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SAMPLE LESSON NOTES-WEEK 3

KG 2

WEEKLY LESSON PLAN FOR KG 2- WEEK 3

DATE: DAY: MONDAY CLASS: KG2	STRAND: All Around Us SUB STRAND: Living Things -Animals (domestic and wild)	
CONTENT STANDARD: K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals.	INDICATORS: K2.6.2.1.1 K2. 6.2.1.7 PERFORMANCE INDICATOR: <ul style="list-style-type: none"> ❖ Learners can talk about different types of animals that live at home and in the bush and how human being care for domestic animals. ❖ Learners can compare the size and height of different animals using the phrases, bigger than, taller than. 	
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>In groups, have learners to look at each pattern, finish the pattern by drawing the missing shapes.</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Follow basic procedures of the community circle time 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.</p> <p>Call on learners randomly to answer questions or contribute to the discussion.</p> <p>Let learners talk about animals found in the home and those that are not at home.</p> <p>Discuss with learners how and why domestic animals should be catered/cared for.</p> <p>Using picture, guide learners to compare the size and height of animals. E.g. elephant is bigger than the fox, the giraffe is taller than the lion.</p>	Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons



Is bigger than



Is taller than



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

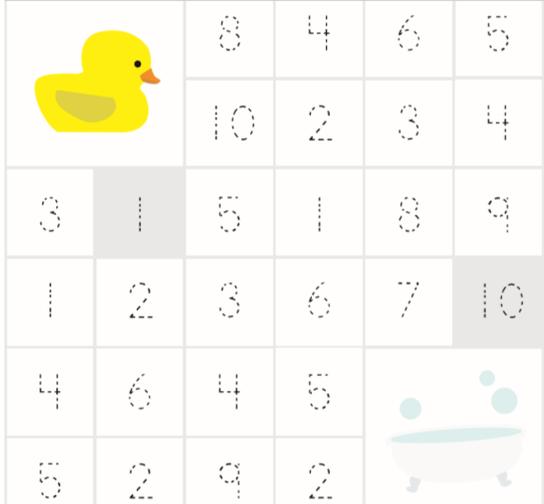
**PHASE 3:
REFLECTION**
10MINS
**(Learner and
Teacher)**

Review lesson with Learners by singing songs in relation to it

DATE:		STRAND: All Around Us
DAY: TUESDAY		
CLASS: KG2		SUB STRAND: Living Things -Animals (domestic and wild)
CONTENT STANDARD: K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals.	INDICATORS: K2.6.2.1.2 K2.6.2.1.6	
	PERFORMANCE INDICATOR: ❖ Learners can listen to a shared reading on a traditional story on how some animals became domestic animals. ❖ Learners can observe, identify and talk about images, items and performances in artworks of everyday life.	
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 play the game “Wipe-out” Write 4-5 sounds on the board. With the whole class, say the sounds (with the action). Ask learners to close their eyes and teacher wipes out one sound. Learners open their eyes and must say which is gone.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Take learners through picture reading and let them guess what the text will be about. Pretend and ask them to decode a word using the illustration. Read aloud the story and ask simple Story map questions on the setting, characters, the problem and the resolution of the problem. Learners think-pair share and then brainstorm as a whole class the differences between domestic and wild animals. Ask learners to think about why a wild animal would want to become a domestic animal. Let learners observe pictures of some animals, and talk about their characteristics, colors and size. Learners cut and paste animals in the two categories: domestic and wild animals Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available.	Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons

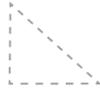
	<p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p>	
<p>PHASE 3: REFLECTION <i>IOMINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: All Around Us
DAY: WEDNESDAY	
CLASS: KG2	SUB STRAND: Living Things -Animals (domestic and wild)
CONTENT STANDARD: K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals.	INDICATORS: K2.6.2.1.3
	PERFORMANCE INDICATOR: Learners can create an informational text on different types of animals using a variety of new vocabulary learnt from the conversational poster on domestic animals.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

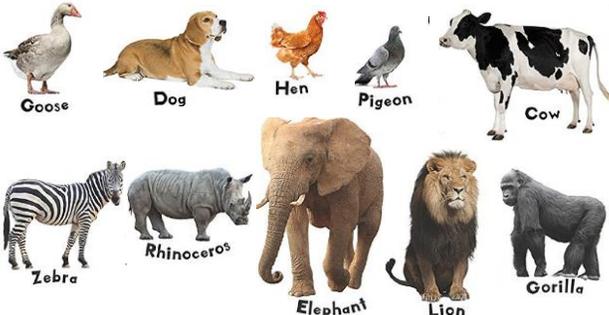
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	<p>Call learners in turns to help this rubber ducky take a bath. Draw a path from the rubber ducky to the bath tub by counting from 1 to 10 and tracing the numbers. Start from the shady 1 to shady 10. Let's have some fun!</p> 	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Using the Language Experience Approach (LEA), create an informational text on Domestic animals.</p> <p>Learners observe the conversational poster on Animals and with leading questions, they create and dictate simple sentences to you.</p> <p>Write the story for them on a big sheet and use that as a reading text. E.g. There are different kinds of animals, Animals that lay eggs – hen, duck. Animals that do not lay eggs-goat, dog Animals that have fur – rabbit, goat, dog, cat Animals that have feathers – hen, duck, parrot</p> <p>Teacher can add few sentences. Give the text a title. Ask learners to add illustrations to the text.</p>	Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons

	<p>Learners can copy this text into their exercise books if they want.</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</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 Around Us
DAY: THURSDAY	
CLASS: KG2	SUB STRAND: Living Things -Animals (domestic and wild)
CONTENT STANDARD: K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals.	INDICATORS: K2.6.2.1.4 K2.6.2.1.5
	PERFORMANCE INDICATOR: ❖ Learners can tap and clap and count the syllables of the names of animals and lines of the song. ❖ 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>Draw some 2 dimensional shapes with dotted lines on the board and ask learners to trace and say the name of each object.</p> <p style="text-align: center;">Trace each shape.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  square </div> <div style="text-align: center;">  circle </div> <div style="text-align: center;">  triangle </div> <div style="text-align: center;">  rectangle </div> </div>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Let learners mimic the sound of the various animals in the song. Old Macdonald has a farm.</p> <p>Play the song with a phone and ask learners to sing along and mention names of animals and clap the syllables in their names. Clap or tap parts of the first line of the song (Old MacDonald) Substitute parts of the song with claps. Count the claps.</p> <p>Let learners represent the number of claps with model numbers.</p> <p>Rapidly revise the letter sounds learnt so far.</p> <p>Follow the correct procedure to continue teaching the letter sound for the week.</p> <p>Teach learners to Blend individual letter sound to form one syllabic words.</p> <p>Practice with Pupils blending. Two pupils hold individual letter card separately. They move towards each other slowly until they stand close and put their letters together to read a syllable. Pupils practice more of these to help them blend easily.</p>	<p>Pictures of domestic and wild animals, Poster, 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</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 Around Us	
DAY: FRIDAY		
CLASS: KG2	SUB STRAND: Living Things -Animals (domestic and wild)	
CONTENT STANDARD: K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals.	INDICATORS: K2.6.2.1.6 K2. 6.2.1.7	
	PERFORMANCE INDICATOR: ❖ Learners can observe, identify and talk about images, items and performances in artworks of everyday life. ❖ Learners can compare the size and height of different animals using the phrases, bigger than, taller than.	
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)	Share to learners an A4 sheet paper. Encourage learners to draw how they want their day to be. Let learners paste their drawings on the classroom wall to create a gallery.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Let learners observe pictures of some animals, and talk about their characteristics, colors and size. Learners cut and paste animals in the two categories: domestic and wild animals  Using picture, guide learners to compare the size and height of animals. E.g. elephant is bigger than the fox, the giraffe is taller than the lion. Teach rhymes and songs as learners sing along. Have learners dance with actions as they sing the songs Make a choice to use any of the learning centers created.	Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Teacher sings songs and recite rhymes in relation to the lesson with learners 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	Sea saw, mary go round, and other play toys