

KG ONE WEEKLY LESSON NOTES

KG ONE – 1st WEEK

Name of School.....

<p>DATE:</p> <p>DAY: Monday</p> <p>CLASS: KGI</p>	<p>STRAND: All about me</p> <p>SUB STRAND: I am a wonderful and unique creation</p>	
<p>CONTENT STANDARD: K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.</p>	<p>INDICATORS: K1.1.1.1.1 K1.1.1.1.3</p> <p>PERFORMANCE INDICATOR: Identify and talk in simple sentences, about the features of our body</p> <p>Recognize and talk about the different parts of book</p>	
<p>CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership</p>		
<p>KEY WORDS:</p>		
<p>PHASE/DURATION</p>	<p>LEARNERS ACTIVITIES</p>	<p>RESOURCES</p>
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><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.</p>	
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>With learners seated in a big circle outside the classroom, and using "pass a ball" game, (in which learners pass a ball to their friends), learners take turns to use positive language to describe and appreciate themselves.</p> <p>Have them talk about themselves focusing on the uniqueness of their names, the homes they are from, their physical bodies, how tall or short, big or small.</p> <p>Use the following questions to guide the learners who cannot talk fluently. E.g. What is your name? age? Gender? height? What are your likes and dislikes? etc.</p> <p>The teacher must model the description and scaffold the learners to do so.</p> <p>As part of the process of the daily read aloud lesson, have learners talk about the front/cover and the back page of a book, and ask them to make connections to their own body.</p> <p>Just as we human being have unique features, books also have.</p>	<p>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>

	<p>Books have a front cover and also a back cover.</p> <p>Guide learners do a picture walk through the text.</p> <p>Point to the pictures and let the learners tell stories about the pictures.</p> <p>Show the pages to the class and read the text aloud.</p> <p>Help learners learn more positive words to describe themselves.</p> <p>Read the text again and have learners pay attention to the correct names of the parts of the body.</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: I am a wonderful and unique creation	
CLASS: kg1		INDICATORS: K1.1.1.1.2 K1.1.1.1.4	
CONTENT STANDARD: K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		PERFORMANCE INDICATOR: Sing an action song that helps learners name the parts of the body and point to them Use new and positive expressions/vocabulary related to 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>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>Have learners sing different songs in their local language and/or in the English language that identify parts of the body and perform actions on it. E.g.</p> <p>Learners point to the parts of their bodies as they sing e.g. Head, shoulders knees and toes Knees and toes 2x And eyes and ears And mouth and nose...</p> <p>Other examples of action songs are My head, my shoulder, my knees, I have one head, two eyes. I am black and beautiful, someone is fair.</p> <p>Have learners follow the model of the teacher in clapping on the rhythm of the song, putting more stress on the names of the body parts.</p> <p>Have learners watch a displayed conversational poster on the wall (parts of the human body) and use the positive descriptive words and expression they learnt to describe themselves.</p> <p>Direct their discussions with questions like (how do you look? How tall are you? E.g. I am fair</p> <p>Make a choice to use any of the learning centers created</p>		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>IOMINS</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: I am a wonderful and unique creation	
CLASS:		INDICATORS: K1.1.1.1.5	
CONTENT STANDARD: K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		PERFORMANCE INDICATOR: Sing songs about the body parts and the letters of the alphabet and clap hands on the rhythm of the songs	
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)	Have learners sit in a semi-circle, using pictures and toys, let pupils identify the different parts of their body. In pairs, have pupils count each other's fingers, toes, write it down on the board, and individually have pupils count the other parts of their bodies and write it down on the board as they sing and clap their hands to the rhythm. E.g. my head, my shoulders, my knees, my toe... Have learners sing Alphabet song and follow the sequence of the letters as it is written on the wall. 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		SUB STRAND: I am a wonderful and unique creation	
CLASS:		INDICATORS: K.I.I.I.I. 6	
CONTENT STANDARD: K.I.I.I.I Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		PERFORMANCE INDICATOR: Draw a beautiful picture of themselves and scribble freely underneath the picture paper	
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)	Learners are asked to draw themselves, color it nicely, after which they scribble freely underneath. Let them talk about what they have written with friends sitting next to them in the classroom. Ask learners what they have drawn and write them on the board. e.g. What did you draw? and write it on the board or under their drawing. 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: I am a wonderful and unique creation
CLASS: kg1		
CONTENT STANDARD: K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		INDICATORS: K1.1.1.1.7
		PERFORMANCE INDICATOR: Create sets of human parts that are similar and represent them with numbers up to 5.
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)	In pairs, the learners check on the body parts that are similar and draw them in Sets, count them and represent them with numbers one to five (1-5). Pose story problems about what total number you will get if you put different number of learners together. What will be the total no of eyes? What will the total number of hands? Give opportunity to learners to count parts of group members and their parts. 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

KG ONE – 2nd WEEK

Name of School.....

<p>DATE:</p> <p>DAY: Monday</p> <p>CLASS: KGI</p>	<p>STRAND: All about me</p> <p>SUB STRAND: The parts of the human body and their function</p>	
<p>CONTENT STANDARD: KI.1.2.1. Demonstrate the understanding of appropriate names of the parts of the body and describe the functions of each part.</p>	<p>INDICATORS: KI.1.2.1.1 KI.1.2.1.3</p> <p>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.</p> <p>Learn and use new /vocabulary related to what they do with the parts of the body</p>	
<p>CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership</p>		
<p>KEY WORDS:</p>		
<p>PHASE/DURATION</p>	<p>LEARNERS ACTIVITIES</p>	<p>RESOURCES</p>
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><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.</p>	
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>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,</p> <p>Post a Conversational poster showing the human body parts that we can see.</p> <p>Ask them if they can tell you some parts of the human parts that are inside us and that we cannot see.</p> <p>Give it to them as a project for the future.</p> <p>Have them repeat two of the songs that teach the functions of the body parts.</p> <p>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.</p> <p>Through "Pick and act" activity, have learners pick cut-out body part and act their functions</p>	<p>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>

	<p>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		INDICATORS: K1.1.2.1.2 K1.1.2.1.5	
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: 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		
CLASS:		SUB STRAND: The parts of the human body and their function
CONTENT STANDARD: KI.1.2.1. Demonstrate the understanding of appropriate names of the parts of the body and describe the functions of each part.		INDICATORS: KI.1.2.1.4
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: KI.1.2.1.6 KI.1.2.1.7	
CONTENT STANDARD: KI.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

KG ONE – 3rd WEEK

Name of School.....

<p>DATE:</p> <p>DAY: Monday</p> <p>CLASS: KG1</p>	<p>STRAND: All about me</p> <p>SUB STRAND: Caring for the parts of my body</p>	
<p>CONTENT STANDARD KI.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose</p>	<p>INDICATORS: KI.1.3.1.1 KI.1.3.1.2</p> <p>PERFORMANCE INDICATOR: Sing songs and recite rhymes about how we take care of each part of the body and demonstrate how to do it</p> <p>Watch a short video clip and talk about how to care for the various parts of the body.</p>	
<p>CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership</p>		
<p>KEY WORDS:</p>		
<p>PHASE/DURATION</p>	<p>LEARNERS ACTIVITIES</p>	<p>RESOURCES</p>
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><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.</p>	
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>Have learners sit in a semi-circle (community circle time), sing a song; This is the way I brush my teeth, brush my teeth, 2x)</p> <p>call out parts of the body that should be cared for and have learners touch that part to show comprehension. E.g. I brush my teeth, I cut my fingernails short, etc.</p> <p>Show a video clip and let the learners watch the correct ways to care for each part of the body using the vocabulary learnt from the book</p> <p>Guide learners to count the materials used to clean the body (e.g. soap, toothbrush, toothpaste, sponge, etc.) seen in the video clip and/or those listed on the board.</p> <p>Classify the cleaning materials according to their colors</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story.</p>	<p>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>

PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with learners by singing songs in relation to it	
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DATE:		STRAND: All about me
DAY: Tuesday		SUB STRAND: Caring for the parts of my body
CLASS: kg1		
CONTENT STANDARD K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose		INDICATORS: K1.1.3. 1.3 K1.1.3.1.4
		PERFORMANCE INDICATOR: Talk about what we use in caring for the human body in our everyday life as they listen to a read aloud text. Show and explain why learners' books are open from right to left.
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)	Have learners listen to the (BIG BOOK) again as you read aloud again and demonstrate how to care for the different parts of the body. E.g. wash your face and hands, brush your teeth, cut your finger nails etc.). Show the pictures in the Big Book and guide the learners to demonstrate the proper way of washing the face, hands and other body parts. Take learners through different activities to demonstrate how to take care of their body. Set different centers in the classroom and have them rotate to care for their body parts. Give opportunity to as many learners. Let learners talk about the front/cover page of the big book to be read. Do a picture walk through the book going page by page with the learners. Have the learners tell you the direction you are going as you open the pages. Run a pointer under the pictures as you do the picture walk to buttress the left-right and top-bottom directionality.	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>Using "Pair share repeat" have learners classify the pictures according to size in their rows</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>	

DATE:		STRAND: All about me	
DAY: Wednesday		SUB STRAND: Caring for the parts of my body	
CLASS:		INDICATORS: KI.1.3.1.5	
CONTENT STANDARD KI.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose		PERFORMANCE INDICATOR: Stress the words that show caring for the body as learners sing songs about personal care of the body parts and clap hands on the rhythm of the songs E.g. wash, brush, cut nails.	
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)	Have learners repeat the song: this is the way I wash my face..., clapping the rhythm to stress on the care words. Model for them how to stress the words and have them follow along just doing the actions. Repeat the lines several times. With the aid of cut-out pictures of body cleaning tools, have learners pick and demonstrate appropriate way of how that tool is used to clean the body. Introduce the letter of the week activity (one letter a week) 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		SUB STRAND: Caring for the parts of my body	
CLASS:		INDICATORS: KI.1.3.1.6	
CONTENT STANDARD KI.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose		PERFORMANCE INDICATOR: Match the parts of the body to the tools we use in caring for the body and color them	
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 match the tools with the body part and use same color for each body part and its tool. E.g. soap matched with the hand and brush with the teeth. Talk about the coloring with their friends. Tell what the illustration is about to friends with accuracy. E.g. An outline of soap, toothbrush, toothpaste, etc.. 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: Caring for the parts of my body
CLASS: kg1		INDICATORS: KI.1.3.1.7
CONTENT STANDARD KI.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose		PERFORMANCE INDICATOR: Use number names to count, find out how many and match body parts with other part with same number (1 - 5)
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)	Show picture of different parts put in a set e.g. two eyes, one mouth, two hands, five fingers matched with 5 toes. Model how to match and have learners in small groups match body parts with the same number. Repeat the activity with body parts and encourage learners to describe their answers. Extend the activity using other non-body parts objects in the given sets. Have learners match similar activity/task in their workbook 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

KG ONE WEEKLY LESSON NOTES

KG ONE – 4th WEEK

Name of School.....

<p>DATE:</p> <p>DAY: Monday</p> <p>CLASS: KGI</p>	<p>STRAND: All about me</p> <p>SUB STRAND: Keeping my body healthy by eating good food and taking my vaccination</p>	
<p>CONTENT STANDARD: 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>INDICATORS: KI.1.4.1.1 KI.1.4.1.2</p> <p>PERFORMANCE INDICATOR: 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>CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership</p>		
<p>KEY WORDS:</p>		
<p>PHASE/DURATION</p>	<p>LEARNERS ACTIVITIES</p>	<p>RESOURCES</p>
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</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>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</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"> 1. Fats and Oil Foods: Such foods are high in fat and sugar 2. Protein (beef, chicken), 3. Carbohydrates (starchy food, bread, cereal and rice group), 4. Calcium Rich Foods help the bones, 5. Fruit and Vegetable, 6. Whole Grain food such as bread, wheat, 7. Food and drinks high sugar. <p>Encourage learners to share experiences.</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>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>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>Assessment: Engage learners to pick up foods (made from rubber) and to identify with class they belong to.</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: Keeping my body healthy by eating good food and taking my vaccination	
CLASS: kg1		INDICATORS: K1.1.4.1.3 K1.1.4.1.4	
CONTENT STANDARD: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong	PERFORMANCE INDICATOR: 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.		
	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)	Learners sing songs and recite rhymes in relation to the lesson.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<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>Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons</p>

	<p>Learners follow your example and sing, clap and count number of words in the song about food</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>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>	

DATE:		STRAND: All about me	
DAY: Wednesday		SUB STRAND: Keeping my body healthy by eating good food and taking my vaccination	
CLASS:		INDICATORS: K1.1.4.1.5	
CONTENT STANDARD: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong		PERFORMANCE INDICATOR: 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/	
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)	Learners sing songs and recite rhymes in relation to the lesson		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<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
PHASE 3: REFLECTION 10MINS	Teacher sings songs and recite rhymes in relation to the lesson with learners		

(Learner and Teacher)		
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DATE:		STRAND: All about me	
DAY: Thursday		SUB STRAND: Keeping my body healthy by eating good food and taking my vaccination	
CLASS:			
CONTENT STANDARD: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong	INDICATORS: K1.1.4.1.6 K1.1.4.1.7		
	PERFORMANCE INDICATOR: 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		
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)	Learners sing songs and recite rhymes in relation to the lesson		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<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>		Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. 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: Keeping my body healthy by eating good food and taking my vaccination	
CLASS: kg1		INDICATORS: KI.1.4.1.8	
CONTENT STANDARD: KI.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong		PERFORMANCE INDICATOR: Sing and dance to traditional songs about foods	
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)	Have learners to sing songs they are familiar with.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Have learners sing traditional songs about food in your locality, play different musical instrument and dance to the tunes to keep the body healthy. Have learners do oral classification of foods mentioned in songs under the food groups Make a choice to use any of the learning centers created Listen to a story on foods Assessment:	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. 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	

WEEKLY LESSON PLAN FOR KG I- WEEK FIVE

<p>DATE:</p> <p>DAY: Monday</p> <p>CLASS: KG I</p>	<p>STRAND: All about me</p> <p>SUB STRAND: Keeping my Body healthy by eating good food and taking my vaccination</p>	
<p>CONTENT STANDARD: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.</p>	<p>INDICATORS: K1.1.4.1.1 K1.1.4.1.2</p> <p>PERFORMANCE INDICATOR:</p> <ul style="list-style-type: none"> • 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.) • Learners can tell their own short stories about pictures in the Big book to be read 	
<p>CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership</p>		
<p>KEY WORDS:</p>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</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>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</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"> 1. Fats and Oil Foods: Such foods are high in fat and sugar 2. Protein (beef, chicken), 3. Carbohydrates (starchy food, bread, cereal and rice group), 4. Calcium Rich Foods help the bones, 5. Fruit and Vegetable, 6. Whole Grain food such as bread, wheat, 7. Food and drinks high sugar. <p>Have learners to count and say the number of foods they eat during a day.</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>Listen to songs about foods</p> <p>Have learners to sing the song in turns and in groups, dance and do actions</p> <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>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>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 on foods.</p> <p>Assessment: Engage learners to pick up foods (made from rubber) and to identify with the class they belong to.</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>	<p>Play toys, sea-saw, mary-go-round</p>

DATE: DAY: Tuesday CLASS: KGI		STRAND: All about me SUB STRAND: Keeping my Body healthy by eating good food and taking my vaccination
CONTENT STANDARD: KI.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.	INDICATORS: KI.1.4.1.3 KI.1.4.1.4	
	PERFORMANCE INDICATOR: Learners can 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. Learners can count and clap the keywords in songs about types of food.	
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)	Learners sing songs and recite rhymes in relation to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<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>Have learners to represent the number identifies with model numbers or by writing them on the floor or the board.</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 favorite. 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>	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons

	<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>They can also jump on each word and count and share with their friends the number of the keywords in the song.</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 on foods</p> <p>Assessment: call out learners in turns and groups to count and clap the keywords in songs about types of food.</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>	

DATE:	STRAND: All about me
DAY: Wednesday	
CLASS: KGI	

SUB STRAND:
Keeping my Body healthy by eating good food and taking my vaccination

CONTENT STANDARD: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.	INDICATORS: K1.1.4.1.5
	PERFORMANCE INDICATOR: Learners can 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/

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)	Learners sing songs and recite rhymes in relation to the lesson <u>Bounce the ball</u> Bounce the ball /b/ /b/ (pretend to bounce a ball) Bounce the ball /b/ /b/ Bounce the ball /b/ /b/ Bounce, bounce, bounce	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Learners sing an alphabet song and identify the letter that begins the name of the food item. Create letter cards with the letter and picture of the food item. 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,] 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. 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 Have learners to count and number words that begin with the letter of the week	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons

	<p>Listen to songs and rhymes about the letter of the week</p> <p>Have learners sing the songs and rhymes in groups and in turns, dance and do 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 on foods.</p> <p>Assessment: Put learners into four groups. 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>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Engage learners in the “Step forward game” Learners stand at the start line. Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'. The person to get to the finish line wins.</p> <p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p>	

DATE: DAY: Thursday CLASS: KGI		STRAND: All about me SUB STRAND: Keeping my Body healthy by eating good food and taking my vaccination
CONTENT STANDARD: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.	INDICATORS: K1.1.4.1.6 K1.1.4.1.7	
	PERFORMANCE INDICATOR: Learners can draw a picture of any food item that has its name beginning with the letter B and write the letter underneath Learners can sort and classify different food items under the six food groups and sort the food items that keep the body healthy into shapes	
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)	Learners sing songs and recite rhymes in relation to the lesson. Balance the ball, balance the ball	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	The teacher models how to write the letter in the air and have the learners do same. 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. Have learners talk about their work Bring different food items to the class. Explain the food groups to them again. In small groups, let them classify the food items into the six food groups. Have learners sort food items that keep the body healthy into shapes and talk about them. Have learners to count and say the number of food groups. Learners represent the number identified with model numbers or write them in the air, sand, floor or books. Listen to songs and rhymes about the food groups Have learners to sing the songs and rhymes in groups by dancing and doing actions. Extend the activity to other non-food items (e.g. tables, chairs, cups, etc.).	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons

	<p>Have them compare the quantities and work on “less than” and “more than”</p> <p>Take learners out of the class to the field for a stretch up.</p> <p>Learners to use any of the play toys available.</p> <p>Whiles playing engage learners in the “My mother went to the market game”</p> <p>The teacher starts by saying 'My mother went to the market and she bought'. Complete the sentence with a food item. For example, tomatoes. A learner continues by repeating your sentence and adding an item of their own E.g. 'My mother went to the market and bought tomatoes and a cucumber'. The words don't have to actually be something they can get in the market, as long as they mention a food item. The game continues to the next learner who must remember all the items and add their own.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story on foods.</p> <p>Assessment: call out learners in turns and groups to sort and classify different food items under the six food groups and sort the food items that keep the body healthy into shapes</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>	

DATE:		STRAND: All about me	
DAY: Friday		SUB STRAND:	
CLASS: KGI		Keeping my Body healthy by eating good food and taking my vaccination	
CONTENT STANDARD: KI.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.		INDICATORS: KI.1.4.1.8	
		PERFORMANCE INDICATOR: Learners can sing and dance to traditional songs about foods	
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)	Have learners to sing songs they are familiar with, and dance with actions		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Have learners sing traditional songs about food in your locality, play different musical instrument and dance to the tunes to keep the body healthy. Have learners do oral classification of foods mentioned in songs under the food groups Make a choice to use any of the learning centers created Listen to a story on foods Assessment: call out learners in groups and in turns to sing and dance to traditional songs about foods	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. 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, and other play toys	

WEEKLY LESSON PLAN FOR KG I- WEEK FIVE

<p>DATE:</p> <p>DAY: Monday</p> <p>CLASS: KG1</p>	<p>STRAND: ALL ABOUT ME</p> <p>SUB STRAND: MY ENVIRONMENT AND MY HEALTH</p>	
<p>CONTENT STANDARD: KI.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.</p>	<p>INDICATORS: KI.1.5.1.1 KI.1.5.1.2</p> <p>PERFORMANCE INDICATOR:</p> <ul style="list-style-type: none"> Learners can talk about how we can keep our environment clean in order to avoid getting sick. Learners can recognize that written symbols in books carry important information about the pictures. 	
<p>CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity.</p>		
<p>KEY WORDS:</p>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>Have learners to sing familiar songs and recite rhymes they know.</p> <p><u>HOT CROSS BUNS</u> Hot cross buns hot cross buns One a penny two a penny Hot cross buns If you have no daughters Give them to your sons One penny two a penny Hot cross buns</p>	
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>Have learners sit in a semi-circle (community circle time) and sing a song related to keeping the environment clean.</p> <p>Show them a conversational poster with people defecating around their homes and at school</p> <p>Teacher and pupils discuss the causes of sickness.</p> <p>Teacher asks the learners how our environment can cause us to be sick.</p> <p>Using think-pair-share, have learners contribute to how we make the environment dirty. E.g. Some ideas can be: when we throw papers/rubbish about, bushes and gutters are choked. Animals walking through rivers, learners walking in the garbage area, People washing in the rivers. Etc.</p> <p>Create more situations of a dirty village and ask learners to think about how to change the situation and avoid sickness.</p>	<p>Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons</p>

	<p>E.g. What do we do make our classroom/school compound clean from litter?</p> <p>What do we do to stop people from going to toilet all around our home and the school compound?</p> <p>What do we do to avoid getting sick? E.g. Washing hand with soap and water, put rubbish or unwanted papers and rubbish in bins, etc.</p> <p>Teacher and people do a picture walk through the Big book page by page.</p> <p>Ask learners to tell a story about the pictures they see.</p> <p>Through interactive reading of a big book, have learners compare their story to the author’s version to see if they are similar or different.</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 on health and environment</p> <p>Assessment: call out learners in turns to talk about how we can keep our environment clean</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 CLASS: KGI		STRAND: ALL ABOUT ME SUB STRAND: MY ENVIRONMENT AND MY HEALTH
CONTENT STANDARD: KI.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.	INDICATORS: KI.1.5.1.3 KI.1.5.1.4	
	PERFORMANCE INDICATOR: <ul style="list-style-type: none"> Learners can listen attentively to the read aloud text and share what they have learnt about diseases we can get from dirty environments Learners can compose their stories about pictures in the book to be read to enable them to understand that important messages are hidden in books. 	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity		
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>GOOSEY GOOSEY GANDER</u> Goosey goosey gander Where shall I wander Upstairs and downstairs And in my lady's chamber There I met an old man Who would not say his prayers I took him by the left leg And threw him down the stairs	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using Teacher-read-aloud and listening Comprehension, introduce learners to KWL strategy as you read the informational book on the Diseases we get from the environment. Explain the KWL strategy as K: What do you <i>know</i> , W: What do you <i>want</i> to know and L: What have you <i>learnt</i> K- Before reading, have learners tell you all they know about how dirty environment can make people sick. W- Ask learners what they want to know about how the environment affects our health During the reading: Have learners listen attentively as you read aloud, pause often to allow them to share their understanding of the text. (BIG BOOK). L- Have learners share what they have learnt about the theme	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons

	<p>Learners should be given the opportunity to walk around the school campus and clean, throwing away tins and empty cans with water that could breed mosquitoes which could make people sick of Malaria.</p> <p>Learners create their own stories about the pictures in the Big book before it is read aloud to them.</p> <p>Stress on cleanliness words during the reading activity (e.g. neat, clean, tidy, and clear, etc.).</p> <p>Learners come up with rules about how to take good care of books because books contain important information.</p> <p>Have learners draw clean classroom and talk about their drawing.</p> <p>Help learners sound out cleanliness words on word card and have them fill in the missing letters of selected ones written on the board.</p> <p>They can also have vocabulary games with cut out words and letters on cleanliness words.</p> <p>Have learners count and classify words by colour and length</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 on health and environment</p> <p>Assessment: call learners in turns to tell the class stories they have composed from pictures in the books they read</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: Wednesday		SUB STRAND: MY ENVIRONMENT AND MY HEALTH	
CLASS: KGI			
CONTENT STANDARD: KI.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.		INDICATORS: KI.1.5.1.5 KI.1.5.1.6	
		PERFORMANCE INDICATOR: <ul style="list-style-type: none"> Learners can sing alphabet songs that contain the letter of the week. Learners can begin to write letters of the alphabet 	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity			
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>HICKORY DICKORY DOCK</u> Hickory, dickory, dock The mouse ran up the clock The clock struck one The mouse ran down Hickory, dickory, dock</p>		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Introduce the letter for the week, e.g. the lower case of the vowel /a/</p> <p>Write it boldly on the whiteboard or chalkboard.</p> <p>Introduce a key word in which they can find the letter of the week.</p> <p>The word should be related to a disease from the environment such as <i>malaria, cholera, etc.</i></p> <p>Read the word and let learners repeat it three times after you.</p> <p>Hold letter cards of different names and words for learners to identify the letter 'a' in it.</p> <p>Ask learners who have the two letters /b/ and /a/ in their names to stand and mention their names.</p> <p>Learners exercise their wrist and fingers by clapping and shaking them as they sing a local song.</p> <p>Model how to write the letter in the air and have the learners practice with you in the air, the sand and then onto a slate.</p>	<p>Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons</p>	

	<p>Have them practice writing the letter on the back of their friends.</p> <p>Have them talk about their experience</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 on health and environment</p> <p>Assessment: call out learners in turns to sing alphabet songs and write letters of the alphabet</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 ABOUT ME SUB STRAND: MY ENVIRONMENT AND MY HEALTH	
CONTENT STANDARD: KI.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.		INDICATORS: KI.1.5.1.7	
		PERFORMANCE INDICATOR: Learners can prepare posters with pictures cut from calendar and newspapers to post in the environment cautioning people not to make the place dirty.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity			
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>DING DONG BELL</u> Ding dong bell pussy's in the well Who put her in little tommy thin Who pulled her out little tommy stout What a naughty boy was that To drown poor pussy cat</p>		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Provide newspaper cutting or pictures from calendars showing what people do to mess the environment</p> <p>Have pupils (in small groups) prepare posters and write big "NO" on each poster with each group choosing just one colour from the three selected colours.</p> <p>Have learners sort their final works into same colours and count the quantity of each.</p> <p>Let learners represent their count with model numbers and write them in their books or floor</p> <p>Take learners for a walk outside and have them post "NO" poster all over the school compound to encourage cleanliness practice.</p> <p>Sing songs and recite rhymes about how to keep the environment clean and healthy</p> <p>Have learners to sing the songs 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>Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. 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 on health and environment</p> <p>Assessment: share roles to learners and guide them to role-play how to keep the environment clean and healthy</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: Friday		SUB STRAND: MY ENVIRONMENT AND MY HEALTH	
CLASS: KGI		INDICATORS: KI.1.5.1.8	
CONTENT STANDARD: KI.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.		PERFORMANCE INDICATOR: Learners can describe the attributes of 3-D objects and draw them	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity			
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>FIVE LITTLE SOLDIERS</u> Five little soldiers Standing in a row Three stood straight And two stood so Along came the captain And what do you think They all stood straight As quick as a wink</p>		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Have learners to form a big circle. Call out learners to in turns to describe Describe the attributes and show examples of 3-D objects to learners.</p> <p>Learners go for a nature walk around the school compound and bring other examples (e.g. stone, leaf, empty cans, etc.).</p> <p>Have each child describe the 3-D materials he/she has brought using words like <i>big, little, round</i> like a box or a can.</p> <p>Learners assess each other whether all the objects brought are truly 3-D materials.</p> <p>Have the learners to create their own booklet by finding objects in the classroom that are the same 3D shape</p> <p>Teach learners to recite 3D rhymes. <u>3D SHAPES</u> 3D Shapes are fat and flat</p> <p> A cone is like a party hat</p>	<p>Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons</p>	

	 A sphere is like a bouncy ball  A prism is like a building tall  A cylinder is like a can of pop  A CUBE IS LIKE THE dice you drop 3D Shapes are here and there 3D Shapes are everywhere Have learners to recite the rhymes in turns and dance with actions Make a choice to use any of the learning centers created Listen to a story on health and environment Assessment: have learners to explore with 3D objects and describe its attributes	
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	Sea saw, mary go round, and other play toys

WEEKLY LESSON PLAN FOR KG I- WEEK SEVEN

<p>DATE:</p> <p>DAY: Monday</p> <p>CLASS: KG I</p>	<p>STRAND: ALL ABOUT ME</p> <p>SUB STRAND: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS</p>	
<p>CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).</p>	<p>INDICATORS: K1.1.6.1.1 K1.1.6.1.3</p> <p>PERFORMANCE INDICATOR:</p> <ul style="list-style-type: none"> Talk about possible accidents we can have at home and at school and safety measures we can take to avoid them. Listen to and respond to a read aloud text about keeping safe in the environment. 	
<p>CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity.</p>		
<p>KEY WORDS:</p>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<p>PHASE I: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>Have learners to sing familiar songs and recite rhymes they know.</p> <p><u>ROLL</u> Everyday roll, everybody roll, everybody roll, roll, roll.</p> <p><u>LITTLE FINGER</u> Little finger, little finger where are you, Here I am, here I am how do you do</p> <p>Middle finger, middle finger where are you, Here I am, here I am how do you do</p> <p>Index finger, index finger where are you, Here I am, here I am how do you do</p> <p>Ring finger, ring finger where are you, Here I am, here I am how do you do</p> <p>Thumb finger, thumb finger where are you, Here I am, here I am how do you do</p>	
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>During the community circle time, when learners sit in a semi-circle, introduce the sub-theme and have them talk about the possible home and/or road accidents that occur.</p> <p>Put them in three smaller groups and ask them to come up with practical examples of how such accidents happen at home, at school, and on the way to school.</p> <p>Have them present their findings by role-playing the various accidents and how to avoid them.</p> <p>Have learners suggest safety measures we can take to avoid such accidents</p>	<p>Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons</p>

	<p>Teach the rhyme “if you see a traffic light, there is something you should know, red means stop...” and have learners recite it with you with actions</p> <p>Using the KWL strategy as in the previous lesson, let the Learners tell you what learners know about the sub-theme, what they want to know, before you read (the BIG BOOK) to them.</p> <p>Let learners share what they have learnt about safety measures we need to take to prevent accidents (<i>hurts, and harm from sharp objects, electricity, boiling water, etc.</i>).</p> <p>Practice some safety measures of how to cross the road, how to hold a knife.</p> <p>Learners role play using these safety measures at home. (Reference: A big book on protection against hurt, harms, sharp objects, strangers, electricity and hot water.)</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 on road accidents</p> <p>Assessment: call out learners in turns and have them talk about home accidents and how to avoid them.</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: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	
CLASS: KGI			
CONTENT STANDARD: KI.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		INDICATORS: KI.1.6.1.2 KI.1.6.1.4	
		PERFORMANCE INDICATOR: <ul style="list-style-type: none"> Learners can recognize that spoken words are represented in written language in books. Learners can clap and count syllables in longer words 	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity			
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>THE WHEELS ON THE BUS</u> The wheels on the bus goes round and round Round and round; round and round The wheels on the bus goes round and round All through the town.</p> <p>The dog on the bus goes woof, woof, woof woof, woof, woof; woof, woof, woof The dog on the bus goes woof, woof, woof All day long.</p> <p><i>(Continue with sounds made by familiar animals)</i></p>		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Teacher and learners do a picture walk through the Big book, page by page.</p> <p>Ask learners to tell their story about the pictures. Using LEA (Language Experience Approach) have learners dictate their stories to you and write it down.</p> <p>Read it and have learners echo you word by word.</p> <p>Read the story to them and have learners compare their story to the author’s version to see if they are similar or different.</p> <p>Through art work, have learners indicate the part of the story they liked most.</p> <p>Introduce learners to reading longer words such as <i>objects</i> (2 syllables), <i>strangers</i> (2 syllables), <i>electricity</i> (5 syllables) and <i>water</i> (2 syllables), <i>Traffic</i> (2 syllables) etc.</p> <p>Let them know that we break words according to the syllables.</p>	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons	

	<p>Practice clapping these words and counting the number of syllables in them.</p> <p>Have learners add the syllables in some selected words e.g. water and understand (2 syllables + 3 syllables = 5 syllables).</p> <p>Extend the activity to include other objects</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 on road accidents</p> <p>Assessment:</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: Wednesday		SUB STRAND: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS
CLASS: KGI		
CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	INDICATORS: K1.1.6.1.5	
	PERFORMANCE INDICATOR: Learners can use vocabulary learnt to express and demonstrate how to protect themselves from hurt, harm, strangers, sharp objects, electricity and water.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity		
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>ONE LITTLE FINGER</u> One little finger, One little finger Two little fingers, tap, tap, tap! Point to the ceiling, point to the floor, Put them on your head, HEAD! <i>(continue by pointing to other parts of the body)</i>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	In pairs, learners use words acquired from the read-aloud text to teach each other how to avoid accidents occurring from fire, electricity, sharp objects, crossing the road. E.g. Don't go near, Don't touch electrical wires. Using "Show and tell" have learners pick drawn cut out objects that can cause accidents and tell how they can keep safe from that object. Have learners match objects with their related accidents they can cause 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 on health and environment Assessment:	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons

PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	
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DATE: DAY: Thursday CLASS: KGI		STRAND: ALL ABOUT ME SUB STRAND: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS
CONTENT STANDARD: KI.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	INDICATORS: KI.1.6.1.6 PERFORMANCE INDICATOR: Learners can describe the attributes of 3-D objects and sort objects into planes and 3-D objects.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER <i>10 MINS</i> (Preparing the Brain for Learning)	Have learners to sing familiar songs and recite rhymes they know. <u>FIVE LITTLE DUCKS</u> Five little ducks went out one day Over the hills and far away Mother duck said “quack, quack, quack” And only four little ducks came back. Four little ducks went out one day Over the hills and far away Mother duck said “quack, quack, quack”	

	<p>And only three little ducks came back.</p> <p><i>(continue until all the little ducks are exhausted)</i></p>	
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>Revise the description of the attributes of 3-D and call learners to show you show examples of 3-D objects in the classroom.</p> <p>Ask learners to sort the different objects they brought from home into planes and 3D objects and bring other examples.</p> <p>Have each child draw two 3D objects e.g. A Tin and box. Learners review the definition of a 3-D object.</p> <p>Teach learners to recite 3D rhymes.</p> <p style="text-align: center;"><u>3D SHAPES</u></p> <p style="text-align: center;">3D Shapes are fat and flat</p> <p> A cone is like a party hat</p> <p> A sphere is like a bouncy ball</p> <p> A prism is like a building tall</p> <p> A cylinder is like a can of pop</p> <p> A CUBE IS LIKE THE dice you drop</p> <p style="text-align: center;">3D Shapes are here and there 3D Shapes are everywhere</p> <p>Have learners to recite the rhymes in turns 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 on protecting ourselves from home and road accidents</p> <p>Assessment:</p>	<p>Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons</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 ABOUT ME	
DAY: Friday		SUB STRAND: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	
CLASS: KGI			
CONTENT STANDARD: KI.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		INDICATORS: KI.1.6.1.7	
		PERFORMANCE INDICATOR: Learners can draw and colour five harmful objects that can cause accidents.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity			
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>STAND UP FOR POSITION</u> Stand up for posi, posi, posi, position To your right posi, posi, posi, position To your left posi, posi, posi, position To your back posi, posi, posi, position To your front posi, posi, posi, position To your all posi, posi, posi, posi, position</p>		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Give learners an outline of harmful objects to colour or (if you don't have) ask learners to draw and colour harmful objects and situations around their homes. E.g. knife, pointed stick, fire, a person crossing the road.</p> <p>Have learners talk about their drawings.</p> <p>Teach learners rhymes on protecting ourselves from home and road accidents <u>IF YOU SEE THE TRAFFIC LIGHTS</u> If you see the traffic lights, there is something you should know.</p> <p> Red means stop</p> <p> Yellow means get ready</p> <p> Green means go, go, go and go</p> <p>Have learners to recite the rhymes in turns and dance with actions</p>	<p>Poster/ cut out picture depicting causes and prevention of accidents. 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 on protecting ourselves from home and road accidents</p> <p>Assessment: have learners to draw and colour five harmful objects that can cause accidents</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>

WEEKLY LESSON PLAN FOR KG I- WEEK EIGHT

<p>DATE:</p> <p>DAY: Monday</p> <p>CLASS: KG1</p>	<p>STRAND: ALL ABOUT ME</p> <p>SUB STRAND: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS</p>	
<p>CONTENT STANDARD: KI.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).</p>	<p>INDICATORS: KI.1.6.1.1 KI.1.6.1.3</p> <p>PERFORMANCE INDICATOR:</p> <ul style="list-style-type: none"> Talk about possible accidents we can have at home and at school and safety measures we can take to avoid them. Listen to and respond to a read aloud text about keeping safe in the environment. 	
<p>CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity.</p>		
<p>KEY WORDS:</p>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>Have learners to sing familiar songs and recite rhymes they know.</p> <p>Pll...Pll...Pll Pii...Pii...Pii Pon..Pon..Pon That is a car Ama is the driver And Kojo is the mate</p>	
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>During the community circle time, when learners sit in a semi-circle, introduce the sub-theme and have them talk about the possible home and/or road accidents that occur.</p> <p>Put them in three smaller groups and ask them to come up with practical examples of how such accidents happen at home, at school, and on the way to school.</p> <p>Have them present their findings by role-playing the various accidents and how to avoid them.</p> <p>Have learners suggest safety measures we can take to avoid such accidents</p> <p>Teach the rhyme “if you see a traffic light, there is something you should know, red means stop...” and have learners recite it with you with actions</p> <p>Using the KWL strategy as in the previous lesson, let the Learners tell you what learners know about the sub-theme, what they want to know, before you read (the BIG BOOK) to them.</p> <p>Let learners share what they have learnt about safety measures we need to take to prevent accidents (<i>hurts,</i></p>	<p>Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons</p>

	<p><i>and harm from sharp objects, electricity, boiling water, etc.).</i></p> <p>Practice some safety measures of how to cross the road, how to hold a knife.</p> <p>Learners role play using these safety measures at home. (Reference: A big book on protection against hurt, harms, sharp objects, strangers, electricity and hot water.)</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 on road accidents</p> <p>Assessment: Call out learners in turns and have them talk about home accidents and how to avoid them.</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 CLASS: KGI		STRAND: ALL ABOUT ME SUB STRAND: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	
CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		INDICATORS: K1.1.6.1.2 K1.1.6.1.4	
		PERFORMANCE INDICATOR: <ul style="list-style-type: none"> Learners can recognize that spoken words are represented in written language in books. Learners can clap and count syllables in longer words 	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity			
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>IF YOU ARE HAPPY AND YOU KNOW IT</u> 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</p> <p><i>(continue with these actions; stamp your feet, turn around, shout hooray)</i></p>		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Teacher and learners do a picture walk through the Big book, page by page.</p> <p>Ask learners to tell their story about the pictures.</p> <p>Using LEA (Language Experience Approach) have learners dictate their stories to you and write it down.</p> <p>Read it and have learners echo you word by word.</p> <p>Read the story to them and have learners compare their story to the author's version to see if they are similar or different.</p> <p>Through art work, have learners indicate the part of the story they liked most.</p> <p>Introduce learners to reading longer words such as <i>objects</i> (2 syllables), <i>strangers</i> (2 syllables), <i>electricity</i> (5 syllables) and <i>water</i> (2 syllables), <i>Traffic</i> (2 syllables) etc.</p> <p>Engage learners to play the "Body syllables" game.</p> <p>Teacher gives the class a word or name and they have to make a move touching a body part for each syllable</p> <p>E.g. for the word elephant (3 syllables) the children could touch their head, then shoulders, then hips.</p> <p>Let them know that we break words according to the syllables.</p> <p>Practice clapping these words and counting the number of syllables in them.</p>	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons	

	<p>Have learners add the syllables in some selected words e.g. water and understand (2 syllables + 3 syllables = 5 syllables).</p> <p>Have learners to count and represent the syllables with model numbers or blocks.</p> <p>Teach, sing songs and recite familiar rhymes in relation to the lesson</p> <p>Have learners to sing the songs 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 on road accidents</p> <p>Assessment: 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.</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: Wednesday	SUB STRAND: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS
CLASS: KGI	
CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	INDICATORS: K1.1.6.1.5
	PERFORMANCE INDICATOR: Learners can use vocabulary learnt to express and demonstrate how to protect themselves from hurt, harm, strangers, sharp objects, electricity and water.

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity

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>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.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	In pairs, learners use words acquired from the read-aloud text to teach each other how to avoid accidents occurring from fire, electricity, sharp objects, crossing the road. E.g. Don't go near. Don't touch electrical wires. Using "Show and tell" have learners pick drawn cut out objects that can cause accidents and tell how they can keep safe from that object. Have learners to count and represent the number of drawn cut out objects with model numbers or blocks. Have learners match objects with their related accidents they can cause 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 on health and environment	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons

	<p>Assessment: 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 fire, electricity, knife 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>	
<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: Thursday		SUB STRAND: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	
CLASS: KGI		INDICATORS: K1.1.6.1.6	
CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		PERFORMANCE INDICATOR: Learners can describe the attributes of 3-D objects and sort objects into planes and 3-D objects.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity			
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>ABC SONG</u> A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P, Q, R, S, T, U, V, W, X, Y, Z. Now I know my ABC's Next time won't you sing with me?</p> <p>A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P, Q, R, S, T, U, V, W, X, Y, Z. Now I know my ABC's Thank you for singing with me!</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Revise the description of the attributes of 3-D and call learners to show you show examples of 3-D objects in the classroom.</p> <p>Ask learners to sort the different objects they brought from home into planes and 3D objects and bring other examples.</p> <p>Have each child draw two 3D objects e.g. A Tin and box. Learners review the definition of a 3-D object.</p> <p>Teach learners to recite 3D rhymes.</p> <p style="text-align: center;"><u>3D SHAPES</u></p> <p style="text-align: center;">3D Shapes are fat and flat</p> <p> A cone is like a party hat</p> <p> A sphere is like a bouncy ball</p> <p> A prism is like a building tall</p> <p> A cylinder is like a can of pop</p>	<p>Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons</p>



	<p>A CUBE IS LIKE THE dice you drop</p> <p>3D Shapes are here and there 3D Shapes are everywhere</p> <p>Have learners to recite the rhymes in turns 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 on protecting ourselves from home and road accidents</p> <p>Assessment:</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: Friday		SUB STRAND: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS
CLASS: KGI		
CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	INDICATORS: K1.1.6.1.7	
	PERFORMANCE INDICATOR: Learners can draw and colour five harmful objects that can cause accidents.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity		
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>SOMETHING PASS</u></p> <ul style="list-style-type: none"> •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 40MINS (New Learning Including Assessment)	<p>Give learners an outline of harmful objects to colour or (if you don't have) ask learners to draw and colour harmful objects and situations around their homes. E.g. knife, pointed stick, fire, a person crossing the road.</p> <p>Have learners talk about their drawings.</p> <p>Teach learners rhymes on protecting ourselves from home and road accidents</p> <p style="text-align: center;"><u>IF YOU SEE THE TRAFFIC LIGHTS</u></p> <p>If you see the traffic lights, there is something you should know.</p> <div style="display: flex; align-items: center; margin-bottom: 10px;">  Red means stop </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  Yellow means get ready </div> <div style="display: flex; align-items: center;">  Green means go, go, go and go </div> <p>Have learners to recite the rhymes in turns and dance with actions</p>	<p>Poster/ cut out picture depicting causes and prevention of accidents.</p> <p>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 on protecting ourselves from home and road accidents</p> <p>Assessment: have learners to draw and colour five harmful objects that can cause accidents</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>

WEEKLY LESSON PLAN FOR KG I - WEEK NINE

DATE: DAY: Monday CLASS: KG1		STRAND: MY FAMILY SUB STRAND: TYPES AND MEMBERS OF MY FAMILY	
CONTENT STANDARD: K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.		INDICATORS: K1.2.1.1.1 K1.2.1.1.3.	
		PERFORMANCE INDICATOR: <ul style="list-style-type: none"> • Learners can discuss different types of family they have at home, their roles and responsibilities • Learners can listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members. 	
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)		Have learners to sing songs and recite rhymes that relate to the lesson. This is mama, kind and dear.(point to thumb) This is papa, standing near. .(point to pointer finger) This is brother, see how tall! .(point to middle finger) This is sister, not so tall. .(point to ring finger) This is baby, sweet and small. .(point to little finger) This is the family one and all! .(wiggle all fingers)	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		In a community circle, learners mention the people in their families and what they see each person do. Explain to them that we all have different people in our families but the important thing is the role of the members and what they do to help the family. Show a conversational poster on Extended families. Have learners observe the picture and using a think-pair share strategy, have learners talk about what they see the members of families do. Put learners into smaller groups and let them role play the roles and responsibilities of different families, the nuclear, the single where learners are staying with only one of the parents and the extended home. Do a picture walk and have learners predict what the story will be about. Introduce the vocabulary related to appropriate titles of extended family members to the learners. Teacher makes a list (aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild, etc.)	
		Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons	

	<p>Use the title to have them talk about the members in their family.</p> <p>Using interactive reading, pause often and have learners talk about family members mentioned and what they do to help the family and the learners. E.g. Father, mother, uncle, sister, brother.</p> <p>Have learners count and represent with model numbers, all the members of the family read about.</p> <p>Assist them to subtract (take away) the learners from the number and tell how many members will be left?</p> <p>Repeat the activity using other criteria e.g. males, females, young, old, etc.</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 on family</p> <p>Assessment: Have learners to draw or bring in family pictures and take turns telling about their families</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 CLASS: KGI		STRAND: MY FAMILY SUB STRAND: TYPES AND MEMBERS OF MY FAMILY	
CONTENT STANDARD: K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.		INDICATORS: K1.2.1.1.2. K1.2.1.1.4	
		PERFORMANCE INDICATOR: <ul style="list-style-type: none"> Learners can demonstrate that print matches with illustration in a book. Learners can identify the names and words with similar beginning sounds. 	
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 songs and recite rhymes that relate to the lesson.</p> <p><u>HAPPY FAMILY</u> I love you You love me We are happy family, with a great big hug and a kiss from me to you. Wont you say you love me too</p>		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Help learners identify the key elements of a book’s front matter (<i>Title, Author/Writer, and Illustrator</i>).</p> <p>Using interactive reading, have learners track the text as you read.</p> <p>Run a pointer under the words as you read.</p> <p>Pause often and have learners tell you the number of words in a sentence.</p> <p>Have learners identify the illustration(s) that matched well with the print (illustration that made them understand the print better).</p> <p>Have them draw (replicate) their favorite illustration.</p> <p>Sing a song “All those born on Monday, stand up, and dance.” and perform actions on it.</p> <p>Ask learners to mention their names and that of their family members.</p> <p>List them on the board.</p> <p>Pronounce them and have them listen to those beginning with similar sounds. E.g. Kosi, Kofi, Kafui, Kakra.</p>	<p>Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons</p>	

	<p>Learners divide into groups according to letters beginning their names and count the number of pupils in each group.</p> <p>Introduce the letter of the week.</p> <p>Have learners do a “Letter hunt” game with the letter of the week</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 on family</p> <p>Assessment: Have learners to play the “My mother went to the market” game.</p> <p>The teacher starts by saying 'My mother went to the market and she bought!' Complete the sentence with an item, for example, tomatoes.</p> <p>A learner continues by adding an item of their own E.g. 'My mother went to the market and bought tomatoes and a tractor'. The words don't have to actually be something they can get in the market, as long as they begin with the same sound.</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: MY FAMILY	
DAY: Wednesday		SUB STRAND: TYPES AND MEMBERS OF MY FAMILY	
CLASS: KGI			
CONTENT STANDARD: K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.		INDICATORS: K1.2.1.1.5.	
		PERFORMANCE INDICATOR: Learners can talk about the basic concepts of writing, from left to right, and top to bottom	

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>WHEN JESUS IS IN THE FAMILY</u> When Jesus is in the family, Happy, happy home, Happy, happy home Happy, happy home When Jesus is in the family Happy, happy home, Happy, happy home Happy, happy home.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Learners have a warm up exercise. Have pupils tap their fingers one at a time on their thumb. Do one hand at a time and another. Introduce the learners to writing vertical straight-line strokes from top to down and show them the direction of writing them on a line from left to right in a model on the Chalkboard.  Have learners practice writing the vertical straight-line strokes in the sand tray. Have learners practice writing the vertical straight-line strokes on their tables. Take Learners out of the class to the field for a stretch up.	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons

	<p>Have learners to identify objects in the playground that have the shape of a vertical line</p> <p>Have learners to count and represent with model numbers the objects identified.</p> <p>Engage Learners to use any of the play toys available.</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 on how to protect ourselves from road accidents and harmful strangers</p> <p>Assessment: call out learners in turns to make vertical straight lines in the sand tray</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: MY FAMILY
DAY: Thursday		SUB STRAND: TYPES AND MEMBERS OF MY FAMILY
CLASS: KGI		
CONTENT STANDARD: K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.	INDICATORS: K1.2.1.1.6. K1.2.1.1.7.	
	PERFORMANCE INDICATOR: <ul style="list-style-type: none"> Learners can use the concept “more than” to solve some word puzzles. Learners can role-play the responsibilities of family members 	
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 rhymes relating to the lesson. <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)	Collect a quick data on number of people with different week-day birthday names. Represent the numbers with milk tins. Use this information to solve problems on “Which group has more members than the other(s)? Read the Big book again and allow learners to role play dad, mom and other members of the family at home. Guide learners to highlight the responsibilities of the family members with special attention to that of learners. Assist them to use the vocabulary learnt in their interaction Take learners out of the class to the field for a stretch up. Engage learners to use any of the play toys available.	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons

	<p>Make a choice to use any of the learning centers created</p> <p>Listen to a story on how to protect ourselves from road accidents and harmful strangers</p> <p>Assessment: Have learners to write the names of family members. Learners to compare the number of names with their partners to find out which is more than the other.</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: MY FAMILY
DAY: Friday		SUB STRAND: TYPES AND MEMBERS OF MY FAMILY
CLASS: KGI		
CONTENT STANDARD: K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.	INDICATORS: K1.2.1.1.6 K1.2.1.1.7	
	PERFORMANCE INDICATOR: <ul style="list-style-type: none"> Learners can use the concept “more than” to solve some word puzzles. Learners can role-play the responsibilities of family members 	
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 familiar rhymes <u>THE MORE WE ARE TOGETHER</u> The more we are together, Together, together. The more we are together, The happier we shall be.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Collect a quick data on number of people with different week-day birthday names. Represent the numbers with milk tins. Use this information to solve problems on “Which group has more members than the other(s)? Procedure for teaching letter sounds each week: (see K2 .1.1.1.51) Rapidly revise the letter sounds learnt so far. Read the Big book again and allow learners to role play dad, mom and other members of the family at home. Guide learners to highlight the responsibilities of the family members with special attention to that of learners. Assist them to use the vocabulary learnt in their interaction Teach, sing songs and recite rhymes with learners. <u>IF YOU ARE HAPPY AND YOU KNOW IT</u> If you are happy and you know it, clap your hands.	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons

	<p>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.</p> <p><i>(continue with other actions; stamp your feet, turn around, shout hurray)</i></p> <p>Have learners to sing songs and dance with actions</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story on how to protect ourselves from road accidents and harmful strangers</p> <p>Assessment: share and assign roles to learners for them to role play the responsibilities of dad, mum and other members of the family at home.</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>

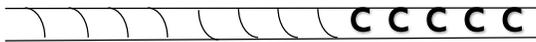
WEEKLY LESSON PLAN FOR KG I- WEEK TEN

DATE: DAY: Monday CLASS: KG1	STRAND: MY FAMILY SUB STRAND: ORIGIN AND HISTORY OF MY FAMILY	
CONTENT STANDARD: KI.2.2.1 Demonstrate knowledge of the origin and history of our families.	INDICATORS: KI.2.2.1.1 KI.2.2.1.3 PERFORMANCE INDICATOR: <ul style="list-style-type: none"> Learners can listen and tell stories about origin and history of their family members Learners can listen, interact actively in a read aloud session on a story about the origin and history of a child's family. 	
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 songs and recite rhymes that relate to the lesson.</p> <p><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." <i>(count down to 1)</i></p> <p>There was one in the bed And the little one said, I've got the whole bed to myself. I've got the whole bed to myself. I've got the whole bed to myself. I've got the whole bed to myself.</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Community circle time: In pairs ask learners to greet their friends in their home languages just to find out the diverse cultures in the classroom and whether the learners know the name of the languages they speak.</p> <p>Introduce the theme by telling the learners a story of one of the major tribes in your region.</p> <p>E.g. In Cape Coast, talk about the origin of the Fantes, in Volta-the Ewes, Kumasi -the Ashantis, Accra-the Gas, Tamale –the Dagombas or Gonjas etc.</p> <p>Guide learners to talk about the front matter of the book.</p> <p>Do a picture walk and have learners predict what the story will be about.</p> <p>Introduce the vocabulary related to major languages in Ghana and where they are in Ghana.</p>	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons

	<p>Show them the Ghana map and help them identify where their parent are from using thread</p> <p>Use a pin to locate where the school is e.g. Accra, Cape Coast, etc. and string a thread to where they come from/hometown.</p> <p>Read the story, pausing often and have learners relate the story to their lives.</p> <p>Let them share their history as their parents told them.</p> <p>Have learners dance to a traditional music in their place they come from <i>(Have a recorded collection of traditional music from different region in Ghana for this activity. You can use your mobile phone)</i></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 on family</p> <p>Assessment: Call learners in turns for them to tell where they come from</p>	
<p>PHASE 3: REFLECTION <i>IOMINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE: DAY: Tuesday CLASS: KGI	STRAND: MY FAMILY SUB STRAND: ORIGIN AND HISTORY OF MY FAMILY
CONTENT STANDARD: KI.2.2.1 Demonstrate knowledge of the origin and history of our families.	INDICATORS: KI.2.2.1.2. KI.2.2.1.5
	PERFORMANCE INDICATOR: <ul style="list-style-type: none"> Learners can demonstrate that print matches with illustration in a book. Learners can talk about the basic concepts of writing: write from left to right, and top to bottom
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 rhymes that relate to the lesson. <u>LET'S GO SEE OUR GRANDPARENTS</u> Let's go see our grandparents, Take us there for a while Mommy and Daddy both need a break We'll play games and we'll stay up real late! Oh, we want to thank our grandparents For all the things that they do, So it's time to say you are the best And that we love you	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Discuss the front matter of the book to be read with the learners. Have learners use the front-page illustration to predict the story. During the reading, have learners track the text as you read. Pause often and let them count the words in the last sentences. Write the number of words in the last sentence of each page on the board. Compare and identify which of the sentences has more words than the other(s). Learners have a warm up exercise. Have learners tap their fingers one at a time on their thumb. Do one hand at a time and another as they learn movement.	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons

	<p>Introduce the learners to writing curves on a straight line.</p>  <p>Model how you do it and let them follow the direction of writing them on a line from left to right.</p> <p>Encourage more practice with learners writing in the sand and on their tablets.</p> <p>Have learners draw the heads of the members they are living with following the left to right and top to bottom direction.</p> <p>In pairs, have learners count the number of <i>males</i> and <i>females</i> in their drawings (Heads of their family members)</p> <p>Have learners represent the counting with model numbers</p> <p>Teach and sing rhymes as learners sing along.</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 on family</p> <p>Assessment: Give the learners a sentence orally. They must tell you the number of words in the sentence. First, choose sentences with only one syllable, E.g. the snake is in the grass. Make it harder by using words with more than one syllable based on their progress. E.g. the teacher rides her bicycle.</p> <p>You can help the children to check the answer by writing the sentence on the board.</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: Wednesday CLASS: KGI		STRAND: MY FAMILY SUB STRAND: ORIGIN AND HISTORY OF MY FAMILY
CONTENT STANDARD: KI.2.2.1 Demonstrate knowledge of the origin and history of our families.	INDICATORS: KI.2.2.1.4	
	PERFORMANCE INDICATOR: Learners can identify the names and words with similar beginning sounds.	
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>DAD IS MY BEST FRIEND</u> (tune of jingle bells) D-A-D, D-A-D Dad is my best friend. We play games, we go to the park, The fun just never ends! D-A-D, D-A-D, I love to hold your hand. It feels so good, it feels so safe, You are the best dad in the world	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Sing a song “All those from Kumasi, stand up, and dance...” and perform actions on it. Ask learners to mention the names of the hometowns of their family members. List them on the Chalkboard (Whiteboard). Pronounce them and have them listen and identify the towns with similar initial sounds. E.g. K umasi, K onongo, M ankessim, M amfe. Call learners to form a group according to the letter beginning the names of their towns. Have learners group and count towns with similar initial sounds. Ask learners to represent the count with model numbers Compare the group with the highest number. Take learners out to the field for a warm up. Engage Learners to use any of the play toys available.	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, 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 on family</p> <p>Assessment: Engage learners to play the “Step forward” game. Learners stand at the start line. Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'. The person to get to the finish line wins.</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: MY FAMILY SUB STRAND: ORIGIN AND HISTORY OF MY FAMILY	
CONTENT STANDARD: K1.2.2.1 Demonstrate knowledge of the origin and history of our families.		INDICATORS: K1.2.2.1.6 PERFORMANCE INDICATOR: Learners can use comparative language/phrases “more than”, “less than”, or “same as” to describe relationship between quantities	
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 rhymes relating to the lesson. <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 40MINS (New Learning Including Assessment)	Through interactive read aloud, introduce the concept “more than”, “less than” or “same as” in comparing objects. Collect a quick data on the different languages groups in the classroom. Represent the numbers with milk tins. Use comparative language “more than”, “less than”, or “same as” to describe the relationship between the milk tins collected for the languages. Ask the question “Which language group has more members? Or: “Which groups have same members? Teach and sing rhymes as learners sing along <u>I AM COUNTING ONE</u> • 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	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons	

	<ul style="list-style-type: none"> • 7 - Savior • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God. <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 on family</p> <p>Assessment: Engage learners to Play show me a number game with learners (up to 5), with fingers.</p> <p>Teacher mentions the number from (1 to 5). Learners then show their fingers up to show the number</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: MY FAMILY	
DAY: Friday		SUB STRAND: ORIGIN AND HISTORY OF MY FAMILY	
CLASS: KGI			
CONTENT STANDARD: K1.2.2.1 Demonstrate knowledge of the origin and history of our families.		INDICATORS: K1.2.2.1.7	
		PERFORMANCE INDICATOR: Learners can draw a family tree that includes Grandpa and Grandma	
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 familiar rhymes <u>PUSSY CAT, PUSSY CAT.</u> Pussy cat, pussy cat, where have you been? I've been down to London to visit the Queen Pussy cat, pussy cat, what did you do there? I frightened a little mouse, under her chair.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Have a sample family tree on the board and guide learners to draw their own. Using Pair share repeat, have learners talk about and compare their drawings. Learners in small groups, count and compare the number of <i>girls</i> and <i>boys</i> in their family tree using comparative language such as “ <i>more than</i> ”, “ <i>less than</i> ” or “ <i>same as</i> ”. Teach and sing rhymes as learners sing along. <u>LET'S GO SEE OUR GRANDPARENTS</u> Let's go see our grandparents, Take us there for a while Mommy and Daddy both need a break We'll play games and we'll stay up real late! Oh, we want to thank our grandparents For all the things that they do, So it's time to say you are the best And that we love you Make a choice to use any of the learning centers created Listen to a story on family Assessment: Have learners create a family album and hand it on the wall of the class.	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons	

PHASE 3: REFLECTION <i>10MINS</i> (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	Sea saw, mary go round, and other play toys
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WEEKLY LESSON PLAN FOR KG I - WEEK ELEVEN

DATE: DAY: Monday CLASS: KG1		STRAND: MY FAMILY SUB STRAND: FAMILY CELEBRATION AND FESTIVALS	
CONTENT STANDARD: KI.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.		INDICATORS: KI.2.3.1.1 KI.2.3.1.3	
		PERFORMANCE INDICATOR: <ul style="list-style-type: none"> • Learners can talk about some special family days and activities e.g. birthdays, naming, festivals, etc. • Learners can listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members 	
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)		Have learners to sing songs and recite rhymes that relate to the lesson. <u>WE WISH YOU A MERRY CHRISTMAS</u> We wish you a merry Christmas We wish you a merry Christmas We wish you a merry Christmas And a happy new year. Good tidings we bring To you and your kin; Good tidings for Christmas And a happy New Year!	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		In a community circle, show a conversational poster of people celebrating a festival. Have learners observe the picture and using a think-pair share strategy, talk about what they see the members of families do. Put learners into smaller groups and let them talk about their family celebrations to each other and then share with the whole class. Have them talk about how they celebrate their birthdays. Have learners sing and dance to some of celebration songs e.g. <i>Happy birthday to you.... Bronya aba o, afe pa ato hen.... etc.</i> Using a KWL strategy for your read aloud, have learners say what they <i>know</i> about some local festivals and what they <i>want</i> to know about it. Explain the new vocabulary and have learners use some of them to form sentences.	
		Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons	

	<table border="1" data-bbox="516 115 1105 212"> <thead> <tr> <th data-bbox="516 115 808 142">Greetings</th> <th data-bbox="808 115 1105 142">Responds</th> </tr> </thead> <tbody> <tr> <td data-bbox="516 142 808 170">Happy Birthday</td> <td data-bbox="808 142 1105 170">Thank you</td> </tr> <tr> <td data-bbox="516 170 808 212">Merry Christmas</td> <td data-bbox="808 170 1105 212">Many happy returns</td> </tr> </tbody> </table> <p data-bbox="516 212 1105 300">During the reading stage, use questions that will highlight the new concepts the learners want to know the new vocabulary as well.</p> <p data-bbox="516 331 1105 394">After reading the book, have learners share what they have learnt.</p> <p data-bbox="516 426 1105 489">Learners use the vocabulary learnt to talk about family celebrations. I.e. birthday, gifts, happy, etc.</p> <p data-bbox="516 520 1105 583">Have learners to draw their favorite part of the book and tell why</p> <p data-bbox="516 615 1105 678">Take Learners out of the class to the field for a stretch up.</p> <p data-bbox="516 709 1105 730">Engage Learners to use any of the play toys available.</p> <p data-bbox="516 762 1105 825">Make a choice to use any of the learning centers created</p> <p data-bbox="516 856 1105 877">Listen to a story about Christmas</p> <p data-bbox="516 919 1105 982">Assessment: have learners to use new words to role family celebrations like birthdays and Christmas</p>	Greetings	Responds	Happy Birthday	Thank you	Merry Christmas	Many happy returns	
Greetings	Responds							
Happy Birthday	Thank you							
Merry Christmas	Many happy returns							
<p data-bbox="203 982 402 1150">PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p data-bbox="516 982 1105 1045">Review lesson with Learners by singing songs in relation to it</p>							

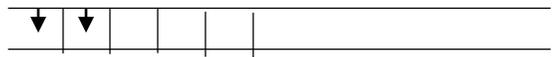
DATE:	STRAND: MY FAMILY
DAY: Tuesday	SUB STRAND: FAMILY CELEBRATION AND FESTIVALS
CLASS: KGI	INDICATORS: K1.2.3.1.2
CONTENT STANDARD: K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.	PERFORMANCE INDICATOR: Learners can demonstrate the proper way to handle a book

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 out all learners who are celebrating their birthdays in the month of November and sing for them</p> <p>Happy birthday to you! Happy birthday to you! Happy birthday dear (<i>insert name</i>) Happy birthday to you!</p> <p>May God bless you now May God bless you now May God bless dear (<i>insert name</i>) May God bless you now!</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Have learners observe and practice how to hold the book upright and open it cautiously as part of your pre-reading activities.</p> <p>Using a Big book, have some of the learners demonstrate the proper way of handling a book.</p> <p>During the interactive reading stage, call some of the learners to demonstrate how to open the pages.</p> <p>Repeat this activity throughout the reading.</p> <p>Have learners count the number of sheets or pages of the book read</p> <p>Learners to represent the number of pages with model numbers and write them on the floor or sand tray</p> <p>Teach and sing rhymes as learners sing along.</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>Poster/ cut out picture depicting family celebrations e.g. birthday, 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 on family</p> <p>Assessment: call learners in turns to demonstrate the proper way of handling a book</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: MY FAMILY	
DAY: Wednesday		SUB STRAND: FAMILY CELEBRATION AND FESTIVALS	
CLASS: KGI			
CONTENT STANDARD: K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.		INDICATORS: K1.2.3.1.4	
		PERFORMANCE INDICATOR: Learners can talk about the basic concepts of writing: from left to right, and top to bottom	
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 songs and recite familiar rhymes.</p> <p><u>PETER PIPER</u> Peter Piper picked a peck of pickled peppers, A peck of pickled peppers Peter Piper picked; If peter piper picked a peck of pickled peppers, Where's the peck of pickled peppers Peter Piper picked?</p>		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Learners have a warm up exercise. Have pupils snap their fingers one at a time on their thumb.</p> <p>Learners shake their hands in the air several times.</p> <p>Do one hand at a time and another.</p> <p>Introduce the learners to writing Vertical straight-line strokes from top to down and show them the direction of writing them on a line from left to right.</p>  <p>Have learners practice writing the vertical straight-line strokes on their tablets</p> <p>Take learners out to the field for a warm up.</p> <p>Engage Learners to use any of the play toys available.</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 on family</p>		<p>Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons</p>

	Assessment: Have learners practice writing vertical straight-line strokes in the sand tray	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: MY FAMILY	
DAY: Thursday		SUB STRAND: FAMILY CELEBRATION AND FESTIVALS	
CLASS: KGI		INDICATORS: K1.2.3.1.5	
CONTENT STANDARD: K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.		PERFORMANCE INDICATOR: Learners can use comparative language “more than”, “less than”, or “same as” to show relation between quantities and numbers	
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 rhymes relating to the lesson. <u>WE CAN COUNT</u> We k1 We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We k1 can count very well.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Collect a quick data on the months that the learners are born. Represent the numbers with empty cans/tins or any other object. Use this information to compare learners born in different months. Compare the grouping, those born on January, February etc. finding out which group has more members than the other using the comparative language: “more than”, “less than”, or “same as” Use questions like “Which group has more number of people? “Which groups have the same number of people? “Which group has more members? “ etc. to guide learners. Learners sing rhymes and dance with actions 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 on Christmas	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons	

	Assessment: give learners set of objects to compare using “more than”, “less than” and “the same as”	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: MY FAMILY	
DAY: Friday		SUB STRAND: FAMILY CELEBRATION AND FESTIVALS	
CLASS: KGI		INDICATORS: K1.2.3.1.6	
CONTENT STANDARD: K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.		PERFORMANCE INDICATOR: Learners can create special birthday cards for loved ones using different writing and drawing tools.	
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 familiar rhymes <u>HELLO HELLO</u> Hello, hello How are you today? Hello my friend Would you like to play? Hello to you How have you been? Hello to you Would you like to be friends? It's so nice to see you Rain or shine Now it's time to say goodbye Hello again!		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Provide special cards with different colors and allow learners to use any writing tool to design different birthday cards for their family members. Have learners classify into sets the designed birthday cards according family members they designed for e.g. parents, siblings, grandparents, etc. Make a choice to use any of the learning centers created Listen to a story on family Assessment: Have learners create a family album and hand it on the wall of the class.	Poster/ cut out picture depicting family celebrations e.g. birthday, 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	Sea saw, mary go round, and other play toys	

WEEKLY LESSON PLAN FOR KG I- WEEK TWELVE

DATE: DAY: Monday CLASS: KGI	STRAND: MY FAMILY SUB STRAND: MY SCHOOL FAMILY- RULES AND REGULATIONS	
CONTENT STANDARD: KI.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school	INDICATORS: KI.2.4.1.1 KI.2.4.1.3	
	PERFORMANCE INDICATOR: <ul style="list-style-type: none"> Learners can talk about the members of the school, activities they do and create rules and regulations that should govern their classroom Learners can use the vocabulary acquired in the read aloud session to prepare rules and regulations to govern your school. 	
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 songs and recite rhymes that relate to the lesson.</p> <p><u>WE WISH YOU A MERRY CHRISTMAS</u> We wish you a merry Christmas We wish you a merry Christmas We wish you a merry Christmas And a happy new year.</p> <p>Good tidings we bring To you and your kin; Good tidings for Christmas And a happy New Year!</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Use the Community Circle time strategy as described in the previous lessons for the theme introduction.</p> <p>Give learners the opportunity to talk freely with the teacher and peers about the theme.</p> <p>Ask leading questions to guide the discussion on the theme, 'Who are the members of the school family? What are some of the special activities that go on in school?' What rules should we create to help the school family live in peace?</p> <p>Write down some relevant points for the classroom rules.</p> <p>In a community circle, have learners observe the picture and use the title of the big book on the theme to predict what would happen in the book.</p> <p>Pick out five new words and help learners understand them using illustration and action.</p>	Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons

	<p>Read the text pausing often and have learners understand other words in the text using the context clues.</p> <p>Let them answer factual questions on the text e.g. Who are the members of the school family?</p> <p>What rules govern their school? What do they do for the lawless learners who misbehave?</p> <p>Guide learners to create their own simple classroom rules, using simple pictures and different colors to design the rules and post it on the classroom wall.</p> <p>Using the number line, have learners play “one more” to show the number of rules made guide behaviors in their classroom</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 on the need to obey rules and regulations</p> <p>Assessment: call learners in turns to talk about rules in the home</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 CLASS: KGI	STRAND: MY FAMILY SUB STRAND: MY SCHOOL FAMILY- RULES AND REGULATIONS
CONTENT STANDARD: K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school	INDICATORS: K1.2.4.1.2
	PERFORMANCE INDICATOR: Learners can demonstrate that print matches with illustration in a book.

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 songs and recite rhymes that relate to the lesson.</p> <p><u>LETS ALL DO</u> (tune of we wish you a merry Christmas) Let's all do a little clapping, Let's all do a little clapping, Let's all do a little clapping, And spread Christmas cheer.</p> <p>(Continue with actions like jumping, twirling, stretching etc.)</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Using a book about rules and regulations with illustrated cover page, have learners predict the content of the book using the illustration on the cover.</p> <p>Discuss the meaning of the keywords with learner.</p> <p>During the reading, run a pointer under the words as you read to assist the learners track the text.</p> <p>Pause often and encourage learners to use illustration to predict the content/print on the page.</p> <p>Have learners count and tell the number of words in a sentence and sum up words in some selected sentences.</p> <p>Have learners draw a member of their school family and give a brief description of it.</p> <p>Teach and sing rhymes as learners sing along.</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>Poster/ cut out picture depicting school/classroom gathering e.g. worship, our day, Cut out shapes, big books, counters, crayons</p>

	<p>Listen to a story on the need to obey rules and regulations</p> <p>Assessment: Call learners in turns to flash out word cards and mention them with actions</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: MY FAMILY
DAY: Wednesday		SUB STRAND: MY SCHOOL FAMILY- RULES AND REGULATIONS
CLASS: KGI		
CONTENT STANDARD: K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school		INDICATORS: K1.2.4.1.4
		PERFORMANCE INDICATOR: Learners can identify and look for more rhyming words in different rhymes related to school.
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)	<p>Talk about some of the different activities we do at school one of which is to learn and recite rhymes.</p> <p>Have learners recite common rhymes and identify some common rhyming sounds at the end.</p> <p>Learners should fish out the rhyming words as new vocabulary e.g. Hey diddle, diddle, The cat and fiddle, The cow jumped over the moon; The little dog laughed To see such sport, And the dish ran away with the spoon.</p> <p>Have learners draw any object or animal mentioned in the rhyme.</p> <p>Have learners identify and group animals and other objects in two sets, one containing the animal(s) and one containing the other objects.</p> <p>Have learners count the number of items in each set and add them.</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>	Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons

	<p>Listen to a story on the need to obey rules and regulations</p> <p>Assessment: Have learners practice writing vertical straight-line strokes in the sand tray</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: MY FAMILY SUB STRAND: MY SCHOOL FAMILY- RULES AND REGULATIONS
CONTENT STANDARD: K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school	INDICATORS: K1.2.4.1.5 PERFORMANCE INDICATOR: Learners can recognize and identify the target letter name for the week in given words related to the school
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 rhymes relating to the lesson. <u>ROSES ARE RED</u> Roses are red Violets are blue Sugar is sweet And so are you	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Write the letter for the week boldly on the chalkboard/whiteboard. Teach the pronunciation and show where it is in the keywords. E.g. /s/ for school, sobolo, suku etc. Put up a chart and have learners show you where the sound is located in the words, either at the initial, middle or ending. Demonstrate how to write the letter in the air. Learners take turns to practice writing in the air with you. Have them repeat this activity on other appropriate surfaces. Learners should practice writing the letter 5 times on their table and/or in their book. Learners who have this letter in their names should call out their names. Engage learners to play the “Step forward” game. Learners stand at the start line. Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'. The person to get to the finish line wins. Learners sing rhymes and dance with actions	Poster/ cut out picture depicting school/classroom gathering e.g. worship, our day, Cut out shapes, big books, counters, 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 on the need to obey rules and regulations</p> <p>Assessment: Flash out letter cards for learners to make its sounds</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: MY FAMILY
DAY: Friday		SUB STRAND: MY SCHOOL FAMILY- RULES AND REGULATIONS
CLASS: KGI		
CONTENT STANDARD: K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school		INDICATORS: K1.2.4.1.6
		PERFORMANCE INDICATOR: Learners can solve story problems using comparative language “more than”, “less than”, or “same as” to show relation between quantities/numbers
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 rhymes that relate to the lesson. <u>RING, RING, RING THE BELLS</u> (<i>tune of row, row, row your boat</i>) Ring, ring, ring the bells Ring them loud and clear To say to people everywhere That Christmas time is here	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Have learners sing the “week-day birthday” song and collect quick data on the number of people born on different days in the week. Guide learners to solve problems on “Which group has less members than the other?” Practice with different numbers and sets of people, money and other objects. Show the sign to learners and have them write it down at the appropriate place in an equation/inequality on Chalkboard. Make a choice to use any of the learning centers created Listen to a story on the need to obey rules and regulations Assessment: Have learners create a family album and hand it on the wall of the class.	Poster/ cut out picture depicting school/classroom gathering e.g. worship, our day, 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	Sea saw, mary go round, and other play toys

SAMPLE REVISION NOTES FOR KG I- WEEK 13

DATE: DAY: Monday CLASS: KGI		STRAND: ALL ABOUT ME SUB STRAND: ALL SUB STRANDS TREATED IN THE TERM
CONTENT STANDARD: KI.I.I.I Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		INDICATORS: PERFORMANCE INDICATOR: Learners demonstrate that they are wonderful and have unique body features that make them different from other people and other God's creation in the 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)	Learners sing songs and rhymes to get them ready for the lesson	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Learners identify and talk in simple sentences, about the features of our body that make us unique and different from other God's creation. E.g. animals</p> <p>Learners sing action songs to name the parts of the body and point to them</p> <p>Learners recognize and talk about the different parts of book, (the front/ cover page of a book and back of a book) and relate the content of the text to our body parts.</p> <p>Learners Use new and positive expressions/vocabulary related to the parts of the body</p> <p>Learners sing songs about the body parts and the letters of the alphabet and clap hands on the rhythm of the songs</p> <p>Learners draw a beautiful picture of themselves and scribble freely underneath the picture paper</p> <p>Learners create sets of human parts that are similar and represent them with numbers up to 5. 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>Poster/cut out picture depicting body part, ball, and word cards of descriptive words e.g. tall, dark, short etc.</p> <p>Cut out shapes, big books, counters, crayons</p>
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: ALL ABOUT ME	
DAY: Tuesday		SUB STRAND: ALL SUB STRANDS TREATED IN THE TERM	
CLASS: KGI		INDICATORS:	
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: Learners talk about the functions of the parts of the human body that we can see.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION			
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Learners sing songs and rhymes to get them ready for the lesson	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		<p>Learners use a conversation poster of body parts, to talk about the functions of the parts of the human body</p> <p>Learners use visual information to aid comprehension before, during and after reading a text on functions of the parts of the human body.</p> <p>Learners learn and use new /vocabulary related to what they do with the parts of the body</p> <p>Learners count the number of the names of the body parts in songs through clapping on the rhythm</p> <p>Learners sing songs about functions of the body parts and perform the actions on it.</p> <p>Learners color an outline of a part of the body used in performing a function</p> <p>Learners compare lines and other shapes that are same and different</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>Poster/ cut out picture depicting body part and their function, ball, word cards of descriptive words e.g. tall, dark, short etc.</p> <p>Cut out shapes, big books, counters, crayons</p>	

PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it.	
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DATE:		STRAND: ALL ABOUT ME	
DAY: Wednesday		SUB STRAND: ALL SUB STRANDS TREATED IN THE TERM	
CLASS: KGI		INDICATORS:	
CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		PERFORMANCE INDICATOR: Learners demonstrate measures to take to keep them safe (from accidents, hurts, and harms).	
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)		Learners sing songs and rhymes to get them ready for the lesson	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		<p>Learners talk about possible accidents we can have at home and at school and safety measures we can take to avoid them.</p> <p>Learners recognize that spoken words are represented in written language in books</p> <p>Learners listen to and respond to a read aloud text about keeping safe in the environment.</p> <p>Learners clap and count syllables in longer words</p> <p>Learners use vocabulary learnt to express and demonstrate how to protect themselves from hurt, harm, strangers, sharp objects, electricity and water.</p> <p>Learners describe the attributes of 3-d objects and sort objects into planes and 3-d objects</p> <p>Learners draw and color five harmful objects that can cause accidents.</p> <p>Make a choice to use any of the learning centers created</p>	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)		Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: MY FAMILY	
DAY: Thursday		SUB STRAND: ALL SUB STRANDS TREATED IN THE TERM	
CLASS: KGI			
CONTENT STANDARD: K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.		INDICATORS:	
		PERFORMANCE INDICATOR: Learners demonstrate understanding of the importance, roles and responsibilities of family members.	
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)	Learners sing songs and rhymes to get them ready for the lesson		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Learners discuss different types of family they have at home, their roles and responsibilities</p> <p>Learners demonstrate that print matches with illustration in a book.</p> <p>Learners listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members.</p> <p>Learners identify the names and words with similar beginning sounds.</p> <p>Learners practice the basic concepts of writing, that is from left to right, and top to bottom</p> <p>Learners solve word puzzles with the concept “more than”</p> <p>Learners role-play the responsibilities of family members</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>	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it		

DATE:		STRAND: MY FAMILY
DAY: Friday		SUB STRAND: ALL SUB STRANDS TREATED IN THE TERM
CLASS: KGI		
CONTENT STANDARD: KI.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.		INDICATORS:
		PERFORMANCE INDICATOR: Learners demonstrate the knowledge of celebrations and festivals that the individual families celebrate.
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)	Learners sing songs and rhymes to get them ready for the lesson	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Learners in groups talk about some special family days and activities e.g. birthdays, naming, festivals, etc.</p> <p>Call Learners in turns to demonstrate the proper way of handling a book</p> <p>Learners listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members</p> <p>Learners practice the basic concepts of writing, that is from left to right, and top to bottom</p> <p>Learners use comparative language “more than”, “less than”, or “same as” to show relation between quantities/numbers</p> <p>Learners create special birthday cards for loved ones using different writing and drawing tools.</p> <p>Make a choice to use any of the learning centers created</p>	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons.
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>	Sea saw, mary go round, and other play toys