

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

SAMPLE LESSON NOTES-WEEK 2

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.

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WEEKLY LESSON PLAN - WEEK 2

Name of School.....

DATE: DAY: Monday CLASS: KGI		STRAND: All about me SUB STRAND: The parts of the human body and their function
CONTENT STANDARD: K1.1.2.1. Demonstrate the understanding of appropriate names of the parts of the body and describe the functions of each part.		INDICATORS: K1.1.2.1.1 K1.1.2.1.3 PERFORMANCE INDICATOR: Using a conversation poster of body parts, learners talk about the functions of the parts of the human body that we can see. Learn and use new /vocabulary related to what they do with the parts of the body
CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership		
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)	Have learners sing the song about the body parts and what they do. e.g. "... what can the eyes do? They can see, they can see, Post a Conversational poster showing the human body parts that we can see. Ask them if they can tell you some parts of the human parts that are inside us and that we cannot see. Give it to them as a project for the future. Have them repeat two of the songs that teach the functions of the body parts. Have learners perform different activities to enable them to identify the functions of the body parts, E.g. Activity 1. Blindfold learners and let them search for objects e.g. ball, 2. Cover their mouth and ask them to sing or talk or eat. 3. Fold their arms and ask them what they would do if they are to pick something from the floor.	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons

	<p>Through “Pick and act” activity, have learners pick cut-out body part and act their functions Have learners use different part of the body to perform different actions and use new words learnt to describe what they are doing.</p> <p>Have them sing related action songs. E.g. ... what can the legs do?</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 about me
DAY: Tuesday		SUB STRAND: The parts of the human body and their function
CLASS: kg1		
CONTENT STANDARD: K1.1.2.1. Demonstrate the understanding of appropriate names of the parts of the body and describe the functions of each part.	INDICATORS: K1.1.2.1.2 K1.1.2.1.5	
	PERFORMANCE INDICATOR: Use visual information to aid comprehension before, during and after reading a text on functions of the parts of the human body. Sing songs about functions of the body parts and perform the actions on it.	
CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership		
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>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)	Guide learners demonstrate to how books are read from left to right and top to bottom. Have learners think critically about the illustrations on the cover page of the Big book on body parts and share what the book will be about. They do picture reading and share what they think the pictures are saying about the functions of the body parts. They listen attentively to the text and share what they have learnt about the functions of the parts of the Human body. Focus on a letter and its corresponding sound and stress on words that the sound appears in the “during reading” stage of the reading Have learners sing songs related to functions of the body parts and perform actions on it. E.g. What do you do with your eyes, I can see I can see Call the body part and have learners perform what they use it for. Sing an Alphabet song to conclude the lesson. Make a choice to use any of the learning centers created	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons

	Listen to a story.	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Teacher sings songs and recite rhymes in relation to the lesson with learners	

DATE:		STRAND: All about me	
DAY: Wednesday		SUB STRAND: The parts of the human body and their function	
CLASS:		INDICATORS: K1.1.2.1.4	
CONTENT STANDARD: K1.1.2.1. Demonstrate the understanding of appropriate names of the parts of the body and describe the functions of each part.		PERFORMANCE INDICATOR: Count the number of the names of the body parts in songs through clapping on the rhythm	
CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership			
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)	Learners sing three different songs, clap on the rhythm and count the number of parts they hear in the songs. E.g. My head, my shoulder, my knee. (3 names). Help them understand that the last number names is the number of object or items counted. Have learners act and count the functions of some selected body parts (legs, mouth, hands, etc.) Have them draw more sets, with different parts and match them with sets of same numbers Have learners match pictures of the parts of the body using arrows with pictures showing the functions Make a choice to use any of the learning centers created Listen to a story.	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Teacher sings songs and recite rhymes in relation to the lesson with learners		

DATE:		STRAND: All about me
DAY: Thursday		
CLASS:		SUB STRAND: The parts of the human body and their function
CONTENT STANDARD: K1.1.2.1. Demonstrate the understanding of appropriate names of the parts of the body and describe the functions of each part.		INDICATORS: K1.1.2.1.6 K1.1.2.1.7
		PERFORMANCE INDICATOR: Color an outline of a part of the body used in performing a function. Compare lines and other shapes that are same and different
CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership		
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>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)	Display an outline of drawing on a paper for pupils to color and tell what the illustration is about to friends with accuracy. E.g. A boy running to school. Have learners talk about their art work with friends Through think-pair-share, have learners compare lines and shape of their body parts. E.g. the head looks like a circle, the arms are straight, the hand looks like a line. Compare length and size of different lines. Make a choice to use any of the learning centers created Listen to a story.	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Teacher sings songs and recite rhymes in relation to the lesson with learners	

DATE:		STRAND: All about me	
DAY: Friday		SUB STRAND: The parts of the human body and their function	
CLASS: kg1		INDICATORS: K1.1.2.1.6 K1.1.2.1.7	
CONTENT STANDARD: K1.1.2.1. Demonstrate the understanding of appropriate names of the parts of the body and describe the functions of each part.		PERFORMANCE INDICATOR: Color an outline of a part of the body used in performing a function. Compare lines and other shapes that are same and different	
CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership			
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)	Display an outline of drawing on a paper for pupils to color and tell what the illustration is about to friends with accuracy. E.g. A boy running to school. Have learners talk about their art work with friends Through think-pair-share, have learners compare lines and shape of their body parts. E.g. the head looks like a circle, the arms are straight, the hand looks like a line. Compare length and size of different lines. Make a choice to use any of the learning centers created Listen to a story.		Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Teacher sings songs and recite rhymes in relation to the lesson with learners Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc. Sing rhymes and songs with learners as they play		Play toys, sea-saw, mary-go-round