

A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.

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.

Fayol Inc.

0547824419/0549566881 sirhoal@gmail.com

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)	<p>Have learners sit in a semi – circle position and take them through the pre-reading activities</p> <p>Example; discussing the cover page/front matter, picture walk, prediction, explanation of keywords, etc.).</p> <p>Have learners use some of the keywords to make simple sentences.</p> <p>During the reading, show and point to the words while reading an information text on the uses of water to the learners.</p> <p>Ask questions during the reading to assist learners monitor their understanding.</p> <p>Take learners through the post-reading activities (retell, answering questions, summarizing, etc.).</p> <p>Have learners write the names of 3 sources of water into their exercises books.</p> <p>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</p> <p>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.</p>		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: DAY: Thursday CLASS: KGI	STRAND: All Around Us SUB STRAND: Water	
CONTENT STANDARD: K1.6.3.1 Demonstrate understanding of sources of water and its uses.	INDICATORS: K1.6.3.1.4 K1.6.3.1.5 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	INDICATORS: K1.6.3.1.1 K1.6.3.1.6	
CONTENT STANDARD: K1.6.3.1 Demonstrate understanding of sources of water and its uses.	PERFORMANCE INDICATOR:	
	<ul style="list-style-type: none"> ❖ 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)	<p>Ask learners to form a big circle, with one of the learners' holding the ball.</p> <p>The learner with the ball mentions any new vocabulary learnt. (examples rain, sea, well, etc.)</p> <p>He then throws the ball to another student to mention his/hers. (<i>ignore repetition</i>)</p> <p>Anyone who fails to mention his is out of the circle. The last person becomes the winner</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>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></p> <p>Have learners discuss where they get water in their community.</p> <p>Have learners discuss uses of water e.g. drinking, washing, bathing, cooking, watering plants/flowers, etc.</p> <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</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> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p>	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>
--	---	--