

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 ONE**

**KG 2**

A series of thin, dark green lines of varying lengths and curves, resembling grass or reeds, originate from the bottom left corner and extend upwards and to the right.

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## WEEKLY SCHEME OF LEARNING – WEEK I

Name of school .....

<b>DATE:</b>  <b>DAY:</b> Monday  <b>CLASS:</b> KG2		<b>STRAND:</b> ALL ABOUT ME  <b>SUB STRAND:</b> I AM A WONDERFUL AND UNIQUE CREATION	
<b>CONTENT STANDARD:</b> K2.I.I.I. Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		<b>INDICATORS:</b> K2.I.I.I.I  <b>PERFORMANCE INDICATOR:</b> Identify and describe in simple sentences (using home language), the wonderful features of our body that make us unique and different from other God's creation	
<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 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.		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Welcome learners with a big smile, greet them and have them do the same to their friends.  With learners seated in a big semi-circle in the classroom, (with all tables packed at the back), and using "pass a ball" game, (in which learners pass a ball to their friends), engage learners in active interaction about the theme.  Put up a chart or a conversational poster on the theme for the week and have learners take turns to contribute their ideas to the discussion.  Let them use positive language to appreciate themselves and describe how wonderful God has created them.  The teacher must model the description first and scaffold the learners to do so.  Have them talk about themselves focusing on the uniqueness of their names, the homes they are from, their physical bodies, how tall or short, big or small and how different they are from animals.  Use the following questions to guide the learners who cannot talk fluently.		Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons

	<p>E.g. What is your name? age? Gender? height?          What are your likes and dislikes? etc.          Make a choice to use any of the learning centers created</p> <p>Listen to a story about how to care for the parts.</p>	
<p><b>PHASE 3:          REFLECTION</b>  <i>10MINS</i>  <b>(Learner and          Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> ALL ABOUT ME	
<b>DAY:</b> Tuesday		<b>SUB STRAND:</b> I AM A WONDERFUL AND UNIQUE CREATION	
<b>CLASS:</b> KG2		<b>INDICATORS:</b> K2.1.1.1.2	
<b>CONTENT STANDARD:</b> K2.1.1.1. Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		<b>PERFORMANCE INDICATOR:</b> Recognize and describe the different parts of book	
<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 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</b> 40MINS <b>(New Learning Including Assessment)</b>	As part of the process of the daily read aloud lesson, have learners talk about the front/cover and the back page of a book, and ask them to make connections to their own body.  Just as we human being have unique features, books also have. Books have a front cover and also a back cover. K2.1.1.1.3  Use positive words learnt from the Shared reading of the Big Book to talk about how wonderful and unique they are Exemplar: Shared reading of a Big Book and  Think pair -share on the theme  Do a picture walk through the text. Point to the pictures and let the learners predict what the pictures are saying about the character.  Teacher read the text aloud, pause often and show the pictures to the class page by page.  Learners interact with each other and share their personal comments freely on the theme.  Learners relate the characters in the story (Big Book) to their lives. Learners also use the positive words used in the text to describe themselves.  Read the text again and have learners pay attention to the descriptive words used in the text to describe parts of the body.	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons	

	<p>Learners dramatize the story using the vocabulary acquired from the text to create meaningful simple sentences about themselves.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p>	
<p><b>PHASE 3:</b>  <b>REFLECTION</b>  <i>10MINS</i>  <b>(Learner and Teacher)</b></p>	<p>Engage learners in the game '<b>back to the board</b>'</p> <p>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.</p>	<p>Word cards</p>

<b>DATE:</b>		<b>STRAND:</b> ALL ABOUT ME	
<b>DAY:</b> Wednesday		<b>SUB STRAND:</b> I AM A WONDERFUL AND UNIQUE CREATION	
<b>CLASS:</b> KG2		<b>INDICATORS:</b> K2.1.1.1.4	
<b>CONTENT STANDARD:</b> K2.1.1.1. Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		<b>PERFORMANCE INDICATOR:</b> Begin to Identify and randomly recognize the letter sound 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>	Flash out letter cards for learners to make its sounds  Sing other songs in relation to the lesson		
<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.  Play a game where you show up a name tag and the child who has a similar tag runs to you.  Continue the matching until many learners are able to recognize letters in their names.  Make a choice to use any of the learning centers created  Listen to a story	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons	
<b>PHASE 3: REFLECTION</b> 10MINS <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	video	

<b>DATE:</b>		<b>STRAND:</b> ALL ABOUT ME  <b>SUB STRAND:</b> I AM A WONDERFUL AND UNIQUE CREATION
<b>DAY:</b> Thursday		
<b>CLASS:</b> KG2		
<b>CONTENT STANDARD:</b> K2.I.1.1. Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		<b>INDICATORS:</b> K2 .I.1.1.5
		<b>PERFORMANCE INDICATOR:</b> Identify and recognize individual letter-sounds in words related to the theme and write the words 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: STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	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.	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	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.  Point to the letter, Capital first and then lower case and say the sound 3 times and have the learners also repeat  Introduce the key word in which we can find the letter-sound.  With the use of word cards, have learners show the position of the letter-sound learnt in words, beginning, initial and ending.  Writing: Teacher models writing the letter in the air, have learners take turns with you writing in the air and then on their friends back, on their arms.  Learners finally write the letter sound and its key word in their exercise book.	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons

	Make a choice to use any of the learning centers created	
	Listen to a story	
<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	



<b>DATE:</b>		<b>STRAND:</b> ALL ABOUT ME	
<b>DAY:</b> Friday		<b>SUB STRAND:</b> I AM A WONDERFUL AND UNIQUE CREATION	
<b>CLASS:</b> KG2		<b>INDICATORS:</b> K2.1.1.1.6 K2.1.1.1.7	
<b>CONTENT STANDARD:</b> K2.1.1.1. Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		<b>PERFORMANCE INDICATOR:</b> Draw any two parts of the body that you like and write the names underneath  Create sets of human parts that have same number and represent them with numbers up to 5.	
<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 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.		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Learners draw their favorite part and color it nicely, after which they turn and talk to another child sitting next to them why they like that part.  In pairs, the learners check on the body parts that have similar numbers and draw them in sets, count them and represent them with numbers. 1-10. E.g. two eyes match with 2 feet.  Pose story problems about what total number you will get if you put different number of parts together. What will be the total no of eyes? What will the total number of hands of 5 people? Give opportunity to learners to count parts of group members and their parts.  Make a choice to use any of the learning centers created  Listen to a story		Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons
<b>PHASE 3:</b> <b>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