giving change.</p> <p>The store keeper can receive calls from abroad for orders</p> | <p>Poster, Cut out shapes, big books, counters, crayons, cut out foreign currencies</p> |
|---|---|---|

| | | |
|--|---|--|
| | <p>Provide learners with colorful materials, colorful papers, colorful clothes, to wear representing different countries.</p>  <p>Teach rhymes and songs as learners sing along</p> <p>Have learners dance with actions as they sing the songs</p> <p>Make a choice to use any of the learning centers created</p> | |
| <p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p> | <p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p> | <p>Sea saw, mary go round, and other play toys</p> |