

A thick vertical gold bar is on the left side of the page. A yellow arrow points to the right, overlapping the gold bar.

LESSON NOTES-WEEK I

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 I

Name of School.....

DATE: DAY: Monday CLASS: KGI	STRAND: All about me SUB STRAND: I am a wonderful and unique creation	
CONTENT STANDARD: K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.	INDICATORS: K1.1.1.1.1 K1.1.1.1.3	
	PERFORMANCE INDICATOR: Identify and talk in simple sentences, about the features of our body Recognize and talk about the different parts of book	
CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	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.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>With learners seated in a big circle outside the classroom, and using "pass a ball" game, (in which learners pass a ball to their friends), learners take turns to use positive language to describe and appreciate themselves.</p> <p>Have them talk about themselves focusing on the uniqueness of their names, the homes they are from, their physical bodies, how tall or short, big or small.</p> <p>Use the following questions to guide the learners who cannot talk fluently. E.g. What is your name? age? Gender? height? What are your likes and dislikes? etc.</p> <p>The teacher must model the description and scaffold the learners to do so.</p> <p>As part of the process of the daily read aloud lesson, have learners talk about the front/cover and the back page of a book, and ask them to make connections to their own body.</p> <p>Just as we human being have unique features, books also have. Books have a front cover and also a back cover.</p>	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons

	<p>Guide learners do a picture walk through the text.</p> <p>Point to the pictures and let the learners tell stories about the pictures.</p> <p>Show the pages to the class and read the text aloud.</p> <p>Help learners learn more positive words to describe themselves.</p> <p>Read the text again and have learners pay attention to the correct names of the parts of the body.</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 about me
DAY: Tuesday		SUB STRAND: I am a wonderful and unique creation
CLASS: kg1		
CONTENT STANDARD: K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.	INDICATORS: K1.1.1.1.2 K1.1.1.1.4	
	PERFORMANCE INDICATOR: Sing an action song that helps learners name the parts of the body and point to them Use new and positive expressions/vocabulary related to the parts of the body	
CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	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.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Have learners sing different songs in their local language and/or in the English language that identify parts of the body and perform actions on it. E.g. Learners point to the parts of their bodies as they sing e.g. Head, shoulders knees and toes Knees and toes 2x And eyes and ears And mouth and nose... Other examples of action songs are My head, my shoulder, my knees, I have one head, two eyes. I am black and beautiful, someone is fair. Have learners follow the model of the teacher in clapping on the rhythm of the song, putting more stress on the names of the body parts. Have learners watch a displayed conversational poster on the wall (parts of the human body) and use the positive descriptive words and expression they learnt to describe themselves. Direct their discussions with questions like (how do you look? How tall are you? E.g. I am fair	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. 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.</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>	

DATE:		STRAND: All about me
DAY: Wednesday		SUB STRAND: I am a wonderful and unique creation
CLASS:		
CONTENT STANDARD: K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		INDICATORS: K1.1.1.1.5
		PERFORMANCE INDICATOR: Sing songs about the body parts and the letters of the alphabet and clap hands on the rhythm of the songs
CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	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.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Have learners sit in a semi-circle, using pictures and toys, let pupils identify the different parts of their body. In pairs, have pupils count each other's fingers, toes, write it down on the board, and individually have pupils count the other parts of their bodies and write it down on the board as they sing and clap their hands to the rhythm. E.g. my head, my shoulders, my knees, my toe... Have learners sing Alphabet song and follow the sequence of the letters as it is written on the wall. Make a choice to use any of the learning centers created Listen to a story.	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Teacher sings songs and recite rhymes in relation to the lesson with learners	

DATE:		STRAND: All about me	
DAY: Thursday		SUB STRAND: I am a wonderful and unique creation	
CLASS:		INDICATORS: KI.I.I.I. 6	
CONTENT STANDARD: KI.I.I.I.I Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		PERFORMANCE INDICATOR: Draw a beautiful picture of themselves and scribble freely underneath the picture paper	
CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	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.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Learners are asked to draw themselves, color it nicely, after which they scribble freely underneath. Let them talk about what they have written with friends sitting next to them in the classroom. Ask learners what they have drawn and write them on the board. e.g. What did you draw? and write it on the board or under their drawing. Make a choice to use any of the learning centers created Listen to a story.	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Teacher sings songs and recite rhymes in relation to the lesson with learners		

DATE:		STRAND: All about me
DAY: Friday		SUB STRAND: I am a wonderful and unique creation
CLASS: kg1		
CONTENT STANDARD: K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		INDICATORS: K1.1.1.1.7
		PERFORMANCE INDICATOR: Create sets of human parts that are similar and represent them with numbers up to 5.
CORE COMPETENCE: Communication and collaboration, Critical thinking, Personal Development and Leadership		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	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.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	In pairs, the learners check on the body parts that are similar and draw them in Sets, count them and represent them with numbers one to five (1-5). Pose story problems about what total number you will get if you put different number of learners together. What will be the total no of eyes? What will the total number of hands? Give opportunity to learners to count parts of group members and their parts. Make a choice to use any of the learning centers created Listen to a story.	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Teacher sings songs and recite rhymes in relation to the lesson with learners Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc. Sing rhymes and songs with learners as they play	Play toys, sea-saw, mary-go-round