

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 5

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 5

DATE:	STRAND: All Around Us	
DAY: Monday	SUB STRAND: Air	
CLASS: KG I	INDICATORS: KI.6.4.1.1. KI.6.4.1.6	
CONTENT STANDARD: KI.6.4.1 Demonstrate understanding of the presence of air and tell its importance.	PERFORMANCE INDICATOR: ❖ Learners can share their understanding and describe the presence of air through experimentation. ❖ Learners can describe the position of objects.	
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 recite and sing some familiar rhymes on the theme. <u>AIR</u> We cannot see the air We can only feel the air When it moves, it is cool When it stops, it is warm To keep the air clean Plant many trees green	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	In a community circle time, Learners sings songs, recite rhymes (air 3x I can't see you.....) and discuss what was said about "air" in the song/rhyme. Have indoor activities on the experimentation of the presence of air e.g. Give learners balloons and let them blow air into it (balloon) and discuss the outcome. Take learners outside the classroom to fly a kite, tie cloths around their waist and hold the opposite ends over their heads while they run. etc. Have learners talk about their experience after the activities. Recap lesson on positions of objects/numbers, guide learners to line up pictures of objects that use air and name their position. E.g. the balloon is first. Extend the activity to include different objects/numbers/shapes. Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story	The big book, crayons, pencils, pictures and videos depicting the uses of air.
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	





DATE:		STRAND: All Around Us	
DAY: Tuesday			
CLASS: KGI		SUB STRAND: Air	
CONTENT STANDARD: K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance.		INDICATORS: K1.6.4.1.2. K1.6.4.1.5	
		PERFORMANCE INDICATOR: ❖ Learners can use visual information to help them understand the text they read. ❖ Learners can derive meaning and make judgment about artworks using the senses according to its beauty.	
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 some actions songs and dance to them. <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)	Take learners through pre-reading activities to activate the prior knowledge. In the "While reading", let learners predict what they think would happen before reading each page of the big book. When learners prediction comes true, let them justify it before they predict the content of the subsequent pages. Use picture clue to assist the understanding of the uses of air (breathing, cooling, funning, etc.) as well as the content.  Have learners illustrate and label their favorite part of the text read.	The big book, crayons, pencils, pictures and videos depicting the uses of air.	


	<p>Have them tell and count the experiment on the presence of air read about.</p> <p>Guide learners identify and describe how the experiments were sequenced in the text using positional words/phrases</p> <p>Using pictures/conversational poster, guide learners to observe some art work on the experiments of presence of air and uses of air in the community and talk about them.</p> <div data-bbox="511 457 1023 766">  </div> 	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Have learners demonstrate some of the uses of air and use positive language to talk about it.</p> <p>Using LEA, assist learners to compose a simple story on the picture/conversational poster</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>Review lesson with Learners by singing songs in relation to it.</p>	

DATE:	STRAND: All Around Us	
DAY: Wednesday		
CLASS: KGI	SUB STRAND: Air	
CONTENT STANDARD: K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance.	INDICATORS: K1.6.4.1.3	
	PERFORMANCE INDICATOR: Learners can recognize the position of the target sounds in words either at the initial, middle or the ending of the words related to the theme.	
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 body syllables game. 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. Try with different words learners are familiar with.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Write the target sound on the chalk board. Using word cards, assist learners identify and discuss the position of the target sound. Guide them clap or stamp the number of the target sound in some selected words. In groups of three, give out word cards and ask learners to identify and clap the number of target sound in the word. E.g. Holding - /o/, nose - /o/. Have learners write and fill in the missing letters of some given words Give learners selected words to tell the position of the target sound. Extend this activity to include cut out colored shapes, objects, etc. Teach, sing songs and recite rhymes in relation to the lesson. Learners to sing the songs, recite rhymes and dance with actions. Make a choice to use any of the learning centers created Listen to a story.	The big book, crayons, pencils, pictures and videos depicting the uses of air.
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: All Around Us
DAY: Thursday		
CLASS: KGI		SUB STRAND: Air
CONTENT STANDARD: K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance.		INDICATORS: K1.6.4.1.4
		PERFORMANCE INDICATOR: Learners can use a variety of new vocabulary learnt about importance of air to make simple sentence orally.
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>Prepare initial sounds on other cards. On the board write the words endings and initial sounds you intend to use so that all the learners can participate.</p> <p>Put the word endings on the floor on the right hand side. Put the initial sounds on the floor to the left. Call up a child and ask them to make a word. They must select an initial sound and then a word endings and make up a word.</p> <p>The child displays the word and the class blend the word and read it. The class decide if it's real word.</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>In a community circle time, have discuss the uses of air in our everyday life.</p> <p>Using word cards, have learners pick and act out the words in relation to the theme with the guidance of the teacher. E.g. breathing, cooling, funning etc.</p>  <p>Guide learners to make sentences with the selected words on uses of air.</p> <p>Guide learners to make 4 words from "Breathing" (e.g. in, eat, ten, tin, bin, ban, an, ran, etc.) and write them in their exercise books.</p> <p>Recap numeracy activities on the positions of numbers/letters and have learners write the position of the letter in bold print of the following words: air, kite, cooling, balloon, cloth,</p> <p>Learners sing rhymes and dance with actions</p> <p>Take leaners out of the class to the field for a stretch up.</p>	The big book, crayons, pencils, pictures and videos depicting the uses of air.

	<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: Air	
CONTENT STANDARD: KI.6.4.1 Demonstrate understanding of the presence of air and tell its importance.		INDICATORS: KI.6.4.1.5 KI.6.4.1.6	
		PERFORMANCE INDICATOR: ❖ Learners can derive meaning and make judgment about artworks using the senses according to its beauty. ❖ Learners can describe the position of objects.	
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)	Give out letters, one to each child (not all children will necessarily get a letter). Ask each child to identify their letter. Say the word bat. Identify the sounds in it. Ask the children with those letters to come up and form the word		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using pictures/conversational poster, guide learners to observe some art work on the experiments of presence of air and uses of air in the community and talk about them. Have learners demonstrate some of the uses of air and use positive language to talk about it. Using LEA, assist learners to compose a simple story on the picture/conversational poster Recap lesson on positions of objects/numbers, guide learners to line up pictures of objects that use air and name their position. E.g. the balloon is first.  The balloon is the first (1st)  Flying a kite is the second (2nd)  Breathing is the third (3rd)  Fanning is the fourth (4th)	The big book, crayons, pencils, pictures and videos depicting the uses of air.	

	 <p>Pumping a ball is the fifth (5th)</p> <p>Extend the activity to include different objects, numbers or shapes</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> <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>