

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 11

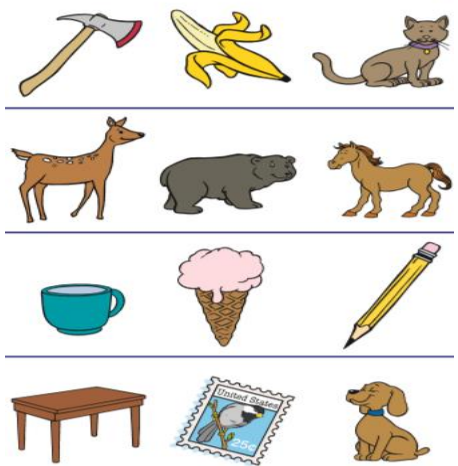

KG 2



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

Fayol Inc.

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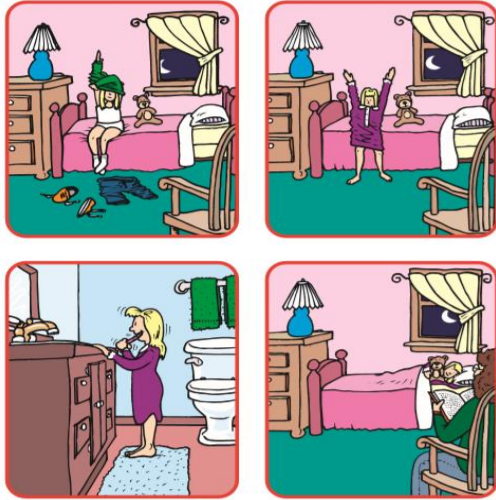
WEEKLY LESSON PLAN FOR KG 2- WEEK 11


DATE: DAY: MONDAY CLASS: KG2		STRAND: My Global Community SUB STRAND: Connecting & Communicating With The Global Community
CONTENT STANDARD: K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community		INDICATORS: K2.7.1.1.1 K2.7.1.1.3 PERFORMANCE INDICATOR: ➤ Learners can sing or recite poems about the theme and discuss the various ways new connect with the outside world ➤ Learners can 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>Have learners the beginning sounds of the following items in the picture below.</p> 	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Learners recite the poem” An aeroplane is passing”</p> <p>Follow basic procedures of the community circle time and introduce the theme for the week.</p> <p>Using a Globe or a World map, show learners how big the world is.</p>  <p>Ask leading questions to make the learners think critically about how we connect with the outside world.</p> <p>Engage the learners in active discussion on the following:</p>	Poster, Cut out shapes, big books, counters, crayons, cut out foreign currencies

	<p>What various modes of transport do people use to connect with the global community? (Aeroplanes and ship)</p>  <p>How do people in our country communicate with others? (phones),</p>  <p>How do we know about these other people? (TV)</p> <p>Follow the procedure for using the Language Experience Approach (LEA) to create an informational text on the ways we communicate with the global community.</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: My Global Community
DAY: TUESDAY	SUB STRAND: Connecting & Communicating With The Global Community
CLASS: KG2	INDICATORS: K2.7.1.1.2 K2.7.1.1.4
CONTENT STANDARD: K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community	PERFORMANCE INDICATOR: <ul style="list-style-type: none"> ➤ Learners can participate actively in the shared reading of the big book which relates to the theme and answer simple questions on the text. ➤ Learners can identify sounds of letters and be able to write them
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
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PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	<p>Have learners to identify the activities in the pictures below and relate to them.</p> <p style="text-align: center;">Bedtime</p> 	
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PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Follow the steps of the KWL strategy instruction as you read aloud the informational text on the global community to the learners.</p>  <p>Learners first say what they know about the outside world (K), ask questions on what they want to know, listen as you read, pause often and let learners find answers to their questions.</p>	Poster, Cut out shapes, big books, counters, crayons, cut out foreign currencies
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	<p>After reading, have them share the lessons learnt. Encourage students to share their experiences too.</p> <p>Play Alphabet Relay Put learners in groups of 4 to compete for letter recognition and writing.</p> <p>Give each group a piece of chalk.</p> <p>Call out a letter and let two pupils from each group run to the chalk board and write both the small and capital letter.</p> <p>Call out another letter and let pupils take turns.</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: My Global Community
DAY: WEDNESDAY	SUB STRAND: Connecting & Communicating With The Global Community
CLASS: KG2	INDICATORS: K2.7.1.1.5 K2.7.1.1.6
CONTENT STANDARD: K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community	PERFORMANCE INDICATOR: <ul style="list-style-type: none"> ➤ Learners can identify letter-sounds in key words about the theme and be able to write them in their books. ➤ Learners can sing songs from different cultures and languages (French songs) and perform actions on them.
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 play the “Tapping Out” Game. Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using the flash cards, let learners identify the key words. Flash the letter cards and have learners sound them out instantly. <div style="display: flex; justify-content: center; gap: 10px; margin: 10px 0;"> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px 15px; background-color: #d9e1f2;">Map</div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px 15px; background-color: #fce4d6;">Country</div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px 15px; background-color: #fff9c4;">Flag</div> </div> <div style="display: flex; justify-content: center; gap: 10px; margin: 10px 0;"> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px 15px; background-color: #e2efda;">Clothes</div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px 15px; background-color: #ffb74d;">Airplane</div> </div> Dictate some words and let learners write the words on lines in their books. <div style="text-align: center; margin: 10px 0;"> <u>Map</u> <u>Flag</u> </div> <div style="text-align: center; margin: 10px 0;"> <u>Country</u> </div> <div style="text-align: center; margin: 10px 0;"> <u>Airplane</u> </div> Learn and sing French songs and learn the names of the days of the week in other languages.	Poster, Cut out shapes, big books, counters, crayons, cut out foreign currencies

	<p>Learners learn their week day names in other languages</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: My Global Community
DAY: THURSDAY		
CLASS: KG2		SUB STRAND: Connecting & Communicating With The Global Community
CONTENT STANDARD: K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community		INDICATORS: K2.7.1.1.7 K2.7.1.1. 8
		PERFORMANCE INDICATOR: <ul style="list-style-type: none"> ➤ Learners can talk about the colors of the flags of other countries and other art work and music that they have. ➤ Learners can developing a conceptual understanding of addition and subtraction in the buying and selling that goes in between different countries.
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 to begin the lesson. The songs should be action songs that gets everyone doing something. Let learners participate physical activities to warm up their bodies.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Learners study the flags of other countries and design different maps for the classroom.</p>  <p>The classroom should be set up as an international classroom with different centers exhibiting different clothes and food item.</p> <p>Provide learners with colorful materials, colorful papers, colorful clothes, to wear representing different countries.</p>  <p>Assist learners to use music and drama to demonstrate how the various countries dance.</p>	Poster, Cut out shapes, big books, counters, crayons, cut out foreign currencies


	<p>Set up an international market in the classroom where all kinds of international traders come and shop.</p> <p>Demonstrate buying and selling, practicing addition and subtraction of money and giving change.</p> <p>The store keeper can receive calls from abroad for orders</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: My Global Community
DAY: FRIDAY	SUB STRAND: Connecting & Communicating With The Global Community
CLASS: KG2	INDICATORS: K2.7.1.1.7 K2.7.1.1. 8
CONTENT STANDARD: K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community	PERFORMANCE INDICATOR: <ul style="list-style-type: none"> ➤ Learners can talk about the colors of the flags of other countries and other art work and music that they have. ➤ Learners can developing a conceptual understanding of addition and subtraction in the buying and selling that goes in between different countries.


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
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<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>Let learners identify the beginning sounds of the items in the picture below.</p> 	
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<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>Learners study the flags of other countries and design different maps for the classroom.</p>  <p>The classroom should be set up as an international classroom with different centers exhibiting different clothes and food item.</p> <p>Assist learners to use music and drama to demonstrate how the various countries dance.</p> <p>Set up an international market in the classroom where all kinds of international traders come and shop.</p> <p>Demonstrate buying and selling, practicing addition and subtraction of money and giving change.</p> <p>The store keeper can receive calls from abroad for orders</p>	<p>Poster, Cut out shapes, big books, counters, crayons, cut out foreign currencies</p>
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	<p>Provide learners with colorful materials, colorful papers, colorful clothes, to wear representing different countries.</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>