

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

SAMPLE LESSON NOTES-WEEK 2

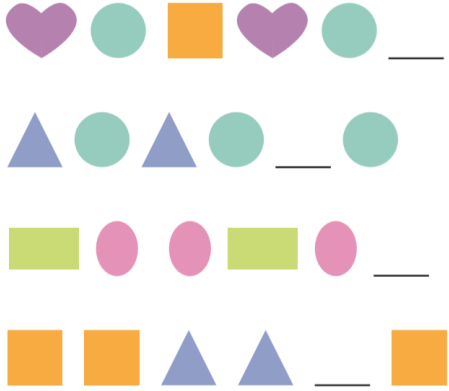
KG I

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

Fayol Inc.

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WEEKLY LESSON PLAN FOR KG I - WEEK 2

| DATE: DAY: Monday CLASS: KGI | STRAND: All Around Us SUB STRAND: Living Things- Animals (domestic and wild) | | | | | | | | | | | | | | | | | |
|--|---|------------------|------------------|------|-----------------|-----|--------------|------------------|------------------|-----|--------------|------------------|------|-------|-------|-------------|------------------|---|
| CONTENT STANDARD: K1.6.2.1 Demonstrate understanding of domestic and wild animals. | INDICATORS: K1.6.2.1.1 K1.6.2.1.6 PERFORMANCE INDICATOR: ❖ Learners can sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups. ❖ Learners can recognize, sort, classify, describe and extend non-numerical patterns. | | | | | | | | | | | | | | | | | |
| 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>In groups, have learners to look at each pattern, finish the pattern by drawing the missing shapes.</p>  | | | | | | | | | | | | | | | | | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | <p>In community circle time, learners recite the poem “Fiddo is a dog” and have them discuss the poem.</p> <p>Use the discussion to explain domestic animal to the learners e.g. Animals in the home – cat, dog, goat, hen, etc.</p> <p>Learners watch a video/conversational poster and talk about domestic animals regarding what they eat and their uses as well as the sound they make. E.g.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Animal</th> <th style="padding: 5px;">What they Eat</th> <th style="padding: 5px;">Uses</th> <th style="padding: 5px;">Sound They Make</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Dog</td> <td style="padding: 5px;">Food & plant</td> <td style="padding: 5px;">Pet & Protection</td> <td style="padding: 5px;">Barks (wow, wow)</td> </tr> <tr> <td style="padding: 5px;">Cat</td> <td style="padding: 5px;">Food & plant</td> <td style="padding: 5px;">Pet & Protection</td> <td style="padding: 5px;">Meow</td> </tr> <tr> <td style="padding: 5px;">Sheep</td> <td style="padding: 5px;">Plant</td> <td style="padding: 5px;">Meat (Food)</td> <td style="padding: 5px;">Bleat (Mbεε/mεε)</td> </tr> </tbody> </table> | Animal | What they Eat | Uses | Sound They Make | Dog | Food & plant | Pet & Protection | Barks (wow, wow) | Cat | Food & plant | Pet & Protection | Meow | Sheep | Plant | Meat (Food) | Bleat (Mbεε/mεε) | Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons |
| Animal | What they Eat | Uses | Sound They Make | | | | | | | | | | | | | | | |
| Dog | Food & plant | Pet & Protection | Barks (wow, wow) | | | | | | | | | | | | | | | |
| Cat | Food & plant | Pet & Protection | Meow | | | | | | | | | | | | | | | |
| Sheep | Plant | Meat (Food) | Bleat (Mbεε/mεε) | | | | | | | | | | | | | | | |







| Cock/Hen | Food & plant | Meat (Food) | Crow etc. |
|---|--------------|-------------|-----------|
| <p>Have learners sing “Old MacDonald has farm” to make the sounds of the domestic animals.</p> <p>Guide learners to discuss other living things around the home. Insects – ant, house fly, grass hopper, lizard, etc. and how to prevent them.</p> <p>Guide learners to sort and count the domestic animals discussed into those that are used for food and those for pet. Have learners use comparative word to describe the groups.</p> <p>Guide learners to create simple patterns using shapes, sounds or colors.</p> <p>Have learners draw their own patterns with a given pattern e.g. 3,2,2; 2,2,3,2, etc.</p> <p>assist learners to recognize and describe a simple repeating non-numerical pattern (up to a repetition of 3, 2 pattern)</p> <p>Have learners create pattern with sound using rhythm in a poem/rhyme/song.</p> <p>Guide them repeat this activity with syllable in words.</p> <p>You can let them use shapes/colors to create pattern</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> | | | |

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| DATE: DAY: Tuesday CLASS: KGI | STRAND: All Around Us SUB STRAND: Living Things- Animals (domestic and wild) | |
| CONTENT STANDARD: K1.6.2.1 Demonstrate understanding of domestic and wild animals. | INDICATORS: K1.6.2.1.1 K1.6.2.1.5 | |
| | PERFORMANCE INDICATOR: ❖ Learners can sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups. ❖ Learners can identify and describe objects by color names and size. | |
| 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) | Share to learners an A4 sheet paper. Encourage learners to draw how they want their day to be. Let learners paste their drawings on the classroom wall to create a gallery. | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | <p>In community circle time, learners recite the poem “Fiddo is a dog” and have them discuss the poem. Use the discussion to explain domestic animal to the learners e.g. Animals in the home – cat, dog, goat, hen, etc.</p> <p>Learners watch a video/conversational poster and talk about domestic animals regarding what they eat and their uses as well as the sound they make.</p> <div data-bbox="548 1077 963 1570" data-label="Image"> </div> <p>Have learners sing “Old MacDonald has farm” to make the sounds of the domestic animals. Guide learners to discuss other living things around the home. Insects – ant, house fly, grass hopper, lizard, etc. and how to prevent them.</p> <p>Guide learners to sort and count the domestic animals discussed into those that are used for food and those for pet.</p> | Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons |

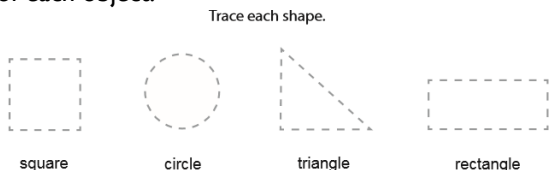
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| | <p>Have learners use comparative word to describe the groups.</p> <p>Guide learners to create simple patterns using shapes, sounds or colors.</p> <p>Have learners draw their own patterns with a given pattern e.g. 3,2,2; 2,2,3,2, etc.</p> <p>Using pictures, have learners talk about the different features of animals and use them to compare the animals by color names and sizes.</p> <p>Extend this activity with other objects or things.</p> <p>With outline of some domestic animals have learners color their favorite animal on a card and discuss their color work.</p> <p>You can have them create pattern using shapes/colors with some given criteria.</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> | |

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| DATE: | | STRAND: All Around Us | |
| DAY: Wednesday | | SUB STRAND: Living Things- Animals (domestic and wild) | |
| CLASS: KGI | | INDICATORS: K16.2.1.2 K1.6.2.1.3 | |
| CONTENT STANDARD: K1.6.2.1 Demonstrate understanding of domestic and wild animals. | | PERFORMANCE INDICATOR: ❖ Learners can handle a book correctly e.g. hold the book upright and open right to left ❖ Learners can tap or clap and count the syllables of the names of animals and identify the initial sound of the animal names | |
| 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 play the game “Wipe-out” Write 4-5 sounds on the board. With the whole class, say the sounds (with the action). Ask learners to close their eyes and teacher wipes out one sound. Learners open their eyes and must say which is gone. | | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | The whole class recites one known poem about domestic animals. As part of the pre-reading activities, have learners in group take turns to hold and open a Big book. During the picture walk, have them discuss the pictures given attention to the pages. Using Echo-reading, guide learners to read aloud the sentences. Have some of them open the pages during the reading. Use this stage to highlight book concept (proper way of holding book, opening the pages, etc.). Use questions to monitor learners understanding of the content Have learners do pretend reading during which you encourage learners to demonstrate the appropriate handling of book with them Have learners sing a song or recite a poem about and let them mimic the sound of the various animals in the song. | Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons | |

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| | <p>Play a song with the phone and ask learners to mention animals and clap the syllabus in their names and also the song.</p> <p>Have learners create patterns with the syllables in selected names of domestic animals using cut out shapes or colors. e.g. 1,2,1,2- dog (1), chicken (2), cat (1), puppy (2).</p> <p>Extend this activity with word with more syllables</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</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> | |

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| DATE: | | STRAND: All Around Us | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DAY: Thursday | | SUB STRAND: Living Things- Animals (domestic and wild) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CLASS: KGI | | INDICATORS: KI.6.2.1.4 KI.6.2.1.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CONTENT STANDARD: KI.6.2.1 Demonstrate understanding of domestic and wild animals. | | PERFORMANCE INDICATOR: ❖ Learners can review list of letter sounds learnt and use letter sounds to list and match the pictures of domestic animals. ❖ Learners can identify and describe objects by color names and size. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 learners in turns to help this rubber ducky take a bath. Draw a path from the rubber ducky to the bath tub by counting from 1 to 10 and tracing the numbers. Start from the shady 1 to shady 10. Let's have some fun!</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>8</td> <td>4</td> <td>6</td> <td>5</td> </tr> <tr> <td></td> <td>10</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>3</td> <td style="background-color: #cccccc;">1</td> <td>5</td> <td>1</td> <td>8</td> <td>9</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>6</td> <td>7</td> <td style="background-color: #cccccc;">10</td> </tr> <tr> <td>4</td> <td>6</td> <td>4</td> <td>5</td> <td></td> </tr> <tr> <td>5</td> <td>2</td> <td>9</td> <td>2</td> <td></td> </tr> </table> | |  | 8 | 4 | 6 | 5 | | 10 | 2 | 3 | 4 | 3 | 1 | 5 | 1 | 8 | 9 | 1 | 2 | 3 | 6 | 7 | 10 | 4 | 6 | 4 | 5 |  | 5 | 2 | 9 | 2 | | |
|  | 8 | 4 | 6 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 10 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 1 | 5 | 1 | 8 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 6 | 7 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 6 | 4 | 5 |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 2 | 9 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | <p>Using pictures (with respective label highlighting the beginning letter) recap the letter sounds learnt.</p> <p>Guide learner to give examples of words/objects that begin with the given letter.</p> <p>In groups of three, give out papers and ask learners to list animals in their homes whose names begins with- 1. /g /- goat 2. /c/- cat 3. /d/- dog</p> <p>Let learners make simple sentences with the names of animals listed.</p> <p>Have learners write the name of a domestic animal they like most</p> | | <p>Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>Have learners sort and group the picture cards according to beginning sound of their labels.</p> <p>Guide the learners count the number of card in each group and use comparative language to describe the groups.</p> <p>You can also have learners use the groups for addition and/or subtraction activities</p> <p>Using pictures, have learners talk about the different features of animals and use them to compare the animals by color names and sizes.</p> <p>Extend this activity with other objects/things. With outline of some domestic animals have learners color their favorite animal on a card and discuss their color work.</p> <p>You can have them create pattern using shapes/colors with some given criteria</p> <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> | |

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|--|---|--|--|
| DATE: | | STRAND: All Around Us | |
| DAY: Friday | | SUB STRAND: Living Things- Animals (domestic and wild) | |
| CLASS: KGI | | INDICATORS: K1.6.2.1.6 | |
| CONTENT STANDARD: K1.6.2.1 Demonstrate understanding of domestic and wild animals. | | PERFORMANCE INDICATOR: Learners can recognize, sort, classify, describe and extend non-numerical patterns. | |
| 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>Draw some 2 dimensional shapes with dotted lines on the board and ask learners to trace and say the name of each object.</p> <p style="text-align: center;">Trace each shape.</p>  <p style="text-align: center;">square circle triangle rectangle</p> | | |
| PHASE 2: MAIN 40MINS (New Learning Including Assessment) | <p>Assist learners to recognize and describe a simple repeating non-numerical pattern (up to a repetition of 3, 2 pattern)</p> <p>Have learners create pattern with sound using rhythm in a poem/rhyme/song.</p> <p>Guide them repeat this activity with syllable in words. You can let them use shapes/colors to create pattern</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> | <p>Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons</p> | |
| 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> | <p>Sea saw, mary go round, and other play toys</p> | |