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SAMPLE LESSON NOTES-WEEK 7

KG 2

WEEKLY LESSON PLAN FOR KG 2- WEEK 7

DATE:	STRAND: ALL AROUND US	
DAY: MONDAY	SUB STRAND: PLANTS -2	
CLASS: KG2	INDICATORS: K2.6.6.1.1 K2.6.6.1.6	
CONTENT STANDARD: K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food.	PERFORMANCE INDICATOR: ❖ Learners can share ideas about the things (nutrients) plants need to grow well. ❖ Learners can create a leaf album using different types of leaves.	
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
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage Learners to sing and recite familiar rhymes. <u>I AM COUNTING ONE</u> <ul style="list-style-type: none"> • I'm counting one, what is one • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Savior • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God. 	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Let learners sing some songs about plants. Follow basic procedures of the community circle time and introduce the theme for the week. 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.  Go for a Nature walk and observe why some plants grow very well but others not. Back to the classroom, call on learners randomly to contribute to the discussion on what things plants need to grow well. Centre time: Have learners grow various plants and put them at different places in the classroom and outside. Put some where there is no sunlight.	Sample young plants, pictures, the Big book, pencils and crayons.

	<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. Have students move to the plants and observe them and come back and share their observation</p>  <p>Ask learners to pick different kinds of leaves from the school environment and use glue to paste them on cards to create an album of leaves.</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. Make a choice to use any of the learning centers created</p> <p>Listen to a story.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: ALL AROUND US	
DAY: TUESDAY		
CLASS: KG2	SUB STRAND: PLANTS -2	
CONTENT STANDARD: K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food.	INDICATORS: K2.6.6.1.2 K2.6.6.1.3	
	PERFORMANCE INDICATOR: ❖ Learners can use a variety of new vocabulary learnt about plants to create an informational text for reading using LEA ❖ Learners can participate actively in the teacher-read-aloud of the big book which relates to the theme, and share lessons learnt from the reading.	
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
PHASE 1: STARTER <i>10 MINS</i> (Preparing the Brain for Learning)	Have learners to sing songs and recite familiar rhymes. <u>ROUND AND ROUND THE GARDEN</u> Round and round the garden Like a teddy bear, One step, two step, Tickle you under there	
PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	Using the Language Experience Approach (LEA), create an informational text on Plants give us Food and Medicine. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Plants as medicine</p> </div> <div style="text-align: center;">  <p>Plants as food</p> </div> </div> <p>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.</p> <p>Add few more contents and copy onto a big sheet and use that as a reading text</p> <p>Teacher reads the Big Book on the theme, answer different levels of questions and use the information to conduct some experiments on why some plants don't grow well. E.g. grow plants in a can, put some outside, cover some and hide some in a dark room and find out why some of the plants are not growing well.</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>	Sample young plants, pictures, the Big book, pencils and crayons.
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: ALL AROUND US	
DAY: WEDNESDAY		
CLASS: KG2	SUB STRAND: PLANTS -2	
CONTENT STANDARD: K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food.	INDICATORS: K2.6.6.4	
	PERFORMANCE INDICATOR: Learners can blend the letter-sounds learn 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
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite a few rhymes they are familiar with <u>MINGLE MINGLE</u> •Mingle, mingle – mingle 2x Two mingle (2 come together) •Mingle, mingle – mingle 2x Three mingle (3 come together) •Mingle, mingle – mingle 2x four mingle (4 come together)	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Rapidly revise the letter sounds learnt so far. Revise previous week's lesson on blending of two individual sounds to make one syllabic word as done the previous week using pupils blending game. Teach learners to blend monosyllabic words to form two syllabic words such as Ko-fi, gogo, te-do(tedo), to-lo(tolo), ba-ba (baba) Ama. Use Pupil blending process as found in K2. 6.3.1.4 to teach blending of two syllabic words. 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}. 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.	Sample young plants, pictures, the Big book, pencils and crayons.
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: ALL AROUND US	
DAY: THURSDAY		
CLASS: KG2	SUB STRAND: PLANTS -2	
CONTENT STANDARD: K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food.	INDICATORS: K2.6.6.1.3 K2.6.6.1.6	
	PERFORMANCE INDICATOR: ❖ Learners can participate actively in the teacher-read-aloud of the big book which relates to the theme, and share lessons learnt from the reading. ❖ Learners can create a leaf album using different types of leaves.	
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
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage Learners to sing and recite familiar rhymes <u>WE CAN COUNT</u> We KI We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We KI can count very well	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Teacher reads the Big Book on the theme, answer different levels of questions and use the information to conduct some experiments on why some plants don't grow well. E.g. grow plants in a can, put some outside, cover some and hide some in a dark room and find out why some of the plants are not growing well. Ask learners to pick different kinds of leaves from the school environment and use glue to paste them on cards to create an album of leaves. 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	Sample young plants, pictures, the Big book, pencils and crayons.
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: ALL AROUND US	
DAY: FRIDAY		
CLASS: KG2	SUB STRAND: PLANTS -2	
CONTENT STANDARD: K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food.	INDICATORS: K2.6.6.1.2 K2.6.6.1.7	
	PERFORMANCE INDICATOR: ❖Learners can use a variety of new vocabulary learnt about plants to create an informational text for reading using LEA ❖Learners can classify different types of food items according to categories and count the number of objects in each category up to 20.	
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
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners recite familiar rhymes. <u>HEY DIDDLE DIDDLE</u> Hey diddle, diddle The cat and the fiddle, The cow jumped over the moon, The little dog laughed to see such sport, And the dish ran away with the spoon	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	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 Provide a variety of fruits, vegetables and seeds. Have the learners sort and classify them into their three categories. Fruits in one group, seeds and vegetables. 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. Teach rhymes and songs as learners sing along Have learners dance with actions as they sing the songs Make a choice to use any of the learning centers created	Sample young plants, pictures, the Big book, pencils and crayons.
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Teacher sings songs and recite rhymes in relation to the lesson with learners 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	Sea saw, mary go round, and other play toys