

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

SAMPLE LESSON NOTES-WEEK 10

KG I

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and curve upwards and to the right.

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WEEKLY LESSON PLAN FOR KG I - WEEK 10

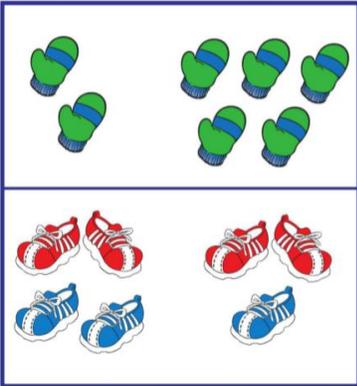
DATE:	STRAND: ALL AROUND US	
DAY: Monday	SUB STRAND: CHANGING WEATHER CONDITIONS	
CLASS: KGI	INDICATORS: KI.6.9.1.1	
CONTENT STANDARD: KI.6.9.1 Demonstrate understanding of changing weather conditions and seasons.	PERFORMANCE INDICATOR: Sing and talk about the weather condition in Ghana.	
CORE COMPETENCE: 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>SIX LITTLE MICE</u> Six little mice sat down to spin, Pussy cat passed and she peeped in. What are you doing, my little men? Weaving coats for gentlemen. Shall I come in and cut off your threads? No, no, pussy cat, you'd bite off our heads! Oh, no, I'll not, I'll help you spin. That may be so, but you don't come in.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Have learners sing the "Rain rain go away song" and talk about the weather condition they sang about in the song. Use leading question to introduce the sub-theme to learners. Go out of the classroom to observe the weather with learners. Lead learners to recite a poem on the weather e.g. Whether the weather" ... Using conversational poster on different weather conditions in Ghana, guide learners e.g. rainy, sunny, windy, cloudy, etc. <div style="text-align: center;">WEATHER CHART:</div> 	Pictures and Charts, the big book, pencils and crayons

	<p>Have learners sound out the names of the weather condition and share personal experiences on weather conditions.</p> <p>Guide them to talk about the current weather condition. E.g. Sunny or cloudy weather.</p> <p>Using a weather tally chart, guide learners to tally the weather for the week as a class project using different colors for different weather conditions.</p> <p>Using a weather chart, discuss with learners how to cater for oneself during the different seasons.</p> <p>Have learners be in pair and do charade depict what they do on different weather conditions</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</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: ALL AROUND US	
DAY: Tuesday			
CLASS: KGI		SUB STRAND: CHANGING WEATHER CONDITIONS	
CONTENT STANDARD: K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons.		INDICATORS: K1.6.9.1.2	
		PERFORMANCE INDICATOR: Identify the cover page and illustrations and listen to and respond to a read aloud text on changes in the weather condition.	
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>LITTLE TOMMY TITTMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>In a community circle time, show the book and ask learners to identify the cover page, the writer/author and the illustrator.</p> <p>Have learners use the cover page illustration and picture walk to predict the content.</p> <p>Using Echo-reading, assist learners to read aloud the text. Ask questions during the reading to help you monitor their understanding.</p> <p>Use different questions (literal, leading, inference, critical) to guide learners respond to the text.</p> <p>Have learners charade with selected sentences in the text e.g. It is raining so I am cold; it is sunny today; etc.</p> <p>Have learners identify the weather conditions read about and tell the order in which they appeared. E.g. rainy weather came 1st, sunny 2nd, windy 3rd, etc.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  It is sunny </div> <div style="text-align: center;">  It is cloudy </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  It is rainy </div> <div style="text-align: center;">  It is windy </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  It is stormy </div> <div style="text-align: center;">  It is snowy </div> </div> <p>Have them tell the position of the following:</p>		Pictures and Charts, the big book, pencils and crayons

	<p>1 2 3 4 4 5 6 7 <i>table chair duster ruler chalk</i></p> <p>Extend this numeracy concept with grids for them to describe the position of a given numbers/ object/ etc.</p> <p>0 1 2 4 3 5 6 7 8</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</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

DATE:	STRAND: ALL AROUND US
DAY: Wednesday	
CLASS: KGI	SUB STRAND: CHANGING WEATHER CONDITIONS
CONTENT STANDARD: K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons.	INDICATORS: K1.6.9.1.3
	PERFORMANCE INDICATOR: Identify initial letter-sounds of weather and write them under the appropriate pictures.
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>I HEAR THUNDER</u> I hear thunder! I hear thunder! Hark don't you, Hark don't you? Pitter, patter raindrops, Pitter, patter raindrops, I'm wet through And so are you!	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using pictures, guide learners to identify and name the initial letter sounds of the various weather conditions.  <p>SUNNY SNOWY CLOUDY RAINY</p> <p>Ask learners to use letter cards and match with the pictures.</p> <p>Guide learners to write the letter sounds under each picture of the weather conditions. You can let them post the letter under the picture too.</p> <p>Have learners to draw and color some weather conditions in their books.</p> <p>Let learners tell which set of objects has more or less.</p> 	Pictures and Charts, the big book, pencils and crayons

	<p>Extend this activity to include objects in and outside the classroom. 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</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: ALL AROUND US
DAY: Thursday		
CLASS: KGI		SUB STRAND: CHANGING WEATHER CONDITIONS
CONTENT STANDARD: KI.6.9.1 Demonstrate understanding of changing weather conditions and seasons.		INDICATORS: KI.6.9.1.4
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		PERFORMANCE INDICATOR: Use the vocabulary learnt to talk about the weather
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>MISS POLLY HAD A DOLLY</u> Miss Polly had a dolly who is sick, sick, sick So she phoned for the doctor to come quick, quick, quick. The doctor came with his bag and his hat, And knocked at the door with a rat-a-tat-tat. He looked at the dolly and shook his head. And said "Miss Polly put her straight to bed" He wrote a paper for a pill, pill, pill. I'll be back in the morning with the bill, bill, bill.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Discuss the different weather conditions on a conversational poster with learners. WEATHER CHART:  Show keywords on cards and guide learners to read e.g. rainy, windy, sunny, cloudy, rain, wind, etc. Ask them to form sentences orally with the vocabulary acquired. Put learners into groups. Give each group picture-word cards of names of the weather – rainy, windy, sunny, cloudy, rain, wind, sun, cloud. In turns learners pick and read out a card and say one thing about the word. Make a chart from the words they read. Have learners draw and color any of the weather conditions and talk about it.	Pictures and Charts, the big book, pencils and crayons

	<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</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: ALL AROUND US	
DAY: Friday		
CLASS: KGI	SUB STRAND: CHANGING WEATHER CONDITIONS	
CONTENT STANDARD: K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons.	INDICATORS: K1.6.9.1.5	
	PERFORMANCE INDICATOR: Identify, observe and talk about art in the immediate	
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>COBBLER, COBBLER, MEND MY SHOE</u> Cobbler, cobbler, mend my shoe, Get it done by half past two. Half past two is much too late. Get it down by half past eight. Stitch it up and stitch it down. And I'll give you half a crown.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using the pictures of the weather, let learners talk about the beauty of each of them.  SUNNY SNOWY CLOUDY RAINY Assist them use the weather vocabulary to make simple sentences (You can make some of these sentences on strips). Have Learners make their own pictures and talk about them. Give out some numeral cards, let learners compare the numbers by using the comparative language "more than", "less than", "same as". Let learners compare the number of objects in the class room. E.g. the pencils are more than the erasers. Make a choice to use any of the learning centers created Listen to a story	Pictures and Charts, the big book, pencils and 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