

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 8**

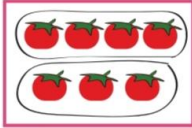
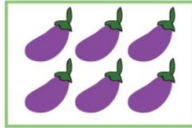
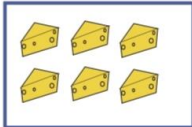
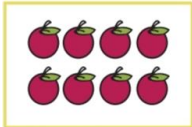


KG I

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.**

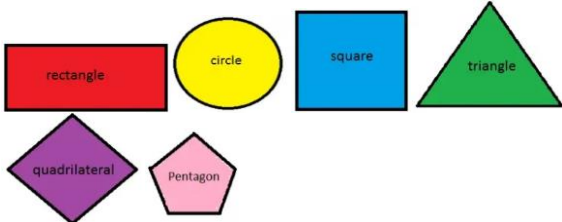
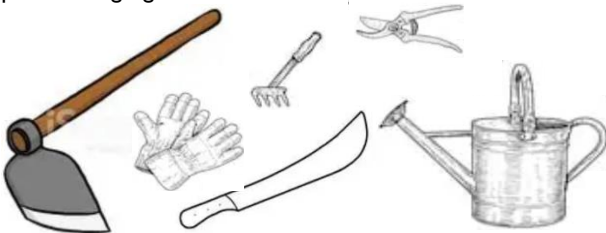
0547824419/0549566881 [sirhoal@gmail.com](mailto:sirhoal@gmail.com)

## WEEKLY LESSON PLAN FOR KG I- WEEK 8

<b>DATE:</b>  <b>DAY:</b> Monday  <b>CLASS:</b> KGI	<b>STRAND:</b> All Around Us  <b>SUB STRAND:</b> Gardening	
<b>CONTENT STANDARD:</b> K1.6.7.1 Demonstrate understanding of the types of soil.	<b>INDICATORS:</b> K1.6.7.1.1    K1.6.7.1.5  <b>PERFORMANCE INDICATOR:</b> ❖ Learners can talk about different types of soil and which one is best used for gardening. ❖ Learners can classify objects and count the number of objects in each category up to 9	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	<p>Have learners to count and write the number under each group.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>In a community circle time, learners recite a poem about gardening “I have my garden”</p> <p>Have learners observe and talk about a conversational poster on the different types of soil          E.g. sandy, clayey and loamy soil.</p> <div style="text-align: center;">  </div> <p>Using different types of soil in separate containers, have learners watch and feel the types of soil (make sure learners wash their hands well after this activity)</p> <p>Discuss with learners how to make soil fertile for a successful gardening.</p> <p>You can guide learners plant seed in the three types of soil and observe them daily for a class project (Let them water them daily)</p> <div style="text-align: center;">  </div>	Young seedlings, pictures of the types of soil, the big book, plastic containers, counters, soil etc.


	<p>Read a concept book (if you do not have numbers concept book, create one) on numbers (1-9) to learners.</p> <p>Let learners talk about the numbers heard in the reading and show their respective cut out number. Give learners variety of objects (bottle tops, straws, sticks) ask learners to pick cut out number and count e.g. straws that matches with the particular number on the card</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><b>PHASE 3:</b> <b>REFLECTION</b> 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>	<b>STRAND:</b> All Around Us
<b>DAY:</b> Tuesday	
<b>CLASS:</b> KGI	<b>SUB STRAND:</b> Gardening
<b>CONTENT STANDARD:</b> K1.6.7.1 Demonstrate understanding of the types of soil.	<b>INDICATORS:</b> K1.6.7.1.2 K1.6.7.1.5
	<b>PERFORMANCE INDICATOR:</b> ❖ Learners can point to individual words to track reading. ❖ Learners can classify objects and count the number of objects in each category up to 9
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
<b>KEY WORDS:</b>	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	<p>Let learners explore with 2 dimensional shapes and tell their names. Encourage learners to name objects in the classroom that has the shapes.</p> 	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>In the community circle time learner sit in a horse shoe form with the help of the big book, ask learners to identify the cover page and talk briefly about the colors and pictures.</p> <p>Guide them point to the title of the book. Have them point to the individual words in the title.</p> <p>Guide them to use the cover page picture to predict the content.</p> <p>Using Echo-reading, read aloud the sentences as you point to the individual words while reading.</p> <p>Show pictures for learners to make predictions to monitor understanding. At the post-reading stage, have learners tell part they liked most in the reading and why they say so.</p> <p>Have learners use some of the gardening words to make simple sentences.</p> <p>Have learners color outlines of some of the farm tools mentioned in the reading and talk about their coloring using positive language</p>  <p>Have learners sort and group the farm tools according to colors and use comparative language (“more than”, “less than” “same as”) to compare their art work.</p>	Young seedlings, pictures of the types of soil, the big book, plastic containers, counters, soil etc.

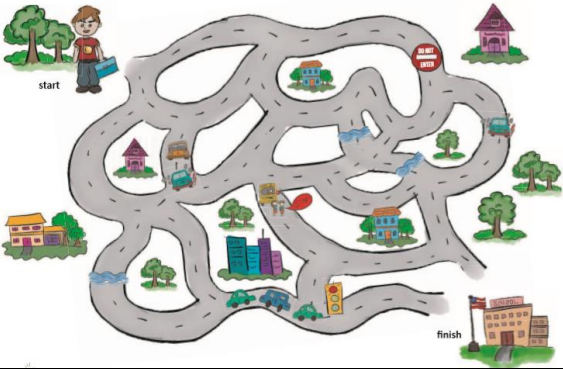
	<p>Example: the tools colored with blue are more than the red tools. Etc.</p> <p>Extend the activity to include addition and subtraction.</p> <p>Read a concept book (if you do not have numbers concept book, create one) on numbers (1-9) to learners.</p> <p>Let learners talk about the numbers heard in the reading and show their respective cut out number.</p> <p>Give learners variety of objects (bottle tops, straws, sticks) ask learners to pick cut out number and count e.g. straws that matches with the particular number on the card</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><b>PHASE 3: REFLECTION</b>  10MINS  <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

<b>DATE:</b>	<b>STRAND:</b> All Around Us
<b>DAY:</b> Wednesday	
<b>CLASS:</b> KGI	<b>SUB STRAND:</b> Gardening
<b>CONTENT STANDARD:</b> K1.6.7.1 Demonstrate understanding of the types of soil.	<b>INDICATORS:</b> K1.6.7.1.3 K1.6.7.1.5
	<b>PERFORMANCE INDICATOR:</b> ❖ Learners can use a variety of new vocabulary learnt about soil to make simple sentences about it. ❖ Learners can classify objects and count the number of objects in each category up to 9.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
<b>KEY WORDS:</b>	

<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	<p>Let learners identify the names of the animals below and use them in a story.</p> 	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>Using word card game, teacher places word cards upside down in front of learners.</p> <p>In turns, learners pick cards for teacher to read. Learners repeat the word.</p> <p>Asks learners to form own sentence with the word (e.g. I play in the sand. Some trees are tall).</p> <p>Write some of the sentences on the board for them Using conversational poster, have learners through LEA compose a simple story on the pictures using some of the keywords on the word cards (Write their story on manila card).</p> <p>Guide them to illustrate their story with the use of conversational poster, have learners identify the following: people, farm tools, buildings, and trees.</p> <p>Have learners represent them with counters (bottle tops, sticks, shells, etc.) and count the number in each group.</p> <p>Let learners use comparative language to describe the groups. You can extend this to include addition and subtraction.</p> <p>Read a concept book (if you do not have numbers concept book, create one) on numbers (1-9) to learners.</p> <p>Let learners talk about the numbers heard in the reading and show their respective cut out number.</p> <p>Give learners variety of objects (bottle tops, straws, sticks) ask learners to pick cut out number and count e.g. straws that matches with the particular number on the card</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>Young seedlings, pictures of the types of soil, the big book, plastic containers, counters, soil etc.</p>

	Make a choice to use any of the learning centers created	
	Listen to a story	
<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	




<b>DATE:</b>	<b>STRAND:</b> All Around Us
<b>DAY:</b> Thursday	
<b>CLASS:</b> KGI	<b>SUB STRAND:</b> Gardening
<b>CONTENT STANDARD:</b> K1.6.7.1 Demonstrate understanding of the types of soil.	<b>INDICATORS:</b> K1.6.7.1.4 K1.6.7.1.5
	<b>PERFORMANCE INDICATOR:</b> ❖ Learners can recognize and create words with given sounds and make art works with the elements of art ❖ Learners can classify objects and count the number of objects in each category up to 9.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
<b>KEY WORDS:</b>	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	<p>Help Henry get to school. Trace the fastest route to school.</p> 	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>Have learners sing a song or recite a rhyme/poem on farm/garden.</p> <p>With selected words from the song/rhyme/poem, have learners tell the common sound in the words e.g. soil, toil, coil, boil etc.</p> <p>Have learners mention a word on word cards after you and identify the common sound e.g. rake, make, take, fake, etc.</p> <p>Guide learners to use given sounds to form the words using the letter cards. E.g. -in: /t/i//n/ (tin), p//i//n/ (pin), /b//i//n/ (pin), etc.</p> <p>-oil: /s//oi/// (soil), /f//o//i/// (foil), etc.</p> <p>-arm: /f//a//r//m/ (farm), /b//a//r//m/ (barm), /s//w//a//r//m// (swarm)</p> <p>Have learners use clay to mould objects e.g. farm tool and paint once it is dry and discuss their art works using positive language Representing art works with counters, have learners sort and group their art works according to color and/or size.</p> <p>Have learners count the number in each group. You can extend the activity with addition, subtraction, or comparison activities.</p>	<p>Young seedlings, pictures of the types of soil, the big book, plastic containers, counters, soil etc.</p>



	<p>Read a concept book (if you do not have numbers concept book, create one) on numbers (1-9) to learners.</p> <p>Let learners talk about the numbers heard in the reading and show their respective cut out number.</p> <p>Give learners variety of objects (bottle tops, straws, sticks) ask learners to pick cut out number and count e.g. straws that matches with the particular number on the card</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><b>PHASE 3: REFLECTION</b>  10MINS  <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>	<b>STRAND:</b> All Around Us
<b>DAY:</b> Friday	
<b>CLASS:</b> KGI	<b>SUB STRAND:</b> Gardening
<b>CONTENT STANDARD:</b> K1.6.7.1 Demonstrate understanding of the types of soil.	<b>INDICATORS:</b> K1.6.7.1.1 K1.6.7.1.5
	<b>PERFORMANCE INDICATOR:</b> ❖ Learners can talk about different types of soil and which one is best used for gardening. ❖ Learners can classify objects and count the number of objects in each category up to 9
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
<b>KEY WORDS:</b>	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Engage learners to create a story with the poster below. 	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>In a community circle time, learners recite a poem about gardening “I have my garden”</p> <p>Have learners observe and talk about a conversational poster on the different types of soil E.g. sandy, clayey and loamy soil.</p>  <p>Using different types of soil in separate containers, have learners watch and feel the types of soil (make sure learners wash their hands well after this activity)</p>  <p>Discuss with learners how to make soil fertile for a successful gardening.</p> <p>You can guide learners plant seed in the three types of soil and observe them daily for a class project (Let them water them daily)</p> <p>Read a concept book (if you do not have numbers concept book, create one) on numbers (1-9) to learners.</p> <p>Let learners talk about the numbers heard in the reading and show their respective cut out number.</p>	Young seedlings, pictures of the types of soil, the big book, plastic containers, counters, soil etc.

	<p>Give learners variety of objects (bottle tops, straws, sticks) ask learners to pick cut out number and count e.g. straws that matches with the particular number on the card</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story.</p>	
<p><b>PHASE 3: REFLECTION</b> 10MINS <b>(Learner and Teacher)</b></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>