



SAMPLE LESSON NOTES-WEEK 8

KG I

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WEEKLY LESSON PLAN FOR KG I - WEEK 8

DATE:	STRAND: ALL ABOUT ME	
DAY: Monday	SUB STRAND: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	
CLASS: KGI	INDICATORS: KI.1.6.1.1 KI.1.6.1.3	
CONTENT STANDARD: KI.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	PERFORMANCE INDICATOR: Talk about possible accidents we can have at home and at school and safety measures we can take to avoid them.	
	Listen to and respond to a read aloud text about keeping safe in the environment.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity.		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing familiar songs and recite rhymes they know. <u>Pii...Pii...Pii</u> Pii...Pii...Pii Pon..Pon..Pon That is a car Ama is the driver And Kojo is the mate	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>During the community circle time, when learners sit in a semi-circle, introduce the sub-theme and have them talk about the possible home and/or road accidents that occur.</p> <p>Put them in three smaller groups and ask them to come up with practical examples of how such accidents happen at home, at school, and on the way to school.</p> <p>Have them present their findings by role-playing the various accidents and how to avoid them.</p> <p>Have learners suggest safety measures we can take to avoid such accidents</p> <p>Teach the rhyme “if you see a traffic light, there is something you should know, red means stop...” and have learners recite it with you with actions</p> <p>Using the KWL strategy as in the previous lesson, let the Learners tell you what learners know about the sub-theme, what they want to know, before you read (the BIG BOOK) to them.</p> <p>Let learners share what they have learnt about safety measures we need to take to prevent accidents (<i>hurts,</i></p>	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons






	<p><i>and harm from sharp objects, electricity, boiling water, etc.).</i></p> <p>Practice some safety measures of how to cross the road, how to hold a knife.</p> <p>Learners role play using these safety measures at home. (Reference: A big book on protection against hurt, harms, sharp objects, strangers, electricity and hot water.)</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 on road accidents</p> <p>Assessment: Call out learners in turns and have them talk about home accidents and how to avoid them.</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 ABOUT ME	
DAY: Tuesday		SUB STRAND: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	
CLASS: KGI		INDICATORS: KI.1.6.1.2 KI.1.6.1.4	
CONTENT STANDARD: KI.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		PERFORMANCE INDICATOR: Learners can recognize that spoken words are represented in written language in books. Learners can clap and count syllables in longer words	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing familiar songs and recite rhymes they know. <u>IF YOU ARE HAPPY AND YOU KNOW IT</u> If you are happy and you know it, clap your hands If you are happy and you know it, clap your hands If you are happy and you know it, and you really want to show it, If you are happy and you know it, clap your hands (continue with these actions; stamp your feet, turn around, shout hooray)		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Teacher and learners do a picture walk through the Big book, page by page. Ask learners to tell their story about the pictures. Using LEA (Language Experience Approach) have learners dictate their stories to you and write it down. Read it and have learners echo you word by word. Read the story to them and have learners compare their story to the author’s version to see if they are similar or different. Through art work, have learners indicate the part of the story they liked most. Introduce learners to reading longer words such as <i>objects</i> (2 syllables), <i>strangers</i> (2 syllables), <i>electricity</i> (5 syllables) and <i>water</i> (2 syllables), <i>Traffic</i> (2 syllables) etc. Engage learners to play the “Body syllables” game. Teacher gives the class a word or name and they have to make a move touching a body part for each syllable	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons	




	<p>E.g. for the word elephant (3 syllables) the children could touch their head, then shoulders, then hips.</p> <p>Let them know that we break words according to the syllables.</p> <p>Practice clapping these words and counting the number of syllables in them.</p> <p>Have learners add the syllables in some selected words e.g. water and understand (2 syllables + 3 syllables = 5 syllables).</p> <p>Have learners to count and represent the syllables with model numbers or blocks.</p> <p>Teach, sing songs and recite familiar rhymes in relation to the lesson</p> <p>Have learners to sing the songs 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 on road accidents</p> <p>Assessment: 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.</p>	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: ALL ABOUT ME	
DAY: Wednesday		SUB STRAND: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	
CLASS: KGI		INDICATORS: KI.I.6.I.5	
CONTENT STANDARD: KI.I.6.I Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		PERFORMANCE INDICATOR: Learners can use vocabulary learnt to express and demonstrate how to protect themselves from hurt, harm, strangers, sharp objects, electricity and water.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing familiar songs and recite rhymes they know. <u>TWINKLE, TWINKLE LITTLE STAR</u> Twinkle, twinkle little star How I wonder what you are, Up above the world so high, Like a diamond in the sky Twinkle, twinkle little star How I wonder what you are.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	In pairs, learners use words acquired from the read-aloud text to teach each other how to avoid accidents occurring from fire, electricity, sharp objects, crossing the road. E.g. Don't go near. Don't touch electrical wires. Using "Show and tell" have learners pick drawn cut out objects that can cause accidents and tell how they can keep safe from that object. Have learners to count and represent the number of drawn cut out objects with model numbers or blocks. Have learners match objects with their related accidents they can cause 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 on health and environment	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons	

	<p>Assessment: Ask learners to form a big circle, with one of the learners' holding the ball.</p> <p>The learner with the ball mentions any new vocabulary learnt. (examples fire, electricity, knife etc)</p> <p>He then throws the ball to another student to mention his/hers. (<i>ignore repetition</i>)</p> <p>Anyone who fails to mention his is out of the circle. The last person becomes the winner</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 ABOUT ME
DAY: Thursday		SUB STRAND: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS
CLASS: KGI		
CONTENT STANDARD: KI.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		INDICATORS: KI.1.6.1.6
		PERFORMANCE INDICATOR: Learners can describe the attributes of 3-D objects and sort objects into planes and 3-D objects.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing familiar songs and recite rhymes they know. <u>ABC SONG</u> A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P, Q, R, S, T, U, V, W, X, Y, Z. Now I know my ABC's Next time won't you sing with me? A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P, Q, R, S, T, U, V, W, X, Y, Z. Now I know my ABC's Thank you for singing with me!	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Revise the description of the attributes of 3-D and call learners to show you show examples of 3-D objects in the classroom. Ask learners to sort the different objects they brought from home into planes and 3D objects and bring other examples. Have each child draw two 3D objects e.g. A Tin and box. Learners review the definition of a 3-D object. Teach learners to recite 3D rhymes. <u>3D SHAPES</u> 3D Shapes are fat and flat  A cone is like a party hat  A sphere is like a bouncy ball  A prism is like a building tall  A cylinder is like a can of pop  A CUBE IS LIKE THE dice you drop	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons

	<p>3D Shapes are here and there 3D Shapes are everywhere</p> <p>Have learners to recite the rhymes in turns 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 on protecting ourselves from home and road accidents</p> <p>Assessment:</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 ABOUT ME
DAY: Friday		SUB STRAND: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS
CLASS: KGI		
CONTENT STANDARD: KI.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		INDICATORS: KI.1.6.1.7
		PERFORMANCE INDICATOR: Learners can draw and color five harmful objects that can cause accidents.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing familiar songs and recite rhymes they know. <u>SOMETHING PASS</u> •Something pass •Response: something pass through my body to my heart. •Something pass •Response: something pass through my mouth to my stomach. •Lalala laaa •Response: lala laa lala lala lala la •Lololo loo •Response: lolo loo lolo lolo lolo lo	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Give learners an outline of harmful objects to colour or (if you don't have) ask learners to draw and colour harmful objects and situations around their homes. E.g. knife, pointed stick, fire, a person crossing the road. Have learners talk about their drawings. Teach learners rhymes on protecting ourselves from home and road accidents <u>IF YOU SEE THE TRAFFIC LIGHTS</u> If you see the traffic lights, there is something you should know. <div> Red means stop</div> <div> Yellow means get ready</div> <div> Green means go, go, go and go</div> Have learners to recite the rhymes in turns and dance with actions	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons

	<p>Make a choice to use any of the learning centers created</p> <p>Listen to a story on protecting ourselves from home and road accidents</p> <p>Assessment: have learners to draw and color five harmful objects that can cause accidents</p>	
<p>PHASE 3:</p> <p>REFLECTION</p> <p><i>10MINS</i></p> <p>(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>