

A dark green vertical bar runs down the left side of the page. A light green arrow points to the right, overlapping the bar.

**SAMPLE LESSON NOTES-WEEK 9**

**KG 2**

A series of thin, dark green lines radiate from the bottom left corner, resembling blades of grass or reeds.

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## WEEKLY LESSON PLAN FOR KG 2- WEEK NINE

<b>DATE:</b>		<b>STRAND:</b> MY FAMILY	
<b>DAY:</b> MONDAY			
<b>CLASS:</b> KG2		<b>SUB STRAND:</b> ORIGIN AND FAMILY HISTORY	
<b>CONTENT STANDARD:</b> K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken.		<b>INDICATORS:</b> K2.2.2.1.1 K2.2.2.1.3	
		<b>PERFORMANCE INDICATOR:</b>	
		<ul style="list-style-type: none"> <li>Learners can sing indigenous songs, talk about and discuss the origin and history of the learners' family.</li> <li>Learners can read level appropriate sight words relating to the origin and history of a family.</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>Have learners to sing songs and recite rhymes that relate to the lesson.</p> <p><u>I SEE THE MOON</u> I see the moon and the moon sees me God bless the moon and God bless me.</p>		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<p>Welcome learners with a big smile, greet them and have them do the same to their friends.</p> <p>With learners seated in a big semi-circle in the classroom, (<i>with all tables packed at the back</i>), and using "pass a ball" game, (<i>in which learners pass a ball to their friends</i>), engage learners in active interaction about the theme.</p> <p>Put up a chart or a conversational poster on the theme for the week and have learners take turns to contribute their ideas to the discussion.</p> <p>The teacher must model the description first and scaffold the learners to do so.</p> <p>Have them talk about themselves focusing on the uniqueness of their names, the homes they are from.</p> <p>Sing indigenous songs and let each learner talk about the language they speak at home and their family names.</p> <p>Using the surnames of learners, discuss the family background laying emphasis on the origin, where they come from, short history, language spoken and food they eat.</p> <p>Read through the text again and have learners identify the high frequency words (vocabulary) in the text.</p>	<p>Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons</p>	

	<p>List them on the chalk/white board. Focus on five words per week. E.g. brother, sister, father, mother.</p> <p>Pronounce the words 3 times and have learners repeat.</p> <p>Then have pupils say the word aloud and call learners to repeat the word two more times.</p> <p>Have learners read the words in the big book again.</p> <p>Show the word on a flash card and ask pupils to read the words.</p> <p>Practice reading the words over and over until the learners become automatic in recognizing them.</p> <p>Learners write the words in their word banks and on the classroom wall chart and play with it throughout the week.</p> <p>Teach and sing rhymes with learners.</p> <p>Let learners clap/beat the top of their tables or/and stamp their feet to the rhythm of the song.</p> <p>Have learners to sing the song loudly and then softly, fast and then slowly.</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><b>Assessment:</b> call out learners in turns for them to sing songs and mention the names of some family members.</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>DAY:</b> TUESDAY		<b>STRAND:</b> MY FAMILY	
<b>CLASS:</b> KG2		<b>SUB STRAND:</b> ORIGIN AND FAMILY HISTORY	
<b>CONTENT STANDARD:</b> K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken.		<b>INDICATORS:</b> K2.2.2.1.2 K2.2.2.1.4	
		<b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"> <li>Learners can identify who an author, illustrator and title is and answer “wh” questions during and after listening to the read aloud text on the history of a family to learners.</li> <li>Learners can say and clap syllables of the various tribes and languages.</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>PHASE 1:</b> <b>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 a narrative story related to the theme, (Family Picture), guide learners to identify the author and the illustrator’s name.  Read the title and show cover picture and let learners predict what the story will be.  Read aloud the text to learners and use the Herringbone strategy, during and after the reading, asking the learners “wh” questions. i.e. [who, what, where, how and why questions] (see Appendix 1)  Encourage learners to use their own words to retell and answer the questions.  Guide learners to say and clap the syllables in some selected names related to the theme. E.g. I am Yayra. I am an Ewe – e-we.  Let learners use the letter sounds to decode words about the topic. E.g. /a//k//a//n/, /f//a//n//t//e  Engage learners to play the “Body syllables” game.	
		Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons	

	<p>Teacher gives the class a word or name and they have to make a move touching a body part for each syllable</p> <p>E.g. for the word elephant (3 syllables) the children could touch their head, then shoulders, then hips.</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><b>Assessment:</b> have learners to say and clap syllables of the various tribes and languages.</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> MY FAMILY
<b>DAY:</b> WEDNESDAY		
<b>CLASS:</b> KG2		
<b>CONTENT STANDARD:</b> K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken.		<b>SUB STRAND:</b> ORIGIN AND FAMILY HISTORY
		<b>INDICATORS:</b> K2.2.2.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word 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:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	Engage learners in the “Step forward” game.  Learners stand at the start line.  Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'.  The person to get to the finish line wins.	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Rapidly revise the letter sounds learnt so far. Introduce a tongue twister or a rhyme in which the sound for the week is.  Say it two times and let learners identify the target sound in the tongue twister or rhyme.  Introduce the letter by writing the capital (Upper case) and the Lowercase boldly on the Chalkboard/ white board.  Point to the letter, Capital first and then lower case and say the sound 3 times and have the learners also repeat  Introduce the key word in which we can find the letter-sound.  With the use of word cards, have learners show the position of the letter-sound learnt in words, beginning, initial and ending.  Writing: Teacher models writing the letter in the air, have learners take turns with you writing in the air and then on their friends back, on their arms.  Learners finally write the letter sound and its key word in their exercise book.  Take Learners out of the class to the field for a stretch up.	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons

	<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><b>Assessment:</b> Write keywords on flashcards. Put learners into groups of three. Have learners to segment and blend the words on the word cards.</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> MY FAMILY	
<b>DAY:</b> THURSDAY		
<b>CLASS:</b> KG2	<b>SUB STRAND:</b> ORIGIN AND FAMILY HISTORY	
<b>CONTENT STANDARD:</b> K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken.	<b>INDICATORS:</b> K2.2.2.1.6 K2.2.2.1.7	
	<b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"> <li>• Learners can tell a story and dramatize the history of different families</li> <li>• Learners can compare length and distance from their school to their homes and hometowns using non-standard and standardized measures.</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>	Engage learners to sing songs and rhymes relating to the lesson.  <u>WHEN JESUS IS IN THE FAMILY</u> When Jesus is in the family, Happy, happy home, Happy, happy home Happy, happy home When Jesus is in the family Happy, happy home, Happy, happy home Happy, happy home.	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Invite a resource person to visit the class and tell a story of the origin of different ethnic groups.  Learners retell the story about their origin to the whole class. (Give this as homework to the learners early on so they can prepare).  With full traditional costume, learners dramatize the origin story of different tribes.  Let learners sing lots of traditional songs during the dramatization.  Scaffold learners to measure different length and spaces in the classroom and outside the classroom.  In small groups, have learners use non standardized tools such as their feet, rope or thread to measure the length of their tables, their classroom, distance of their classroom to the head teacher's office, the football park, distance from school to their homes and finally measuring the distance from present place to their hometown on a big map of Ghana,	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons



	<p>Give them rulers to measure some spaces and compare the length using phrases like longer than, shorter than.</p> <p>Engage learners actively in the measurement exercise adding and estimating.</p> <p>Have ground rules as to how to do the task.</p> <p>Have learners count and represent the measurement with model numbers.</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><b>Assessment:</b> Using the numbers identified, have learners to compare to see which is more than or less than.</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: MY FAMILY</b>	
<b>DAY:</b> FRIDAY		
<b>CLASS:</b> KG2	<b>SUB STRAND: ORIGIN AND FAMILY HISTORY</b>	
<b>CONTENT STANDARD:</b> K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken.	<b>INDICATORS:</b> K2.2.2.1.7 K2.2.2.1.6	
	<b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"> <li>Learners can comparing length and distance from their school to their homes and hometowns using non-standard and standardized measures.</li> <li>Learners can tell a story and dramatize the history of different families</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: STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	Engage Learners to sing songs and recite familiar rhymes  <u>THE MORE WE ARE TOGETHER</u> The more we are together, Together, together. The more we are together, The happier we shall be.	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Scaffold learners to measure different length and spaces in the classroom and outside the classroom.  In small groups, have learners use non-standardized tools such as their feet, rope or thread to measure the length of their tables, their classroom, distance of their classroom to the head teacher's office, the football park, distance from school to their homes and finally measuring the distance from present place to their hometown on a big map of Ghana,  Give them rulers to measure some spaces and compare the length using phrases like longer than, shorter than.  Engage learners actively in the measurement exercise adding and estimating.  Have ground rules as to how to do the task.  Have learners count and represent the measurement with model numbers.  Invite a resource person to visit the class and tell a story of the origin of different ethnic groups.  Learners retell the story about their origin to the whole class. (Give this as homework to the learners early on so they can prepare).	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons

	<p>With full traditional costume, learners dramatize the origin story of different tribes.</p> <p>Teach and sing songs/rhymes about family.</p> <p>Have learners to sing the songs/rhymes and dance with actions</p> <p>Let learners sing lots of traditional songs during the dramatization.</p> <p>Make a choice to use any of the learning centers created</p> <p><b>Assessment:</b> call out learners in turns to tell stories about their own families to the class</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>