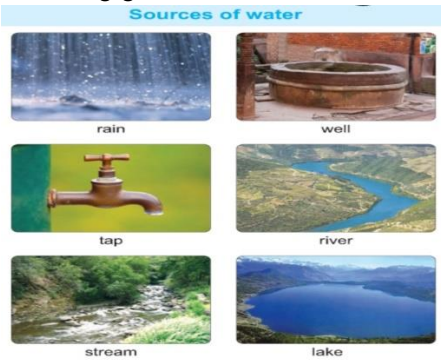


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**SAMPLE LESSON NOTES-WEEK 4**

**KG 2**

## WEEKLY LESSON PLAN FOR KG 2- WEEK 4

<b>DATE:</b>	<b>STRAND:</b> All Around Us	
<b>DAY:</b> MONDAY	<b>SUB STRAND:</b> Water	
<b>CLASS:</b> KG2	<b>INDICATORS:</b> K2.6.3.1.1	
<b>CONTENT STANDARD:</b> K2.6.3.1 Demonstrate understanding that water is an important natural resource that helps all living things, human, plants and animals	<b>PERFORMANCE INDICATOR:</b> Discuss where we get water from, its importance to living things and how to care for water sources.	
<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>Display word cards on the teachers table in front of the class.</p> <p>Group class into three or four.</p> <p>Invite each leader from the group in turns to face the class with his/her back to the board.</p> <p>Write a letter on the board for the others to make its sound.</p> <p>The leader then search through the word cards to identify the letter.</p> <p>Learners make the letter sound with actions</p>	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<p>Using the community circle time introduce the theme for the week.</p> <p>Display a conversational poster (#12) on sources of water and some concrete materials related to the theme and engage learners in active discussion.</p> <div style="text-align: center;"> <p><b>Sources of water</b></p>  </div> <p>Call on learners randomly to answer questions or contribute to the discussion.</p> <p>Have learners recite a poem/rhyme or sing a song related to them, e.g. "Rain, rain go away."</p> <p>Have learners observe the Conversational poster and dictate a story out of the pictures or watch and discuss a video on the sources of water.</p>	Pictures of sources of water

	<p>Using Language Experience Approach (LEA) have the learners create an informational text on Sources of Water.</p> <p>Learners dictate the story to you and you write it on a big sheet for them.</p> <p>Let this become the reading text for the week</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>PHASE 3:</b>  <b>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> 26/11/2019		<b>STRAND:</b> All Around Us
<b>DAY:</b> TUESDAY		
<b>CLASS:</b> KG2		<b>SUB STRAND:</b> Water
<b>CONTENT STANDARD:</b> K2.6.3.1 Demonstrate understanding that water is an important natural resource that helps all living things, human, plants and animals		<b>INDICATORS:</b> K2.6.3.1. 2
		<b>PERFORMANCE INDICATOR:</b> Learners can participate actively in the shared reading of the big book which relates to the theme, answer inferential questions, and demonstrate how sentences are written with spaces between the words
<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>	Engage learners to play the “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 /ends 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>	Use the Big book on the Thirsty Crow. Do a Picture walk through the text and have learners guess what the text will be about.  Read the story aloud with all enthusiasm and pause often for the learners to predict what happens next in the story.  Ask simple Story map questions on the setting, characters, the problem and the resolution of the problem.  Learners think-pair share and then brainstorm as a whole class how water is very important to human beings and plants.  Have learners to draw parts of the story. Create a gallery with the pictures and paste on the classroom walls.  Let learners act or role-play parts of the story. The role-paly should educate on the importance of water.  Take Learners out of the class to the field for a stretch up.  Engage Learners to use any of the play toys available.	Pictures of sources of water

	<p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b> <i>IOMINS</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> All Around Us
<b>DAY:</b> WEDNESDAY		
<b>CLASS:</b> KG2		<b>SUB STRAND:</b> Water
<b>CONTENT STANDARD:</b> K2.6.3.1 Demonstrate understanding that water is an important natural resource that helps all living things, human, plants and animals		<b>INDICATORS:</b> K2.6.3.1.3
		<b>PERFORMANCE INDICATOR:</b> Learners can use a variety of new vocabulary learnt about the sources and importance of water to all living things to create a text for reading using LEA
<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>	Have learners to sing songs and recite rhymes that relate to the lesson.  <u>HAPPY FAMILY</u> I love you You love me We are happy family, with a great big hug and a kiss from me to you. Wont you say you love me too	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Using the Language Experience Approach (LEA), create an informational text on Water.  Learners observe the conversational poster on Sources of Water and with leading questions, have them dictate simple sentences to you orally and write the story for them on a big sheet and use that as a reading text throughout the week in addition to the Thirsty Crow. <i>E.g. Good Water is clear and colorless.</i> <i>Animals drink water to live.</i> <i>Plants need water to grow.</i>  Teacher can add few sentences. Give the text a title.  Ask learners to add illustrations to the text.  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 on family	Pictures of sources of water
<b>PHASE 3: 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> All Around Us
<b>DAY:</b> THURSDAY		
<b>CLASS:</b> KG2		<b>SUB STRAND:</b> Water
<b>CONTENT STANDARD:</b> K2.6.3.1 Demonstrate understanding that water is an important natural resource that helps all living things, human, plants and animals		<b>INDICATORS:</b> K2.6.3.1.4.
		<b>PERFORMANCE INDICATOR:</b> Learners can blend the letter-sounds learn so far into syllables, read and write the syllables boldly and legibly in their books.
<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>	<p>Have learners to sing familiar songs and recite rhymes they know.</p> <p><u>ABC SONG</u> 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?</p> <p>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 Thank you for singing with me!</p>	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<p>Revise and teach the letter sound for the week.</p> <p>Write and teach words containing the letter sound in context. Demonstrate each word for learners to guess the word for themselves.</p> <p>Teach learners to blend individual letter sound to form one syllabic words.</p> <p>Practice creating many mono-syllabic words putting together consonant and vowel sounds. E.g. Ma, va, ba.</p> <p>Use the Pupils blending process. Call two pupils to the front and give them a consonant and a vowel sound. Let them hold individual letter card separately and gradually and slowly move towards each other until they stand close to each other and put their letters together to read a syllable.</p> <p>Pupils practice more of this process to help them blend sounds easily.</p> <p>Learners make their own simple words and copy them into their books</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>PHASE 3:</b>  <b>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> All Around Us
<b>DAY:</b> FRIDAY	
<b>CLASS:</b> KG2	<b>SUB STRAND:</b> Water
<b>CONTENT STANDARD:</b> K2.6.3.1 Demonstrate understanding that water is an important natural resource that helps all living things, human, plants and animals	<b>INDICATORS:</b> K2.6.3.1.5 K2.6.3.1.7
	<b>PERFORMANCE INDICATOR:</b> ❖ Learners can draw and color different sources of water. ❖ Learners can measure, estimate and compare the capacity of different containers of water
<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>	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<b>PHASE 1:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	Engage Learners to sing songs and recite familiar rhymes  <u>I AM COUNTING ONE</u> <ul style="list-style-type: none"> <li>• I'm counting one, what is one</li> <li>• 1 - One is one alone, alone it shall be.</li> <li>• 2 - Two pair, two pair come pair let us pair</li> <li>• 3 - Turn around</li> <li>• 4 - Follow me</li> <li>• 5 - Fire</li> <li>• 6 - Sister</li> <li>• 7 - Savior</li> <li>• 8 - Eat more fruits</li> <li>• 9 - Nana Yaw</li> <li>• 10 - Thank your God.</li> </ul>	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Have learners look at the conversational poster again and draw and color any two sources of water.  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Well </div> <div style="text-align: center;">  Hand pump </div> </div> <p>Provide different containers of water in the classroom and have learners fill the bottles, bowls and the containers, measure and estimate the volumes and compare the weight.</p> <div style="text-align: center;">  </div> <p>Have learners use the different liters of existing water bottles and check which weight is heavier or less heavy.</p> <p>Centre time: Measure water with different sizes of bottles and compare volumes of different sizes of containers of water.</p>	

	<p>Set up stations for different uses of water</p> <p>Teach rhymes and songs as 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><b>PHASE 3:</b> <b>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>