

TERM TWO
KG 2
WEEK ONE

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WEEKLY LESSON PLAN FOR KG 2- WEEK ONE

Name of School.....

DATE: DAY: Tuesday CLASS: KG 2		STRAND: VALUES AND BELIEFS SUB STRAND: MY PERSONAL VALUES
CONTENT STANDARD: K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.		INDICATORS: K2.3.1.1.1. K2.3.1.1.2. PERFORMANCE INDICATOR: 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 Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple "wh" questions about 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)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Follow basic procedures of the community circle time (as in K2.1.1.1.1) 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 Follow the procedure for using the Herringbone strategy as spelt out in K2.	Poster/ cut out picture Cut out shapes, big books, counters, crayons

	<p>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.</p> <p>☑ 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.</p> <p>Assessment: let learners use illustrations on the cover page and title of Big book to make predictions</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: VALUES AND BELIEFS	
DAY: Wednesday		SUB STRAND: OUR RELIGIOUS VALUES	
CLASS: KG 2			
CONTENT STANDARD: K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.		INDICATORS: K2.3.1.1.3 K2.3.1.1.4	
		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 Learners can write or copy words related to the theme in a self-dictionary or journal	
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>Play a game “Listen to the sound, pick the letter and a word in which the letter is and sound it out.”.</p> <p>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:</p> <p>❑ “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> <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>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	Assessment: let learners copy word in their self-dictionary book	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Thursday		SUB STRAND: OUR RELIGIOUS VALUES	
CLASS: KG 2			
CONTENT STANDARD: K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.		INDICATORS: K2.3.1.1.5	
		PERFORMANCE INDICATOR: Learners can explore with simple tools and materials to create and communicate ideas.	
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 <i>10 MINS</i> (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.		
PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	Using the clay or play dough, have learners mould any object of their choice e.g. fruit(s) a toy etc. ☐ Use poster colours and brushes to paint their objects appropriately Assessment: let learners use simple tools and materials to create and communicate ideas.	Poster/ cut out picture Cut out shapes, big books, counters, crayons	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it		

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Friday		SUB STRAND: OUR RELIGIOUS VALUES	
CLASS: KG 2			
CONTENT STANDARD: K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.		INDICATORS: K2.3.1.1.6 PERFORMANCE INDICATOR: Learners can compose and decompose numbers up to 10 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 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)	Guide learners to count counters, either bottle tops or sticks from 1 to 10 (Compose). 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. Ask them to put the piles together and check how many they get altogether. groups of learners and ask them to identify and count objects/counters to match the number Assessment: let learners compose and decompose numbers up to 10 using concrete materials	Poster/ cut out picture Cut out shapes, big books, counters, crayons	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it		

