WEEK 7

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| **Date:** | | **Day:** MONDAY | | | **Strand:** All Around Us | |
| **Sub Strand:** Natural & Man-Made (Artificial) Sources Of Light | |
| **Class:** KG 2 | | | **Class Size:** | |
| **Content Standard:**  K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified into natural and manmade. | | | | **Indicator:**  K2.6.8.1.7 Can tell the position and motion of objects in space. using words | | |
| **PERFORMANCE** **INDICATOR**:   * Learners can tell the position and motion of objects in space using words such as below, to the right, behind etc. * Learners can use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords**: album,, label, leaves | | | | | | |
| **Reference** : KG Curriculum P.g. 173-176 | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources |
| PHASE 1: **STARTER** | Engage learners to sing songs and recite some familiar rhymes.  WAY UP HIGH IN THE APPLE TREE  Way up high in the apple tree,  Two red apples smiled at me,  I shook that trees as hard as I could,  Dooowwwwwwwwn came an apple,  Mmmmmm, it was good. | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Revise with learners on the theme of the week. Have learners to sing songs relating to the theme. | | | | |  |
| GROUP ACTIVITY 1  (OUTDOOR) | Follow the procedure for using the Language Experience Approach (LEA) to create an informational text on types of light and their sources  Teach rhymes and songs as learners sing along  Have learners dance with actions as they sing the songs  Make a choice to use any of the learning centers created. | | | | |  |
| PHONICS | Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.  Guide learners to pronounce and write the target sound in the sand tray or exercise books.  Have learners say three or four words that contain the target sound.  Using flash cards, learners read words that contain the target sound.  1. What sound have we learnt today?  2. Which other letter sound do you know?  3. Mention any object in the classroom or home that begins with the target letter sound. | | | | | Word cards, letter cards. |
| GROUP ACTIVITY 2  (INDOOR) | Introduce them to vocabularies such as: in front of, behind, in the sky, above, on the wall, on the third row, and other words that show position.  e.g. Sesi is behind Neni.  Scaffold learners to understand that object as well as human being can change their position any time moving from position to position in space.  e.g. The sun moves from the east to the west so does the moon  Let them change position of objects and describe their new positions. | | | | | Pictures and Charts, the big book, pencils and crayons |
| LEARNING CENTER | Engage learners to play freely at the learning centers.  Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning. | | | | | Learning center |
| STORY SHARING | Tell learners a story.  Pause regularly and ask questions to make sure learners are following.  Engage learners to act parts of the story.  1. Was the story interesting?  2. What part of the story did you like?  3. what have you learnt from the story? | | | | | Word cards, letter cards. |
| PHASE 3: **REFLECTION** | Learners share what they have learnt with their peers and class.  Teacher sings songs and recite rhymes in relation to the lesson with learners  Give learners homework to do at home. | | | | |  |

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| **Date:** | | **Day:** TUESDAY | | | **Strand:** All Around Us | |
| **Sub Strand:** Natural & Man-Made (Artificial) Sources Of Light. | |
| **Class:** KG 2 | | | **Class Size:** | |
| **Content Standard:**  K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified into natural and manmade. | | | | **Indicator:**  K2.6.8.1.6 identify and describe the elements of art in the environment and create their own artwork. | | |
| **Performance Indicator:**   * Learners can use individual letter-sounds to form simple monosyllabic content and sight words. * Learners can identify and describe the elements of art in the environment and create their own artwork. | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords**: Plants, roots, leaves, stem. | | | | | | |
| **Reference** : KG Curriculum P.g. 173-176 | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources |
| PHASE 1: **STARTER** | Engage learners to sing songs and recite some familiar rhymes.  DAFFY-DOWN-DILLY  Daffy-down-dilly  Has come to town  With a yellow petticoat  And a pretty green gown. | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Give learners a set of words with same beginning letter sounds and ask them to identify the letter sound, e.g. Bag, ball, bat, let learners circle the beginning letter sound, | | | | |  |
| GROUP ACTIVITY 1  (OUTDOOR) | Take leaners out of the class to the field for a stretch up.  Engage leaners to use any of the play toys available.  Make a choice to use any of the learning centers created  Listen to a story | | | | |  |
| PHONICS | Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.  Guide learners to pronounce and write the target sound in the sand tray or exercise books.  Have learners say three or four words that contain the target sound.  Using flash cards, learners read words that contain the target sound.  1. What sound have we learnt today?  2. Which other letter sound do you know?  3. Mention any object in the classroom or home that begins with the target letter sound. | | | | | Word cards, letter cards. |
| GROUP ACTIVITY 2  (INDOOR) | Put the class into three groups, give each group a picture card  E.g. moon, star, sun, candle, touch light etc. and letter cards (d, a, n, c, s. g, o, u, l etc.).  Guide each group to form their new words with the letter cards which matches with the picture they have and read them.  Display a variety of pictures and other art work of natural and man-made lights, learners observe them and describe the way they are created.  Learners then draw or use different cards to design their own picture of the various sources of light | | | | | Pictures and Charts, the big book, pencils and crayons |
| LEARNING CENTER | Engage learners to play freely at the learning centers.  Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning. | | | | | Learning center |
| STORY SHARING | Tell learners a story.  Pause regularly and ask questions to make sure learners are following.  Engage learners to act parts of the story.  1. Was the story interesting?  2. What part of the story did you like?  3. what have you learnt from the story? | | | | | Word cards, letter cards. |
| PHASE 3: **REFLECTION** | Learners share what they have learnt with their peers and class.  Give learners homework to do at home. | | | | |  |

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| **Date:** | | **Day:** WEDNESDAY | | | **Strand:** All Around Us | |
| **Sub Strand:** Natural & Man-Made (Artificial) Sources Of Light | |
| **Class:** KG 2 | | | **Class Size:** | |
| **Content Standard:**  K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified into natural and manmade. | | | | **Indicator:**  K2.6.8.1.1 talk about the natural and artificial sources of light and what each is best used for. | | |
| **Performance Indicator:**   * Learners can talk about the natural and artificial sources of light and what each is best used for. * Learners can use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords**: fruits, leaves, roots, stem, plants. | | | | | | |
| **Reference** : KG Curriculum P.g. 173-176 | | | | | | |
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| Phase/Duration | Learners’ Activities | | | | | Resources |
| PHASE 1: **STARTER** | Engage learners to sing songs and recite some familiar rhymes.  SHE SELLS SEASHELLS  She sells seashells by the seashore,  The shells she sells are seashells, I’m sure  So if she sells seashells on the seashore,  Then I’m sure she sells seashore shells. | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Learners say the poem “I see the moon”.  In a community circle time, learners talk about the different sources of light using the Conversational poster # 27. | | | | |  |
| GROUP ACTIVITY 1  (OUTDOOR) | Follow the procedure for using the Language Experience Approach (LEA) to create an informational text on types of light and their sources  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 | | | | |  |
| PHONICS | Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.  Guide learners to pronounce and write the target sound in the sand tray or exercise books.  Have learners say three or four words that contain the target sound.  Using flash cards, learners read words that contain the target sound.  1. What sound have we learnt today?  2. Which other letter sound do you know?  3. Mention any object in the classroom or home that begins with the target letter sound. | | | | | Word cards, letter cards. |
| GROUP ACTIVITY 2  (INDOOR) | Discuss the different types of light we use during the day and in the night.  Have learners brainstorm the sources from which we get these lights.  Scaffold the learners to identify and classify the sources of light as God made or natural and man-made.  Have learners give examples of each category. Recite the rhyme  E.g. I can see the sun;  it is a natural light.  I can see the candle;  it is a manmade light. | | | | | Pictures and Charts, the big book, pencils and crayons |
| LEARNING CENTER | Engage learners to play freely at the learning centers.  Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning. | | | | | Learning center |
| STORY SHARING | Tell learners a story.  Pause regularly and ask questions to make sure learners are following.  Engage learners to act parts of the story.  1. Was the story interesting?  2. What part of the story did you like?  3. what have you learnt from the story? | | | | | Word cards, letter cards. |
| PHASE 3: **REFLECTION** | Learners share what they have learnt with their peers and class.  Give learners homework to do at home. | | | | |  |

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| **Date:** | | **Day:** THURSDAY | | | **Strand:** All Around Us | |
| **Sub Strand:** Natural & Man-Made (Artificial) Sources Of Light | |
| **Class:** KG 2 | | | **Class Size:** | |
| **Content Standard:**  K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified into natural and manmade. | | | | **Indicator:**  K2.6.8.1. 2 Can participate actively in the teacher-read-aloud of the big book which relates to the theme  K2.6.8.1.3. Use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEARNERS  K2.6.8.1.4 recognize instantly at least 75% of letter sounds in names of items in the environment | | |
| **Performance Indicator:**   * Learners can participate actively in the teacher-read-aloud of the big book which relates to the theme, count words in a sentence and answer simple questions on the text. * Learners can use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEARNERS. * recognize instantly at least 75% of letter sounds in names of items in the environment | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords**: Plants, roots, leaves, stem. | | | | | | |
| **Reference** : KG Curriculum P.g. 173-176 | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources |
| PHASE 1: **STARTER** | Engage learners to sing songs and recite some familiar rhymes.  THIRTY DAYS HATH SEPTEMBER  Thirty days hath September,  April, June and November  All the rest are thirty one,  Except February alone,  Which only has but twenty eight days clear,  And twenty nine in each leap year. | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Take learners through before reading activities to activate pupils’ previous knowledge on the theme.  Read aloud the informational text about different types of soil while pointing to words in a sentence.  Ask factual and inferential questions about the book. E.g. Why was it difficult for the girl to catch the moon?. | | | | |  |
| GROUP ACTIVITY 1  (OUTDOOR) | As usual, put learners in a community circle. Let them sing the song on plants, clap their hands and dance as well.  Put the class into three groups, give each group a picture card E.g. moon, star, sun, candle, touch light etc. and letter cards (d, a, n, c, s. g, o, u, l etc.).  Guide each group to form their new words with the letter cards which matches with the picture they have and read them.  Play a bingo game with learners finding and ticking beginning letters of words on a chart. The game:  Put learners into groups of 4 each.  Give each group a bingo master card. (with 12 letters related to light and some sight words on the card).  Teacher who has the master card mentions the words and the learners put a tick on the beginning letter on their cards.  The first group who get the first four words in a row, shout loudly BINGO and get a point for the group.  Learners can use a tick, a stone or a bottle top to mark their card. | | | | |  |
| PHONICS | Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.  Guide learners to pronounce and write the target sound in the sand tray or exercise books.  Have learners say three or four words that contain the target sound.  Using flash cards, learners read words that contain the target sound.  1. What sound have we learnt today?  2. Which other letter sound do you know?  3. Mention any object in the classroom or home that begins with the target letter sound. | | | | | Word cards, letter cards. |
| GROUP ACTIVITY 2  (INDOOR) | Have the learners relate the story to their lives.  Learners brainstorm some other lights that we cannot catch or touch.  Learners answer more factual and inference questions on the text.    Write some sentences, cut them up and have learners count the words in the cut-up sentences and rearrange them to form sentences.  Assign the learners the task of finding out more examples (a project) on the different types of light that we can classify as natural and man-made lights.  Take Learners out of the class to the field for a stretch up.  Engage Learners to use any of the play toys available. | | | | | Pictures and Charts, the big book, pencils and crayons. |
| LEARNING CENTER | Engage learners to play freely at the learning centers.  Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning. | | | | | Learning center |
| STORY SHARING | Tell learners a story.  Pause regularly and ask questions to make sure learners are following.  Engage learners to act parts of the story.  1. Was the story interesting?  2. What part of the story did you like?  3. what have you learnt from the story? | | | | | Word cards, letter cards. |
| PHASE 3: **REFLECTION** | Learners share what they have learnt with their peers and class.  Give learners homework to do at home. | | | | |  |