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SAMPLE LESSON NOTES-WEEK 10


KG 2

WEEKLY LESSON PLAN FOR KG 2- WEEK 10

DATE:		STRAND: ALL AROUND US	
DAY: MONDAY			
CLASS: KG2		SUB STRAND: CHANGING WEATHER CONDITIONS	
CONTENT STANDARD: K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions.		INDICATORS: K2.6.9.1.1 K2.6.9.1.3	
		PERFORMANCE INDICATOR: Identify and describe the elements the different weather conditions. Use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA	
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)		<p>SUNNY DAY </p> <p>Yellow sun yellow sun Shinning down so bright Sunshine, sunshine Giving lots of light The sun is warm, Its hits my face. It really makes me smile I don't want the sun to leave So please stay for awhile</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		<p>Learners learn and say the rhyme "whether the weather..." whether the weather be cold, or whether the weather be hot, we'll whether the weather, whatever the weather , whether we like it or not.</p> <p>Follow basic procedures of the community circle time and introduce the theme for the week.</p> <p>Display a Conversational Poster #8 and some concrete materials related to the theme, and engage learners in active discussion on the following leading questions: what makes the weather dull or bright? what do we like to do when the weather is bright and sunny or rainy and dull?</p> <p>Follow the procedure for using the Language Experience Approach (LEA) to create an informational text on the changing conditions of the weather and what learners do.</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>	
		Pictures and videos of past and present leaders in the community, Big book	

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

DATE:	STRAND: ALL AROUND US
DAY: TUESDAY	
CLASS: KG2	SUB STRAND: CHANGING WEATHER CONDITIONS
CONTENT STANDARD: K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions.	INDICATORS: K2.6.9.1.2 K2.6.9.1.4
	PERFORMANCE INDICATOR: Participate actively in the shared reading of the big book which relates to the theme and answer simple questions on the text. Read level appropriate content sight words and use them to form sentences and also copy them 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)	<u>CLOUDY DAY</u> I see clouds, They look so puffy. Big and little, Light and fluffy Clouds block the sun They bring the shade Look really closely See what pictures are made I really don't mind a cloudy day, But look out! Rain could be on the way.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Provide learners with word chart on weather conditions – dry, cold, wet, windy, rainy, cloudy, warm, sunny, sun, water.  Scaffold learners to read the words and decode the simple sentences using their decoding strategies learnt so far.	Pictures and videos of past and present leaders in the community, Big book

	<p>Follow the steps of the KWL strategy instruction as you read aloud the informational text on the weather to the learners.</p> <p>Pause often and let learners find answers to their questions.</p> <p>Learners first say what they know about the weather(K), ask questions on what they want to know, listen to the text and answer their own questions during the reading and share what they have learnt about the weather. Learners talk about their experiences, e.g. with floods, the scorching sun, windy weather conditions</p> <p>Show key words of the theme on cards and guide learners to read them.</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>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	



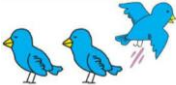

DATE:		STRAND: ALL AROUND US
DAY: WEDNESDAY		
CLASS: KG2		SUB STRAND: CHANGING WEATHER CONDITIONS
CONTENT STANDARD: K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions.		INDICATORS: K2.6.9.1.5
		PERFORMANCE INDICATOR: Recognize and identify most letter names and their sounds in different names of people from other cultures
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)	Children are split into teams. One from each team is chosen with a toy gun. Teacher calls out a sound, a player must shoot their opponent by saying a word that begins /ends with that sound. The person who shoots first wins and stays on. The loser sits down and another person from that team comes up. Whichever team has its player standing at the end wins.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Write names of learners on a card. E.g. Fati, Fafa etc. Put all the pupils' name cards on the floor. Call out a set of names at a time and let two or three friends come out at a time to look for their names. Watch to make sure pupils pick up the correct names. Engage learners to play the "I spy" game. Teacher, or learner begins by saying "I spy with my little eye something beginning with.....". The item has to be something within sight of the learners. Other learners guess until someone guesses correctly. It can also be played with names; "I spy with my little eye someone beginning with.....". 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	Pictures and videos of past and present leaders in the community, Big book

PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	
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DATE:	STRAND: ALL AROUND US
DAY: THURSDAY	
CLASS: KG2	SUB STRAND: CHANGING WEATHER CONDITIONS
CONTENT STANDARD: K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions.	INDICATORS: K2.6.9.1.6
	PERFORMANCE INDICATOR: Role play how changing weather conditions affect the clothes we wear
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)	<u>RAINY DAY</u> Rain, rain, rain Falling, falling down Drip drop drip drop Rain hits the ground Wet, wet, wet, There is no outside play. Puddles and puddles. I want a sunny day! 	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Play the game: Look who is here today and what is the weather condition? Group learners according to the weather conditions and have them role play dressing up in different weather conditions. Have them wear clothes in relation to the weather conditions. Group A dress like it is rainy (boots, rain coat, umbrella), Group B wears very warm clothing and pullovers to show it is cold, Group C, wears sleeveless simple dresses, Group D wears things to cope with a windy day. Learners enter the classroom and walk by and others guess what the weather condition is. Recite different rhymes related to the weather to end the day. 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	Pictures and videos of past and present leaders in the community, Big book

PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	
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DATE:		STRAND: ALL AROUND US
DAY: FRIDAY		
CLASS: KG2		SUB STRAND: CHANGING WEATHER CONDITIONS
CONTENT STANDARD: K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions.		INDICATORS: K2.6.9.1.7
		PERFORMANCE INDICATOR: Collect and handle data on learner's preference of weather conditions.
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 play games. <u>WE CAN COUNT</u> We k l We can count, We count 1, 2, 3, 4,5 We count 6, 7, 8, 9, 10 We k l, we can count very well	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Learners interview each other about what weather conditions each person like most. Learners count and represent data in a graphical form and in groups. Use the data to ask questions such as e.g. Which group has the most members? Count them. Which group has few members? Is there a group with no one? Etc. Also scaffold learners to develop conceptual understanding of subtraction (0 to 20).  $5 - 2 = \underline{\quad}$  $6 - 2 = \underline{\quad}$  $3 - 1 = \underline{2}$  $3 - 2 = \underline{\quad}$ Ask if the whole class has 20 members and 10 pupils do not prefer any weather condition, how many will be left to dress up?	Pictures and videos of past and present leaders in the community, Big book

	<p>Guide learners to subtract numbers using countable objects.</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>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</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>