



**WEEKLY LESSON PLAN FOR KG 2- WEEK TEN**

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## WEEKLY LESSON PLAN FOR KG 2- WEEK NINE

<b>DATE:</b> 11/11/2019  <b>DAY:</b> MONDAY  <b>CLASS:</b> KG2		<b>STRAND:</b> MY FAMILY  <b>SUB STRAND:</b> FAMILY CELEBRATION AND FESTIVALS
<b>CONTENT STANDARD:</b> K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations.		<b>INDICATORS:</b> K2.2.3.1.1 K2.2.3.1.3  <b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"> <li>• Learners can discuss importance of activities we engage in during festivals and family celebrations and sing folk tunes and religious songs.</li> <li>• Learners can read level appropriate sight words relating to celebration and festival of a family automatically.</li> </ul>
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.  <u>WE WISH YOU A MERRY CHRISTMAS</u> We wish you a merry Christmas We wish you a merry Christmas We wish you a merry Christmas And a happy new year.  Good tidings we bring To you and your kin; Good tidings for Christmas And a happy New Year!	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Introduce the theme for the week and discuss importance of the activities that go on during family celebration.  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, engage learners in active interaction about the theme.  Display a conversational poster on Celebration and let learners discuss the activities that go on during their family celebrations.	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons

	<p>Have learners take turns to contribute their ideas to the discussion.</p> <p>Have them display concrete materials and costumes they wear and why.</p> <p>Have them also talk about the activities they do with their families during the religious celebrations and traditional festivals.</p> <p>Engage learners in active discussion about the religious festivals of their families e.g. Christmas, Eid -al fitr, Eid-ul- Adar, Easter etc.</p> <p>Mount different centers for different groups and their festivals</p> <p>Learners follow steps in learning sight words as in the previous lesson K2.2.2.1.3.</p> <p>Focus on another five sight words for the week, practice until they become automatic by the end of the week and then they can have a spelling check on Friday.</p> <p>List them on the chalk/white board. Focus on five words per week. E.g. brother, sister, father, mother.</p> <p>Pronounce the words 3 times and have learners repeat.</p> <p>Then have pupils say the word aloud and call learners to repeat the word two more times.</p> <p>Have learners read the words in the big book again.</p> <p>Show the word on a flash card and ask pupils to read the words.</p> <p>Practice reading the words over and over until the learners become automatic in recognizing them.</p>	
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	<p>Learners write the words in their word banks and on the classroom wall chart and play with it throughout the week.</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><b>Assessment:</b> Call out learners in turns to sing religious songs</p>	
<p><b>PHASE 3:</b> <b>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> 12/11/2019		<b>STRAND:</b> MY FAMILY	
<b>DAY:</b> TUESDAY		<b>SUB STRAND:</b> FAMILY CELEBRATION AND FESTIVALS	
<b>CLASS:</b> KG2		<b>INDICATORS:</b> K2.2.3.1.2	
<b>CONTENT STANDARD:</b> K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations.		<b>PERFORMANCE INDICATOR:</b> Learners can use the cover page and title to predict what happens in a story, listen and answer simple “wh” questions on the read aloud text about the theme (The story of Easter and Eid-al Fitr)	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	<p>Call out all learners who are celebrating their birthdays in the month of November and sing for them</p> <p>Happy birthday to you! Happy birthday to you! Happy birthday dear (<i>insert name</i>) Happy birthday to you!</p> <p>May God bless you now May God bless you now May God bless dear (<i>insert name</i>) May God bless you now!</p>		
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>Using a narrative story related to the theme, guide learners to predict what will happen in the text.</p> <p>Learners listen attentively to the Teacher-read-aloud text and answer ‘wh’ questions as in the Herringbone strategy, During and after the reading, the teacher should pause often and ask the learners the following questions: who did what in the story, what happened, what was the problem in the story? where did the story happen?, how and why</p>	<p>Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons</p>	

	<p>Encourage learners to use their own words to retell and answer the questions.</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><b>Assessment:</b> Have learners to tell stories in turns</p>	
<p><b>PHASE 3:</b>  <b>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> 13/11/2019		<b>STRAND:</b> MY FAMILY	
<b>DAY:</b> WEDNESDAY		<b>SUB STRAND:</b> FAMILY CELEBRATION AND FESTIVALS	
<b>CLASS:</b> KG2			
<b>CONTENT STANDARD:</b> K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations.		<b>INDICATORS:</b> K2.2.3.1.4 K2.2.3.1.5	
		<b>PERFORMANCE INDICATOR:</b>	
		<ul style="list-style-type: none"> <li>• Learners can identify the initial sounds, clap and count the number of syllables in different words related to festivals and celebrations.</li> <li>• Learners can 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.</li> </ul>	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<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>	<p>Have learners to play games, sing songs and recite rhymes that relate to the lesson.</p> <p>Ask children to choose any 4 letters and write them on the floor.</p> <p>The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.</p> <p>The first child to cross out all 4 of their letters shouts BINGO!! And is the winner.</p>		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<p>List the names of various celebrations and festivals, guide learners to identify the number of syllables in the word by clapping.</p> <p>Have the learners identify and write the beginning letter sounds and also clap the syllables again and again.</p> <p>E.g. Christmas begins with the letter sound /c/ and it can be clapped into 2 syllables etc.</p> <p>Rapidly revise the letter sounds learnt so far.</p> <p>Introduce a tongue twister or a rhyme in which the sound for the week is.</p>	<p>Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons</p>	

	<p>Say it two times and let learners identify the target sound in the tongue twister or rhyme.</p> <p>Introduce the letter by writing the capital (Upper case) and the Lowercase boldly on the Chalkboard/ white board.</p> <p>Point to the letter, Capital first and then lower case and say the sound 3 times and have the learners also repeat</p> <p>Introduce the key word in which we can find the letter-sound.</p> <p>With the use of word cards, have learners show the position of the letter-sound learnt in words, beginning, initial and ending.</p> <p>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.</p> <p>Learners finally write the letter sound and its key word in their exercise book.</p> <p>Write the letter names beginning family celebrations after learners have a warm up exercise.</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 family</p> <p><b>Assessment:</b> Children are split into teams. One from each team is chosen with a toy gun.</p>	
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	<p>Teacher calls out a sound, a player must shoot their opponent by saying a word that begins with that sound.</p> <p>The person who shoots first wins and stays on. The loser sits down and another person from that team comes up.</p> <p>Whichever team has its player standing at the end wins.</p>	
<p><b>PHASE 3:</b> <b>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> 14/11/2019		<b>STRAND:</b> MY FAMILY	
<b>DAY:</b> THURSDAY		<b>SUB STRAND:</b> FAMILY CELEBRATION AND FESTIVALS	
<b>CLASS:</b> KG2			
<b>CONTENT STANDARD:</b> K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations.		<b>INDICATORS:</b> K2.2.3.1.6	
		<b>PERFORMANCE INDICATOR:</b> Learners can recognize and create paper and rubber beads according to simple patterns in the environment.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<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 rhymes relating to the lesson.  <u>PETER PIPER</u> Peter Piper picked a peck of pickled peppers, A peck of pickled peppers Peter Piper picked; If peter piper picked a peck of pickled peppers, Where’s the peck of pickled peppers Peter Piper picked?		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Provide learners with different materials such as straws and old calendars to cut and create beads.  Cut old calendars, brown papers, and roll them using glues.  Have learners prepare nice beads for the classroom celebration.  Role play activities that go on during the different family religious and traditional celebrations. E.g. Homowo festival, Hogbetsotso festival etc.  Take learners out of the class to the field for a stretch up.  Engage learners to use any of the play toys available.		

	<p>Make a choice to use any of the learning centers created</p> <p>Listen to a story on family</p> <p><b>Assessment:</b> Call out learners in turns to use the keywords to form sentences orally</p>	
<p><b>PHASE 3:</b> <b>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> 15/11/2019	<b>STRAND:</b> MY FAMILY	
<b>DAY:</b> FRIDAY	<b>SUB STRAND:</b> FAMILY CELEBRATION AND FESTIVALS	
<b>CLASS:</b> KG2		
<b>CONTENT STANDARD:</b> K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations.	<b>INDICATORS:</b> K2.2.3.1.7	
	<b>PERFORMANCE INDICATOR:</b> Learners can prepare a shopping list, use money to shop for ingredients for the festival special meal.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Engage Learners to sing songs and recite familiar rhymes  <u>SOMETHING PASS</u> Something pass Response: something pass through my body to my heart. Something pass Response: something pass through my mouth to my stomach. Lalala laaa Response: lala laa lala lala lala la Lololo loo Response: lolo loo lolo lolo lolo lo	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Learners apply the concept of addition and subtraction as they use real money to go shopping for some essential ingredients in the classroom store.  Count the number of people in the family and buy enough food for them.  Solve addition and subtraction word problems during the week.  Teach rhymes and songs as learners sing along	

	<p><u>DIDDLE, DIDDLE</u>  Hey diddle, diddle  The cat and the fiddle  The cow jumped over the moon</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><b>Assessment:</b> call out learners in turns to tell stories about their own families to the class</p>	
<p><b>PHASE 3:</b>  <b>REFLECTION</b> <i>10MINS</i>  <b>(Learner and Teacher)</b></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>