

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 9**

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 9

<b>DATE:</b>	<b>STRAND:</b> All Around Us	
<b>DAY:</b> Monday		
<b>CLASS:</b> KGI	<b>SUB STRAND:</b> Day And Night	
<b>CONTENT STANDARD:</b> KI.6.8.1 Demonstrate understanding of the sources of light for day and night.	<b>INDICATORS:</b> KI.6.8.1.1    KI.6.8.1.6	
	<b>PERFORMANCE INDICATOR:</b> ❖ Learners can recite rhymes/poems and talk about the different sources of light. ❖ Learners can use number names, counting sequences and how to count to find out “how many”? (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:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	Engage learners to sing songs and recite some familiar rhymes.  <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.	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	In a community circle time, teachers lead learners recite the rhyme (twinkle, twinkle little star.....)  Have the pictures of the keywords in the rhyme on cards and assist learners to talk about them  Through questions, lead learners to talk about the source of light displayed on a conversational poster. E.g. what gives us light during the day to see the faces of our friends? When do we see the stars? What else do we see up the sky at night?  Have learners share their experiences with the natural lights.  Have learners draw any of the natural sources of light they like and talk about their art work  Give learners a number of counting objects, recap lessons on counting and sequencing.  Using cut out number name cards, assist learners to pick a number name card and count the number using given counters.  Let them be in pairs and play “pick and count” (one person picks and the other counts).	Pictures and Charts, the big book, pencils and crayons

	<p>Let them do this activity individually where learners pick a numeral card and then quickly count objects to match the numeral card.</p> <p>Extend this activity to matching objects with the number name.</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> <i>10MINS</i> <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> Tuesday		
<b>CLASS:</b> KGI		<b>SUB STRAND:</b> Day And Night
<b>CONTENT STANDARD:</b> K1.6.8.1 Demonstrate understanding of the sources of light for day and night.		<b>INDICATORS:</b> K1.6.8.1.2
		<b>PERFORMANCE INDICATOR:</b> Learners can use pictures and other text features to aid understanding as they listen to a read aloud informational text on sources light.
<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</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	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.	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Have learners discuss the cover page of the Big book at the pre-reading stage.  Through picture walk, have them predict the content of the text.  As you read aloud the book with the learners, point to the words to enable track the reading on sources of light.  Ask questions while reading at vantage point to assist you monitor learners' understanding the content of the book.  At the post-reading stage, ask questions enable learners use pictures to retell the story.  Have learners mention the sources of light read about and group them according to daylights (e.g. sun, electricity) and nightlights (moon, stars, electricity, candles, lanterns etc.).  Assist learners to make sentences with the examples of sources of lights.  Have learners group the examples of lights talked about and count the number in each group.  Have them do addition and subtraction activities with the examples of lights. Include word problem in these activities.	Pictures and Charts, the big book, pencils and crayons

	<p>Have them draw and color any example of man-made light read about label it.</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> <i>10MINS</i> <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> Day And Night													
<b>CONTENT STANDARD:</b> K1.6.8.1 Demonstrate understanding of the sources of light for day and night.		<b>INDICATORS:</b> K1.6.8.1.3													
		<b>PERFORMANCE INDICATOR:</b> Learners can recognize the beginning sound of the letters in relation to the types of light and write in their books.													
<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>PHASE 1:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>		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.													
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>		<p>Use a conversational poster and letter cards, guide learners to identify and name the sources of light.</p> <p>Mention one source and ask learners to identify the initial, middle and ending sound.</p> <p>E. g. <u>Initial Sound</u>   <u>Middle Sound</u>   <u>Ending sound</u></p> <table border="0"> <tr> <td>Moon /m/</td> <td>/oo/</td> <td>/n/</td> </tr> <tr> <td>Sun /s/</td> <td>/u/</td> <td>/n/</td> </tr> <tr> <td>Stars /st/</td> <td>/ar/</td> <td>/s/</td> </tr> <tr> <td>Light /l/</td> <td>/igh/-/ai/</td> <td>/t/</td> </tr> </table> <p>Provide learners with letters card and ask them to pick the letter card that represent the initial letter of the word you mention.</p> <p>Let them use this activity to identify the middle and ending sounds of selected words.</p> <p>Let them repeat this activity in small groups.</p> <p>Assist learners to arrange letter cards to form a given source of light.</p> <p>Have them draw any of the sources of light and write the initial and ending sounds of the name and use positive language to talk about their art work.</p> <p>Teach, sing songs and recite rhymes in relation to the lesson.</p>		Moon /m/	/oo/	/n/	Sun /s/	/u/	/n/	Stars /st/	/ar/	/s/	Light /l/	/igh/-/ai/	/t/
Moon /m/	/oo/	/n/													
Sun /s/	/u/	/n/													
Stars /st/	/ar/	/s/													
Light /l/	/igh/-/ai/	/t/													
		<b>RESOURCES</b>													
		Pictures and Charts, the big book, pencils and crayons													

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

<b>DATE:</b>  <b>DAY:</b> Thursday		<b>STRAND:</b> All Around Us	
<b>CLASS:</b> KGI		<b>SUB STRAND:</b> Day And Night	
<b>CONTENT STANDARD:</b> K1.6.8.1 Demonstrate understanding of the sources of light for day and night.		<b>INDICATORS:</b> K1.6.8.1.4	
		<b>PERFORMANCE INDICATOR:</b> Learners can use a variety of new vocabulary learnt about light to form sentences orally.	
<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>PHASE 1:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>		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.	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>		In a community circle time, have learners talk about the different uses of the sources of light on a conversations poster.  Have learners discuss the uses of light in their everyday life using the new vocabulary learnt.  Have learners pick a word card and make simple sentence with it. E.g. Switch the torch light on; put the candle off; etc.  Guide them pick and act out simple sentences on sentence strips in relation to the theme E.g. Switch on the light, switch off the torch, light the lantern, etc.  You can let learners do charade activity with the sentence strips in pairs.  Have learners do addition and subtraction activities with the examples of lights using simple everyday situation word problem e.g. Kofi was sent to buy 5 bulbs from a nearby shop.  On his way back, he trips and the bag containing the bulbs fell and one got broken, how many bulbs would the family use?  Learners sing rhymes and dance with actions	
		<b>RESOURCES</b>  Pictures and Charts, the big book, pencils and 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</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <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> Day And Night	
<b>CONTENT STANDARD:</b> K1.6.8.1 Demonstrate understanding of the sources of light for day and night.	<b>INDICATORS:</b> K1.6.8.1.5 K1.6.8.1.6	
	<b>PERFORMANCE INDICATOR:</b> ❖ Learners can recite rhymes/poems and talk about the different sources of light. ❖ Learners can use number names, counting sequences and how to count to find out “how many”? (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:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	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.	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Using a conversational poster of the sources of light depicting day and night, guide learners to identify the natural and artificial sources.  Have learners describe the beauty of the day and night scenes.  Have learners connect the lights on the posters to those found in their environment focusing on natural and manmade lights.  Guide learners group and count the sources of light in each group and compare them using comparative language.  Extend this activity to include additions and subtractions  Give learners a number of counting objects, recap lessons on counting and sequencing.  Using cut out number name cards, assist learners to pick a number name card and count the number using given counters.  Let them be in pairs and play “pick and count” (one person picks and the other counts).  Let them do this activity individually where learners pick a numeral card and then quickly count objects to match the numeral card.	Pictures and Charts, the big book, pencils and crayons

	<p>Extend this activity to matching objects with the number name. Do interactive reading on a concept book on number names (if you do not number name create one), and let learner interact actively linking number names with respective numbers.</p> <p>Let learners play with number name cards during the reading and the post-reading stages to enhance their understanding.</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> <i>10MINS</i> <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>