



**SAMPLE LESSON PLAN FOR KG 2- WEEK ONE**

Fayol Inc.  
CONTACT: 0549566881 EMAIL: [sirhoa1@gmail.com](mailto:sirhoa1@gmail.com)

## WEEKLY LESSON PLAN FOR KG 2- WEEK ONE

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS
<b>DAY:</b> MONDAY		<b>SUB STRAND:</b> OUR PERSONAL VALUES
<b>CLASS:</b> KG2		
<b>CONTENT STANDARD:</b>		<b>INDICATORS:</b> K2.3.1.1.1.
K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.		<b>PERFORMANCE INDICATOR:</b> Learners can engage in a conversation about what we like and don't like with our friends and discuss more cultural values that should influence the way we live among people.
<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 (Preparing the Brain for Learning)</b>	Learners to sing songs and recite rhymes  <u>SOMETHING PASS</u> Something pass <b>Response:</b> something pass through my body to my heart. Something pass <b>Response:</b> something pass through my mouth to my stomach. Lalala laaa <b>Response:</b> Lala laa lala lala lala la Lololo loo <b>Response:</b> Lolo loo lolo lolo lolo lo	
<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	Follow basic procedures of the community circle time and introduce the theme for the week.  Display a conversational poster and some concrete materials related to the theme, Pair learners and have them engage in a conversation about their likes and dislikes.  Call pairs randomly to role play two friends who meet and converse about their personal values and why.  Let the whole class discuss the culturally sound values of our society that should transform our character  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	Big book, word card and sentence card, pictures and videos,

	<b>Assessment:</b> call learners in turns to share with the class a day they will never forget (this will be bring back memories of something they like or dislike)	
<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b> 26/11/2019		<b>STRAND:</b> VALUES AND BELIEFS	
<b>DAY:</b> TUESDAY		<b>SUB STRAND:</b> OUR PERSONAL VALUES	
<b>CLASS:</b> KG2		<b>INDICATORS:</b> K2.3.1.1.2.	
<b>CONTENT STANDARD:</b> K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.		<b>PERFORMANCE INDICATOR:</b> Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple “wh” questions about the text.	
<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>	Learners sing songs and recite some familiar rhymes.  <b>"If wishes were horses" Lyrics</b> If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Follow the procedure for using the Herringbone strategy as spelt out in K2. 2.4.1.2) as you read a traditional story related to the theme, to learners (The cat' hat).  Guide learners to share what they learnt from the character in the story.  Learners pay attention to new words after reading.  Show the new words to learners after reading and ask them to act them out.  Learners use vocabulary acquired to create meaningful sentences about the main character.  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  <b>Assessment:</b> Have learners to tell stories in turns	Big book, word card and sentence card, pictures and videos	
<b>PHASE 3: REFLECTION</b> 10MINS	Review lesson with Learners by singing songs in relation to it		

<b>(Learner and Teacher)</b>		
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<b>DATE:</b>	<b>STRAND:</b> VALUES AND BELIEFS	
<b>DAY:</b> WEDNESDAY	<b>SUB STRAND:</b> OUR PERSONAL VALUES	
<b>CLASS:</b> KG2	<b>INDICATORS:</b> K2.3.1.1.3 K2.3.1.1.4	
<b>CONTENT STANDARD:</b> K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.	<b>PERFORMANCE INDICATOR:</b>	
	<ul style="list-style-type: none"> <li>Learners can randomly identify letters of the alphabet and recognize them in words and names related to the theme and clap the syllables</li> <li>Learners can write or copy words related to the theme in a self-dictionary or journal</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:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	<p>Play the “Counting the words in a sentence” game.</p> <p>Give the learners a sentence orally. They must tell you the number of words in the sentence. e.g. the snake is in the grass. Make it harder by using words with more than one syllable e.g. the teacher rides her bicycle.</p> <p>You can help the children to check the answer by writing the sentence on the board.</p>	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<p>Play a game “Listen to the sound, pick the letter and a word in which the letter is and sound it out.” As a way of revising the letters learnt so far, play this game;</p> <p>Put learners in a group and let them win marks for their group.</p> <p>Explain the rules of the game to learners. The rule is: “Listen to the teacher pronounce a word, find the letter beginning that word in a pile, move to another table and find another word in which the target sound is, pick it, pronounce the word and clap the syllables in the word.”</p> <p>Use only letter-sound the learners have learnt so far.</p>	Big book, word card and sentence card, pictures and videos

	<p>Using the word cards, guide learners to identify and read the key words by sight (recognize and pronounce the word instantly).</p> <p>Write the key words on the board and guide learners to copy them in their self-dictionary books and draw their picture.</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><b>Assessment:</b> let learners read and spell some of the keywords in the lesson</p>	
<p><b>PHASE 3: 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>		<b>STRAND:</b> VALUES AND BELIEFS	
<b>DAY:</b> THURSDAY		<b>SUB STRAND:</b> OUR PERSONAL VALUES	
<b>CLASS:</b> KG2		<b>INDICATORS:</b> K2.3.1.1.5	
<b>CONTENT STANDARD:</b> K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.		<b>PERFORMANCE INDICATOR:</b> Learners can explore with simple tools and materials to create and communicate ideas.	
<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>			
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<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	Engage learners to play “Sound hunters” game  Children are split into teams. One from each team is chosen with a toy gun. Teacher calls out a sound, a player must shoot their opponent by saying a word that begins with that sound.  The person who shoots first wins and stays on. The loser sits down and another person from that team comes up. Whichever team has its player standing at the end wins		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Using the clay or play dough, have learners mould any object of their choice e.g. fruit(s) a toy etc.  Use poster colors and brushes to paint their objects appropriately,  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  <b>Assessment:</b> learners to draw and paint 2-D objects in groups	Big book, word card and sentence card, pictures and videos	
<b>PHASE 3:</b> <b>REFLECTION</b> 10MINS <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it		

<b>DATE:</b>	<b>STRAND:</b> VALUES AND BELIEFS	
<b>DAY:</b> FRIDAY	<b>SUB STRAND:</b> OUR PERSONAL VALUES	
<b>CLASS:</b> KG2	<b>INDICATORS:</b> K2.3.1.1.6	
<b>CONTENT STANDARD:</b> K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.	<b>PERFORMANCE INDICATOR:</b> Learners can compose and decompose numbers up to 10 using concrete materials	
	<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:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	<p>Play “the I am thinking of a name” game.</p> <p>The teacher thinks of a name of a child in the class e.g. princess. They then give clues to help the learners work out whose name it is. At the beginning all the children stand up but they must sit down if the clue does not apply to them. For example  Clue 1- teacher claps the number of syllables in the name (2 for princess)  Clue 2- the name has an /i/ sound in it  Clue 3- the name starts with /p/  Clue 4- this is a girl’s name  Clue 5- the second sound is /r/</p> <p>By this stage there should only princess left and the children will have guessed that it is her name the teacher is describing.</p>	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<p>Guide learners to count counters, either bottle tops or sticks from 1 to 10 (Compose).</p> <p>Ask them to form two groups of the 10 counters given to them (decompose) in any manner they want it. E.g. They can break the 10 counters into 5 and 5 or 4 and 6, or 9 and 1.</p> <p>Ask them to put the piles together and check how many they get altogether.</p> <p>Give different numeral cards to small groups of learners and ask them to identify and count objects/counters to match the number.</p> <p>Teach rhymes and songs as learners sing along</p> <p>Have learners dance with actions as they sing the songs</p>	Big book, word card and sentence card, pictures and videos

	<p>Make a choice to use any of the learning centers created</p> <p><b>Assessment:</b> let learners represent set of objects with numbers and write them in their workbooks</p>	
<p><b>PHASE 3: 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>