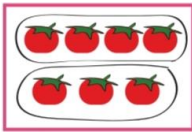
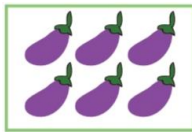
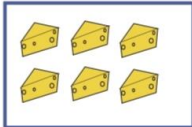
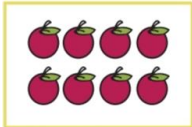



A thick vertical gold bar is on the left side of the page. A yellow arrow points to the right, overlapping the gold bar.

**SAMPLE LESSON NOTES-WEEK 8**

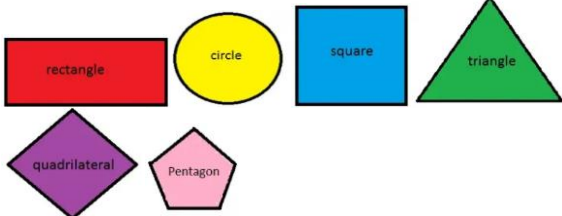
**KG 2**

## WEEKLY LESSON PLAN FOR KG 2- WEEK 8


<b>DATE:</b>  <b>DAY:</b> MONDAY  <b>CLASS:</b> KG2	<b>STRAND:</b> ALL AROUND US  <b>SUB STRAND:</b> TYPES OF SOIL AND GARDENING	
<b>CONTENT STANDARD:</b> K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plant to grow well.	<b>INDICATORS:</b> K2.6.7.1.1 <b>PERFORMANCE INDICATOR:</b> Learners can talk about different types of soil we find around us and which one is best used for gardening.	
<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</b> <b>(Preparing the Brain for Learning)</b>	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; margin: 5px;">  </div> </div>	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<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><b>PHASE 3: 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> TUESDAY	
<b>CLASS:</b> KG2	<b>SUB STRAND:</b> TYPES OF SOIL AND GARDENING
<b>CONTENT STANDARD:</b> K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plant to grow well.	<b>INDICATORS:</b> K2.6.7.1.2 K2.6.7.1.3
	<b>PERFORMANCE INDICATOR:</b> ❖ 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
<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>	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	<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> 	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<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	
<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <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> WEDNESDAY		
<b>CLASS:</b> KG2	<b>SUB STRAND:</b> TYPES OF SOIL AND GARDENING	
<b>CONTENT STANDARD:</b> K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plant to grow well.	<b>INDICATORS:</b> K2.6.7.1.2 K2.6.7.1.3	
	<b>PERFORMANCE INDICATOR:</b> ❖ 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	
<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</b> <b>(Preparing the Brain for Learning)</b>	Let learners identify the names of the animals below and use them in a story. 	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	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.
<b>PHASE 3: REFLECTION 10MINS</b> <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> TYPES OF SOIL AND GARDENING
<b>CONTENT STANDARD:</b> K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plant to grow well.	<b>INDICATORS:</b> K2.6.7.1.4 K2.6.7.1.5
	<b>PERFORMANCE INDICATOR:</b> ❖ 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
<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</b> <b>(Preparing the Brain for Learning)</b>	<p>Help Henry get to school. Trace the fastest route to school.</p> 	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<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	
<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <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> FRIDAY	
<b>CLASS:</b> KG2	<b>SUB STRAND:</b> TYPES OF SOIL AND GARDENING
<b>CONTENT STANDARD:</b> K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plant to grow well.	<b>INDICATORS:</b> K2.6.7.1.1 K2.6.7.1.6
	<b>PERFORMANCE INDICATOR:</b> ❖ 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.
<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</b> <b>(Preparing the Brain for Learning)</b>	Engage learners to create a story with the poster below.  	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<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><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>