SAMPLE LESSON NOTES-WEEK 7

KG I

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WEEKLY LESSON PLAN FOR KG I- WEEK 7

DATE:		STRAND: ALL AROUND US	
DAY: Monday			
CLASS: KGI		SUB STRAND: PLANTS II	
CONTENT STANDARD: K1.6.6.1 Demonstrate underst	anding of	INDICATORS: K1.6.6.1.1 K1.6.6.1.6	
how plants grow		PERFORMANCE INDICATOR:	
- F		 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 num 	ber of objects in each
		category up to 9	
		on and collaboration (CC) Personal Development an	d Leadership (PL) Creativity
and Innovation (CI) Critical The KEY WORDS :	ninking and	Problem Solving	
KET WORDS:			
PHASE/DURATION	LEARN	ERS ACTIVITIES	RESOURCES
PHASE I: STARTER /0	Engago	earners to sing songs and recite a few rhymes	
MINS		familiar with	
(Preparing the Brain for			
Learning)	MINGL	<u>E MINGLE</u>	
		mingle – mingle 2x	
		ngle (2 come together)	
	•Mingle, mingle – mingle 2x		
		ingle (3 come together)	
	•Mingle, mingle – mingle 2x		
PHASE 2: MAIN 40MINS	four mingle (4 come together) Have learners sit in a semi-circle position and recite a		Sample young plants,
(New Learning Including Assessment)	Have learners sit in a semi-circle position and recite a rhyme about plants. E.g. "Plants can grow".		pictures, the Big book, pencils and crayons.
	Have lea in the rh	rners identify the key things said about plants yme.	
	emphasiz	ctures, discuss with learners how plants grow; zing on the things plants need in order to	
	Have lea sentence Using LE	ell (water, air, good soil).	
		ard about how plant grow. Irners illustrate their composed story.	
		ctures of fruits and vegetable, guide learners group and count the fruit and match with a card.	

	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.
PHASE 3: REFLECTION IOMINS (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: PLANTS II	
CONTENT STANDARD:		INDICATORS : K1.6.6.1.2	
KI.6.6.1 Demonstrate underst	anding of		
how plants grow		Learners can talk about the cover page and a read aloud story	,
CORE COMPETENCE: Co and Innovation (CI) Critical Th KEY WORDS:		and collaboration (CC) Personal Development and oblem Solving	d Leadership (PL) Creativity
PHASE/DURATION	LEARNER	S ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS	Have learn	ers to sing songs and recite familiar rhymes.	
(Preparing the Brain for	ROUND A	AND ROUND THE GARDEN	
Learning)		round the garden	
	Like a tedo		
	One step,		
PHASE 2: MAIN 40MINS		under there by book on the theme, ask learners to talk	Sample young plants,
(New Learning Including Assessment)	about the cover page and open the book correctly.		pictures, the Big book, pencils and crayons
	Have learners do pretend reading and guide them		
		ages correctly.	
		p-reading strategy, read aloud the story and ters to read aloud too.	
		ons to assist learners to monitor their ling and highlight the proper handling of	
		questions for the after-reading stage to he proper handling of books.	
	Ask simple answer.	questions about the story for learners to	
	like tins of	arners with different drawn and real objects milk, milo, etc. empty boxes of sugar, kites we them discuss according to a given	
	drawn obje	discuss 2-D and 3-D objects using real and ects and compare some of the objects to a given attributes as done in K1.6.5.1.2.	

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

DATE:	STRAND: ALL AROUND US		
DAY: Wednesday			
CLASS: KGI		SUB STRAND: PLANTS II INDICATORS: K1.6.6.1.3 K1.6.6.1.6	
CONTENT STANDARD: KI 66 Demonstrate underst	anding of		
K1.6.6.1 Demonstrate understanding of how plants grow		 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: Co and Innovation (CI) Critical Th KEY WORDS:		on and collaboration (CC) Personal Development and Problem Solving	d Leadership (PL) Creativity
PHASE/DURATION	LEARNI	ERS ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS (Preparing the Brain for Learning)	Engage rhymes.	Learners to sing and recite familiar	
Learning)	 I AM COUNTING ONE I'm counting one, what is one I - 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 c relates to Have lea and endi Drill lear words w E.g. plant ending so Extend t learners Using the cards and Learners	thart on the board showing pictures which o the theme. rners talk about the pictures, the beginning ng sounds of their labels. rners on the initial and ending sounds of thich relates to the theme. t –beginning letter sound /p/, stem /s/ etc. bunds for Plant and stem are /t/, /m/. he activity to include other words enhance understanding e letter cards, guide learners to arrange letter d decode words which relates to the topic. s write selected words and show their g and ending sounds in their books e.g. root,	Sample young plants, pictures, the Big book, pencils and crayons

	Using pictures of fruits and vegetable, guide learners to sort, group and count the fruit and match with a numeral card	
	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.	
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: PLANTS II	
CONTENT STANDARD:		INDICATORS : K1.6.6.1.4 K1.6.6.1.5	
KI.6.6.1 Demonstrate underst	anding of		
how plants grow	0		una sinas la masa sin sful
		 Learners can use vocabulary learnt to for sentences 	rm simple meaningiui
		 Learners can identify, observe and talk al 	hout art in the immediate
		environment	
CORE COMPETENCE: Co	ommunication	and collaboration (CC) Personal Development an	d Leadership (PL) Creativity
and Innovation (CI) Critical Th			
KEY WORDS:			
PHASE/DURATION		SACTIVITIES	RESOURCES
PHASE/DORATION	LEARNER	S ACTIVITIES	RESOURCES
PHASE I: STARTER 10	Engage Le	arners to sing and recite familiar	
MINS	rhymes		
(Preparing the Brain for			
Learning)	WE CAN	COUNT	
	We KI		
	We can co		
	We count		
	We count 6,7,8,9,10		
		an count very well	
PHASE 2: MAIN 40MINS (New Learning Including	Drill learne	ers on the vocabulary words learnt so far.	Sample young plants,
Assessment)	Using pictures and word cards, guide learners to read the words.		pictures, the Big book, pencils and crayons
		stories and illustrations to help learners I the selected words/keyword	
	Guide lear	ners to use the keywords acquired to	
		simple sentences about the theme.	
		d plant for shade;	
		water to grow well;	
		e used for medicine; e used for food; etc.	
	objects, ha	provided 2-D and 3-D objects and drawn ve learners describe the characteristics of ay objects and shapes in their environment.	
	Have them	n match objects that look alike in terms of	
	shapes.		
		ers draw and color any object in 2-D and heir drawing using positive language	
		versational poster/pictures, have learners uses of plants e.g. for shade, food, medicine,	

	Extend this activity with a conversational poster on fruit and vegetables and ask learners to observe and talk about the art work.	
	Have learner make their own picture about fruits and vegetables and compare them using positive language	
	Learners sing rhymes and dance with actions	
	Take leaners out of the class to the field for a stretch up.	
	Engage leaners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
PHASE 3: REFLECTION	Review lesson with Learners by singing songs in	
IOMINS (Learner and Teacher)	relation to it	

PHASE/DURATION LEARNERS ACTIVITIES RESOURCES PHASE I: STARTER 10 MINS (Preparing the Brain for Learning) Have learners recite familiar rhymes. HEY DIDDLE DIDDLE HEY DIDDLE DIDDLE 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 RESOURCES	DATE:		STRAND: ALL AROUND US	
CLASS: KGI SUB STRAND: PLANTS II CONTENT STANDARD: INDICATORS: K1.6.6.1.1 K1.6.6.1.2 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: Have learners recite familiar rhymes. PHASE/DURATION LEARNERS ACTIVITIES PHASE I: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including Assessment) Revise with learners how plants can grow. 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). Sample young plants, pictures, the Big book, pencils and crayons Have learners use the treated keywords form sentences on how plants grow. Sample story on a manila card about how plant grow. Satory book on the theme, ask learners to talk <th>DAY: Friday</th> <th></th> <th></th> <th></th>	DAY: Friday			
CONTENT STANDARD: INDICATORS: K1.6.6.1.1 K1.6.6.1.2 K1.6.6.1 Demonstrate PERFORMANCE INDICATOR: understanding of how plants * 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 I: STARTER 10 MINS (Preparing the Brain for Learning) Hey diddle, diddle The cat and the fiddle, The cat and the fiddle, 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 Revise with learners how plants grow: wenghasizing 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. Using a story book on the theme, ask learners to talk				
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		Have le	arners illustrate their composed story.	
about the cover page and open the book correctly.				
		about a	the cover page and open the book correctly.	
Have learners do pretend reading and guide them				
open the pages correctly.		open th	e pages correctly.	
Using Echo-reading strategy, read aloud the story and		Using E	cho-reading strategy, read aloud the story and	
guide learners to read aloud too.		guide le	arners to read aloud too.	
Use questions to assist learners to monitor their				
understanding and highlight the proper handling of books			anding and highlight the proper handling of	
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 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. Have learners color outline of cut out shapes Make a choice to use any of the learning centers created Listen to a story	
PHASE 3: REFLECTION	Teacher sings songs and recite rhymes in relation to	Sea saw, mary go round,
<i>IOMINS</i> (Learner and Teacher)	the lesson with learners	and other play toys
	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	