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SAMPLE LESSON NOTES-WEEK 5

KG 2

WEEKLY LESSON PLAN FOR KG 2- WEEK 5

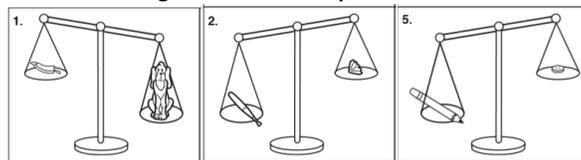
DATE:		STRAND: All Around Us	
DAY: MONDAY			
CLASS: KG2		SUB STRAND: Air	
CONTENT STANDARD: K2.6.4.1 Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things.		INDICATORS: K2.6.4.1.1 K2.6.4.1.7	
		PERFORMANCE INDICATOR: ❖ Learners can share their ideas with teacher and peers about the presence and importance of air. ❖ Learners can classify objects in the environment according to those that have weight and heavy and those without weight and less heavy	
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	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		<p>Prepare initial sounds on other cards. On the board write the words endings and initial sounds you intend to use so that all the learners can participate.</p> <p>Put the word endings on the floor on the right hand side. Put the initial sounds on the floor to the left. Call up a child and ask them to make a word. They must select an initial sound and then a word endings and make up a word.</p> <p>The child displays the word and the class blend the word and read it. The class decide if it's real word.</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		<p>to human being, animals and plants as they listen to a read aloud using an informational text. e.g. we breathe, air makes things burn</p> <p>Theme discussion: 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, e.g. balloons, and engage learners in activities that shows air is around us. E.g. Learners hold their nose for some few seconds, blow into balloons, hold their breath, etc.</p> <p>Learners share their experiences on the theme.</p> <p>Take learners for a Nature Walk and challenge them to look at the movement of leaves and for other evidence of Air around us</p> <p>Centre time: Learners perform different experiments to show presence and importance of air around us and talk about their experiences <i>1. Fill bottles with water and observe the bubbles,</i></p>	
		RESOURCES	
		The big book, crayons, pencils, pictures and videos depicting the uses of air.	

- 2. Observe balloons fly, observe trees
- 3. Prepare and send kites into the air etc.

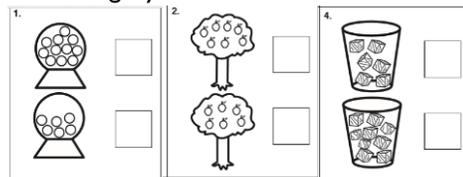


Provide learners with variety of objects picked from the environment and around the school, e.g. leaves, pens, paper, balloons, paper aeroplanes, bottle tops, bottles with water, empty bottles, rocks.

Working in small groups, have learners use non-standardized scales to estimate the weight of these objects and then classify them into two groups, objects that have weight and heavy, and objects that have little weight and less heavy.



Using bottle tops or other countable objects, guide learners to pick and count the number of objects in each category.



Pick the numeral card which matches with the number of objects.

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: 26/11/2019	STRAND: All Around Us
DAY: TUESDAY	
CLASS: KG2	SUB STRAND: Air
CONTENT STANDARD: K2.6.4.1 Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things.	INDICATORS: K2.6.4.1.2 K2.6.4.1.3
	PERFORMANCE INDICATOR: Learners can use a variety of new vocabulary learnt about importance of air to create an informational text for reading using learners Learners can participate actively in the teacher-read-aloud of the text on Air
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 recite and sing some familiar rhymes on the theme. AIR We cannot see the air We can only feel the air When it moves, it is cool When it stops, it is warm To keep the air clean Plant many trees green	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using the Language Experience Approach (LEA), create an informational text on Air as important. Learners observe the conversational poster on the “Weather” and “Rainforest” and with leading questions, have them create and dictate simple sentences orally and the teacher should act as a scribe to write the story for them on a big sheet and use that as a reading text throughout the week.   Teacher can add few sentences. Give the text a title. Ask learners to add illustrations to the text. Teacher follows the steps of the KWL strategy instruction in reading aloud the informational text entitled AIR is all around us). Have learners perform some simple activities showing that air is all around us	The big book, crayons, pencils, pictures and videos depicting the uses of air.

	<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: WEDNESDAY	
CLASS: KG2	SUB STRAND: Air
CONTENT STANDARD: K2.6.4.1 Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things.	INDICATORS: K2.6.4.1.4
	PERFORMANCE INDICATOR: Learners can recognize and read 25% of sight words instantly and automatically
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 some actions songs and dance to them. <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 - Savior • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God. 																	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Use the Practice Ladder-Sight words game. Draw a grid and write some common sight words the learners have learnt so far on the floor either outside or in the classroom <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>good</td><td>the</td><td>in</td><td>boy</td></tr> <tr><td>sister</td><td>dad</td><td>come</td><td>air</td></tr> <tr><td>to</td><td>o</td><td>mom</td><td>girl</td></tr> <tr><td>in</td><td>he</td><td>she</td><td>water</td></tr> </table> Divide the class into 3 to 4 groups (depending on the number of learners in the class). The rule of the game: Teacher read the sight word aloud and call on the groups to send a volunteer to hop on the word in the box on the floor and read it aloud too. If the child is correct, the group gets a point Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available.	good	the	in	boy	sister	dad	come	air	to	o	mom	girl	in	he	she	water	The big book, crayons, pencils, pictures and videos depicting the uses of air.
good	the	in	boy															
sister	dad	come	air															
to	o	mom	girl															
in	he	she	water															

	Make a choice to use any of the learning centers created Listen to a story.	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: All Around Us	
DAY: THURSDAY			
CLASS: KG2		SUB STRAND: Air	
CONTENT STANDARD: K2.6.4.1 Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things.		INDICATORS: K2.6.4.1.5 K2.6.4.1.6	
		PERFORMANCE INDICATOR: ❖ Learners can blend the letter-sounds learnt so far into syllables, read and write the syllables boldly and legibly in their books. ❖ Learners can prepare and fly kites and other paper aeroplanes outside the classroom.	
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 “Back to the Board” Game 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		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Rapidly revise the letter sounds learnt so far. Teach learners to blend individual letter sound to form one syllabic words. E.g., go, do, to, ba. Give individual sounds to learners and let them practice creating many mono-syllabic words putting together consonant and vowel sounds. Group students into two. Choose two more pupils from each group. Give each a letter card that makes up a word. Ask the one with the first letter to go to your right hand side and the other to your left hand side. They should be as far away from each other. Ask them to start walking slowly towards each other. As they walk, each should be saying the sound of his letter out loud. Example <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">A</div> aaaaaa. </div> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">S</div> sssssss </div> </div> When pupils meet, ask them to sound out the letters on the word cards one after the other in order to form a word. Take learners through the preparation of kites and paper aeroplanes.	The big book, crayons, pencils, pictures and videos depicting the uses of air.	

	<p>Provide them with ruler or any measuring tool to measure length and breadth of cards or paper and threads or string to attach to the kites.</p> <p>Each in pairs, the learners use the paper and other tools to make kites and paper aeroplanes and other objects to play with to show that air is around us</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: Air	
CONTENT STANDARD: K2.6.4.1 Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things.		INDICATORS: K2.6.4.1.3 K2.6.4.1.7	
		PERFORMANCE INDICATOR: ❖ Learners can participate actively in the teacher-read-aloud of the text on air ❖ Learners can classify objects in the environment according to those that have weight and heavy and those without weight and less heavy	
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 show me a number game with learners (up to 5), with fingers. Teacher mentions the number from (1 to 5). Learners then show their fingers up to show the number.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Teacher follows the steps of the KWL strategy instruction in reading aloud the informational text entitled AIR is all around us. Have learners perform some simple activities showing that air is all around us. Provide learners with variety of objects picked from the environment and around the school, e.g. leaves, pens, paper, balloons, paper aeroplanes, bottle tops, bottles with water, empty bottles, rocks. Working in small groups, have learners use non-standardized scales to estimate the weight of these objects and then classify them into two groups, objects that have weight and heavy, and objects that have little weight and less heavy. Using bottle tops or other countable objects, guide learners to pick and count the number of objects in each category. Pick the numeral card which matches with the number of objects Teach rhymes and songs as learners sing along Have learners dance with actions as they sing the songs	The big book, crayons, pencils, pictures and videos depicting the uses of air.	

	Make a choice to use any of the learning centers created	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	<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>	Sea saw, mary go round, and other play toys