

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 3**

**KG 2**

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and curve upwards and to the right.

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## WEEKLY LESSON PLAN FOR KG 2- WEEK 3

<b>DATE:</b>  <b>DAY:</b> Monday  <b>CLASS:</b> kg2		<b>STRAND:</b> ALL ABOUT ME  <b>SUB STRAND:</b> PERSONAL HYGIENE/CARING FOR THE PARTS OF THE BODY	
<b>CONTENT STANDARD:</b> K2.1.3.1 Demonstrate understanding of personal hygiene and care of the human body.		<b>INDICATORS:</b> K2.1.3.1.1 K2.1.3.1.3  <b>PERFORMANCE INDICATOR:</b> Learners use simple language to describe and engage in conversation about how to care for different part of their bodies.  Identify the rhyming sounds at the end of words and create more rhyming end of words	
<b>CORE COMPETENCE:</b> Communication and collaboration, Critical thinking, Personal Development and Leadership			
<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 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.		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Learners sit in a semi-circle (community circle time), sing a song; This is the way I brush my teeth, brush my teeth, 2x,  ask and answer questions and call out parts of the body mentioned in the song and have learners touch to show comprehension as well write it on the chalk/marker board. E.g. I brush my teeth twice a day.  Learners sing action songs, and rhymes related to the care of the parts of the body and repeat the sounds they hear at the end of the sentences E.g. I have two ears to hear Point to the ears I have two eyes to see Point to the eyes One nose, one mouth. Point to the nose and mouth  Make a choice to use any of the learning centers created  Listen to a story.		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

<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Sing songs and rhymes in relation to the lesson	
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<b>DATE:</b>		<b>STRAND:</b> ALL ABOUT ME	
<b>DAY:</b> Tuesday		<b>SUB STRAND:</b> PERSONAL HYGIENE/CARING FOR THE PARTS OF THE BODY	
<b>CLASS:</b> kg2		<b>INDICATORS:</b> K2.1.3.1.2.	
<b>CONTENT STANDARD:</b> K2.1.3.1 Demonstrate understanding of personal hygiene and care of the human body.		<b>PERFORMANCE INDICATOR:</b> Talk about the visual information on the cover page and respond to a read aloud text about caring of the human body.	
<b>CORE COMPETENCE:</b> Communication and collaboration, Critical thinking, Personal Development and Leadership			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</b>	Engage learners to sing the song 'something pass through my body to my waist' Teacher shows letter cards and learners makes its sound while singing the song  Sing other songs in relation to the lesson		
<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	Show and explain why learners' books have the visual information at the front part of a book and how it helps a reader before reading.  Use the KWL strategy as you read the informational text to learners. (See Appendix 1, K2.1,21.2)  Check on the K and W before you read the text. K-Ask the learners to say what they already know about the theme.  W-Ask them to tell you what they want to know about the weeks' theme.  L: Ask them to share what they have learnt: from listening to the text.  Learners share what they have learnt about the theme with their peers and then with the whole group.  Have learners act out the key words from the text (washing, brushing, cutting nails, etc.  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	
<b>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</b>	Engage learners in the game ' <b>back to the board</b> '  Display word cards on the teachers table in front of the class. Group class into three or four. Invite each leader from the group in turns to face the class with his/her back to the board. Write a letter on the board for the others to make its sound. The	Word cards	

	leader then search through the word cards to identify the letter.	
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<b>DATE:</b>  <b>DAY:</b> Wednesday  <b>CLASS:</b> kg2		<b>STRAND:</b> ALL ABOUT ME  <b>SUB STRAND:</b> PERSONAL HYGIENE/CARING FOR THE PARTS OF THE BODY	
<b>CONTENT STANDARD:</b> K2.1.3.1 Demonstrate understanding of personal hygiene and care of the human body.		<b>INDICATORS:</b> K2.1.3.1.4.	
		<b>PERFORMANCE INDICATOR:</b> Begin to learn the letter of the alphabet, randomly recognize the individual letters in their names and match it with another pair.	
<b>CORE COMPETENCE:</b> Communication and collaboration, Critical thinking, Personal Development and Leadership			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	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.		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Learners sing an alphabet song while pointing to the letters on the wall in the classroom.  Teacher creates two name cards for each pupil with their first names.  Give each child their name card and keep one on a line close to you.  Play a game where learners will pick up their name tags and peg it unto the one on the line every day of the week.  Have the learners continue matching their name tags the whole week until they are able to recognize the letters in their names and can write their own names.  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	
<b>PHASE 3: REFLECTION</b> 10MINS <b>(Learner and Teacher)</b>	Engage learners to watch 'AVE&DAVE' sound train. Learners sing alone while watching video.	video	

<b>DATE:</b>		<b>STRAND:</b> ALL ABOUT ME
<b>DAY:</b> Thursday		
<b>CLASS:</b> kg2		
<b>CONTENT STANDARD:</b> K2.1.3.1 Demonstrate understanding of personal hygiene and care of the human body.		<b>SUB STRAND:</b> PERSONAL HYGIENE/CARING FOR THE PARTS OF THE BODY
		<b>INDICATORS:</b> K2.1.3.1.5.
		<b>PERFORMANCE INDICATOR:</b> Begin to learn and Identify individual letter-sound of the alphabet in key words related to the theme and write the letters and key words legibly in their books.
<b>CORE COMPETENCE:</b> Communication and collaboration, Critical thinking, Personal Development and Leadership		
<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 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.	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	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 and 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  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.	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons

<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Teacher engage learners to sing tongue twisters or a rhyme in which the sound for the week is.	
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<b>DATE:</b>		<b>STRAND:</b> ALL ABOUT ME	
<b>DAY:</b> Friday		<b>SUB STRAND:</b> PERSONAL HYGIENE/CARING FOR THE PARTS OF THE BODY	
<b>CLASS:</b> kg2			
<b>CONTENT STANDARD:</b> K2.1.3.1 Demonstrate understanding of personal hygiene and care of the human body.		<b>INDICATORS:</b> K2.1.3.1.6 K2.1.3.1.7	
		<b>PERFORMANCE INDICATOR:</b> Draw and color items we use in caring for parts of the body and copy their functions boldly and legibly underneath the drawing.	
		Compare objects and numerals between 1 to 20	
<b>CORE COMPETENCE:</b> Communication and collaboration, Critical thinking, Personal Development and Leadership			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>		<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	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.		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Learners prepare their own dictionary by drawing and coloring items we use to care of our body and copy their names from the chalk/whiteboard into their dictionary.  Collect a set of items we use to care for our bodies and weigh them  Compare the items by using words such as: "heavier than", "smaller than, less than", "5 more than", "10 less than".  Move on to teach the learners the 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
<b>PHASE 3: REFLECTION</b> 10MINS <b>(Learner and Teacher)</b>	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