



SAMPLE LESSON NOTES-WEEK 3

KG I

Fayol Inc.

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WEEKLY LESSON PLAN FOR KG I- WEEK 3

Name of School.....

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| DATE: DAY: Monday CLASS: KGI | | STRAND: All about me SUB STRAND: Caring for the parts of my body |
| CONTENT STANDARD K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose | | INDICATORS: K1.1.3.1.1 K1.1.3.1.2 PERFORMANCE INDICATOR: Sing songs and recite rhymes about how we take care of each part of the body and demonstrate how to do it Watch a short video clip and talk about how to care for the various 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>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) | Have learners sit in a semi-circle (community circle time), sing a song; This is the way I brush my teeth, brush my teeth, 2x) call out parts of the body that should be cared for and have learners touch that part to show comprehension. E.g. I brush my teeth, I cut my fingernails short, etc. Show a video clip and let the learners watch the correct ways to care for each part of the body using the vocabulary learnt from the book Guide learners to count the materials used to clean the body (e.g. soap, toothbrush, toothpaste, sponge, etc.) seen in the video clip and/or those listed on the board. Classify the cleaning materials according to their colors 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) | Review lesson with learners by singing songs in relation to it | |

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| DATE: | | STRAND: All about me |
| DAY: Tuesday | | SUB STRAND: Caring for the parts of my body |
| CLASS: kg1 | | |
| CONTENT STANDARD K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose | | INDICATORS: K1.1.3. 1.3 K1.1.3.1.4 |
| | | PERFORMANCE INDICATOR: Talk about what we use in caring for the human body in our everyday life as they listen to a read aloud text. Show and explain why learners' books are open from right to left. |
| 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 listen to the (BIG BOOK) again as you read aloud again and demonstrate how to care for the different parts of the body. E.g. wash your face and hands, brush your teeth, cut your finger nails etc.). Show the pictures in the Big Book and guide the learners to demonstrate the proper way of washing the face, hands and other body parts. Take learners through different activities to demonstrate how to take care of their body. Set different centers in the classroom and have them rotate to care for their body parts. Give opportunity to as many learners. Let learners talk about the front/cover page of the big book to be read. Do a picture walk through the book going page by page with the learners. Have the learners tell you the direction you are going as you open the pages. Run a pointer under the pictures as you do the picture walk to buttress the left-right and top-bottom directionality. | 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 |

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| | <p>Using “Pair share repeat” have learners classify the pictures according to size in their rows</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>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> | |

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| DATE: | | STRAND: All about me | |
| DAY: Wednesday | | SUB STRAND: Caring for the parts of my body | |
| CLASS: | | INDICATORS: KI.1.3.1.5 | |
| CONTENT STANDARD KI.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose | | PERFORMANCE INDICATOR: Stress the words that show caring for the body as learners sing songs about personal care of the body parts and clap hands on the rhythm of the songs E.g. wash, brush, cut nails. | |
| 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 repeat the song: this is the way I wash my face..., clapping the rhythm to stress on the care words. Model for them how to stress the words and have them follow along just doing the actions. Repeat the lines several times. With the aid of cut-out pictures of body cleaning tools, have learners pick and demonstrate appropriate way of how that tool is used to clean the body. Introduce the letter of the week activity (one letter a week) 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 | | |

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| DATE: | | STRAND: All about me | |
| DAY: Thursday | | SUB STRAND: Caring for the parts of my body | |
| CLASS: | | INDICATORS: KI.1.3.1.6 | |
| CONTENT STANDARD KI.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose | | PERFORMANCE INDICATOR: Match the parts of the body to the tools we use in caring for the body and color them | |
| 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) | Display an outline of drawing on a paper for pupils to match the tools with the body part and use same color for each body part and its tool. E.g. soap matched with the hand and brush with the teeth. Talk about the coloring with their friends. Tell what the illustration is about to friends with accuracy. E.g. An outline of soap, toothbrush, toothpaste, etc.. 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 | | |

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| DATE: | | STRAND: All about me |
| DAY: Friday | | SUB STRAND: Caring for the parts of my body |
| CLASS: kg1 | | |
| CONTENT STANDARD K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose | | INDICATORS: K1.1.3.1.7 |
| | | PERFORMANCE INDICATOR: Use number names to count, find out how many and match body parts with other part with same number (1 - 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) | Show picture of different parts put in a set e.g. two eyes, one mouth, two hands, five fingers matched with 5 toes. Model how to match and have learners in small groups match body parts with the same number. Repeat the activity with body parts and encourage learners to describe their answers. Extend the activity using other non-body parts objects in the given sets. Have learners match similar activity/task in their workbook 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 |