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KG 2

WEEK EIGHT

DATE:		STRAND: ALL ABOUT ME	
DAY: Monday		SUB STRAND: PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS	
CLASS: KG2			
CONTENT STANDARD: K2.1.6.1 Demonstrate understanding of how to be safe and identify strangers.		INDICATORS: K2.1.6.1.1 K2.1.6.1.5	
		PERFORMANCE INDICATOR:	
		<ul style="list-style-type: none"> Learners can role-play, sing songs and discuss some of the safety measures to protect ourselves in the environment. Learners can draw and colour an object that can hurt, harm, have a sharp edge, etc. and legibly write/scribe the name under it. 	
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 style="text-align: center;"><u>HUMPTY DUMPTY</u></p> <p>Humpty dumpty sat on a wall Humpty dumpty had a great fall All the kings horses, and all the kings men Couldn't put Humpty together again! X2</p>		

<p>PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)</p>	<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 and some concrete materials related to the theme, and engage learners in active discussion on the theme.</p> <p>Model how to use culturally/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>Poster/ cut out picture depicting causes and prevention of accidents, Cut out shapes, big books, counters, crayons</p>
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	<p>Have learners role-play various safety measures in small groups and sing songs alongside (if you see a traffic light, there is something you should know, red means stop ...).</p> <p>Think-pair-share with peers as they discuss some of the safety measures. E.g. role-play on how to handle pointed objects, sharp objects, hot objects that can hurt or burn (cooking pot), cutlass, hoe, etc.</p> <p>Learners’ think-pair-share with friends on what to draw.</p> <p>They draw a scene of their choice freely, colour it and talk about it with their friends.</p> <p>Suggestions of what to draw: a child running away from a stranger, crossing the road at a Zebra crossing.</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: call out learners to art parts of the story on how to protect ourselves from road accidents and harmful strangers</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: ALL ABOUT ME	
DAY: Tuesday		SUB STRAND: PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS	
CLASS: KG2			
CONTENT STANDARD: K2.1.6.1 Demonstrate understanding of how to be safe and identify strangers.		INDICATORS: K2.1.6.1.2	
		PERFORMANCE INDICATOR: Learners can Identify the basic components, show and explain why learners' books are open from right to left and respond to a shared reading of a book related to the theme. Protect ourselves from harm, hurt, sharp objects, electricity and water and strangers.	
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.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Teacher scaffold learners to identify the basic components of a book.</p> <p>Show the cover of the information big book on protecting ourselves from harm, hurt, sharp objects, electricity and water and strangers and have learners predict what will happen in the book</p> <p>Use the KWL strategy as you read the informational text to learners</p> <p>Pick key words from the (BIG BOOK) as learners act it out (hurts, harms, sharp objects, strangers, electricity and water, etc.).</p> <p>Check on the K and W before you read the text and the L after reading.</p>	Poster/ cut out picture depicting causes and prevention of accidents, Cut out shapes, big books, counters, crayons	

	<p>K-Ask the learners to say what they already know about the theme. W-Ask them to tell you what they want to know about the weeks' theme.</p>	
	<p>Read the book aloud, opening the book from right to left, pausing and showing pictures to the learners.</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: call learners in turns and groups to demonstrate the correct way of opening books</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: ALL ABOUT ME	
DAY: Wednesday		SUB STRAND: PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS	
CLASS: KG2			
CONTENT STANDARD: K2.1.6.1 Demonstrate understanding of how to be safe and identify strangers.		INDICATORS: K2.1.6.1.4	
		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 <i>MINS</i> (Preparing the Brain for Learning)	Engage learners in the I spy game Ask children to choose any 4 letters and write them in their books/on the floor. The teacher says a simple word and if children have the sound at the beginning of that word they cross it out. The first child to cross out all 4 of their letters shouts BINGO!! and is the winner. This can also be played with high frequency words that the children know.		

<p>PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)</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. 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>Poster/ cut out picture depicting causes and prevention of accidents, Cut out shapes, big books, counters, crayons</p>
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	<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>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: Put word cards on the table, floor or a bowl. Ask a pupil to pick a letter card, reads the letter, covers it/ turns it over and writes the letter on the board or book. He then picks the card again and show it to the class. The class checks to see if the letter is correct.</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: DAY: Thursday CLASS: KG2		STRAND: ALL ABOUT ME SUB STRAND: PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS	
CONTENT STANDARD: K2.1.6.1 Demonstrate understanding of how to be safe and identify strangers.		INDICATORS: K2.1.6.1.5	
		PERFORMANCE INDICATOR: Learners can draw and colour an object that can hurt, harm, have a sharp edge, etc. and legibly write/scribe the name under it.	
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>LITTLE FINGER</u> Little finger, little finger where are you, Here I am, here I am how do you do Middle finger, middle finger where are you, Here I am, here I am how do you do Index finger, index finger where are you, Here I am, here I am how do you do Ring finger, ring finger where are you, Here I am, here I am how do you do Thumb finger, thumb finger where are you, Here I am, here I am how do you do		

<p>PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)</p>	<p>Learners' think-pair-share with friends on what to draw.</p> <p>They draw a scene of their choice freely, colour it and talk about it with their friends.</p> <p>Suggestions of what to draw: a child running away from a stranger, crossing the road at a Zebra crossing.</p> <p>Sing songs and rhymes as learners sing along</p>	<p>Poster/ cut out picture depicting causes and prevention of accidents, Cut out shapes, big books, counters, crayons</p>
	<p>Have learners to sing songs in groups and dance with actions</p> <p>Have learners to count and number drawings they have made</p> <p>Learners represent with model numbers and write them under their drawings.</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: call out learners to demonstrate how to cross the road at a Zebra crossing.</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: ALL ABOUT ME SUB STRAND: PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS
DAY: Friday		
CLASS: KG2		
CONTENT STANDARD: K2.1.6.1 Demonstrate understanding of how to be safe and identify strangers.	INDICATORS: K2.1.6.1.6	
	PERFORMANCE INDICATOR: Learners can sort out objects by their length, colours and shapes and compare their numbers using words such as more than, less than, equal to.	
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. Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number and clap the number	

<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>Provide different items and objects. In small groups, learners sort and classify the items by same colours, shapes, length, etc.</p> <p>Learner count the items in each group and represent them with numbers.</p> <p>They compare the number of items in each group with others, using the signs of more than, less than and equal to. {<, >, =}</p>	<p>Poster/ cut out picture depicting causes and prevention of accidents, Cut out shapes, big books, counters, crayons</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 compare group of items using {<, >, =}</p>	
<p>PHASE 3: REFLECTION 10MINS (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>