

A dark green vertical bar is on the left side of the page. A light green arrow points to the right, overlapping the bar.

**SAMPLE LESSON NOTES-WEEK 4**

KG I

A decorative graphic of several thin, dark green lines radiating from the bottom left corner, resembling grass or reeds.

**Fayol Inc.**

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## KG ONE – 4<sup>th</sup> WEEK

Name of School.....

<p><b>DATE:</b></p> <p><b>DAY:</b> Monday</p> <p><b>CLASS:</b> KGI</p>	<p><b>STRAND:</b> All about me</p> <p><b>SUB STRAND:</b> Keeping my body healthy by eating good food and taking my vaccination</p>	
<p><b>CONTENT STANDARD:</b>                  KI.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong</p>	<p><b>INDICATORS:</b> KI.1.4.1.1    KI.1.4.1.2</p> <p><b>PERFORMANCE INDICATOR:</b>                  Learners talk about different types of food they eat at home and classify those that can make them grow healthy. (Body building food, energy giving food etc.)</p> <p>Tell their own short stories about pictures in the Big book to be read</p>	
<p><b>CORE COMPETENCE:</b> Communication and collaboration, Critical thinking, Personal Development and Leadership</p>		
<p><b>KEY WORDS:</b></p>		
<p><b>PHASE/DURATION</b></p>	<p><b>LEARNERS ACTIVITIES</b></p>	<p><b>RESOURCES</b></p>
<p><b>PHASE 1:</b>  <b>STARTER</b> 10 MINS  <b>(Preparing the Brain for Learning)</b></p>	<p>Let learners sing songs about food.</p> <p>Engage learners to sing “Pawpaw is a kind of fruit”</p> <p>Have learners to tell class the food they like best</p>	
<p><b>PHASE 2: MAIN</b>                  40MINS  <b>(New Learning Including Assessment)</b></p>	<p>Learners sit in a semi-circle (community circle time) and talk about the subtheme for the week.</p> <p>Through questions and answers, find out from learners the things we have to do to keep healthy and strong.</p> <p>Show them two conversational posters, one on different types of food and one at the hospital.</p> <p>With the aid of pictures, have them talk about the types of balanced food we need to eat to help us grow.                  For instance: We have</p> <ol style="list-style-type: none"> <li>1. Fats and Oil Foods: Such foods are high in fat and sugar</li> <li>2. Protein (beef, chicken),</li> <li>3. Carbohydrates (starchy food, bread, cereal and rice group),</li> <li>4. Calcium Rich Foods help the bones,</li> <li>5. Fruit and Vegetable,</li> <li>6. Whole Grain food such as bread, wheat,</li> <li>7. Food and drinks high sugar.</li> </ol> <p>Encourage learners to share experiences.</p> <p>Another day you can let them talk about the importance of taking all their childhood vaccination.</p> <p>Have learners talk about the pictures in the book and ask them to make connections to the written symbols.</p>	<p>Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons</p>

	<p>Learners retell story read to them.</p> <p>Using word of the day, encourage learners to give examples of words that contain the prominent sound in the word of the day e.g. mug: jug, hug, tug, etc.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story on foods.</p> <p><b>Assessment:</b> Engage learners to pick up foods (made from rubber) and to identify with class they belong to.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b></p>	<p>Review lesson with learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> All about me  <b>SUB STRAND:</b> Keeping my body healthy by eating good food and taking my vaccination
<b>DAY:</b> Tuesday		
<b>CLASS:</b> kg1		
<b>CONTENT STANDARD:</b> KI.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong	<b>INDICATORS:</b> KI.1.4.1.3 KI.1.4.1.4	
	<b>PERFORMANCE INDICATOR:</b> Listen attentively, respond to an information text about foods we eat to keep healthy and use new content words learnt to create simple sentence (orally) on how to keep healthy.  Count and clap the keywords in songs about types of food.	
<b>CORE COMPETENCE:</b> Communication and collaboration, Critical thinking, Personal Development and Leadership		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	Learners sing songs and recite rhymes in relation to the lesson.	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<p>Have learners sit in a semi-circle (community circle time), as they listen attentively to the Teacher -read-aloud text on balanced diet.</p> <p>Mention and discuss the different food types we have as it is explained in the book and on the conversational poster you show to them.</p> <p>Have learners count the examples of foods identified under the given food group/types and represent them in sets.</p> <p>Guide learners to examine the food they eat at home and/or bring to school, to find out whether they are eating a balanced meal.</p> <p>Talk about some food items that are not very healthy, e.g. sugar drinks.</p> <p>Mention some food items in the environment that they need to be eating and draw their favourite. E.g. They should add kontomire and other green leaf to their food and also eat a lot of different types of fruit.</p> <p>Have learners use the new words learnt to construct simple sentences orally in relation to keeping healthy.</p> <p>In whole class group, model how to sing and clap and count words in a song.</p> <p>Learners follow your example and sing, clap and count number of words in the song about food</p>	<p>Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases.</p> <p>Cut out shapes, big books, counters, crayons</p>

	<p>They can also jump on each word and count and share with their friends the number of the keywords in the song.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story on foods</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b></p>	<p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p>	

<b>DATE:</b>		<b>STRAND:</b> All about me  <b>SUB STRAND:</b> Keeping my body healthy by eating good food and taking my vaccination
<b>DAY:</b> Wednesday		
<b>CLASS:</b>		
<b>CONTENT STANDARD:</b> K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong		<b>INDICATORS:</b> K1.1.4.1.5
		<b>PERFORMANCE INDICATOR:</b> Sing Alphabet song about food and identify the beginning letter of the most common food item in season in the environment. E.g. Banana begins with /b/
<b>CORE COMPETENCE:</b> Communication and collaboration, Critical thinking, Personal Development and Leadership		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	Learners sing songs and recite rhymes in relation to the lesson	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<p>Learners sing an alphabet song and identify the letter that begins the name of the food item.</p> <p>Create letter cards with the letter and picture of the food item.</p> <p>Play a memory game where the learners will pick the letter card that matches with other food items with the same beginning letter [E.g. banana, beans, banku, bread, boodoo,]</p> <p>Mix the picture cards of food items that do not have /b/ starting their names with other cards. Through "Show and Tell" have learners pick the picture card that matches with a 'B' food item and show it to the class.</p> <p>Have them pronounce the names of the food item first and if it does not begin with the letter for the week, they put the picture aside. Have them group words in sets according to the following: Set A: Words that begin with the letter of the week Set B: Words that do not begin with the letter of the week</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story on foods.</p>	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons
<b>PHASE 3:</b> <b>REFLECTION</b> 10MINS <b>(Learner and Teacher)</b>	Teacher sings songs and recite rhymes in relation to the lesson with learners	

<b>DATE:</b>		<b>STRAND:</b> All about me	
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> Keeping my body healthy by eating good food and taking my vaccination	
<b>CLASS:</b>			
<b>CONTENT STANDARD:</b> K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong		<b>INDICATORS:</b> K1.1.4.1.6 K1.1.4.1.7	
		<b>PERFORMANCE INDICATOR:</b> Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath  Sort and classify different food items under the six food groups and sort the food items that keep the body healthy into shapes	
<b>CORE COMPETENCE:</b> Communication and collaboration, Critical thinking, Personal Development and Leadership			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	Learners sing songs and recite rhymes in relation to the lesson		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<p>The teacher models how to write the letter in the air and have the learners do same.</p> <p>After much practice as a whole class and in small groups, the learners write the letter in the sand and finally use crayon to draw a food item and write the letter underneath it.</p> <p>Have learners talk about their work</p> <p>Bring different food items to the class.</p> <p>Explain the food groups to them again. In small groups, let them classify the food items into the six food groups.</p> <p>Have learners sort food items that keep the body healthy into shapes and talk about them.</p> <p>Extend the activity to other non-food items (e.g. tables, chairs, cups, etc.).</p> <p>Have them compare the quantities and work on “less than” and “more than”</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story on foods.</p>	<p>Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons</p>	
<b>PHASE 3: REFLECTION</b> 10MINS <b>(Learner and Teacher)</b>	Teacher sings songs and recite rhymes in relation to the lesson with learners		

<b>DATE:</b>		<b>STRAND:</b> All about me	
<b>DAY:</b> Friday		<b>SUB STRAND:</b> Keeping my body healthy by eating good food and taking my vaccination	
<b>CLASS:</b> kg1			
<b>CONTENT STANDARD:</b> K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong		<b>INDICATORS:</b> K1.1.4.1.8	
		<b>PERFORMANCE INDICATOR:</b> Sing and dance to traditional songs about foods	
<b>CORE COMPETENCE:</b> Communication and collaboration, Critical thinking, Personal Development and Leadership			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs they are familiar with.		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<p>Have learners sing traditional songs about food in your locality, play different musical instrument and dance to the tunes to keep the body healthy.</p> <p>Have learners do oral classification of foods mentioned in songs under the food groups</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story on foods</p> <p><b>Assessment:</b></p>	<p>Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons</p>	
<b>PHASE 3:</b> <b>REFLECTION</b> 10MINS <b>(Learner and Teacher)</b>	<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>Play toys, sea-saw, mary-go-round</p>	