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SAMPLE LESSON NOTES-WEEK 9

KG 2

WEEKLY LESSON PLAN FOR KG 2- WEEK 9

DATE:	STRAND: All Around Us	
DAY: MONDAY	SUB STRAND: Natural & Man-Made (Artificial) Sources Of Light	
CLASS: KG2	INDICATORS: K2.6.8.1.1 K2.6.8.1.3	
CONTENT STANDARD: K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified into natural and manmade.	PERFORMANCE INDICATOR: ❖ Learners can talk about the natural and artificial sources of light and what each is best used for. ❖ 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 <i>10 MINS</i> (Preparing the Brain for Learning)	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.	
PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	Learners say the poem "I see the moon". In a community circle time, learners talk about the different sources of light using the Conversational poster # 27. Discuss the different types of light we use during the day and in the night. Have learners brainstorm the sources from which we get these lights. Scaffold the learners to identify and classify the sources of light as God made or natural and man-made. Have learners give examples of each category. Recite the rhyme E.g. I can see the sun; it is a natural light. I can see the candle; it is a manmade light. Follow the procedure for using the Language Experience Approach (LEA) to create an informational text on types of light and their sources Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available.	Pictures and Charts, the big book, pencils and crayons

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

DATE: DAY: TUESDAY CLASS: KG2		STRAND: All Around Us SUB STRAND: Natural & Man-Made (Artificial) Sources Of Light	
CONTENT STANDARD: K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified into natural and manmade.		INDICATORS: K2.6.8.1. 2 K2.6.8.1.5	
		PERFORMANCE INDICATOR: ❖ Learners can participate actively in the teacher-read-aloud of the big book which relates to the theme, count words in a sentence and answer simple questions on the text. ❖ Learners can use individual letter-sounds to form simple monosyllabic content and sight words.	
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	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		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.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		Take learners through before reading activities to activate pupils' previous knowledge on the theme. Read aloud a narrative story of the girl who felt disappointed for not catching the moon. Ask factual and inferential questions about the book. E.g. Why was it difficult for the girl to catch the moon? Have the learners relate the story to their lives. Learners brainstorm some other lights that we cannot catch or touch. Learners answer more factual and inference questions on the text. Write some sentences, cut them up and have learners count the words in the cut-up sentences and rearrange them to form sentences. Assign the learners the task of finding out more examples (a project) on the different types of light that we can classify as natural and man-made lights. Put the class into three groups, give each group a picture card E.g. moon, star, sun, candle, touch light etc. and letter cards (d, a, n, c, s, g, o, u, l etc.).	
		Pictures and Charts, the big book, pencils and crayons	

	<p>Guide each group to form their new words with the letter cards which matches with the picture they have and 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: DAY: WEDNESDAY CLASS: KG2		STRAND: All Around Us SUB STRAND: Natural & Man-Made (Artificial) Sources Of Light	
CONTENT STANDARD: K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified into natural and manmade.		INDICATORS: K2.6.8.1.3 K2.6.8.1.4	
		PERFORMANCE INDICATOR: ❖ Learners can use a variety of new vocabulary learnt about the theme to create an informational text for reading using learners ❖ Learners can recognize instantly at least 75% of letter sounds in names of items in the environment.	
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)	Engage learners to sing songs and recite some familiar rhymes. <u>THE NORTH WIND DOTHT 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.		
PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	Follow the procedure for using the Language Experience Approach (LEA) to create an informational text on types of light and their sources. Learners sing an alphabet song and point to the letters on the wall. Play a bingo game with learners finding and ticking beginning letters of words on a chart. The game: Put learners into groups of 4 each. Give each group a bingo master card. (with 12 letters related to light and some sight words on the card). Teacher who has the master card mentions the words and the learners put a tick on the beginning letter on their cards. The first group who get the first four words in a row, shout loudly BINGO and get a point for the group. Learners can use a tick, a stone or a bottle top to mark their card. Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available.	Pictures and Charts, the big book, pencils and crayons	

	<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: THURSDAY			
CLASS: KG2		SUB STRAND: Natural & Man-Made (Artificial) Sources Of Light	
CONTENT STANDARD: K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified into natural and manmade.		INDICATORS: K2.6.8.1.5 K2.6.8.1.6	
		PERFORMANCE INDICATOR: ❖ Learners can use individual letter-sounds to form simple monosyllabic content and sight words. ❖ Learners can identify and describe the elements of art in the environment and create their own artwork.	
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 some familiar rhymes. <u>DAFFY-DOWN-DILLY</u> Daffy-down-dilly Has come to town With a yellow petticoat And a pretty green gown.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Put the class into three groups, give each group a picture card E.g. moon, star, sun, candle, touch light etc. and letter cards (d, a, n, c, s, g, o, u, l etc.). Guide each group to form their new words with the letter cards which matches with the picture they have and read them. Display a variety of pictures and other art work of natural and man-made lights, learners observe them and describe the way they are created. Learners then draw or use different cards to design their own picture of the various sources of light. 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 Charts, 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		
CONTENT STANDARD: K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified into natural and manmade.		INDICATORS: K2.6.8.1.7 K2.6.8.1.3
		PERFORMANCE INDICATOR: ❖ Learners can tell the position and motion of objects in space. using words such as below, to the right, behind etc. ❖ 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 <i>10 MINS</i> (Preparing the Brain for Learning)	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.	
PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	Model how to describe the various position that objects are at in the classroom and in space. Introduce them to vocabularies such as: in front of, behind, in the sky, above, on the wall, on the third row, and other words that show position. e.g. Sesi is behind Neni. Scaffold learners to understand that object as well as human being can change their position any time moving from position to position in space. e.g. The sun moves from the east to the west so does the moon Let them change position of objects and describe their new positions. Follow the procedure for using the Language Experience Approach (LEA) to create an informational text on types of light and their sources 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.	Pictures and Charts, the big book, pencils and crayons

<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>
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