

A dark green vertical bar runs down the left side of the page. A light green arrow points to the right, overlapping the bar.

SAMPLE LESSON NOTES-WEEK 8

KG 2

A series of thin, dark green lines radiate from the bottom left corner, resembling blades of grass or reeds.

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WEEKLY LESSON PLAN FOR KG 2- WEEK 8

DATE:		STRAND: MY FAMILY	
DAY: Monday			
CLASS: KG2		SUB STRAND: TYPES AND MEMBERS OF MY FAMILY	
CONTENT STANDARD: K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members		INDICATORS: K2.2.1.1.1 K2.2.1.1.2	
		PERFORMANCE INDICATOR: Learners can say a poem about the family, talk about and discuss the rights and roles of the members. Learners can talk about the important roles and responsibilities of every family member and practice proper way of opening books from right to left.	
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 to sing songs and recite rhymes that relate to the lesson.</p> <p>This is mama, kind and dear.(point to thumb) This is papa, standing near. .(point to pointer finger) This is brother, see how tall! .(point to middle finger) This is sister, not so tall. .(point to ring finger) This is baby, sweet and small. .(point to little finger) This is the family one and all! .(wiggle all fingers)</p>		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.</p> <p>Display a conversational poster (Extended Family) and some concrete materials related to the theme.</p> <p>Engage learners in active discussion on the theme.</p> <p>Discuss with learners how families are alike and how they are different</p> <p>Brainstorm a list of family vocabulary (aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild, etc.)</p> <p>Model how to use cultured and polite language in answering questions for them to see and do likewise when needed.</p> <p>Call on learners randomly to answer questions or contribute to the discussion.</p> <p>Let them use think-pair-share with peers as they discuss the theme</p>	<p>Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons</p>	

	<p>Learners name the members of their family and discuss the rights and also roles of each of the members. E.g. learners have a right to education and a role to be obedient and help their mothers/parent with the household chores.</p> <p>Show learners a set of books about family, scaffold them to slowly open the books from right to left.</p> <p>Check on the K and W before you read the text and the L after reading.</p> <p>K-Ask the learners to say what they already know about the theme.</p> <p>W-Ask them to tell you what they want to know about the weeks' theme.</p> <p>Read the text aloud to them pausing often for them to share what they are learning or have learnt from listening to the text (L).</p> <p>Learners share what they have learnt about the theme in small groups and then with the whole group.</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 on family</p> <p>Assessment: have learners to draw or bring in family pictures and take turns telling about their families</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 FAMILY	
DAY: Tuesday			
CLASS: KG2		SUB STRAND: TYPES AND MEMBERS OF MY FAMILY	
CONTENT STANDARD: K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members		INDICATORS: K2.2.1.1.3	
		PERFORMANCE INDICATOR: Learners can Identify the initial sounds in the name of every family member and clap the syllables in the names of the family members and other key 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	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p> <p><u>HAPPY FAMILY</u> I love you You love me We are happy family, with a great big hug and a kiss from me to you. Wont you say you love me too</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		<p>Have learners to form a big circle.</p> <p>Teacher gives the class a word or name and they have to make a move touching a body part for each syllable e.g. for the word elephant (3 syllables) the children could touch their head, then shoulders, then hips.</p> <p>Again, give the class a word or name and they have to clap for each syllable</p> <p>Have learners mention the names of their family members.</p> <p>Teacher makes a list (aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild, etc.)</p> <p>Learners listen to the names again and say and identify the sounds that begins the names of their family members.</p> <p>The teacher helps them identify the letters that represent the sounds.</p> <p>Learners clap on the number of syllables in each name. Guide learners to identify the letter sounds of the family members. E.g. father –initial sound /f/, pays fees /p/ and /f/.</p>	<p>Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons</p>

	<p>Learners talk about the roles of each member of the family.</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 on family</p> <p>Assessment: Have learners to role play the family in the home corner. Go round and ask questions about their role play.</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 FAMILY	
DAY: Wednesday	SUB STRAND: TYPES AND MEMBERS OF MY FAMILY	
CLASS: KG2		
CONTENT STANDARD: K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members	INDICATORS: K2.2.1.1.4 K2.2.1.1.6	
	PERFORMANCE INDICATOR: Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books. Learners can solve word problems related to family using the concept of addition to find sums up to 10.	
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 “Sound hunters” game. 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)	(Procedure for teaching letter sounds each week: (see K2 .1.1.1.51) Rapidly revise the letter sounds learnt so far. Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week. Using pictures of different families, scaffold learners to add numbers up to 10 and finding how many people altogether live in a family. e. g. if you add 3 learners and 2 parents it will give you 5 members altogether in one family. Move gradually from use of word problems and number names to abstract addition of numerals (2+3=5) 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	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons

	<p>Listen to a story on how to protect ourselves from road accidents and harmful strangers</p> <p>Assessment: 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 leader then search through the word cards to identify the letter. Learners make the letter sound with actions</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 FAMILY	
DAY: Thursday		
CLASS: KG2	SUB STRAND: TYPES AND MEMBERS OF MY FAMILY	
CONTENT STANDARD: K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members	INDICATORS: K2.2.1.1.5	
	PERFORMANCE INDICATOR: Learners can design a collage or family tree using pictures and follow basic concepts of writing, from left to right and top to bottom to write the names of family members	
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 rhymes relating to the lesson. <u>HAPPY FAMILY</u> I love you You love me We are happy family, with a great big hug and a kiss from me to you. Wont you say you love me too	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Learners design a family tree with cutting and pasting of pictures of family members on a drawing paper and write the initial letter and names of family members. Writing of letter: Learners have a warm up exercise. Have pupils tap their fingers one at a time with their thumb. Do one hand at a time as they learn movement. Let them shake their hands. Writing: First, teacher writes the letter, the capital and the lower-case letters boldly on the chalk/whiteboard. <u>Aa Bb Cc Dd</u> Teacher models how to write the letter in the air describing the process as he/she writes. Have learners take turns with you writing in the air and then playfully on the back of their friends, on their arms and finally write the letter and its key word in their exercise book. Engage learners to play the “ What letter am I writing? ” game.	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons

	<p>The teacher writes a sound in the air.</p> <p>The children tell the teacher the sound that has been written</p> <p>Guide learners to write the letters on the blue and red lines in their exercise books.</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 on how to protect ourselves from road accidents and harmful strangers</p> <p>Assessment: Have learners to write the names of family members</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 FAMILY	
DAY: Friday		
CLASS: KG2	SUB STRAND: TYPES AND MEMBERS OF MY FAMILY	
CONTENT STANDARD: K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members	INDICATORS: K2.2.1.1.4 K2.2.1.1.6.	
	PERFORMANCE INDICATOR: Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books. Learners can solve word problems related to family using the concept of addition to find sums up to 10.	
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 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 - Saviour • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God. 	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Procedure for teaching letter sounds each week: (see K2 .1.1.1.51) Rapidly revise the letter sounds learnt so far. Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week. Using pictures of different families, scaffold learners to add numbers up to 10 and finding how many people altogether live in a family. e. g. if you add 3 learners and 2 parents it will give you 5 members altogether in one family. Move gradually from use of word problems and number names to abstract addition of numerals (2+3=5) Make a choice to use any of the learning centers created Listen to a story on how to protect ourselves from road accidents and harmful strangers	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons

	Assessment: have learners to count and represent with model numbers the sum of family members	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	<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>	Sea saw, mary go round, and other play toys