



SAMPLE LESSON NOTES-WEEK 2

KG 2



Fayol Inc.

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WEEKLY LESSON PLAN - WEEK 2

Name of School

DATE: DAY: Monday CLASS: KG2		STRAND: ALL ABOUT ME SUB STRAND: THE PARTS OF THE HUMAN BODY (BOTH EXTERNAL AND INTERNAL) AND THEIR FUNCTIONS
CONTENT STANDARD: K2.1.2.1 Demonstrate the knowledge of appropriate names of the parts of the internal body that we cannot see and their functions		INDICATORS: K2.1.2.1.1 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/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite familiar rhymes <u>LITTLE POLLY FLINDERS</u> 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. Have learners run around the classroom block once and come back. Have each child put their hands on the left chest and observe themselves. Let them share what they found out. Put up a Conversational poster showing important internal body parts. The brain, Stomach chest, heart 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. Make a choice to use any of the learning centers created	Poster/ cut out picture depicting how to care for the body parts, real/ pictures of body cleaning equipment, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons

	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 ABOUT ME	
DAY: Tuesday		SUB STRAND: THE PARTS OF THE HUMAN BODY (BOTH EXTERNAL AND INTERNAL) AND THEIR FUNCTIONS	
CLASS: KG2		INDICATORS: K2.1.2.1.2	
CONTENT STANDARD: K2.1.2.1 Demonstrate the knowledge of appropriate names of the parts of the internal body that we cannot see and their functions		PERFORMANCE INDICATOR: identify and share the function of the invisible parts of the body as learners listen attentively to the Teacher-read aloud text.	
CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership			
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>ONE POTATO TWO POTATOES</u> One potato, two potatoes, three potatoes ,four! Five potatoes, six potatoes, seven potatoes , more! Eight potatoes nine potatoes ten potatoes, all		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Use the KWL strategy as you read the informational text to learners. (See Appendix I). First, check on the K and W before reading the book. K-What do you know: Display and introduce conversational poster or Wall Chart on the functions of the invisible parts of the body to learners. Ask learners to describe what they know about the theme for the week by referring to the poster or chart. W. Ask the learners to ask questions about what they want to know about the theme, the functions of the invisible body part. With all the questions written on the board, read aloud to them. L Read to them and ask them to share what they have learnt: Learners share what they have learnt about the theme, first with their peers next to them and then with the whole group. E.g. The brain is found in the head Make a choice to use any of the learning centers created Listen to a story.		Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. 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		Word cards

DATE:		STRAND: ALL ABOUT ME	
DAY: Wednesday		SUB STRAND: THE PARTS OF THE HUMAN BODY (BOTH EXTERNAL AND INTERNAL) AND THEIR FUNCTIONS	
CLASS: KG2			
CONTENT STANDARD: K2.1.2.1 Demonstrate the knowledge of appropriate names of the parts of the internal body that we cannot see and their functions		INDICATORS: K2.1.2.1.3 K2.1.2.1.4	
		PERFORMANCE INDICATOR: Apply new words acquired from the read aloud text to own life. Identify and recognize individual letter-sound in words related to the theme and write the words in their books.	
CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership			
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>HEAD SHOULDERS KNEES AND TOES</u> Head shoulders knees and toes, Knees and toes Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Learners are encouraged to form simple sentences with words learnt from the text read to them related to the main theme (the functions of invisible parts of the body). Example: The Stomach stores and digests the food we eat. Procedure for teaching letter sounds each week: see K2 .1.1.1.5) Rapidly revise the letter sounds learnt so far. Introduce a tongue twister or a rhyme in which the sound for the week is. Say it two times let learners identify the target sound in the tongue twister or rhyme. Introduce the letter by writing the capital (Upper case) and the Lowercase boldly on the Chalkboard/ white board. Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter for the week		Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons

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

DATE:		STRAND: ALL ABOUT ME
DAY: Thursday		SUB STRAND: THE PARTS OF THE HUMAN BODY (BOTH EXTERNAL AND INTERNAL) AND THEIR FUNCTIONS
CLASS: KG2		INDICATORS: K2.1.2.1.5 K2.1.2.1.6
CONTENT STANDARD: K2.1.2.1 Demonstrate the knowledge of appropriate names of the parts of the internal body that we cannot see and their functions		PERFORMANCE INDICATOR: Sing an action song that helps you name the parts of the body and point to them Draw themselves and label the parts of the body
CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership		
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>THERE WAS A JOLLY MILLER ONCE</u> There was a jolly miller once Lived on the river Dee He worked and sang from morn till night, No lark as blithe as he, And this the burden of his song Forever used to be, I care for nobody, no not I, And nobody cares for me.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Learners sing different songs in their local language and/or in the English language that identify parts of the body and perform actions on it. E.g. Learners point to the parts of their bodies as they sing e.g. Head, shoulders knees and toes Knees and toes 2x Learner sing other action songs Learners draw themselves and label the parts of the body in a drawing book. Write a simple sentence about yourself using invented writing. Share with a partner why that part is very important. E.g. The Lungs helps us to breathe. Make a choice to use any of the learning centers created Listen to a story.	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. 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 ABOUT ME
DAY: Friday		SUB STRAND: THE PARTS OF THE HUMAN BODY (BOTH EXTERNAL AND INTERNAL) AND THEIR FUNCTIONS
CLASS: KG2		
CONTENT STANDARD: K2.1.2.1 Demonstrate the knowledge of appropriate names of the parts of the internal body that we cannot see and their functions		INDICATORS: K2.1.2.1.6 K2.1.2.1.7
		PERFORMANCE INDICATOR: Draw themselves and label the parts of the body Compare objects and numerals between 1 to 20
CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership		
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>HEAD SHOULDERS KNEES AND TOES</u> Head shoulders knees and toes, Knees and toes Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Learners draw themselves and label the parts of the body in a drawing book. Write a simple sentence about yourself using invented writing. Share with a partner why that part is very important. E.g. The Lungs helps us to breathe. Use words such as: “equal to” “heavier than” “greater than”, “smaller than, less than”, “10 more than”, “10 less than” and symbols such as “<”, “=”, “>” to compare and order whole numbers up to 20. Make a choice to use any of the learning centers created Listen to a story	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	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	Play toys, sea-saw, mary-go-round