

KG 2

Fayol Inc. 0547824419/0549566881

sirhoa I @gmail.com

WEEKLY LESSON PLAN - WEEK 2

| DAY: Monday SUB STRAND: THE PARTS OF THE HUMAN BODY (BOTH EXTERNAL AND INTERNAL) AND THEIR FUNCTIONS CONTENT STANDARD: INDICATORS: K2.1.2.1.1 K2.1.2.1 Demonstrate the knowledge of appropriate names of the parts of the functions INDICATORS: K2.1.2.1.1 CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership Engage learners to sing songs and recite familiar rhymes PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) Engage learners to sing songs and recite familiar rhymes RESOURCES PHASE 2: MANNS (New Learning Including Assessment) In groups of 4 to 6, ask learners to observe themselves and others in the class and try to identify these parts of the body thart, real pincluding Assessment) Poster/ cut out picture depiction work care and come back. Put up a Conversational poster showing important internal body parts. The brain, Scomach chest, heart and intestines. Poster/ cut out shape big books, counters, crayons Put up a Conversational poster showing important internal body parts. The brain, Scomach chest, heart and intestines. Put up a Conversational poster showing important internal body parts. The brain, Scomach chest, heart and intestines. Let them menton the internal ones if they can. Eg brain, heart. eg, inside the Head-the brain, inside the chest-the lungs and the heart, the stomach -the big and small intestines etc. Learners identify these parts of the body. Make a choice to use any of the learning centers Make a choice to use any of the learnin | DATE: | STRAND: ALL ABOUT ME | | |
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| CLASS: KG2 SUB STRAND: THE PARTS OF THE HUMAN BODY (BOTH EXTERNAL AND INTERNAL) AND THEIR FUNCTIONS CONTENT STANDARD: INDICATORS: K2.12.11 K2.1.2.1 Demonstrate the knowledge of appropriate names of the parts of the functions INDICATORS: K2.12.11 PERFORMANCE INDICATOR: Using a conversational poster of body parts, learners talk about the parts of the human body that we can see and cannot see. CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership KEY WORDS: PHASE I: STARTER 10 MINS (Preparing the Brain for Learning) ITTLE POLLY FLINDERS Little Polly flinders Sat among the cinders Warming her pretty little toes! Her mother came and caught her, And whipped her little daughter, For spoiling her nice new clothes. PHASE 2: MAIN 40MINS (New Learning Including Assessment) In groups of 4 to 6, ask learners to observe themselves and others in the class and try to identify those parts of the body that they cannot see. Poster/ cut out picture depicting how to care for the body parts, real/ pictures of body cleaning equipment, ball, word cards of descriptive words eg. tall, dark, short etc. Cut out shape big books, counters, crayons Put up a Conversational poster showing important internal body parts. The brain, Stomach chest, heart and intestines. Put up a Conversational poster showing important internal body parts. The brain, Stomach chest, heart and intestines. Learners identify these parts on the poster. discuss the functions of these parts of the body. <td>DAY: Monday</td> <td></td> <td></td> <td></td> | DAY: Monday | | | |
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| and intestines. Let them mention the internal ones if they can. E.g. brain, heart. e.g. inside the Head-the brain, inside the chest-the lungs and the heart, the stomach- the big and small intestines etc. Learners identify these parts on the poster. discuss the functions of these parts of the body. | | | | |
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| brain, heart. e.g. inside the Head-the brain, inside the chest-the lungs and the heart, the stomach- the big and small intestines etc. Learners identify these parts on the poster. discuss the functions of these parts of the body. | | and intestines. | | |
| brain, heart. e.g. inside the Head-the brain, inside the chest-the lungs and the heart, the stomach- the big and small intestines etc. Learners identify these parts on the poster. discuss the functions of these parts of the body. | | Let them mention the internal ones if they can. E.g. | | |
| chest-the lungs and the heart, the stomach- the big and small intestines etc. Learners identify these parts on the poster. discuss the functions of these parts of the body. | | , , | | |
| Learners identify these parts on the poster. discuss the functions of these parts of the body. | | | | |
| discuss the functions of these parts of the body. | | and small intestines etc. | | |
| | | Learners identify these parts on the poster. | | |
| Make a choice to use any of the learning centers | | discuss the functions of these parts of the body. | | |
| | | 1 | | |

| | Listen to a story. | |
|--|--|--|
| PHASE 3: REFLECTION IOMINS (Learner and Teacher) | Review lesson with Learners by singing songs in relation to it | |

| DATE: | | STRAND: ALL ABOUT ME | |
|----------------------------------|--------------------|---|---|
| | | | |
| DAY: Tuesday | | SUB STRAND: THE PARTS OF THE HUMAN BODY (BOTH | |
| CLASS: KG2 | | EXTERNAL AND INTERNAL) AND | |
| CONTENT STANDAR | D: | INDICATORS : K2.1.2.1.2 | |
| K2.1.2.1 Demonstrate the k | knowledge of | PERFORMANCE INDICATOR: | |
| appropriate names of the pa | | identify and share the function of the | invisible parts of the body |
| internal body that we canno | ot see and their | as learners listen attentively to the T | eacher-read aloud text. |
| functions | - | | |
| | Communication ar | nd collaboration, Critical thinking, Perso | onal Development and |
| Leadership KEY WORDS : | | | |
| PHASE/DURATION | LEARNERS AG | | RESOURCES |
| PHASE/DORATION | | | RESOURCES |
| PHASE I: | Engage learners t | o sing songs and recite familiar | |
| STARTER 10 MINS | rhymes | | |
| (Preparing the Brain | , | | |
| for Learning) | | <u>TWO POTATOES</u> | |
| | | potatoes, three potatoes ,four! | |
| | | x potatoes, seven potatoes , more! | |
| PHASE 2: MAIN | | ne potatoes ten potatoes, all | Destand as the intervent |
| 40MINS | | ategy as you read the informational (See Appendix 1). First, check on the | Poster/ cut out picture depicting the healthy |
| (New Learning | | e reading the book. | foods, chart of the |
| Including | | | childhood killer diseases. |
| Assessment) | K-What do you l | know: Display and introduce | Cut out shapes, big |
| Assessment | | oster or Wall Chart on the functions | books, counters, crayons |
| | | arts of the body to learners. Ask | |
| | | ibe what they know about the theme | |
| | for the week by i | referring to the poster or chart. | |
| | W. Ask the learn | ers to ask questions about what they | |
| | | out the theme, the functions of the | |
| | <i>,</i> , | rt. With all the questions written on | |
| | the board, read a | loud to them. | |
| | L Read to them a | nd ask them to share what they have | |
| | | share what they have learnt about the | |
| | | their peers next to them and then | |
| | | roup. E.g. The brain is found in the | |
| | head | | |
| | Make a choice to | use any of the learning centers | |
| | created | , . | |
| | Listen to a story. | | |
| PHASE 3: | | th Learners by singing songs in | Word cards |
| REFLECTION | relation to it | | |
| IOMINS | | | |
| (Learner and | | | |
| Teacher) | | | |
| | | | |

| DATE: | | STRAND: ALL ABOUT ME | | | |
|--|---|--|---|--|--|
| DAY : Wednesday | | | | | |
| | | SUB STRAND: THE PARTS OF THE HUMAN | SUB STRAND: THE PARTS OF THE HUMAN BODY (BOTH | | |
| CLASS: KG2 | | EXTERNAL AND INTERNAL) AND THEIR FU | NCTIONS | | |
| | D: | INDICATORS : K2.1.2.1.3 K2.1.2.1.4 | | | |
| K2.1.2.1 Demonstrate the knowledge of appropriate n | amos | PERFORMANCE INDICATOR: | | | |
| of the parts of the internal | | Apply new words acquired from the read alo | oud text to own life. | | |
| that we cannot see and the | - | | | | |
| functions | | Identify and recognize individual letter-sound in theme and write the words in their books. | words related to the | | |
| CORE COMPETENCE: | Comm | unication and collaboration, Critical thinking, Perso | onal Development and | | |
| Leadership | | | I I | | |
| KEY WORDS: | n | | | | |
| PHASE/DURATION | LEAR | RNERS ACTIVITIES | RESOURCES | | |
| | - | | | | |
| PHASE I: STARTER 10 MINS | Engage rhyme | e learners to sing songs and recite familiar | | | |
| | myme | ·> | | | |
| (Preparing the Brain for Learning) | <u>HEAD</u> | SHOULDERS KNEES AND TOES | | | |
| ior Learning) | | shoulders knees and toes, | | | |
| | | and toes | | | |
| | | shoulders knees and toes and toes | | | |
| | | yes and ears and mouth and nose. | | | |
| | | shoulders knees and toes, | | | |
| | Knees | and toes. | | | |
| PHASE 2: MAIN | Learners are encouraged to form simple Poster/ cut out pic | | | | |
| 40MINS | sentences with words leant from the text read to depicting the healthy them related to the main theme (the functions of foods, chart of the | | | | |
| (New Learning | | related to the main theme (the functions of | childhood killer diseases. | | |
| Including Assessment) | | ble parts of the body). | Cut out shapes, big | | |
| Assessment | Example: The Stomach stores and digests the books, counters, cr | | | | |
| | 1000 | We cat. | | | |
| | Proce | dure for teaching letter sounds each week: see | | | |
| | K2.I. | 1.1.5) | | | |
| | Rapidl | y revise the letter sounds learnt so far. | | | |
| | Introd | use a tengue twister or a rhyme in which the | | | |
| | | luce a tongue twister or a rhyme in which the for the week is. Say it two times let learners | | | |
| | | y the target sound in the tongue twister or | | | |
| | case) a | luce the letter by writing the capital (Upper and the Lowercase boldly on the Chalkboard/ board. | | | |
| | | v the procedure as in K2 .1.1.1.5 to continue ng the letter for the week | | | |

| | Writing: Teacher models writing the letter in the air, have learners take turns with him writing in the air and then on their friends back, on their arms and finally write the letter sound and its key word in their exercise book. Make a choice to use any of the learning centers created Listen to a story. | |
|--|---|-------|
| PHASE 3: REFLECTION IOMINS (Learner and Teacher) | Review lesson with Learners by singing songs in relation to it | video |

| DATE: | | STRAND: ALL ABOUT ME | | |
|--|---|---|-----------------------------|--|
| DATE. | | STRAND. ALL ABOUT THE | | |
| DAY : Thursday | | | | |
| | | SUB STRAND: THE PARTS OF THE | | |
| CLASS: KG2 | | EXTERNAL AND INTERNAL) AND T | | |
| CONTENT STANDAR | | INDICATORS: K2.1.2.1.5 K2.1.2.1 | .6 | |
| K2.1.2.1 Demonstrate the l | | PERFORMANCE INDICATOR: | | |
| appropriate names of the p | | Sing an action song that helps you name | e the parts of the body and | |
| internal body that we canno functions | ot see and their | point to them | | |
| lunctions | | Draw themselves and label the parts of | the body | |
| CORE COMPETENCE | Communication | and collaboration, Critical thinking, Perso | | |
| Leadership | Communication | | | |
| KEY WORDS: | | | | |
| PHASE/DURATION | LEARNERS A | ACTIVITIES | RESOURCES | |
| | | | | |
| PHASE I: | Engage learners | s to sing songs and recite familiar | | |
| STARTER 10 MINS | rhymes | | | |
| (Preparing the Brain | | | | |
| for Learning) | | JOLLY MILLER ONCE | | |
| • | There was a jo | | | |
| | Lived on the riv | ver Dee 1 sang from morn till night, | | |
| | No lark as blith | | | |
| | | Irden of his song | | |
| | Forever used to | • | | |
| | I care for nobo | dy, no not l, | | |
| | And nobody ca | res for me. | | |
| PHASE 2: MAIN | Learners sing different songs in their local language Poster/ cut out picture | | | |
| 40MINS | and/or in the English language that identify parts of depicting the healthy foods, chart of the | | | |
| (New Learning | | | | |
| Including | | childhood killer diseases. Cut out shapes, big | | |
| Assessment) | | shoulders knees and toes Knees and r sing other action songs | books, counters, crayons | |
| | toes 2x Learner | | | |
| | Learners draw | themselves and label the parts of the | | |
| | body in a draw | ing book. | | |
| | | | | |
| | | sentence about yourself using invented | | |
| | writing. | | | |
| | Share with a pa | artner why that part is very important. | | |
| | | helps us to breathe. | | |
| | | - | | |
| | | to use any of the learning centers | | |
| | created | | | |
| | Liston to a star | ~~ | | |
| PHASE 3: | Listen to a stor | y. with Learners by singing songs in | | |
| REFLECTION | relation to it | | | |
| IOMINS | | | | |
| (Learner and | | | | |
| Teacher) | | | | |
| i eacher) | | | | |

| DATE: | | STRAND: ALL ABOUT ME | |
|---|---|---|---------------------------------------|
| DAY: Friday CLASS: KG2 | | SUB STRAND: THE PARTS OF THE HUMAN BODY (BOTH EXTERNAL AND INTERNAL) AND THEIR FUNCTIONS | |
| CONTENT STANDAR | D. | INDICATORS : K2.1.2.1.6 K2.1.2.1. | |
| K2.1.2.1 Demonstrate the | | PERFORMANCE INDICATOR: | / |
| appropriate names of the p | | | |
| internal body that we cannot | | Draw themselves and label the parts of | the body |
| functions | | Compare objects and numerals betwee | n I to 20 |
| CORE COMPETENCE: | Communication | and collaboration, Critical thinking, Perso | |
| Leadership | Communication | | |
| KEY WORDS: | | | |
| PHASE/DURATION | LEARNERS A | ACTIVITIES | RESOURCES |
| | | | |
| PHASE I: STARTER 10 MINS (Preparing the Brain | Engage learners rhymes | s to sing songs and recite familiar | |
| for Learning) | HEAD SHOULD | <u>ERS KNEES AND TOES</u> | |
| for Learning) | Head shoulders | s knees and toes, | |
| | Knees and toes | | |
| | | s knees and toes | |
| | Knees and toes | | |
| | | ars and mouth and nose. | |
| | Knees and toes | s knees and toes, | |
| PHASE 2: MAIN | | | Poster/ cut out picture |
| 40MINS | body in a drawi | themselves and label the parts of the | depicting the healthy |
| (New Learning | bouy in a urawi | lig book. | foods, chart of the |
| Including | Write a simple | sentence about yourself using invented | childhood killer diseases. |
| Assessment) | | with a partner why that part is very | Cut out shapes, big |
| Assessment | - | The Lungs helps us to breathe. | books, counters, crayons |
| | | h as: "equal to" "heavier than" "greater | |
| | | than, less than", "10 more than", "10 | |
| | less than" and symbols such as "<", "=", ">" to compare and order whole numbers up to 20. | | |
| | compare and o | rder whole humbers up to 20. | |
| | Make a choice to use any of the learning centers created | | |
| | Listen to a stor | | |
| PHASE 3: REFLECTION | Take learners o | | Play toys, sea-saw, mary- go-round |
| IOMINS | Guide them to | | |
| (Learner and | round etc. | | |
| Teacher) | Sing rhymes and | | |