

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 4

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 LESSON PLAN FOR KG 2- WEEK 4

Name of school

DATE: DAY: Monday CLASS: kg2		STRAND: ALL ABOUT ME SUB STRAND: Keeping my body healthy and eating good food and taking my vaccination	
CONTENT STANDARD: K2.1.4.1 Demonstrate the understanding and knowledge of keeping our bodies healthy by eating good food and visiting the hospital when sick		INDICATORS: K2.1.4.1.1 K2.1.4.1.2	
		PERFORMANCE INDICATOR: Talk about how to keep our bodies healthy by eating balanced meal and visiting the hospital for our vaccinations Answer questions during and after listening to the interactive read aloud on the theme and show how the visual information help readers understand print.	
CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Sing songs and rhymes in relation to the lesson		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Community Circle time and theme discussion</p> <p>Follow procedure on community circle time.</p> <p>Engage learners in active interaction about the theme; what food items do we eat to keep us healthy.</p> <p>Talk about the food items in a balanced diet.</p> <p>Show a chart on the computer on balanced diet and a conversational poster on the theme for the week and have learners take turns to contribute their ideas to the discussion.</p> <p>Let learners contribute to the good food we eat to be healthy.</p> <p>Teacher shows pictures page by page as he reads the text to learners. (a big book on food items in a balanced diet and the six killer diseases)</p> <p>Learners are asked to explain why their books have plenty of colourful pictures and adult books have no pictures,</p> <p>Scaffold learners to understand that illustrations and pictures help us to understand unfamiliar words in the text.</p>		<p>Poster/ cut out picture depicting how to care for the body parts, real/ pictures of body cleaning equipment, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons</p>

	<p>Look at pictures showing polio, tuberculosis, measles patients. Etc.</p> <p>Teacher reads the text, showing pictures page by page to learners and asking them to share their ideas on the pictures.</p> <p>Learners answer comprehension questions on the text, mentioning some of the food items we need to eat to keep our bodies healthy.</p> <p>Pick key words from the (BIG BOOK) as learners act it out (washing hands, polio, tuberculosis, measles, etc.).</p> <p>Do picture walk through the text: point to the pictures and let learners tell stories</p> <p>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>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Sing songs and rhymes in relation to the lesson</p>	

DATE:		STRAND: ALL ABOUT ME	
DAY: Tuesday		SUB STRAND: Keeping my body healthy and eating good food and taking my vaccination	
CLASS: kg2			
CONTENT STANDARD: K2.1.4.1 Demonstrate the understanding and knowledge of keeping our bodies healthy by eating good food and visiting the hospital when sick	INDICATORS: K2.1.4.1.3 K2.1.4.1.4		
	PERFORMANCE INDICATOR: Break the sound in a multi-syllabic word and clap out the syllables and blend them again as one word. Identify and use more sight words found in the text of the six killer diseases and write simple sentences with them in their books		
CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	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		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Select some of the long words related to the theme [e.g. Vaccination, the names of the six killer diseases]</p> <p>Learners stretch the words, Identify and count the syllables in the words through clapping.</p> <p>Learners mention the number of syllables in the word, say it more quickly and blend the sounds.</p> <p>Engage learners in more practice of clapping out the syllables in the words from the read aloud text, and blending the sounds [e.g. /t//u//b//e//r//c//u//o//l//l//s/ and [tu-ber-cu-lo-sis] as in tuberculosis with five syllables]</p> <p>Learners identify and indicate the number of syllables in the six killer diseases (polio, tuberculosis, measles,) [E.g. po-li-o] has two syllables</p> <p>Teacher explains to learners what sight words are and shows them examples in the text. (High frequency words that learners can pronounce instantly without stopping to analyze them.) Learners give examples of such words in the text read.</p> <p>Learners identify and pronounce sight words instantly on flash cards as teacher flashes word cards. E.g. can, is, of. To, the, a.]</p> <p>Have them use the sight words learnt to form simple sentence orally and in written form and share with their friends.</p>		Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons

	<p>Find more sight words in their local languages and English and list them in their exercise books</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story with rhyming sounds.</p> <p>Assessment: call out learners in turns to spell and write their names by calling out the sounds</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Engage learners in the game 'back to the board'</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>

DATE:		STRAND: ALL ABOUT ME	
DAY: Wednesday		SUB STRAND: Keeping my body healthy and eating good food and taking my vaccination	
CLASS: kg2		INDICATORS: K2.1.4.1.5.	
CONTENT STANDARD: K2.1.4.1 Demonstrate the understanding and knowledge of keeping our bodies healthy by eating good food and visiting the hospital when sick		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.	
CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Flash out letter cards for learners to make its sounds Sing other songs in relation to the lesson		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Rapidly revise the letter sounds learnt so far. Writing: Teacher models writing the letter in the air. Have learners take turns with him/her writing in the air and then on their friends back, on their arms and finally write the letter sound and its key word in their exercise book. Guide learners to write the letters on the blue and red lines in their exercise books. Assessment: call out learners in turns and in groups to write given letters and make its sound	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Engage learners to watch 'AVE&DAVE' sound train. Learners sing alone whiles watching video.	video	

DATE:		STRAND: ALL ABOUT ME	
DAY: Thursday		SUB STRAND: Keeping my body healthy and eating good food and taking my vaccination	
CLASS: kg2			
CONTENT STANDARD: K2.1.4.1 Demonstrate the understanding and knowledge of keeping our bodies healthy by eating good food and visiting the hospital when sick		INDICATORS: K2.1.4.1.6.	
		PERFORMANCE INDICATOR: Draw and color different food items that keep our body healthy and label them using invented spelling.	
CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Sing songs and rhymes in relation to the lesson		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Learners freely draw food items of their choice into their Self-Dictionary, color it nicely and label them. Engage learners to sing songs and rhymes with actions and gestures. Teacher supports learners by writing the names of the food items on the Chalk/white board for learners to copy. Make a choice to use any of the learning centers created Listen to a story on how to keep the body healthy. Assessment: learners appreciate the drawings of others		Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Teacher engage learners to sing tongue twisters or a rhyme in which the sound for the week is.		

DATE:		STRAND: ALL ABOUT ME	
DAY: Friday		SUB STRAND: Keeping my body healthy and eating good food and taking my vaccination	
CLASS: kg2			
CONTENT STANDARD: K2.1.4.1 Demonstrate the understanding and knowledge of keeping our bodies healthy by eating good food and visiting the hospital when sick		INDICATORS: K2.1.4.1.7	
		PERFORMANCE INDICATOR: Compare the sizes and weight of different food items that we can eat to keep us healthy.	
CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Sing other songs in relation to the lesson		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Bring a variety of food items that we eat daily and water bottles. Have learners compare the sizes, weight and length. E.g. yam is bigger than sweet potatoes, a big bottle of water is heavier than a small bottle of water. Ask learners to compare fruits and other things. Make a choice to use any of the learning centers created Listen to a story on personal hygiene (how to care for the parts.) Assessment: call out learners to demonstrate in turns and groups the use of body cleaning materials		Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	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