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## **SAMPLE LESSON NOTES-WEEK 1**

**KG 2**

## WEEKLY LESSON PLAN FOR KG 2- WEEK I

<b>DATE:</b>	<b>STRAND:</b> All Around Us	
<b>DAY:</b> MONDAY		
<b>CLASS:</b> KG2	<b>SUB STRAND:</b> Living And Non-Living Things	
<b>CONTENT STANDARD:</b> K2.6.1.1 Demonstrate understanding of why some things are referred to as living and non- living things.	<b>INDICATORS:</b> K2.6.1.1.1 K2.6.1.1.6	
	<b>PERFORMANCE INDICATOR:</b> ❖ 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.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE I:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	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.	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	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><b>Assessment:</b> Have learners to draw and color two items each under living and non-living things in their workbooks.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b> 26/11/2019		<b>STRAND:</b> All Around Us	
<b>DAY:</b> TUESDAY			
<b>CLASS:</b> KG2		<b>SUB STRAND:</b> Living And Non-Living Things	
<b>CONTENT STANDARD:</b> K2.6.1.1 Demonstrate understanding of why some things are referred to as living and non-living things.		<b>INDICATORS:</b> K2.6.1.1.2. K2.6.1.1.3	
		<b>PERFORMANCE INDICATOR:</b> ❖ 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.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	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		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	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><b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> All Around Us	
<b>DAY:</b> WEDNESDAY			
<b>CLASS:</b> KG2		<b>SUB STRAND:</b> Living And Non-Living Things	
<b>CONTENT STANDARD:</b> K2.6.1.1 Demonstrate understanding of why some things are referred to as living and non- living things.		<b>INDICATORS:</b> K2.6.1.1.4 K2.6.1.1.6	
		<b>PERFORMANCE INDICATOR:</b> ❖ 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.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	Engage learners to play the game; <b>“What letter am I writing?”</b>  The teacher writes a sound in the air. The children tell the teacher the sound that has been written.		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	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.  <b>Assessment:</b> 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	
<b>PHASE 3:</b> <b>REFLECTION</b> 10MINS <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it		

<b>DATE:</b>		<b>STRAND:</b> All Around Us	
<b>DAY:</b> THURSDAY			
<b>CLASS:</b> KG2		<b>SUB STRAND:</b> Living And Non-Living Things	
<b>CONTENT STANDARD:</b> K2.6.1.1 Demonstrate understanding of why some things are referred to as living and non-living things.		<b>INDICATORS:</b> K2.6.1.1.3      K2.6.1.1.5.	
		<b>PERFORMANCE INDICATOR:</b> ❖ 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.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</b>	Shuffle letter cards on the table. In groups, ask learners to arrange the letters in order.  The first group to finish wins.		
<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	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	
<b>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it		

<b>DATE:</b>	<b>STRAND:</b> All Around Us	
<b>DAY:</b> FRIDAY		
<b>CLASS:</b> KG2	<b>SUB STRAND:</b> Living And Non-Living Things	
<b>CONTENT STANDARD:</b> K2.6.1.1 Demonstrate understanding of why some things are referred to as living and non-living things.	<b>INDICATORS:</b> K2.6.1.1.1 K2.6.1.1.7	
	<b>PERFORMANCE INDICATOR:</b> ❖ 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	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	Have learners sing songs and recite familiar rhymes. Example: <b><u>Pussy Cat, Pussy Cat</u></b> 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.	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	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><b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b></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>