

**SAMPLE LESSON NOTES-WEEK 6**

**KG 2**

Fayol Inc.

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## WEEKLY LESSON PLAN FOR KG 2- WEEK 6

<p><b>DATE:</b></p> <p><b>DAY:</b> MONDAY</p> <p><b>CLASS:</b> KG2</p>	<p><b>STRAND:</b> All Around Us</p> <p><b>SUB STRAND:</b> Plants</p>	
<p><b>CONTENT STANDARD:</b> 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</p>	<p><b>INDICATORS:</b> K2.6.5.1.1.</p> <p><b>PERFORMANCE INDICATOR:</b> Learners can talk freely about different parts of a plants and their uses</p>	
<p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p><b>KEY WORDS:</b></p>		
<p> </p>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>PHASE 1:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b></p>	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>DAFFY-DOWN-DILLY</u> Daffy-down-dilly Has come to town With a yellow petticoat And a pretty green gown.</p>	
<p><b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b></p>	<p>Follow basic procedures of the community circle time and introduce the theme for the week.</p> <p>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.</p> <div style="text-align: center;">  </div> <p>Call on learners randomly to answer questions or contribute to the discussion.</p> <p>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.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Sample young plants, pictures, the Big book, pencils and crayons.</p>

	<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><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> 26/11/2019		<b>STRAND:</b> All Around Us	
<b>DAY:</b> TUESDAY			
<b>CLASS:</b> KG2		<b>SUB STRAND:</b> Plants	
<b>CONTENT STANDARD:</b> 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		<b>INDICATORS:</b> K2.6.5.1.2 K2.6.5.1.3	
		<b>PERFORMANCE INDICATOR:</b> ❖ 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.	
<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 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.		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	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><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> Plants
<b>CONTENT STANDARD:</b> 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	<b>INDICATORS:</b> K2.6.5.1.4
	<b>PERFORMANCE INDICATOR:</b> Learners can recognize and read 25% of sight words instantly and automatically
<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 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.																	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	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><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> THURSDAY	
<b>CLASS:</b> KG2	<b>SUB STRAND:</b> Plants
<b>CONTENT STANDARD:</b> 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	<b>INDICATORS:</b> K2.6.5.1.5.
	<b>PERFORMANCE INDICATOR:</b> Learners can blend the letter-sound learnt so far into syllables, read and write the syllables boldly and legibly in their books.

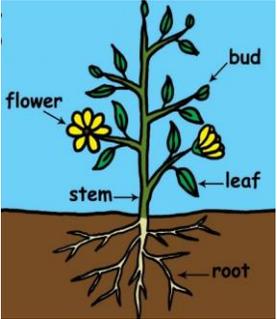
**CORE COMPETENCE:** Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

**KEY WORDS:**

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	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.	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	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><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> FRIDAY		
<b>CLASS:</b> KG2	<b>SUB STRAND:</b> Plants	
<b>CONTENT STANDARD:</b> 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	<b>INDICATORS:</b> K2.6.5.1.6    K2.6.5.1.7	
	<b>PERFORMANCE INDICATOR:</b> ❖ 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.	
<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:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	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.	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	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><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>