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SAMPLE LESSON NOTES-WEEK I

KG I

WEEKLY LESSON PLAN FOR KG I - WEEK I

<p>DATE:</p> <p>DAY: Monday</p> <p>CLASS: KGI</p>	<p>STRAND: All Around Us</p> <p>SUB STRAND: Living and Non-Living Things</p>	
<p>CONTENT STANDARD: K1.6.1.1 Demonstrate understanding of living and non-living things.</p>	<p>INDICATORS: K1.6.1.1.1 K.1.6.1.1.6</p> <p>PERFORMANCE INDICATOR:</p> <ul style="list-style-type: none"> ❖ Learners can talk about different types of things around us and classify them into living things and non-living things ❖ Learners can recognize, sort, classify, describe and extend non-numerical patterns. 	
<p>CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p>KEY WORDS:</p>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>Call out a few action words for learners to act them out. e.g. dance, walk with one leg, etc.</p>	
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>In a community circle time, let learners recite poems or rhymes about some things around us. E.g. “Akoo ketewa bi” and talk about the key ideas in the poems</p> <p>Take learners out to observe and identify things around them.</p> <p>Let learners tell what they saw during the nature walk. Write their answers on the board Discuss which of the things are living things and those that are not (<i>Living Things grow, move, feed, etc. and Non-Living Things do not grow, do not move, do not feed, etc.</i>).</p> <p>Or you can show learners a chart of pictures of living and non-living things.</p> <p>Assist learners to classify the list on the board into living and non-living things</p> <p>Using cut out papers and/or cards assist learners to recognize and describe a simple repeating non-numerical pattern of sound, shapes, colors, etc. e.g. repetition of 2,3, 2 pattern)</p> <p>e.g. Sound 2,3,2 (clap, clap-snap, snap, snap-clap, clap)</p> <p>Have learners in pairs form simple repeated patterns according to a given pattern and extend it. You can let learners do this activity individually</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>Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons</p>

	<p>Make a choice to use any of the learning centers created.</p> <p>Listen to a story Assessment: Have learners to circle all the living things in the chart below</p>  <p>Bird Ball Pen Bee Eraser</p> <p>Duck Car House Stone Cat</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE: DAY: Tuesday		STRAND: All Around Us	
CLASS: KGI		SUB STRAND: Living and Non-Living Things	
CONTENT STANDARD: KI.6.1.1 Demonstrate understanding of living and non-living things.		INDICATORS: KI.6.1.1.2 KI.6.1.1.3	
		PERFORMANCE INDICATOR: ❖ Learners can participate actively in an interactive read aloud story about living and non-living things ❖ Learners can blend letter sounds to form words related to the theme.	
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)	Engage learners to play the game “What letter am I writing?” The teacher writes a sound in the air. The children tell the teacher the sound that has been written		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Take learners through the pre-reading activity of a Big book e.g. observe the book, have a picture walk with learners, predict the content of the story, etc. During the reading, ask questions and encourage learners to talk about what is being read to monitor their understanding. After the reading, take learners through post-reading activities e.g. tell the living and non-living things mentioned in the story, retell the story, summarize, tell what they liked about the story and why, etc. Have learners draw their version of one living thing and one non-living thing they saw in the book and talk about their drawings. Have learners classify and count the living and non-living things read about. This can be done according to the pictures on the pages of the book. Extend this activity to include classification of cut out shapes, colors, and/or other objects Using letter cards, let learners identify the letter sounds Guide learners to clap the syllables of the names of objects e.g. cat, tree, river, bucket, book, table	Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons	

	<p>Learners use the letter cards to name some of living and non-living things. E.g. /c//a//t/, /b//oo//k/.</p> <p>Classify and count the words used in the activity according to syllables and use comparative language to describe the groups e.g.</p> <p>One syllable word e.g. book, tree, cat, etc. Two syllable word e.g. bucket, table, etc.</p> <p>Extend the activity to include their drawing, things in the classroom, community, etc. Write at least two words each for living things and non-living things</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>Assessment: Have learners read aloud the keywords and write them in their work books.</p>	
<p>PHASE 3: REFLECTION 10MIN (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

DATE:		STRAND: All Around Us
DAY: Wednesday		SUB STRAND: Living and Non-Living Things
CLASS: KGI		
CONTENT STANDARD: K1.6.1.1 Demonstrate understanding of living and non-living things.	INDICATORS: K1.6.1.1.4 K.1.6.1.1.6	
	PERFORMANCE INDICATOR: ❖ Learners can identify and write initial sounds of the objects. ❖ Learners can recognize, sort, classify, describe and extend non-numerical patterns.	
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)	Engage learners to sing songs and recite some rhymes they are familiar with. <u>FIVE IN THE BED</u> There were 5 in the bed And the little one said, “roll over, roll over.” So they all rolled over and one fell out There were 4 in the bed And the little one said, “roll over, roll over.” (count down to 1)	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using pictures clearly labelled, guide learners to identify some living and non-living things. Mention the word and let learners identify the initial letter sound and pick the correct letter sound to match it. Extend this activity to include other objects in the classrooms and/or community. Have learners match pictures with their initial letter sounds in their books. Using cut out papers and/or cards assist learners to recognize and describe a simple repeating non-numerical pattern of sound, shapes, colors, etc. (e.g. repetition of 2,3, 2 pattern) e.g Sound 2,3,2 (clap, clap-snap, snap, snap-clap,clap) Have learners in pairs form simple repeated patterns according to a given pattern and extend it. You can let learners do this activity individually	Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons

	<p>Teach, sing songs and recite rhymes in relation to the lesson.</p> <p>Learners to sing the songs, recite rhymes and dance with actions.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: learners form simple repeated patterns according to a given pattern and extend it.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: All Around Us	
DAY: Thursday		SUB STRAND: Living and Non-Living Things	
CLASS: KGI		INDICATORS: KI.6.1.1.3 KI.6.1.1.5	
CONTENT STANDARD: KI.6.1.1 Demonstrate understanding of living and non-living things.		PERFORMANCE INDICATOR: ❖ Learners can blend letter sounds to form words related to the theme. ❖ Learners can identify and describe objects by color names and size	
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)	Engage learners to sing songs and recite some rhymes they are familiar with. <u>I AM COUNTING ONE</u> <ul style="list-style-type: none"> • I'm counting one, what is one • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Savior • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God. 		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using letter cards, let learners identify the letter sounds. Guide learners to clap the syllables of the names of objects e.g. cat, tree, river, bucket, book, table Learners use the letter cards to names some of living and non-living things. E.g. /c//a//t/, /b//oo//k/. Classify and count the words used in the activity according to syllables and use comparative language to describe the groups e.g. One syllable word e.g. book, tree, cat, etc. Two syllable word e.g. bucket, table, etc. Extend the activity to include their drawing, things in the classroom, community, etc. Write at least two words each for living things and non-living things	Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons	

	<p>Using conversational posters about living and non-living things, let learners describe the colors, size and other features.</p> <p>Guide learners to use the color names (red, yellow, green, white, black, etc.) to describe given items/objects on the poster e.g. trees, walls of buildings, dresses, etc.</p> <p>Guide learners to use the size (big, small, long, short, etc.) to describe given items/objects on the poster e.g. people, buildings, trees, etc.</p> <p>Assist learners to create simple patterns using color or size.</p> <p>Extend this activity to include sounds and movement patterns</p> <p>Learners sing rhymes and dance with actions</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>Assessment: Have learners to draw and color one living and one non living thing.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: All Around Us	
DAY: Friday		SUB STRAND: Living and Non-Living Things	
CLASS: KGI			
CONTENT STANDARD: KI.6.1.1 Demonstrate understanding of living and non-living things.		INDICATORS: KI.6.1.1.1 KI.6.1.1.2	
		PERFORMANCE INDICATOR: ❖ Learners can talk about different types of things around us and classify them into living things and non-living things ❖ Learners can participate actively in an Interactive Read Aloud story about living and non-living things	
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)		Engage learners to sing songs and recite some rhymes they are familiar with. <u>SOMETHING PASS</u> Something pass Response: something pass through my body to my heart. Something pass Response: something pass through my mouth to my stomach. Lalala laaa Response: lala laa lala lala lala la Lololo loo Response: lolo loo lolo lolo lolo lo	
PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)		In a community circle time, let learners recite poem or rhymes about some things around us. E.g. “Akoo ketewa bi” and talk about the key ideas in the poems. Take learners out to observe and identify things around them. Let learners tell what they saw during the nature walk. Write their answers on the board Discuss which of the things are living things and those that are not (Living Things grow, move, feed, etc. and Non-Living Things do not grow, do not move, do not feed, etc.). Assist learners to classify the list on the board into living and non-living things	Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons

	<p>Take learners through the pre-reading activity of a Big book e.g. observe the book, have a picture walk with learners, predict the content of the story, etc.</p> <p>During the reading, ask questions and encourage learners to talk about what is being read to monitor their understanding.</p> <p>After the reading, take learners through post-reading activities e.g. tell the living and non-living things mentioned in the story, retell the story, summarize, tell what they liked about the story and why, etc.</p> <p>Have learners draw their version of one living thing and one non-living thing they saw in the book and talk about their drawings.</p> <p>Have learners classify and count the living and non-living things read about.</p> <p>This can be done according to the pictures on the pages of the book. Extend this activity to include classification of cut out shapes, colors, and/or other objects</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Have learners to read aloud the key words and write them in their workbooks.</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</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>

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SAMPLE LESSON NOTES-WEEK 2

KG I

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Fayol Inc.

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WEEKLY LESSON PLAN FOR KG I - WEEK 2

<p>DATE:</p> <p>DAY: Monday</p> <p>CLASS: KGI</p>	<p>STRAND: All Around Us</p> <p>SUB STRAND: Living Things- Animals (domestic and wild)</p>																		
<p>CONTENT STANDARD: K1.6.2.1 Demonstrate understanding of domestic and wild animals.</p>	<p>INDICATORS: K1.6.2.1.1 K1.6.2.1.6</p> <p>PERFORMANCE INDICATOR:</p> <ul style="list-style-type: none"> ❖ Learners can sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups. ❖ Learners can recognize, sort, classify, describe and extend non-numerical patterns. 																		
<p>CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>																			
<p>KEY WORDS:</p>																			
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES																
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>In groups, have learners to look at each pattern, finish the pattern by drawing the missing shapes.</p>																		
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>In community circle time, learners recite the poem “Fiddo is a dog” and have them discuss the poem.</p> <p>Use the discussion to explain domestic animal to the learners e.g. Animals in the home – cat, dog, goat, hen, etc.</p> <p>Learners watch a video/conversational poster and talk about domestic animals regarding what they eat and their uses as well as the sound they make. E.g.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Animal</th> <th>What they Eat</th> <th>Uses</th> <th>Sound They Make</th> </tr> </thead> <tbody> <tr> <td>Dog</td> <td>Food & plant</td> <td>Pet & Protection</td> <td>Barks (wow, wow)</td> </tr> <tr> <td>Cat</td> <td>Food & plant</td> <td>Pet & Protection</td> <td>Meow</td> </tr> <tr> <td>Sheep</td> <td>Plant</td> <td>Meat (Food)</td> <td>Bleat (Mbεε/mεε)</td> </tr> </tbody> </table>		Animal	What they Eat	Uses	Sound They Make	Dog	Food & plant	Pet & Protection	Barks (wow, wow)	Cat	Food & plant	Pet & Protection	Meow	Sheep	Plant	Meat (Food)	Bleat (Mbεε/mεε)	<p>Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons</p>
Animal	What they Eat	Uses	Sound They Make																
Dog	Food & plant	Pet & Protection	Barks (wow, wow)																
Cat	Food & plant	Pet & Protection	Meow																
Sheep	Plant	Meat (Food)	Bleat (Mbεε/mεε)																

	Cock/Hen	Food & plant	Meat (Food)	Crow etc.	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>				

Have learners sing “Old MacDonald has farm” to make the sounds of the domestic animals.

Guide learners to discuss other living things around the home. Insects – ant, house fly, grass hopper, lizard, etc. and how to prevent them.

Guide learners to sort and count the domestic animals discussed into those that are used for food and those for pet.
Have learners use comparative word to describe the groups.

Guide learners to create simple patterns using shapes, sounds or colors.

Have learners draw their own patterns with a given pattern e.g. 3,2,2; 2,2,3,2, etc.

assist learners to recognize and describe a simple repeating non-numerical pattern (up to a repetition of 3, 2 pattern)

Have learners create pattern with sound using rhythm in a poem/rhyme/song.

Guide them repeat this activity with syllable in words.

You can let them use shapes/colors to create pattern

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

DATE: DAY: Tuesday CLASS: KGI	STRAND: All Around Us SUB STRAND: Living Things- Animals (domestic and wild)	
CONTENT STANDARD: K1.6.2.1 Demonstrate understanding of domestic and wild animals.	INDICATORS: K1.6.2.1.1 K1.6.2.1.5	
	PERFORMANCE INDICATOR: ❖ Learners can sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups. ❖ Learners can identify and describe objects by color names and size.	
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)	Share to learners an A4 sheet paper. Encourage learners to draw how they want their day to be. Let learners paste their drawings on the classroom wall to create a gallery.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>In community circle time, learners recite the poem “Fiddo is a dog” and have them discuss the poem. Use the discussion to explain domestic animal to the learners e.g. Animals in the home – cat, dog, goat, hen, etc.</p> <p>Learners watch a video/conversational poster and talk about domestic animals regarding what they eat and their uses as well as the sound they make.</p> <div data-bbox="548 1077 963 1570" data-label="Image"> </div> <p>Have learners sing “Old MacDonald has farm” to make the sounds of the domestic animals. Guide learners to discuss other living things around the home. Insects – ant, house fly, grass hopper, lizard, etc. and how to prevent them.</p> <p>Guide learners to sort and count the domestic animals discussed into those that are used for food and those for pet.</p>	Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons

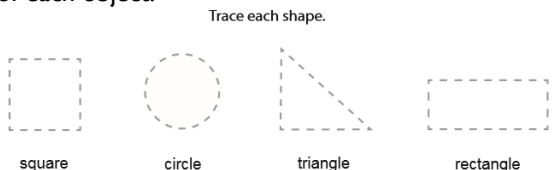
	<p>Have learners use comparative word to describe the groups.</p> <p>Guide learners to create simple patterns using shapes, sounds or colors.</p> <p>Have learners draw their own patterns with a given pattern e.g. 3,2,2; 2,2,3,2, etc.</p> <p>Using pictures, have learners talk about the different features of animals and use them to compare the animals by color names and sizes.</p> <p>Extend this activity with other objects or things.</p> <p>With outline of some domestic animals have learners color their favorite animal on a card and discuss their color work.</p> <p>You can have them create pattern using shapes/colors with some given criteria.</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>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

DATE:		STRAND: All Around Us
DAY: Wednesday		SUB STRAND: Living Things- Animals (domestic and wild)
CLASS: KGI		
CONTENT STANDARD: K1.6.2.1 Demonstrate understanding of domestic and wild animals.	INDICATORS: K16.2.1.2 K1.6.2.1.3	
	PERFORMANCE INDICATOR: ❖ Learners can handle a book correctly e.g. hold the book upright and open right to left ❖ Learners can tap or clap and count the syllables of the names of animals and identify the initial sound of the animal names	
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)	Engage learners to play the game “Wipe-out” Write 4-5 sounds on the board. With the whole class, say the sounds (with the action). Ask learners to close their eyes and teacher wipes out one sound. Learners open their eyes and must say which is gone.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	The whole class recites one known poem about domestic animals. As part of the pre-reading activities, have learners in group take turns to hold and open a Big book. During the picture walk, have them discuss the pictures given attention to the pages. Using Echo-reading, guide learners to read aloud the sentences. Have some of them open the pages during the reading. Use this stage to highlight book concept (proper way of holding book, opening the pages, etc.). Use questions to monitor learners understanding of the content Have learners do pretend reading during which you encourage learners to demonstrate the appropriate handling of book with them Have learners sing a song or recite a poem about and let them mimic the sound of the various animals in the song.	Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons

	<p>Play a song with the phone and ask learners to mention animals and clap the syllabus in their names and also the song.</p> <p>Have learners create patterns with the syllables in selected names of domestic animals using cut out shapes or colors. e.g. 1,2,1,2- dog (1), chicken (2), cat (1), puppy (2).</p> <p>Extend this activity with word with more syllables</p> <p>Teach, sing songs and recite rhymes in relation to the lesson.</p> <p>Learners to sing the songs, recite rhymes and dance with actions.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: All Around Us																																	
DAY: Thursday		SUB STRAND: Living Things- Animals (domestic and wild)																																	
CLASS: KGI		INDICATORS: KI.6.2.1.4 KI.6.2.1.5																																	
CONTENT STANDARD: KI.6.2.1 Demonstrate understanding of domestic and wild animals.		PERFORMANCE INDICATOR: ❖ Learners can review list of letter sounds learnt and use letter sounds to list and match the pictures of domestic animals. ❖ Learners can identify and describe objects by color names and size.																																	
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)	<p>Call learners in turns to help this rubber ducky take a bath. Draw a path from the rubber ducky to the bath tub by counting from 1 to 10 and tracing the numbers. Start from the shady 1 to shady 10. Let's have some fun!</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>8</td> <td>4</td> <td>6</td> <td>5</td> </tr> <tr> <td></td> <td>10</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>3</td> <td style="background-color: #cccccc;">1</td> <td>5</td> <td>1</td> <td>8</td> <td>9</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>6</td> <td>7</td> <td style="background-color: #cccccc;">10</td> </tr> <tr> <td>4</td> <td>6</td> <td>4</td> <td>5</td> <td colspan="2" rowspan="2" style="text-align: center;"></td> </tr> <tr> <td>5</td> <td>2</td> <td>9</td> <td>2</td> </tr> </table>			8	4	6	5		10	2	3	4	3	1	5	1	8	9	1	2	3	6	7	10	4	6	4	5			5	2	9	2	
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3	1	5	1	8	9																														
1	2	3	6	7	10																														
4	6	4	5																																
5	2	9	2																																
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Using pictures (with respective label highlighting the beginning letter) recap the letter sounds learnt.</p> <p>Guide learner to give examples of words/objects that begin with the given letter.</p> <p>In groups of three, give out papers and ask learners to list animals in their homes whose names begins with- 1. /g/- goat 2. /c/- cat 3. /d/- dog</p> <p>Let learners make simple sentences with the names of animals listed.</p> <p>Have learners write the name of a domestic animal they like most</p>		<p>Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons</p>																																

	<p>Have learners sort and group the picture cards according to beginning sound of their labels.</p> <p>Guide the learners count the number of card in each group and use comparative language to describe the groups.</p> <p>You can also have learners use the groups for addition and/or subtraction activities</p> <p>Using pictures, have learners talk about the different features of animals and use them to compare the animals by color names and sizes.</p> <p>Extend this activity with other objects/things. With outline of some domestic animals have learners color their favorite animal on a card and discuss their color work.</p> <p>You can have them create pattern using shapes/colors with some given criteria</p> <p>Learners sing rhymes and dance with actions</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>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: All Around Us	
DAY: Friday		SUB STRAND: Living Things- Animals (domestic and wild)	
CLASS: KGI		INDICATORS: K1.6.2.1.6	
CONTENT STANDARD: K1.6.2.1 Demonstrate understanding of domestic and wild animals.		PERFORMANCE INDICATOR: Learners can recognize, sort, classify, describe and extend non-numerical patterns.	
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	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		<p>Draw some 2 dimensional shapes with dotted lines on the board and ask learners to trace and say the name of each object.</p> <p style="text-align: center;">Trace each shape.</p> 	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		<p>Assist learners to recognize and describe a simple repeating non-numerical pattern (up to a repetition of 3, 2 pattern)</p> <p>Have learners create pattern with sound using rhythm in a poem/rhyme/song.</p> <p>Guide them repeat this activity with syllable in words. You can let them use shapes/colors to create pattern</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p>	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)		<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>	
		RESOURCES	
		<p>Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons</p>	
		<p>Sea saw, mary go round, and other play toys</p>	

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SAMPLE LESSON NOTES-WEEK 3

KG I

A series of curved lines in shades of blue and grey, resembling a stylized plant or abstract graphic, located in the bottom left corner.

Fayol Inc.

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WEEKLY LESSON PLAN FOR KG I - WEEK 3

<p>DATE:</p> <p>DAY: Monday</p> <p>CLASS: KGI</p>	<p>STRAND: All Around Us</p> <p>SUB STRAND: Living Things- Animals (domestic and wild)</p>																	
<p>CONTENT STANDARD: K1.6.2.1 Demonstrate understanding of domestic and wild animals.</p>	<p>INDICATORS: K1.6.2.1.1 K1.6.2.1.6</p> <p>PERFORMANCE INDICATOR:</p> <ul style="list-style-type: none"> ❖ Learners can sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups. ❖ Learners can recognize, sort, classify, describe and extend non-numerical patterns. 																	
<p>CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>																		
<p>KEY WORDS:</p>																		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES																
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>In groups, have learners to look at each pattern, finish the pattern by drawing the missing shapes.</p>																	
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>In community circle time, learners recite the poem “Fiddo is a dog” and have them discuss the poem.</p> <p>Use the discussion to explain domestic animal to the learners e.g. Animals in the home – cat, dog, goat, hen, etc.</p> <p>Learners watch a video/conversational poster and talk about domestic animals regarding what they eat and their uses as well as the sound they make. E.g.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Animal</th> <th>What they Eat</th> <th>Uses</th> <th>Sound They Make</th> </tr> </thead> <tbody> <tr> <td>Dog</td> <td>Food & plant</td> <td>Pet & Protection</td> <td>Barks (wow, wow)</td> </tr> <tr> <td>Cat</td> <td>Food & plant</td> <td>Pet & Protection</td> <td>Meow</td> </tr> <tr> <td>Sheep</td> <td>Plant</td> <td>Meat (Food)</td> <td>Bleat (Mbεε/mεε)</td> </tr> </tbody> </table>	Animal	What they Eat	Uses	Sound They Make	Dog	Food & plant	Pet & Protection	Barks (wow, wow)	Cat	Food & plant	Pet & Protection	Meow	Sheep	Plant	Meat (Food)	Bleat (Mbεε/mεε)	<p>Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons</p>
Animal	What they Eat	Uses	Sound They Make															
Dog	Food & plant	Pet & Protection	Barks (wow, wow)															
Cat	Food & plant	Pet & Protection	Meow															
Sheep	Plant	Meat (Food)	Bleat (Mbεε/mεε)															

	Cock/Hen	Food & plant	Meat (Food)	Crow etc.	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>				

Have learners sing “Old MacDonald has farm” to make the sounds of the domestic animals.

Guide learners to discuss other living things around the home. Insects – ant, house fly, grass hopper, lizard, etc. and how to prevent them.

Guide learners to sort and count the domestic animals discussed into those that are used for food and those for pet.
Have learners use comparative word to describe the groups.

Guide learners to create simple patterns using shapes, sounds or colors.

Have learners draw their own patterns with a given pattern e.g. 3,2,2; 2,2,3,2, etc.

assist learners to recognize and describe a simple repeating non-numerical pattern (up to a repetition of 3, 2 pattern)

Have learners create pattern with sound using rhythm in a poem/rhyme/song.

Guide them repeat this activity with syllable in words.

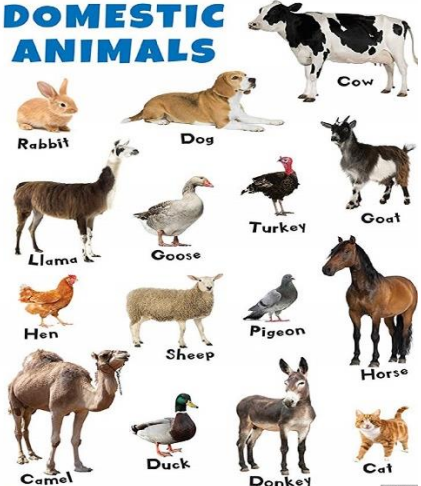
You can let them use shapes/colors to create pattern

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

DATE: DAY: Tuesday		STRAND: All Around Us	
CLASS: KGI		SUB STRAND: Living Things- Animals (domestic and wild)	
CONTENT STANDARD: K1.6.2.1 Demonstrate understanding of domestic and wild animals.		INDICATORS: K1.6.2.1.1 K1.6.2.1.5	
		PERFORMANCE INDICATOR: ❖ Learners can sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups. ❖ Learners can identify and describe objects by color names and size.	
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)	Share to learners an A4 sheet paper. Encourage learners to draw how they want their day to be. Let learners paste their drawings on the classroom wall to create a gallery.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>In community circle time, learners recite the poem “Fiddo is a dog” and have them discuss the poem. Use the discussion to explain domestic animal to the learners e.g. Animals in the home – cat, dog, goat, hen, etc.</p> <p>Learners watch a video/conversational poster and talk about domestic animals regarding what they eat and their uses as well as the sound they make.</p> <div style="text-align: center;">  </div> <p>Have learners sing “Old MacDonald has farm” to make the sounds of the domestic animals Guide learners to discuss other living things around the home. Insects – ant, house fly, grass hopper, lizard, etc. and how to prevent them.</p> <p>Guide learners to sort and count the domestic animals discussed into those that are used for food and those for pet.</p>		Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons

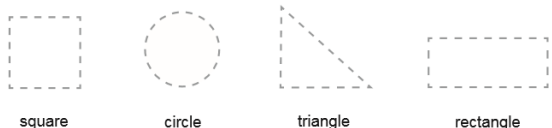
	<p>Have learners use comparative word to describe the groups.</p> <p>Guide learners to create simple patterns using shapes, sounds or colors.</p> <p>Have learners draw their own patterns with a given pattern e.g. 3,2,2; 2,2,3,2, etc.</p> <p>Using pictures, have learners talk about the different features of animals and use them to compare the animals by color names and sizes.</p> <p>Extend this activity with other objects or things.</p> <p>With outline of some domestic animals have learners color their favorite animal on a card and discuss their color work.</p> <p>You can have them create pattern using shapes/colors with some given criteria.</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>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

DATE:		STRAND: All Around Us	
DAY: Wednesday		SUB STRAND: Living Things- Animals (domestic and wild)	
CLASS: KGI		INDICATORS: K16.2.1.2 K1.6.2.1.3	
CONTENT STANDARD: K1.6.2.1 Demonstrate understanding of domestic and wild animals.		PERFORMANCE INDICATOR: ❖ Learners can handle a book correctly e.g. hold the book upright and open right to left ❖ Learners can tap or clap and count the syllables of the names of animals and identify the initial sound of the animal names	
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)	Engage learners to play the game “Wipe-out” Write 4-5 sounds on the board. With the whole class, say the sounds (with the action). Ask learners to close their eyes and teacher wipes out one sound. Learners open their eyes and must say which is gone.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	The whole class recites one known poem about domestic animals. As part of the pre-reading activities, have learners in group take turns to hold and open a Big book. During the picture walk, have them discuss the pictures given attention to the pages. Using Echo-reading, guide learners to read aloud the sentences. Have some of them open the pages during the reading. Use this stage to highlight book concept (proper way of holding book, opening the pages, etc.). Use questions to monitor learners understanding of the content Have learners do pretend reading during which you encourage learners to demonstrate the appropriate handling of book with them Have learners sing a song or recite a poem about and let them mimic the sound of the various animals in the song.	Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons	

	<p>Play a song with the phone and ask learners to mention animals and clap the syllabus in their names and also the song.</p> <p>Have learners create patterns with the syllables in selected names of domestic animals using cut out shapes or colors. e.g. 1,2,1,2- dog (1), chicken (2), cat (1), puppy (2).</p> <p>Extend this activity with word with more syllables</p> <p>Teach, sing songs and recite rhymes in relation to the lesson.</p> <p>Learners to sing the songs, recite rhymes and dance with actions.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: All Around Us																																	
DAY: Thursday		SUB STRAND: Living Things- Animals (domestic and wild)																																	
CLASS: KGI		INDICATORS: KI.6.2.1.4 KI.6.2.1.5																																	
CONTENT STANDARD: KI.6.2.1 Demonstrate understanding of domestic and wild animals.		PERFORMANCE INDICATOR: ❖ Learners can review list of letter sounds learnt and use letter sounds to list and match the pictures of domestic animals. ❖ Learners can identify and describe objects by color names and size.																																	
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)	<p>Call learners in turns to help this rubber ducky take a bath. Draw a path from the rubber ducky to the bath tub by counting from 1 to 10 and tracing the numbers. Start from the shady 1 to shady 10. Let's have some fun!</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>8</td> <td>4</td> <td>6</td> <td>5</td> </tr> <tr> <td></td> <td>10</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>3</td> <td style="background-color: #cccccc;">1</td> <td>5</td> <td>1</td> <td>8</td> <td>9</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>6</td> <td>7</td> <td style="background-color: #cccccc;">10</td> </tr> <tr> <td>4</td> <td>6</td> <td>4</td> <td>5</td> <td colspan="2" rowspan="2" style="text-align: center;"></td> </tr> <tr> <td>5</td> <td>2</td> <td>9</td> <td>2</td> </tr> </table>			8	4	6	5		10	2	3	4	3	1	5	1	8	9	1	2	3	6	7	10	4	6	4	5			5	2	9	2	
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PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Using pictures (with respective label highlighting the beginning letter) recap the letter sounds learnt.</p> <p>Guide learner to give examples of words/objects that begin with the given letter.</p> <p>In groups of three, give out papers and ask learners to list animals in their homes whose names begins with- 1. /g /- goat 2. /c/- cat 3. /d/- dog</p> <p>Let learners make simple sentences with the names of animals listed.</p> <p>Have learners write the name of a domestic animal they like most</p>		<p>Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons</p>																																

	<p>Have learners sort and group the picture cards according to beginning sound of their labels.</p> <p>Guide the learners count the number of card in each group and use comparative language to describe the groups.</p> <p>You can also have learners use the groups for addition and/or subtraction activities</p> <p>Using pictures, have learners talk about the different features of animals and use them to compare the animals by color names and sizes.</p> <p>Extend this activity with other objects/things. With outline of some domestic animals have learners color their favorite animal on a card and discuss their color work.</p> <p>You can have them create pattern using shapes/colors with some given criteria</p> <p>Learners sing rhymes and dance with actions</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>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: All Around Us	
DAY: Friday		SUB STRAND: Living Things- Animals (domestic and wild)	
CLASS: KGI		INDICATORS: K1.6.2.1.6	
CONTENT STANDARD: K1.6.2.1 Demonstrate understanding of domestic and wild animals.		PERFORMANCE INDICATOR: Learners can recognize, sort, classify, describe and extend non-numerical patterns.	
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)	<p>Draw some 2 dimensional shapes with dotted lines on the board and ask learners to trace and say the name of each object.</p> <p style="text-align: center;">Trace each shape.</p>  <p style="text-align: center;">square circle triangle rectangle</p>		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Assist learners to recognize and describe a simple repeating non-numerical pattern (up to a repetition of 3, 2 pattern)</p> <p>Have learners create pattern with sound using rhythm in a poem/rhyme/song.</p> <p>Guide them repeat this activity with syllable in words. You can let them use shapes/colors to create pattern</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p>	<p>Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons</p>	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	<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>	

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SAMPLE LESSON NOTES-WEEK 4


KG I



Several thin, curved lines in shades of blue and grey originate from the bottom left corner and curve upwards and to the right.

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WEEKLY LESSON PLAN FOR KG I - WEEK 4

DATE: DAY: Monday CLASS: KG1	STRAND: All Around Us SUB STRAND: Water	
CONTENT STANDARD: KI.6.3.1 Demonstrate understanding of sources of water and its uses.	INDICATORS: KI.6.3.1.1 KI.6.3.1.5 PERFORMANCE INDICATOR: ❖ Learners can talk about where we get water from and its uses. ❖ Learners can design, make, exhibit, and respond to own or others art works	
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 familiar songs and recite rhymes they know. IF YOU ARE HAPPY AND YOU KNOW IT If you are happy and you know it, clap your hands If you are happy and you know it, clap your hands If you are happy and you know it, and you really want to show it, If you are happy and you know it, clap your hands <i>(continue with these actions; stamp your feet, turn around, shout hooray)</i>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	In community circle time, let learners sing and recite rhymes about water. Using a conversational poster, have learners talk about on the sources of water. E.g. rain, well, river, stream, pond, lake, sea, lagoon, etc. <div style="text-align: center;">  <p style="font-size: small; margin: 0;">Sources of water</p> <p style="font-size: x-small; margin: 0;">rain well</p> <p style="font-size: x-small; margin: 0;">tap river</p> <p style="font-size: x-small; margin: 0;">stream lake</p> </div> Have learners discuss where they get water in their community. Have learners discuss uses of water e.g. drinking, washing, bathing, cooking, watering plants/flowers, etc.	Pictures of sources of water

	<p>Have learners form simple sentence using the sources of water.</p> <p>Repeat this activity with the uses of water.</p> <p>With the aid of conversational poster, have learners draw any of the sources of water Learners make a picture of any of the sources of water using the conversational poster as a guide.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Have learners talk about their own drawing and that of others using positive language.</p> <p>Have learners label their drawing (write the name of the source of water they drew under their drawing).</p> <p>Have learners sort their drawing according to colors, shape and size and arrange them.</p> <p>Have them tell the position of a selected drawing 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>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE: DAY: Tuesday		STRAND: All Around Us	
CLASS: KGI		SUB STRAND: Water	
CONTENT STANDARD: K1.6.3.1 Demonstrate understanding of sources of water and its uses.		INDICATORS: K1.6.3.1.2	
		PERFORMANCE INDICATOR: Listen and interact with teacher and peers as they listen to a read aloud text on the uses.	
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)	Engage learners to play the body syllables game. The teacher gives the class a word or name and they have to make a move touching a body part for each syllable e.g. for the word elephant (3 syllables) the children could touch their head, then shoulders, then hips.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Have learners sit in a semi – circle position and take them through the pre-reading activities Example; discussing the cover page/front matter, picture walk, prediction, explanation of keywords, etc.). Have learners use some of the keywords to make simple sentences. During the reading, show and point to the words while reading an information text on the uses of water to the learners. Ask questions during the reading to assist learners monitor their understanding. Take learners through the post-reading activities (retell, answering questions, summarizing, etc.). Have learners write the names of 3 sources of water into their exercises books. Guide learners to tell the sequence/position/order of the sources of water as they appeared in the text (e.g. 1st, 2nd, 3rd, 4th). You can explain the above numeracy Group and share roles to learners to role-play the sources of water. <i>Example;</i> I am a source of water. I come from the clouds. I am very useful and at times can be very destructive. My name is called Rain, etc.	Pictures of sources of water	

	<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>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

DATE:		STRAND: All Around Us	
DAY: Wednesday		SUB STRAND: Water	
CLASS: KGI		INDICATORS: K1.6.3.1.3 K1.6.3.1.6	
CONTENT STANDARD: K1.6.3.1 Demonstrate understanding of sources of water and its uses.		PERFORMANCE INDICATOR: ❖ Learners can recognize letter sounds and names which begin words that describe how human beings and animals use water. ❖ Learners can describe the position of objects.	
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)	<p>Have learners to sing familiar songs and recite rhymes they know.</p> <p><u>TWINKLE, TWINKLE LITTLE STAR</u> Twinkle, twinkle little star How I wonder what you are, Up above the world so high, Like a diamond in the sky Twinkle, twinkle little star How I wonder what you are.</p>		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Using conversational poster and/or pictures, guide learners to mention a word related to how humans, plants and animals use water.</p> <p>Guide learners to identify the initial sound of the listed words on the board (e.g. drinking, washing, bathing, cooking, gardening.).</p> <p>Repeat this activity with the ending sounds of the listed words. <i>E.g. drinking- the initial sound is /d/, ending sound is /ng/. Using "Pick and Act" have learners role play some of the uses of water.</i></p> <p>You can also use "Charade" (one-person act without talking for others to guess the meaning) for this activity.</p> <p>Have learners tell the position of the arranged cut out color paper with the uses of water on it.</p> <p>Using interactive on position of things, encourage learners to about the sequence of the items read about.</p> <p>Arrange objects and guide learners to say the position of each of the object (1st to 5th).</p>		Pictures of sources of water

	<p>Display a number grid and guide learners describe the position of a given number</p> <p>Extend the activities to include other objects/items. Teach, sing songs and recite rhymes in relation to the lesson. Learners to sing the songs, recite rhymes and dance with actions.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: All Around Us	
DAY: Thursday	SUB STRAND: Water	
CLASS: KGI	INDICATORS: K1.6.3.1.4 K1.6.3.1.5	
CONTENT STANDARD: K1.6.3.1 Demonstrate understanding of sources of water and its uses.	PERFORMANCE INDICATOR: ❖ Learners can use a variety of new vocabulary learnt about the sources of water to make simple sentences orally. ❖ Learners can design, make, exhibit, and respond to own or others art works (2-dimensional and 3-dimensional).	
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 familiar songs and recite rhymes they know. <u>Pii...Pii...Pii</u> Pii...Pii...Pii Pon..Pon..Pon That is a car Ama is the driver And Kojo is the mate	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using word cards and conversational posters, revise the meaning of the keywords and list the new keywords and explain to learners. Guide learners to use the words in talking about uses of water in their everyday life. <i>E.g. I drink water every day.</i> Have learners pick picture and word card and orally make own sentences. Display a word grid/chart with the sources of water and guide learners identify the position on a given source of water. <i>E.g. Rain is on the left of sea; lake is on top of sea; lagoon is on the right of sea etc.</i> Learners make a picture of any of the sources of water using the conversational poster as a guide. Have learners talk about their own drawing and that of others using positive language. Have learners label their drawing (write the name of the source of water they drew under their drawing). Have learners sort their drawing according to colors, shape and size and arrange them.	Pictures of sources of water

	<p>Have them tell the position of a selected drawing</p> <p>Learners sing rhymes and dance with actions</p> <p>Take learners out of the class to the field for a stretch up. 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>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: All Around Us
DAY: Friday		SUB STRAND: Water
CLASS: KGI		
CONTENT STANDARD: K1.6.3.1 Demonstrate understanding of sources of water and its uses.		INDICATORS: K1.6.3.1.1 K1.6.3.1.6
		PERFORMANCE INDICATOR: ❖ Learners can talk about where we get water from and its uses. ❖ Learners can describe the position of objects.
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)	Ask learners to form a big circle, with one of the learners' holding the ball. The learner with the ball mentions any new vocabulary learnt. (examples rain, sea, well, etc.) He then throws the ball to another student to mention his/hers. (<i>ignore repetition</i>) Anyone who fails to mention his is out of the circle. The last person becomes the winner	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Revise with learners on the sources of water using a conversational poster. <i>E.g. rain, well, river, stream, pond, lake, sea, lagoon, etc.</i> Have learners discuss where they get water in their community. Have learners discuss uses of water e.g. drinking, washing, bathing, cooking, watering plants/flowers, etc. Have learners form simple sentence using the sources of water. Repeat this activity with the uses of water. With the aid of conversational poster, have learners draw any of the sources of water Using interactive on position of things, encourage learners to about the sequence of the items read about. Arrange objects and guide learners to say the position of each of the object (1st to 5th). Make a choice to use any of the learning centers created Listen to a story	Pictures of sources of water

<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field.</p> <p>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>
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SAMPLE LESSON NOTES-WEEK 5

KG I


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Fayol Inc.

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WEEKLY LESSON PLAN FOR KG I - WEEK 5

DATE:	STRAND: All Around Us	
DAY: Monday	SUB STRAND: Air	
CLASS: KG I	INDICATORS: KI.6.4.1.1. KI.6.4.1.6	
CONTENT STANDARD: KI.6.4.1 Demonstrate understanding of the presence of air and tell its importance.	PERFORMANCE INDICATOR: ❖ Learners can share their understanding and describe the presence of air through experimentation. ❖ Learners can describe the position of objects.	
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 recite and sing some familiar rhymes on the theme. <u>AIR</u> We cannot see the air We can only feel the air When it moves, it is cool When it stops, it is warm To keep the air clean Plant many trees green	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	In a community circle time, Learners sings songs, recite rhymes (air 3x I can't see you.....) and discuss what was said about "air" in the song/rhyme. Have indoor activities on the experimentation of the presence of air e.g. Give learners balloons and let them blow air into it (balloon) and discuss the outcome. Take learners outside the classroom to fly a kite, tie cloths around their waist and hold the opposite ends over their heads while they run. etc. Have learners talk about their experience after the activities. Recap lesson on positions of objects/numbers, guide learners to line up pictures of objects that use air and name their position. E.g. the balloon is first. Extend the activity to include different objects/numbers/shapes. 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	The big book, crayons, pencils, pictures and videos depicting the uses of air.
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	





DATE:		STRAND: All Around Us	
DAY: Tuesday			
CLASS: KGI		SUB STRAND: Air	
CONTENT STANDARD: K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance.		INDICATORS: K1.6.4.1.2. K1.6.4.1.5	
		PERFORMANCE INDICATOR: ❖ Learners can use visual information to help them understand the text they read. ❖ Learners can derive meaning and make judgment about artworks using the senses according to its beauty.	
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)	Engage learners to sing some actions songs and dance to them. <u>I AM COUNTING ONE</u> <ul style="list-style-type: none"> • I'm counting one, what is one • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Savior • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God. 		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Take learners through pre-reading activities to activate the prior knowledge. In the “While reading”, let learners predict what they think would happen before reading each page of the big book. When learners prediction comes true, let them justify it before they predict the content of the subsequent pages. Use picture clue to assist the understanding of the uses of air (breathing, cooling, funning, etc.) as well as the content.  Have learners illustrate and label their favorite part of the text read.	The big book, crayons, pencils, pictures and videos depicting the uses of air.	


	<p>Have them tell and count the experiment on the presence of air read about.</p> <p>Guide learners identify and describe how the experiments were sequenced in the text using positional words/phrases</p> <p>Using pictures/conversational poster, guide learners to observe some art work on the experiments of presence of air and uses of air in the community and talk about them.</p> <div data-bbox="511 457 1023 766">  </div> <p>Have learners demonstrate some of the uses of air and use positive language to talk about it.</p> <p>Using LEA, assist learners to compose a simple story on the picture/conversational poster</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>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

DATE:	STRAND: All Around Us	
DAY: Wednesday		
CLASS: KGI	SUB STRAND: Air	
CONTENT STANDARD: K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance.	INDICATORS: K1.6.4.1.3	
	PERFORMANCE INDICATOR: Learners can recognize the position of the target sounds in words either at the initial, middle or the ending of the words related to the theme.	
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)	Engage learners to play the body syllables game. The teacher gives the class a word or name and they have to make a move touching a body part for each syllable e.g. for the word elephant (3 syllables) the children could touch their head, then shoulders, then hips. Try with different words learners are familiar with.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Write the target sound on the chalk board. Using word cards, assist learners identify and discuss the position of the target sound. Guide them clap or stamp the number of the target sound in some selected words. In groups of three, give out word cards and ask learners to identify and clap the number of target sound in the word. E.g. Holding - /o/, nose - /o/. Have learners write and fill in the missing letters of some given words Give learners selected words to tell the position of the target sound. Extend this activity to include cut out colored shapes, objects, etc. Teach, sing songs and recite rhymes in relation to the lesson. Learners to sing the songs, recite rhymes and dance with actions. Make a choice to use any of the learning centers created Listen to a story.	The big book, crayons, pencils, pictures and videos depicting the uses of air.
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: All Around Us
DAY: Thursday		
CLASS: KGI		SUB STRAND: Air
CONTENT STANDARD: K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance.		INDICATORS: K1.6.4.1.4
		PERFORMANCE INDICATOR: Learners can use a variety of new vocabulary learnt about importance of air to make simple sentence orally.
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)	<p>Prepare initial sounds on other cards. On the board write the words endings and initial sounds you intend to use so that all the learners can participate.</p> <p>Put the word endings on the floor on the right hand side. Put the initial sounds on the floor to the left. Call up a child and ask them to make a word. They must select an initial sound and then a word endings and make up a word.</p> <p>The child displays the word and the class blend the word and read it. The class decide if it's real word.</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>In a community circle time, have discuss the uses of air in our everyday life.</p> <p>Using word cards, have learners pick and act out the words in relation to the theme with the guidance of the teacher. E.g. breathing, cooling, funning etc.</p>  <p>Guide learners to make sentences with the selected words on uses of air.</p> <p>Guide learners to make 4 words from "Breathing" (e.g. in, eat, ten, tin, bin, ban, an, ran, etc.) and write them in their exercise books.</p> <p>Recap numeracy activities on the positions of numbers/letters and have learners write the position of the letter in bold print of the following words: air, kite, cooling, balloon, cloth,</p> <p>Learners sing rhymes and dance with actions</p> <p>Take leaners out of the class to the field for a stretch up.</p>	The big book, crayons, pencils, pictures and videos depicting the uses of air.

	<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>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: All Around Us	
DAY: Friday			
CLASS: KGI		SUB STRAND: Air	
CONTENT STANDARD: KI.6.4.1 Demonstrate understanding of the presence of air and tell its importance.		INDICATORS: KI.6.4.1.5 KI.6.4.1.6	
		PERFORMANCE INDICATOR: ❖ Learners can derive meaning and make judgment about artworks using the senses according to its beauty. ❖ Learners can describe the position of objects.	
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)	Give out letters, one to each child (not all children will necessarily get a letter). Ask each child to identify their letter. Say the word bat. Identify the sounds in it. Ask the children with those letters to come up and form the word		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using pictures/conversational poster, guide learners to observe some art work on the experiments of presence of air and uses of air in the community and talk about them. Have learners demonstrate some of the uses of air and use positive language to talk about it. Using LEA, assist learners to compose a simple story on the picture/conversational poster Recap lesson on positions of objects/numbers, guide learners to line up pictures of objects that use air and name their position. E.g. the balloon is first.  The balloon is the first (1st)  Flying a kite is the second (2nd)  Breathing is the third (3rd)  Fanning is the fourth (4th)	The big book, crayons, pencils, pictures and videos depicting the uses of air.	

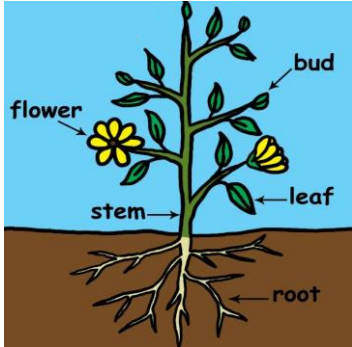
	 <p>Pumping a ball is the fifth (5th)</p> <p>Extend the activity to include different objects, numbers or shapes</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Teacher sings songs and recite 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>



SAMPLE LESSON NOTES-WEEK 6

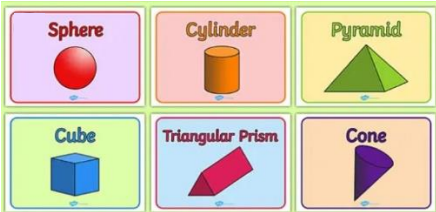
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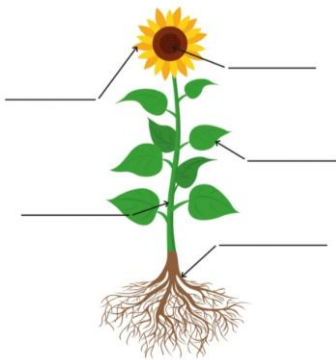
WEEKLY LESSON PLAN FOR KG I - WEEK 6

DATE:		STRAND: All Around Us	
DAY: Monday			
CLASS: KGI		SUB STRAND: Plants I	
CONTENT STANDARD: KI.6.5.1 Demonstrate understanding of the parts of plants and their functions.		INDICATORS: KI.6.5.1.1. KI.6.5.1.5	
		PERFORMANCE INDICATOR: ❖ Learners can sing and talk about parts of a plants and their functions ❖ Learners can make art works with the elements of art	
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	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Engage learners to sing songs and recite some familiar rhymes. <u>DAFFY-DOWN-DILLY</u> Daffy-down-dilly Has come to town With a yellow petticoat And a pretty green gown.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		<p>In a community circle time, let learners sing songs about plants and discuss the parts.</p> <p>Using a picture or a real plant, guide learners to point to and name the part (roots, stem, leaf/leaves).</p>  <p>After detailed discussion have learners make sentences with the parts of plant. e.g. this is the leaf, this is the roots.</p> <p>Post a drawn tree on the board, using word cards, have learners pick and post the card at the appropriate part.</p> <p>Repeat the activity to ensure that learners can identify the main parts of a tree.</p> <p>Using a poster or picture, have learners draw, color and label a plant and talk about their drawing using the right terms/names.</p>	
		RESOURCES	
		Sample young plants, pictures, the Big book, pencils and crayons.	

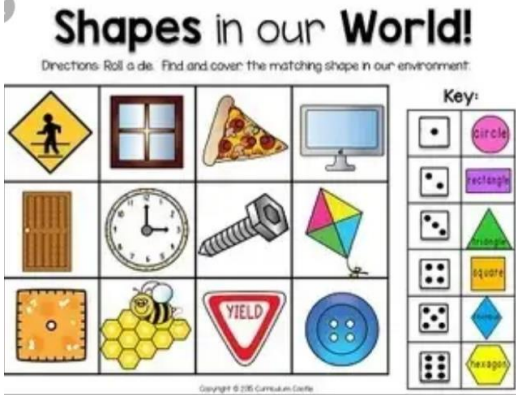
	<p>Using leaves and saw dust, guide learners to make a collage of a tree and talk about their art work indicating the parts of a plant.</p> <p>Using positive language, have learners make simple sentence about their art work.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage 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>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: All Around Us
DAY: Tuesday	
CLASS: KGI	SUB STRAND: Plants I
CONTENT STANDARD: K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.	INDICATORS: K1.6.5.1.2 K1.6.5.1.6
	PERFORMANCE INDICATOR: ❖ Learners can talk about the cover page of the book and point to individual words while listening to the teacher read aloud. ❖ Learners can describing the position and motion of objects in relation to others.
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)	Engage learners to sing songs and recite some familiar rhymes. <u>SHE SELLS SEASHELLS</u> 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: MAIN 40MINS (New Learning Including Assessment)	As part of the pre-reading activities, show and talk about the cover page, let learners identify the color and some letters written on the book e.g. title of the book, name of the writer, etc. Run a pointer under the words while reading, use questions to encourage learners talk about parts and usefulness of plants to human beings as they listen to a read aloud story on plants (the last tree dies the last man dies) In addition to the picture of trees in the book, display 3-D objects with varied attributes and have learners touch and feel during the discussion.  Guide learners to describe the given 3-D objects according to a given attribute. e.g. shape, size etc. with words, phrases, sentences like "round", "flat", "The book is flat", "A pencil rolls", "An eraser is smaller than a book" Recap lessons of position of objects. Using pictures of different kinds of plants, guide learners to identify and talk about the position of each of the plants.	Sample young plants, pictures, the Big book, pencils and crayons.


	<p>E.g. The flower is the 1st. Ask learners to color a particular position.</p> <p>Flower Stem Roots Seeds Leaves</p>  <p>Extend the activities to include number or object grid.</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>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

DATE:	STRAND: All Around Us
DAY: Wednesday	
CLASS: KGI	SUB STRAND: Plants I
CONTENT STANDARD: K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.	INDICATORS: K1.6.5.1.3
	PERFORMANCE INDICATOR: Blend individual sounds and decode simple words which relates to the theme.
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)	Engage learners to sing songs and recite some familiar rhymes. <u>WAY UP HIGH IN THE APPLE TREE</u> Way up high in the apple tree, Two red apples smiled at me, I shook that trees as hard as I could, Dooowwwwwwwn came an apple, Mmmmmm, it was good.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using the letter cards, guide learners to arrange and blend the letter sounds to form the names of the parts of plants. E.g. /r//oo//t, /s//t//e//m, //l//ea//f. Have them spell and pronounce the words using “Pick and spell” Have learners make simple sentences with the words and then fill in the missing letters in the given words into their exercise books. Have learners to discuss 2-D and 3-D objects using real and drawn objects.  <p>Shapes in our World! Directions: Roll a die. Find and cover the matching shape in our environment.</p> <p>Copyright © 2008 Curriculum Centre</p>	Sample young plants, pictures, the Big book, pencils and crayons.
	Have them compare some of the objects according to a given attributes as done in K1.6.5.1.2.	


	<p>Teach, sing songs and recite rhymes in relation to the lesson.</p> <p>Learners to sing the songs, recite rhymes and dance with actions.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: All Around Us
DAY: Thursday	
CLASS: KG1	SUB STRAND: Plants I
CONTENT STANDARD: K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.	INDICATORS: K1.6.5.1.4 K1.6.5.1.5
	PERFORMANCE INDICATOR: ❖ Learners can use a variety of new vocabulary learnt about plants to make simple sentences, draw and write the initial letter sounds. ❖ Learners can make art works with the elements of art
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)	Engage learners to sing songs and recite some familiar rhymes. <u>THE NORTH WIND DOTTH BLOW</u> The north wind doth blow and we shall have snow, And what will pour robin do then, poor thing? He'll sit in a barn and keep himself warm And hide his head under his wing, poor thing.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using a clearly labelled tree, recap lessons on the parts of tree and take learners through the keywords, guide them to identify the initial letter sounds.  <p>A tree has leaves, branches, roots, and a trunk.</p> <p>Have learners play “Show and tell” or “Letter hunt” to highlight the initial sound of the words.</p> <p>Ask learners to draw and indicate the initial letter sounds of the parts.</p> <p>Using leaves and saw dust, guide learners to make a collage of a tree and talk about their art work indicating the parts of a plant.</p> <p>Using positive language, have learners make simple sentence about their art work.</p>	Sample young plants, pictures, the Big book, pencils and crayons.

	<p>Learners sing rhymes and dance with actions</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>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: All Around Us	
DAY: Friday			
CLASS: KGI		SUB STRAND: Plants I	
CONTENT STANDARD: K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.		INDICATORS: K1.6.5.1.1. K1.6.5.1.6	
		PERFORMANCE INDICATOR: ❖ Learners can sing and talk about parts of a plants and their functions ❖ Learners can describing the position and motion of objects in relation to others.	
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	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Engage learners to sing songs and recite some familiar rhymes. <u>THIRTY DAYS HATH SEPTEMBER</u> 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: MAIN 40MINS (New Learning Including Assessment)		In a community circle time, let learners sing songs about plants and discuss the parts. Using a picture or a real plant, guide learners to point to and name the part (roots, stem, leaf/leaves).  After detailed discussion have learners make sentences with the parts of plant e.g. this is the leaf, this is the roots. Post a drawn tree on the board, using word cards, have learners pick and post the card at the appropriate part.	
		RESOURCES	
		Sample young plants, pictures, the Big book, pencils and crayons.	

	 <p>Repeat the activity to ensure that learners can identify the main parts of a tree.</p> <p>Using a poster or picture, have learners draw, color and label a plant and talk about their drawing using the right terms/names.</p> <p>Recap lessons of position of objects.</p> <p>Using pictures of different kinds of plants, guide learners to identify and talk about the position of each of the plants. E.g. The flower is the 5th. Ask learners to color a particular position.</p> <p>Extend the activities to include number/object grid</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</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>

A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

SAMPLE LESSON NOTES-WEEK 7


KG I

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating a sense of movement and design.

Fayol Inc.


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WEEKLY LESSON PLAN FOR KG I - WEEK 7

DATE:	STRAND: ALL AROUND US	
DAY: Monday	SUB STRAND: PLANTS II	
CLASS: KGI	INDICATORS: K1.6.6.1.1 K1.6.6.1.6	
CONTENT STANDARD: K1.6.6.1 Demonstrate understanding of how plants grow	PERFORMANCE INDICATOR: ❖ Learners can talk about and discuss how plants and what human should do to enhance the growth process ❖ Learners can classify objects and count the number of objects in each category up to 9	
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)	Engage learners to sing songs and recite a few rhymes they are familiar with MINGLE MINGLE •Mingle, mingle – mingle 2x Two mingle (2 come together) •Mingle, mingle – mingle 2x Three mingle (3 come together) •Mingle, mingle – mingle 2x four mingle (4 come together)	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Have learners sit in a semi-circle position and recite a rhyme about plants. E.g. “Plants can grow”. Have learners identify the key things said about plants in the rhyme. Using pictures, discuss with learners how plants grow; emphasizing on the things plants need in order to grow well (water, air, good soil).  Have learners use the treated keywords form sentences on how plants grow. Using LEA, have learners compose simple story on a manila card about how plant grow. Have learners illustrate their composed story. Using pictures of fruits and vegetable, guide learners to sort, group and count the fruit and match with a numeral card.	Sample young plants, pictures, the Big book, pencils and crayons.

	<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>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	


DATE:	STRAND: ALL AROUND US
DAY: Tuesday	
CLASS: KGI	SUB STRAND: PLANTS II
CONTENT STANDARD: K1.6.6.1 Demonstrate understanding of how plants grow	INDICATORS: K1.6.6.1.2
	PERFORMANCE INDICATOR: Learners can talk about the cover page and identify how plants grow in a read aloud story
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 familiar rhymes. <u>ROUND AND ROUND THE GARDEN</u> Round and round the garden Like a teddy bear, One step, two step, Tickle you under there	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using a story book on the theme, ask learners to talk about the cover page and open the book correctly. Have learners do pretend reading and guide them open the pages correctly. Using Echo-reading strategy, read aloud the story and guide learners to read aloud too. Use questions to assist learners to monitor their understanding and highlight the proper handling of books Use varied questions for the after-reading stage to reinforce the proper handling of books. Ask simple questions about the story for learners to answer. Provide learners with different drawn and real objects like tins of milk, milo, etc. empty boxes of sugar, kites etc. and have them discuss according to a given attributes.  Have them discuss 2-D and 3-D objects using real and drawn objects and compare some of the objects according to a given attributes as done in K1.6.5.1.2.	Sample young plants, pictures, the Big book, pencils and crayons

	<p>Have learners color outline of cut out shapes</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>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

DATE: DAY: Wednesday	STRAND: ALL AROUND US	
CLASS: KGI	SUB STRAND: PLANTS II	
CONTENT STANDARD: K1.6.6.1 Demonstrate understanding of how plants grow	INDICATORS: K1.6.6.1.3 K1.6.6.1.6	
	PERFORMANCE INDICATOR: ❖ Learners can identify the initial and ending letter sounds of objects and blend letter sounds to form words. ❖ Learners can classify objects and count the number of objects in each category up to 9	
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)	Engage Learners to sing and recite familiar rhymes. <u>I AM COUNTING ONE</u> <ul style="list-style-type: none"> • I'm counting one, what is one • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Savior • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God. 	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Paste a chart on the board showing pictures which relates to the theme. Have learners talk about the pictures, the beginning and ending sounds of their labels. Drill learners on the initial and ending sounds of words which relates to the theme. E.g. plant –beginning letter sound /p/, stem /s/ etc. ending sounds for Plant and stem are /t/, /m/. Extend the activity to include other words enhance learners understanding Using the letter cards, guide learners to arrange letter cards and decode words which relates to the topic. Learners write selected words and show their beginning and ending sounds in their books e.g. root, leaf, roots, etc.	Sample young plants, pictures, the Big book, pencils and crayons

	<p>Using pictures of fruits and vegetable, guide learners to sort, group and count the fruit and match with a numeral card</p> <p>Teach, sing songs and recite rhymes in relation to the lesson.</p> <p>Learners to sing the songs, recite rhymes and dance with actions.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: ALL AROUND US	
DAY: Thursday			
CLASS: KGI		SUB STRAND: PLANTS II	
CONTENT STANDARD: K1.6.6.1 Demonstrate understanding of how plants grow		INDICATORS: K1.6.6.1.4 K1.6.6.1.5	
		PERFORMANCE INDICATOR: ❖ Learners can use vocabulary learnt to form simple meaningful sentences ❖ Learners can identify, observe and talk about art in the immediate environment	
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)	Engage Learners to sing and recite familiar rhymes <u>WE CAN COUNT</u> We KI We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We KI can count very well		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Drill learners on the vocabulary words learnt so far. Using pictures and word cards, guide learners to read the words. Use short stories and illustrations to help learners understand the selected words/keyword Guide learners to use the keywords acquired to construct simple sentences about the theme. <i>E.g. We need plant for shade;</i> <i>plants need water to grow well;</i> <i>Plants can be used for medicine;</i> <i>Plants can be used for food; etc.</i> Using the provided 2-D and 3-D objects and drawn objects, have learners describe the characteristics of the everyday objects and shapes in their environment.  Have them match objects that look alike in terms of shapes. Have learners draw and color any object in 2-D and compare their drawing using positive language Using conversational poster/pictures, have learners talk about uses of plants e.g. for shade, food, medicine, etc.	Sample young plants, pictures, the Big book, pencils and crayons	

	<p>Extend this activity with a conversational poster on fruit and vegetables and ask learners to observe and talk about the art work.</p> <p>Have learner make their own picture about fruits and vegetables and compare them using positive language</p>  <p>Learners sing rhymes and dance with actions</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>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: ALL AROUND US	
DAY: Friday		
CLASS: KG I	SUB STRAND: PLANTS II	
CONTENT STANDARD: K1.6.6.1 Demonstrate understanding of how plants grow	INDICATORS: K1.6.6.1.1 K1.6.6.1.2	
	PERFORMANCE INDICATOR: ❖ Learners can talk about and discuss how plants and what human should do to enhance the growth process. ❖ Learners can talk about the cover page and identify how plants grow in a read aloud story	
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 recite familiar rhymes. <u>HEY DIDDLE DIDDLE</u> Hey diddle, diddle The cat and the fiddle, The cow jumped over the moon, The little dog laughed to see such sport, And the dish ran away with the spoon	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Revise with learners how plants can grow. Using pictures, discuss with learners how plants grow; emphasizing on the things plants need in order to grow well (water, air, good soil). Have learners use the treated keywords form sentences on how plants grow. Using LEA, have learners compose simple story on a manila card about how plant grow. Have learners illustrate their composed story. Using a story book on the theme, ask learners to talk about the cover page and open the book correctly. Have learners do pretend reading and guide them open the pages correctly. Using Echo-reading strategy, read aloud the story and guide learners to read aloud too. Use questions to assist learners to monitor their understanding and highlight the proper handling of books Use varied questions for the after-reading stage to reinforce the proper handling of books.	Sample young plants, pictures, the Big book, pencils and crayons

	<p>Ask simple questions about the story for learners to answer</p> <p>Have them discuss 2-D and 3-D objects using real and drawn objects and compare some of the objects according to a given attributes as done in K1.6.5.1.2.</p> <p>Have learners color outline of cut out shapes</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</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>

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SAMPLE LESSON NOTES-WEEK 8

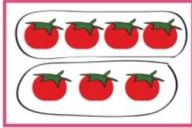
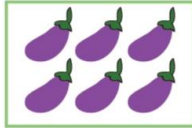
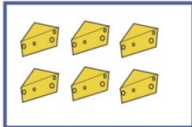
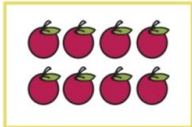


KG I

A series of curved lines in shades of blue and grey, resembling a stylized plant or abstract graphic, located in the bottom left corner.

Fayol Inc.

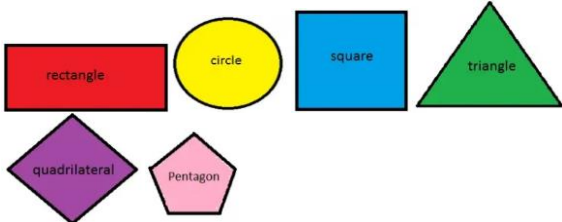
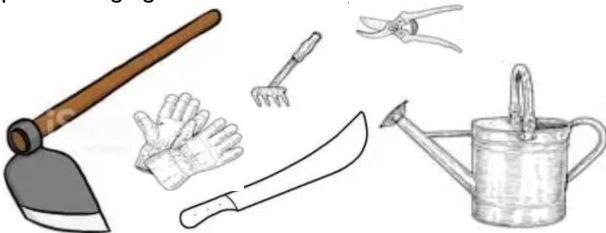
0547824419/0549566881 sirhoal@gmail.com

WEEKLY LESSON PLAN FOR KG I- WEEK 8

DATE: DAY: Monday CLASS: KGI	STRAND: All Around Us SUB STRAND: Gardening	
CONTENT STANDARD: K1.6.7.1 Demonstrate understanding of the types of soil.	INDICATORS: K1.6.7.1.1 K1.6.7.1.5 PERFORMANCE INDICATOR: ❖ Learners can talk about different types of soil and which one is best used for gardening. ❖ Learners can classify objects and count the number of objects in each category up to 9	
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)	<p>Have learners to count and write the number under each group.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid pink; padding: 5px; margin: 5px;">  </div> <div style="border: 1px solid green; padding: 5px; margin: 5px;">  </div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">  </div> <div style="border: 1px solid yellow; padding: 5px; margin: 5px;">  </div> </div>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>In a community circle time, learners recite a poem about gardening “I have my garden”</p> <p>Have learners observe and talk about a conversational poster on the different types of soil E.g. sandy, clayey and loamy soil.</p> <div style="text-align: center;">  <p style="display: flex; justify-content: space-around; margin-top: 5px;"> Clayey Loamy Sandy </p> </div> <p>Using different types of soil in separate containers, have learners watch and feel the types of soil (make sure learners wash their hands well after this activity)</p> <p>Discuss with learners how to make soil fertile for a successful gardening.</p> <p>You can guide learners plant seed in the three types of soil and observe them daily for a class project (Let them water them daily)</p> <div style="text-align: center;">  </div>	Young seedlings, pictures of the types of soil, the big book, plastic containers, counters, soil etc.


	<p>Read a concept book (if you do not have numbers concept book, create one) on numbers (1-9) to learners.</p> <p>Let learners talk about the numbers heard in the reading and show their respective cut out number. Give learners variety of objects (bottle tops, straws, sticks) ask learners to pick cut out number and count e.g. straws that matches with the particular number on the card</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>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: All Around Us
DAY: Tuesday	
CLASS: KGI	SUB STRAND: Gardening
CONTENT STANDARD: K1.6.7.1 Demonstrate understanding of the types of soil.	INDICATORS: K1.6.7.1.2 K1.6.7.1.5
	PERFORMANCE INDICATOR: ❖ Learners can point to individual words to track reading. ❖ Learners can classify objects and count the number of objects in each category up to 9
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)	<p>Let learners explore with 2 dimensional shapes and tell their names. Encourage learners to name objects in the classroom that has the shapes.</p> 	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>In the community circle time learner sit in a horse shoe form with the help of the big book, ask learners to identify the cover page and talk briefly about the colors and pictures.</p> <p>Guide them point to the title of the book. Have them point to the individual words in the title.</p> <p>Guide them to use the cover page picture to predict the content.</p> <p>Using Echo-reading, read aloud the sentences as you point to the individual words while reading.</p> <p>Show pictures for learners to make predictions to monitor understanding. At the post-reading stage, have learners tell part they liked most in the reading and why they say so.</p> <p>Have learners use some of the gardening words to make simple sentences.</p> <p>Have learners color outlines of some of the farm tools mentioned in the reading and talk about their coloring using positive language</p>  <p>Have learners sort and group the farm tools according to colors and use comparative language (“more than”, “less than” “same as”) to compare their art work.</p>	Young seedlings, pictures of the types of soil, the big book, plastic containers, counters, soil etc.

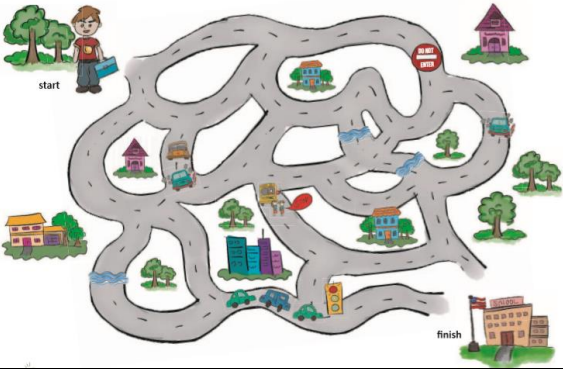
	<p>Example: the tools colored with blue are more than the red tools. Etc.</p> <p>Extend the activity to include addition and subtraction.</p> <p>Read a concept book (if you do not have numbers concept book, create one) on numbers (1-9) to learners.</p> <p>Let learners talk about the numbers heard in the reading and show their respective cut out number.</p> <p>Give learners variety of objects (bottle tops, straws, sticks) ask learners to pick cut out number and count e.g. straws that matches with the particular number on the card</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>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

DATE:	STRAND: All Around Us
DAY: Wednesday	
CLASS: KGI	SUB STRAND: Gardening
CONTENT STANDARD: K1.6.7.1 Demonstrate understanding of the types of soil.	INDICATORS: K1.6.7.1.3 K1.6.7.1.5
	PERFORMANCE INDICATOR: ❖ Learners can use a variety of new vocabulary learnt about soil to make simple sentences about it. ❖ Learners can classify objects and count the number of objects in each category up to 9.
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)	<p>Let learners identify the names of the animals below and use them in a story.</p> 	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Using word card game, teacher places word cards upside down in front of learners.</p> <p>In turns, learners pick cards for teacher to read. Learners repeat the word.</p> <p>Asks learners to form own sentence with the word (e.g. I play in the sand. Some trees are tall).</p> <p>Write some of the sentences on the board for them Using conversational poster, have learners through LEA compose a simple story on the pictures using some of the keywords on the word cards (Write their story on manila card).</p> <p>Guide them to illustrate their story with the use of conversational poster, have learners identify the following: people, farm tools, buildings, and trees.</p> <p>Have learners represent them with counters (bottle tops, sticks, shells, etc.) and count the number in each group.</p> <p>Let learners use comparative language to describe the groups. You can extend this to include addition and subtraction.</p> <p>Read a concept book (if you do not have numbers concept book, create one) on numbers (1-9) to learners.</p> <p>Let learners talk about the numbers heard in the reading and show their respective cut out number.</p> <p>Give learners variety of objects (bottle tops, straws, sticks) ask learners to pick cut out number and count e.g. straws that matches with the particular number on the card</p> <p>Teach, sing songs and recite rhymes in relation to the lesson.</p> <p>Learners to sing the songs, recite rhymes and dance with actions.</p>	<p>Young seedlings, pictures of the types of soil, the big book, plastic containers, counters, soil etc.</p>




	Make a choice to use any of the learning centers created	
	Listen to a story	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: All Around Us
DAY: Thursday	
CLASS: KGI	SUB STRAND: Gardening
CONTENT STANDARD: K1.6.7.1 Demonstrate understanding of the types of soil.	INDICATORS: K1.6.7.1.4 K1.6.7.1.5
	PERFORMANCE INDICATOR: ❖ Learners can recognize and create words with given sounds and make art works with the elements of art ❖ Learners can classify objects and count the number of objects in each category up to 9.
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)	<p>Help Henry get to school. Trace the fastest route to school.</p> 	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Have learners sing a song or recite a rhyme/poem on farm/garden.</p> <p>With selected words from the song/rhyme/poem, have learners tell the common sound in the words e.g. soil, toil, coil, boil etc.</p> <p>Have learners mention a word on word cards after you and identify the common sound e.g. rake, make, take, fake, etc.</p> <p>Guide learners to use given sounds to form the words using the letter cards. E.g. -in: /t/i//n/ (tin), p//i//n/ (pin), /b//i//n/ (pin), etc.</p> <p>-oil: /s//oi/// (soil), /f//o//i/// (foil), etc.</p> <p>-arm: /f//a//r//m/ (farm), /b//a//r//m/ (barm), /s//w//a//r//m// (swarm)</p> <p>Have learners use clay to mould objects e.g. farm tool and paint once it is dry and discuss their art works using positive language Representing art works with counters, have learners sort and group their art works according to color and/or size.</p> <p>Have learners count the number in each group. You can extend the activity with addition, subtraction, or comparison activities.</p>	<p>Young seedlings, pictures of the types of soil, the big book, plastic containers, counters, soil etc.</p>

	<p>Read a concept book (if you do not have numbers concept book, create one) on numbers (1-9) to learners.</p> <p>Let learners talk about the numbers heard in the reading and show their respective cut out number.</p> <p>Give learners variety of objects (bottle tops, straws, sticks) ask learners to pick cut out number and count e.g. straws that matches with the particular number on the card</p> <p>Learners sing rhymes and dance with actions</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>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: All Around Us
DAY: Friday	
CLASS: KGI	SUB STRAND: Gardening
CONTENT STANDARD: K1.6.7.1 Demonstrate understanding of the types of soil.	INDICATORS: K1.6.7.1.1 K1.6.7.1.5
	PERFORMANCE INDICATOR: ❖ Learners can talk about different types of soil and which one is best used for gardening. ❖ Learners can classify objects and count the number of objects in each category up to 9
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)	Engage learners to create a story with the poster below. 	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>In a community circle time, learners recite a poem about gardening “I have my garden”</p> <p>Have learners observe and talk about a conversational poster on the different types of soil E.g. sandy, clayey and loamy soil.</p>  <p>Using different types of soil in separate containers, have learners watch and feel the types of soil (make sure learners wash their hands well after this activity)</p>  <p>Discuss with learners how to make soil fertile for a successful gardening.</p> <p>You can guide learners plant seed in the three types of soil and observe them daily for a class project (Let them water them daily)</p> <p>Read a concept book (if you do not have numbers concept book, create one) on numbers (1-9) to learners.</p> <p>Let learners talk about the numbers heard in the reading and show their respective cut out number.</p>	Young seedlings, pictures of the types of soil, the big book, plastic containers, counters, soil etc.

	<p>Give learners variety of objects (bottle tops, straws, sticks) ask learners to pick cut out number and count e.g. straws that matches with the particular number on the card</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</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>