SAMPLE LESSON NOTES-WEEK 3

KG 2

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WEEKLY LESSON PLAN FOR KG 2- WEEK 3

CARE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership KEY WORDS: PHASE I: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including Assessment) PHASE 2: Main 4. Learners sit in a semi-circle (community circle time), and and shoulders knees and toes. Head shoulders knees and toes. Knees and toes. Head shoulders knees and toes. Knees and toes. (Learners sit in a semi-circle (community circle time), and and shoulders knees and toes. (Personal Development to show comprehension as well write it on the chalk/marker board. E.g. I brush my teeth, beru to show comprehension as well write it on the care of the parts of the body and repeat the sounds they hear at the end of the sentences E.g. I have two eyes to see Point to the ends I have two eyes to see Point to the nose and mouth Make a choice to use any of the learning centers created Listen to a story.	DATE:		STRAND: ALL ABOUT ME		
CONTENT STANDARD: K2.1.3.1 Demonstrate understanding of personal hygiene and care of the human body. PERFORMANCE INDICATOR: Learners use simple language to describe and engage in conversation about how to care for different part of their bodies. Identify the rhyming sounds at the end of words and create more rhyming end of words CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership KEY WORDS: PHASE I: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (Preparing the Brain for Learning) Including Assessment) Learners sit in a semi-circle (community circle time), sing a song; This is the way I brush my teeth, brush my teeth, brush my teeth, 2x, ask and answer questions and call out parts of the body mentioned in the song and have learners touch to show comprehension as well write it on the chalk/marker board. Eg, I brush my teeth twice a day. Learners sing action songs, and rhymes related to the care of the parts of the body and repeat the sounds they hear at the end of the sentences Eg. I have two ears to hear Point to the ears I have two eyes to see Point to the eyes One nose, one mouth. Point to the nose and mouth Make a choice to use any of the learning centers CCRE COMPETENCE: INDICATOR: Learners sus simple language to describe and engage in conversation about how to care for drient podies. PERFORMANCE INDICATOR: Learners use simple language to describe and engage in conversation about how to care for drient podies. PERFORMANCE INDICATOR: Learners use simple language to describe and engage in conversation about how to care for drient podies. PERFORMANCE INDICATOR: Learners use simple language to describe and engage in conversation about how ords are described. PERFORMANCE INDICATOR: Learners use simple language to describe and engage in conversation about how to describe and engage in conversation and engage in conv					
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K2.1.3.1 Demonstrate understanding of personal hygiene and care of the human body. Core competence: Communication and collaboration, Critical thinking, Personal Development and Leadership	CI ASS: kg?		1	CARING FOR THE PARTS	
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Thyming end of words					
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created		Point to the nose and mouth			
created		Make a choic	re to use any of the learning centers		
Listen to a story.		C. Careed			
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PHASE 3:	Sing songs and rhymes in relation to the lesson	
REFLECTION		
IOMINS		
(Learner and		
Teacher)		

DATE		STRAND: ALL ABOUT ME					
DATE:		STRAND: ALL ABOUT ME					
DAY: Tuesday							
,		SUB STRAND: PERSONAL HYGIENI	E/CARING FOR THE				
CLASS: kg2		PARTS OF THE BODY					
CONTENT STANDARD:		INDICATORS: K2.1.3.1.2.					
K2.1.3.1 Demonstrate unde		PERFORMANCE INDICATOR:					
personal hygiene and care o	of the human	Talk about the visual information on the	e cover page and respond				
body.		to a read aloud text about caring of the					
	CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and						
Leadership KEY WORDS:							
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES				
THASE/DONATION	LLAKINLKS	CHAILS	RESOURCES				
PHASE I:	Engage leaners	to sing the song 'something pass					
STARTER 10 MINS	through my bo						
(Preparing the Brain		letter cards and learners makes its					
for Learning)	sound while sin	ging the song					
	6						
PHASE 2: MAIN		gs in relation to the lesson	Destant and and alarma				
40MINS		ain why learners' books have the visual the front part of a book and how it	Poster/ cut out picture depicting the healthy				
(New Learning		•	foods, chart of the				
Including	helps a reader before reading. foods, chart of the childhood killer disease:						
Assessment)		strategy as you read the informational	Cut out shapes, big				
,	text to learners. (See Appendix 1, K2.1,21.2) books, counters, crayon						
	Check on the K and W before you read the toyt						
	Check on the K and W before you read the text. K-Ask the learners to say what they already know						
	about the theme.						
	about the theme.						
	W-Ask them to tell you what they want to know about						
	the weeks' theme.						
	L: Ask them to share what they have learnt: from						
	listening to the						
	listering to the						
	Learners share	what they have learnt about the theme					
		s and then with the whole group.					
		act out the key words from the text					
	(wasning, brush	ning, cutting nails, etc.					
	Make a choice						
	created	,					
DUACE 2.	Listen to a stor	Word cards					
PHASE 3: REFLECTION	Engage learners	s in the game 'back to the board'	* * OI U Cal US				
IOMINS	Display word c						
(Learner and	Display word cards on the teachers table in front of the class. Group class into three or four.						
Teacher)	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.

DATE:		STRAND: ALL ABOUT ME			
DAY: Wednesday					
CLASS: kg2		SUB STRAND : PERSONAL HYGIENE/CARING FOR THE PARTS OF THE BODY			
CONTENT STANDAR	D:	INDICATORS: K2.1.3.1.4.			
K2.1.3.1 Demonstrate unde	erstanding of	PERFORMANCE INDICATOR:			
personal hygiene and care o	of the human				
body.		Begin to learn the letter of the alphal			
		the individual letters in their names and match it with			
		another pair.			
	Communication	n and collaboration, Critical thinking, Perso	onal Development and		
Leadership					
KEY WORDS: PHASE/DURATION	LEADNEDS	ACTIVITIES	RESOURCES		
PHASE/DUKATION	LEARNERS	ACTIVITIES	RESOURCES		
211427					
PHASE I:		rs to sing songs and recite familiar			
STARTER 10 MINS	rhymes				
(Preparing the Brain	HEAD SHOUL	DERS KNEES AND TOES			
for Learning)		rs knees and toes,			
	Knees and toe				
	Head shoulders knees and toes				
	Knees and toes				
	And eyes and ears and mouth and nose.				
	Head shoulders knees and toes,				
	Knees and toes.				
PHASE 2: MAIN	Learners sing an alphabet song while pointing to the letters on the wall in the classroom. Poster/ cut out picture depicting the healthy				
40MINS	the letters o	n the wall in the classroom.	depicting the healthy foods, chart of the		
(New Learning	shildhood killer diseases				
Including		ates two name cards for each pupil	Cut out shapes, big		
Assessment)	with their first names. Cut out snapes, big books, counters, crayons				
	· ·				
	Give each child their name card and keep one on				
	a line close to you.				
	Play a game y	where learners will pick up their			
		nd peg it unto the one on the line			
	every day of				
	every day or	the week.			
	Have the lea	rners continue matching their name			
		le week until they are able to			
	_				
	recognize the letters in their names and can write their own names.				
	uten Own Haines.				
	Make a choice				
	created	,			
	Listen to a story				
PHASE 3:		rs to watch 'AVE&DAVE' sound train.	video		
REFLECTION 10MINS	Learners sing alone whiles watching video.				
(Learner and					
Teacher)					

DATE:		STRAND: ALL ABOUT ME			
DAY: Thursday					
CLASS: kg2		SUB STRAND: PERSONAL HYGIENE/C	ARING FOR THE PARTS		
•		OF THE BODY			
CONTENT STANDARI		INDICATORS: K2.1.3.1.5.			
K2.1.3.1 Demonstrate under of personal hygiene and car		PERFORMANCE INDICATOR:	and of the elekation		
human body.	e or the	Begin to learn and Identify individual letter-			
naman body.		key words related to the theme and write the letters and key words legibly in their books.			
CORE COMPETENCE:	Communicat	ion and collaboration, Critical thinking, Perso	onal Development and		
Leadership		6 ,			
KEY WORDS:					
PHASE/DURATION	LEARNER	S ACTIVITIES	RESOURCES		
PHASE I:	Engage lear	ners to sing songs and recite familiar			
STARTER 10 MINS	rhymes				
(Preparing the Brain		W = === (A I == A A E == E ==			
for Learning)		JLDERS KNEES AND TOES			
C,	Knees and t	ders knees and toes,			
		ders knees and toes			
	Knees and t				
	And eyes ar	nd ears and mouth and nose.			
		ders knees and toes,			
	Knees and toes.				
PHASE 2: MAIN	Procedure for teaching letter sounds each week: (see Poster/ cut out picture				
40MINS	K2 .1.1.1.5) depicting the healthy				
(New Learning	Rapidly revise the letter sounds learnt so far. foods, chart of the childhood killer diseases.				
Including	Rapidly revise the letter sounds learnt so far. childhood killer diseases. Cut out shapes, big				
Assessment)	Introduce a tongue twister or a rhyme in which the books, counters, crayons				
	sound for the week is. Say it two times and let				
	learners identify the target sound in the tongue twister				
	or rhyme.				
	المحمد طيرون	a lastan hu umising the conital (Unnon			
		he letter by writing the capital (Upper ne Lowercase boldly on the Chalkboard/			
	white board				
	Follow the p	procedure as in K2 .1.1.1.5 to continue			
	teaching the	e letter for the week			
	Writing To	acher models writing the letter in the air			
	Writing: Teacher models writing the letter in the air, have learners take turns with him writing in the air				
	and then on their friends back, on their arms and				
	finally write the letter sound and its key word in their				
	exercise book.				
	MIL				
		ice to use any of the learning centers			
	created				
	Listen to a s	story.			
		,	1		

PHASE 3:	Teacher engage learners to sing tongue twisters or a	
REFLECTION	rhyme in which the sound for the week is.	
IOMINS		
(Learner and		
Teacher)		

DATE:			STRAND: ALL ABOUT ME			
DAY: Friday						
DAT: Friday			SUB STRAND: PERSON	AL HYGIENE/CARING		
CLASS: kg2			FOR THE PARTS OF THE E	·		
CONTENT STANDARD: INDICATORS: KI						
K2.1.3.1 Demonstrate	PERFURMANCE					
understanding of personal hygiene and care of the hun	nan		ms we use in caring for parts	, , ,		
body.	IIaII	functions boldly and	d legibly underneath the draw	ring.		
,		Compare objects ar	nd numerals between 1 to 20			
CORE COMPETENCE:	Commi		ration, Critical thinking, Perso			
Leadership			,	'		
KEY WORDS:			_			
PHASE/DURATION	LEAF	NERS ACTIVITIE	S	RESOURCES		
DUACE I.	En	.	an and marine fermilian			
PHASE I: STARTER 10 MINS	rhyme	e learners to sing son	gs and recite familiar			
(Preparing the Brain	,	-				
for Learning)		SHOULDERS KNEES A				
O ,		shoulders knees and t and toes	toes,			
		shoulders knees and 1	toes			
		and toes				
		yes and ears and mou				
	Head shoulders knees and toes, Knees and toes.					
PHASE 2: MAIN	Learners prepare their own dictionary by drawing and Poster/ cut out picture					
40MINS		coloring items we use to care of our body and copy depicting the healthy				
(New Learning	their names from the chalk/whiteboard into their foods, chart of the childhood killer diseases.					
Including	dictionary. Childhood Killer diseases. Cut out shapes, big					
Assessment)	Collect a set of items we use to care for our bodies books, counters, crayons					
	and weigh them					
			g words such as: "heavier			
	less th		nan", "5 more than", "10			
			ers the symbols such as			
	"<", "=", ">" to compare and order whole numbers up					
	to 20.					
	Make a choice to use any of the learning centers					
	created					
	Linna to a stam.					
PHASE 3:		to a story earners out to the fie	eld.	Play toys, sea-saw, mary-		
REFLECTION				go-round		
IOMINS	Guide them to swing the sea-saw, sit on the mary-go-					
(Learner and	round etc.					
Teacher)	Sing rhymes and songs with learners as they play					
<u>i</u>		, ,	/ 1 /	1		