



## **SAMPLE LESSON NOTES-WEEK 9**

KG I

**Fayol Inc.**

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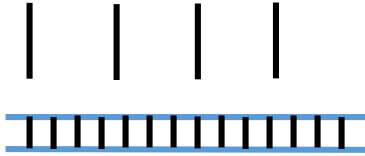
## WEEKLY LESSON PLAN FOR KG I - WEEK 9

<b>DATE:</b>		<b>STRAND: MY FAMILY</b>	
<b>DAY:</b> Monday			
<b>CLASS:</b> KGI		<b>SUB STRAND:</b> TYPES AND MEMBERS OF MY FAMILY	
<b>CONTENT STANDARD:</b> K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.		<b>INDICATORS:</b> K1.2.1.1.1 K1.2.1.1.3.	
		<b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"><li>Learners can discuss different types of family they have at home, their roles and responsibilities</li><li>Learners can listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members.</li></ul>	
<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>	Have learners to sing songs and recite rhymes that relate to the lesson.  This is mama, kind and dear.(point to thumb) This is papa, standing near. .(point to pointer finger) This is brother, see how tall! .(point to middle finger) This is sister, not so tall. .(point to ring finger) This is baby, sweet and small. .(point to little finger) This is the family one and all! .(wiggle all fingers)		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	In a community circle, learners mention the people in their families and what they see each person do.  Explain to them that we all have different people in our families but the important thing is the role of the members and what they do to help the family.  Show a conversational poster on Extended families.  Have learners observe the picture and using a think-pair share strategy, have learners talk about what they see the members of families do.  Put learners into smaller groups and let them role play the roles and responsibilities of different families, the nuclear, the single where learners are staying with only one of the parents and the extended home.  Do a picture walk and have learners predict what the story will be about.  Introduce the vocabulary related to appropriate titles of extended family members to the learners.  Teacher makes a list (aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild, etc.)		Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons

	<p>Use the title to have them talk about the members in their family.</p> <p>Using interactive reading, pause often and have learners talk about family members mentioned and what they do to help the family and the learners. E.g. Father, mother, uncle, sister, brother.</p> <p>Have learners count and represent with model numbers, all the members of the family read about.</p> <p>Assist them to subtract (take away) the learners from the number and tell how many members will be left?</p> <p>Repeat the activity using other criteria e.g. males, females, young, old, etc.</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 family</p> <p><b>Assessment:</b> Have learners to draw or bring in family pictures and take turns telling about their families</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> MY FAMILY
<b>DAY:</b> Tuesday		
<b>CLASS:</b> KGI		<b>SUB STRAND:</b> TYPES AND MEMBERS OF MY FAMILY
<b>CONTENT STANDARD:</b> K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.		<b>INDICATORS:</b> K1.2.1.1.2. K1.2.1.1.4
		<b>PERFORMANCE INDICATOR:</b> Learners can demonstrate that print matches with illustration in a book. Learners can identify the names and words with similar beginning sounds.
<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>	Have learners to sing songs and recite rhymes that relate to the lesson.  <u>HAPPY FAMILY</u> I love you You love me We are happy family, with a great big hug and a kiss from me to you. Wont you say you love me too	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Help learners identify the key elements of a book’s front matter ( <i>Title, Author/Writer, and Illustrator</i> ).  Using interactive reading, have learners track the text as you read.  Run a pointer under the words as you read.  Pause often and have learners tell you the number of words in a sentence.  Have learners identify the illustration(s) that matched well with the print (illustration that made them understand the print better).  Have them draw (replicate) their favorite illustration.  Sing a song “ <b><i>All those born on Monday, stand up, and dance.</i></b> ” and perform actions on it.  Ask learners to mention their names and that of their family members.  List them on the board.  Pronounce them and have them listen to those beginning with similar sounds. E.g. Kosi, Kofi, Kafui, Kakra.	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons

	<p>Learners divide into groups according to letters beginning their names and count the number of pupils in each group.</p> <p>Introduce the letter of the week.</p> <p>Have learners do a “Letter hunt” game with the letter of the week</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 family</p> <p><b>Assessment:</b> Have learners to play the “My mother went to the market” game.</p> <p>The teacher starts by saying 'My mother went to the market and she bought .....'. Complete the sentence with an item, for example, tomatoes.</p> <p>A learner continues by adding an item of their own E.g. 'My mother went to the market and bought tomatoes and a tractor'. The words don't have to actually be something they can get in the market, as long as they begin with the same sound.</p>	
<p><b>PHASE 3:</b>  <b>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> MY FAMILY	
<b>DAY:</b> Wednesday		
<b>CLASS:</b> KGI	<b>SUB STRAND:</b> TYPES AND MEMBERS OF MY FAMILY	
<b>CONTENT STANDARD:</b> K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.	<b>INDICATORS:</b> K1.2.1.1.5.	
	<b>PERFORMANCE INDICATOR:</b> Learners can talk about the basic concepts of writing, from left to right, and top to bottom	
<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>	Have learners to sing songs and recite familiar rhymes.  <u>WHEN JESUS IS IN THE FAMILY</u> When Jesus is in the family, Happy, happy home, Happy, happy home Happy, happy home When Jesus is in the family Happy, happy home, Happy, happy home Happy, happy home.	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Learners have a warm up exercise.  Have pupils tap their fingers one at a time on their thumb.  Do one hand at a time and another.  Introduce the learners to writing vertical straight-line strokes from top to down and show them the direction of writing them on a line from left to right in a model on the Chalkboard.    Have learners practice writing the vertical straight-line strokes in the sand tray.  Have learners practice writing the vertical straight-line strokes on their tables.  Take Learners out of the class to the field for a stretch up.	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons

	<p>Have learners to identify objects in the playground that have the shape of a vertical line</p> <p>Have learners to count and represent with model numbers the objects identified.</p> <p>Engage Learners to use any of the play toys available.</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 on how to protect ourselves from road accidents and harmful strangers</p> <p><b>Assessment:</b> call out learners in turns to make vertical straight lines in the sand tray</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> MY FAMILY	
<b>DAY:</b> Thursday			
<b>CLASS:</b> KGI		<b>SUB STRAND:</b> TYPES AND MEMBERS OF MY FAMILY	
<b>CONTENT STANDARD:</b> K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.		<b>INDICATORS:</b> K1.2.1.1.6. K1.2.1.1.7.	
		<b>PERFORMANCE INDICATOR:</b> Learners can use the concept “more than” to solve some word puzzles.  Learners can role-play the responsibilities of family members	
<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 rhymes relating to the lesson.  <u>I AM COUNTING ONE</u> <ul style="list-style-type: none"><li>• I'm counting one, what is one</li><li>• 1 - One is one alone, alone it shall be.</li><li>• 2 - Two pair, two pair come pair let us pair</li><li>• 3 - Turn around</li><li>• 4 - Follow me</li><li>• 5 - Fire</li><li>• 6 - Sister</li><li>• 7 - Savior</li><li>• 8 - Eat more fruits</li><li>• 9 - Nana Yaw</li><li>• 10 - Thank your God.</li></ul>	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>		Collect a quick data on number of people with different week-day birthday names.  Represent the numbers with milk tins.  Use this information to solve problems on “Which group has more members than the other(s)?  Read the Big book again and allow learners to role play dad, mom and other members of the family at home.  Guide learners to highlight the responsibilities of the family members with special attention to that of learners.  Assist them to use the vocabulary learnt in their interaction  Take leaners out of the class to the field for a stretch up.  Engage leaners to use any of the play toys available.	Poster/ cut out picture depicting family members, word cards on kinship terms, 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 how to protect ourselves from road accidents and harmful strangers</p> <p><b>Assessment:</b> Have learners to write the names of family members. Learners to compare the number of names with their partners to find out which is more than the other.</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> MY FAMILY	
<b>DAY:</b> Friday			
<b>CLASS:</b> KGI		<b>SUB STRAND:</b> TYPES AND MEMBERS OF MY FAMILY	
<b>CONTENT STANDARD:</b> K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.		<b>INDICATORS:</b> K1.2.1.1.6    K1.2.1.1.7	
		<b>PERFORMANCE INDICATOR:</b> Learners can use the concept “more than” to solve some word puzzles.  Learners can role-play the responsibilities of family members	
<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 familiar rhymes  <u>THE MORE WE ARE TOGETHER</u> The more we are together, Together, together. The more we are together, The happier we shall be.		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Collect a quick data on number of people with different week-day birthday names.  Represent the numbers with milk tins.  Use this information to solve problems on “Which group has more members than the other(s)?  Procedure for teaching letter sounds each week: (see K2 .1.1.1.51)  Rapidly revise the letter sounds learnt so far.  Read the Big book again and allow learners to role play dad, mom and other members of the family at home.  Guide learners to highlight the responsibilities of the family members with special attention to that of learners.  Assist them to use the vocabulary learnt in their interaction  Teach, sing songs and recite rhymes with learners.  <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.		Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons

	<p>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.</p> <p><i>(continue with other actions; stamp your feet, turn around, shout hurray)</i></p> <p>Have learners to sing songs and dance with actions</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story on how to protect ourselves from road accidents and harmful strangers</p> <p><b>Assessment:</b> share and assign roles to learners for them to role play the responsibilities of dad, mum and other members of the family at home.</p>	
<p><b>PHASE 3:</b> <b>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>