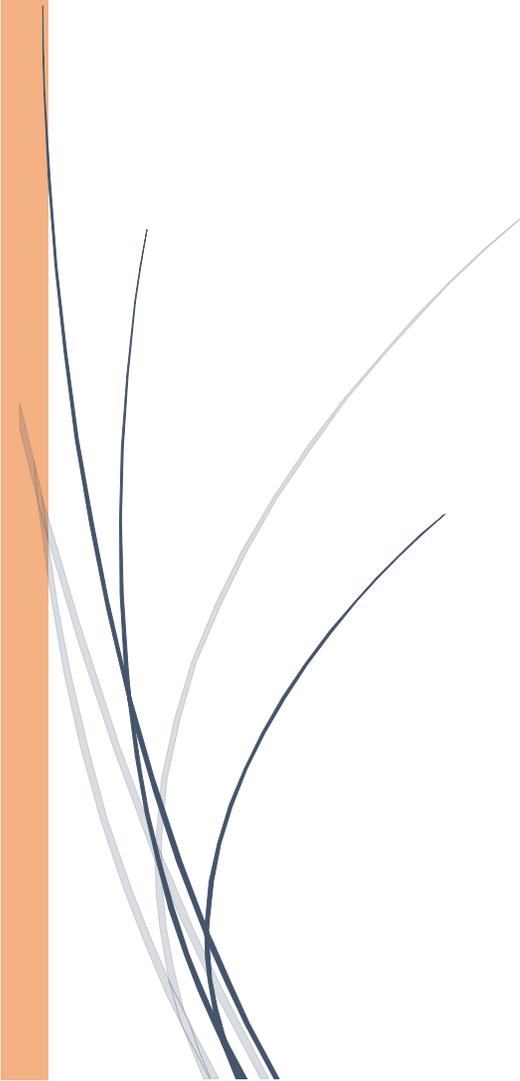




SAMPLE LESSON PLAN FOR KG 2- WEEK TWO



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WEEKLY LESSON PLAN FOR KG 2- WEEK TWO

DATE: 13 th January 2020	STRAND: VALUES AND BELIEFS	
DAY: MONDAY	SUB STRAND: MY CULTURAL VALUES	
CLASS: KG2	INDICATORS: K2.2.2.1.1 K2.2.2.1.4	
CONTENT STANDARD: K2.2.2.1 Demonstrate understanding of the virtues, good manners and behavior patterns our community values and why.	PERFORMANCE INDICATOR:	
	<ul style="list-style-type: none"> • Learners can recognize and use appropriate facial expressions, gestures and body language that convey meaning to accompany greetings. • Learners can read, use and copy daily greetings and some culturally appropriate and polite language in their self-dictionary/note book 	
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>Gather 10 objects that can be found in the classroom and lay them all Out on the desk.</p> <p>Show them all to the students and then cover everything with a blanket or a sheet after one minute. Ask the students to mention as many items they can remember</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<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 on Greetings and engage learners in active discussion about the pictures in the poster related to how we greet, why, and the acceptable non-verbal behaviors (body languages and gestures) that go with it.</p> <p>Role play different people greeting other people using appropriate cultural acceptable body language.</p> <p>List daily greetings and some culturally appropriate words such as thank you, I am sorry, in the home languages on the board and on flash cards</p> <p>Have learners read the key words on cards after you 2 to 3 times. Pair them up to use the polite words in conversation after which they copy them into their jotters/self-dictionary.</p> <p>Take Learners out of the class to the field for a stretch up.</p>	Big book, word card and sentence card, pictures and videos,

	<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>Assessment: Put learners into groups. Let them role play different people greeting other people using appropriate cultural acceptable body language</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: 14 th January 2020		STRAND: VALUES AND BELIEFS
DAY: TUESDAY		SUB STRAND: MY CULTURAL VALUES
CLASS: KG2		
CONTENT STANDARD: K2.2.2.1 Demonstrate understanding of the virtues, good manners and behavior patterns our community values and why.		INDICATORS: K2.2.2.1.2
		PERFORMANCE INDICATOR: Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions on the text.
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 rhymes. A B C SONG A,B,C,D,E,F,G,H,I,J,K,L,M N,O,P,Q,R,S,T,U,V,W,X,Y,Z. Now I know my ABC's Next time won't you sing with me	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Have learners predict what the story will be using the cover picture and title of the big book. Read aloud the narrative story related to the theme and use the Story Map strategy. Guide the learners as to how to answer the story map questions. E.g. What is the setting of the story? who are the characters? what is the problem in the story? what did the character(s) do to solve the problem? How was the problem solved? Learners should identify their favorite characters and explain why they like that character. Repeat the pronunciation of the new words encountered in the text after teacher.	Big book, word card and sentence card, pictures and videos,

	<p>Find the meaning using context and pictures.</p> <p>Use vocabulary acquired to construct short meaningful sentences.</p> <p>Learners to read the sentences on the board aloud in groups and in turns.</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>Assessment: Let learners use the cover picture and the title to tell their own 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: 15 th January 2020		STRAND: VALUES AND BELIEFS SUB STRAND: MY CULTURAL VALUES
DAY: WEDNESDAY		
CLASS: KG2		INDICATORS: K2.2.2.1.1 PERFORMANCE INDICATOR: Learners can randomly identify letters of the alphabet and recognize them in words and names related to the theme and clap the syllables.
CONTENT STANDARD: K2.2.2.1 Demonstrate understanding of the virtues, good manners and behavior patterns our community values and why.		
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 rhymes. <u>ONCE I CAUGHT A FISH ALIVE</u> One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Show letter cards for learners to make its sound. Use the letter sounds to form words. Pick the letter and a word in which the letter is and sound it out.”.	Big book, word card and sentence card, pictures and videos,

	<p>As a way of revising the letters learnt so far, play this game; Put learners in a group write 4-5 sounds on the board. With the whole class, say the sounds (with the action). Ask the learners to close their eyes and teacher wipes out one sound. Learners open their eyes and must say which is gone.</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: 16 th January 2020		STRAND: VALUES AND BELIEFS SUB STRAND: MY CULTURAL VALUES
DAY: THURSDAY		
CLASS: KG2		INDICATORS: K2.2.2.1.5 PERFORMANCE INDICATOR: Learners can talk about how others make their art work to project good manners in the society.
CONTENT STANDARD: K2.2.2.1 Demonstrate understanding of the virtues, good manners and behavior patterns our community values and why.		
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)	Tell learners a story about yourself on something that happened to you this weekend or you celebrated the Christmas. Call three learners to share similar experience with the class.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Show different greeting cards to learners and explain the different ways we use the cards. E.g. Greet people we have not seen for some time, say thank you, say sorry, wish people well etc.	Big book, word card and sentence card, pictures and videos,

	<p>Demonstrate how greeting cards are made;</p>  <p>Provide learners with different writing tools and cards and have them make greeting cards to appreciate their friends and family.</p> <p>Let them copy the polite words in the cards.</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>Assessment: let learners display their artworks for appreciation</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: 17 th January 2020		STRAND: VALUES AND BELIEFS	
DAY: FRIDAY		SUB STRAND: MY CULTURAL VALUES	
CLASS: KG2			
CONTENT STANDARD: K2.2.2.1 Demonstrate understanding of the virtues, good manners and behavior patterns our community values and why.		INDICATORS: K2.2.2.1.6.	
		PERFORMANCE INDICATOR: Learners can compose and decompose numbers up to 15 using concrete materials	
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 I: STARTER 10 MINS (Preparing the Brain for Learning)	Play “show me a number” with learners. Teacher writes numbers 1 to 20 on word cards. Mention the number and allow learners to pick and show the number to the whole class. Engage learners to sing We k2 We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We k2 can count very well.		

<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>Have learners identify a number on the numeral chart, count objects up to that number on the card. E.g. Point 15.</p> <p>Ask them to share the 15 counters to two people any how they want.</p> <p>Ask in what different ways will they share it.</p> <p>Have them decompose and compose the 15 counters given to them.</p> <p>Scaffold them and support them when they struggle.</p> <p>Teach rhymes and songs while 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: have learners to solve the following</p> <ol style="list-style-type: none"> 1. $11 = \underline{\quad} + \underline{\quad}$ 2. $12 = \underline{\quad} + \underline{\quad}$ 3. $13 = \underline{\quad} + \underline{\quad}$ 	<p>Big book, word card and sentence card, pictures and videos,</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>