



SAMPLE LESSON PLAN FOR KG 2- WEEK ELEVEN

Fayol Inc.
CONTACT: 0549566881 EMAIL: sirhoa1@gmail.com

WEEKLY LESSON PLAN FOR KG 2- WEEK TWELVE

DATE: 25/11/2019		STRAND: MY FAMILY
DAY: MONDAY		SUB STRAND: MY SCHOOL FAMILY
CLASS: KG2		
CONTENT STANDARD: K2.2.4 .1 Demonstrate understanding of the rules and regulations for learners and teachers at school.		INDICATORS: K2.2.4.1.1
		PERFORMANCE INDICATOR: Learners can talk about and discuss the rules and regulations that guide us to live as good friends in the school family
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)	Have learners to sing songs and recite rhymes that relate to the lesson. <u>LETS ALL DO</u> (<i>tune of we wish you a merry Christmas</i>) Let's all do a little clapping, Let's all do a little clapping, Let's all do a little clapping, And spread Christmas cheer. <i>(Continue with actions like jumping, twirling, stretching etc.)</i>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Display three conversational posters (In the classroom, At the library, friendship) all related to the theme, and engage learners in active discussion on what they see in the pictures. Follow basic procedures of the community circle time (as in K2.1.1.1.1) and discuss the theme for the week. Talk about the members of the school family, e.g. The head, teachers and classmates, and the rules that governs us to live at peace with each other in the classroom and the school as good friends and family members. Learners through the observation of the conversational poster come up with simple rules	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons

	<p>to help them become law abiding and respectful learners in the school.</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: Call out learners in turns to sing religious songs</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: 26/11/2019 DAY: TUESDAY CLASS: KG2		STRAND: MY FAMILY SUB STRAND: MY SCHOOL FAMILY
CONTENT STANDARD: K2.2.4 .1 Demonstrate understanding of the rules and regulations for learners and teachers at school.		INDICATORS: K2.2.4.1.2 K2.2.4.1.3 PERFORMANCE INDICATOR: <ul style="list-style-type: none"> • Learners can use visual information (illustrations) and title of big book to make predictions and answer simple “wh” questions about the text. • Learners can use vocabulary acquired to form sentences related to the theme.
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>RING, RING, RING THE BELLS</u> (<i>tune of row, row, row your boat</i>) Ring, ring, ring the bells Ring them loud and clear To say to people everywhere That Christmas time is here	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using a narrative story related to the theme, guide learners to predict what the story will be about using the cover picture and title of the story. E.g. Ask: What do you think is going to happen in the story? Teacher continues to read the story and let learners verify and confirm what they predicted. Have learners listen attentively and answer “wh” questions as in the Herringbone strategy, during and after the reading, (see Appendix 1 and K2.2.3.1.2). E.g. Who did what in the story? What did the character do? Why? Exemplar:	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons

	<p>List the new content vocabulary learnt on word cards, through consistent practice the whole week, assist learners to pronounce the words automatically and use the words meaningfully in constructing simple sentences.</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 tell stories in turns</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: 27/11/2019		STRAND: MY FAMILY	
DAY: WEDNESDAY		SUB STRAND: MY SCHOOL FAMILY	
CLASS: KG2			
CONTENT STANDARD: K2.2.4 .1 Demonstrate understanding of the rules and regulations for learners and teachers at school.		INDICATORS: K2.2.4.1.4	
		PERFORMANCE INDICATOR: 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.	
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 play games, sing songs and recite rhymes that relate to the lesson.</p> <p>Teacher begins by saying "I spy with my little eye something beginning with.... (letter sound)</p> <p>The item has to be something within sight of the learners.</p> <p>Learners guess until someone guesses correctly.</p>		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Exemplars: (Follow procedures for teaching letter sounds each week: (see K2 .1.1.1.5)</p> <p>Guide learners to write the letters on the blue and red lines in their exercise books.</p> <p>For e.g. Do a rapid review of the letter sounds learnt so far.</p> <p>Write both capital and lower-case letters on the Whiteboard.</p> <p>Teach the sound and the key word.</p> <p>Writing: practice writing the letter in the air, on their arms playfully and in their ruled writing exercise books the week.</p>	<p>Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons</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: 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>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE: 28/11/2019		STRAND: MY FAMILY
DAY: THURSDAY		SUB STRAND: MY SCHOOL FAMILY
CLASS: KG2		
CONTENT STANDARD: K2.2.4 .1 Demonstrate understanding of the rules and regulations for learners and teachers at school.		INDICATORS: K2.2.4.1.5
		PERFORMANCE INDICATOR: Learners can trace, color and label a picture of an object in the school which communicates rules.
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>RING, RING, RING THE BELLS</u> (<i>tune of row, row, row your boat</i>) Ring, ring, ring the bells Ring them loud and clear To say to people everywhere That Christmas time is here	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Ask learners: which objects give you the signal that you are late? Bell or drum. Let learners draw and label it. Have learners to paste their drawings on the walls of the classroom 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 on family Assessment:	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons

PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	
--	--	--

DATE: 29/11/2019		STRAND: MY FAMILY
DAY: FRIDAY		SUB STRAND: MY SCHOOL FAMILY
CLASS: KG2		
CONTENT STANDARD: K2.2.4 .1 Demonstrate understanding of the rules and regulations for learners and teachers at school.		INDICATORS: K2.2.2.1.6
		PERFORMANCE INDICATOR: Learners can comparing length of items and height of learners in the school using non-standard and standardized measures.
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>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	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Scaffold learners to measure different length of spaces in the classroom and outside the classroom. In small groups, learners use non-standardized tools such as their feet, rope or thread to measure the length of different spaces and objects in the school, tables, their classroom space, the football park, etc. and compare them using phrases such as longer than, shorter than, etc. Using non-standardized measures, compare the heights of different learners in the class to find out who is shorter or taller than the other by having them stand side by side or back to back.	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons

	<p>Use the phrases taller than or shorter than to describe the learners,</p> <p>Teach rhymes and songs as learners sing along</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>Assessment: Call learners in pairs for them to use the phrase “taller than or shorter than” to describe themselves</p>	
<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>