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SAMPLE LESSON NOTES-WEEK I

KG I

WEEKLY LESSON PLAN FOR KG I - WEEK I

DATE: DAY: Monday CLASS: KGI	STRAND: All Around Us SUB STRAND: Living and Non-Living Things	
CONTENT STANDARD: K1.6.1.1 Demonstrate understanding of living and non-living things.	INDICATORS: K1.6.1.1.1 K.1.6.1.1.6 PERFORMANCE INDICATOR: ❖ Learners can talk about different types of things around us and classify them into living things and non-living things ❖ Learners can recognize, sort, classify, describe and extend non-numerical patterns.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Call out a few action words for learners to act them out. e.g. dance, walk with one leg, etc.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>In a community circle time, let learners recite poems or rhymes about some things around us. E.g. “Akoo ketewa bi” and talk about the key ideas in the poems</p> <p>Take learners out to observe and identify things around them.</p> <p>Let learners tell what they saw during the nature walk. Write their answers on the board Discuss which of the things are living things and those that are not (<i>Living Things grow, move, feed, etc. and Non-Living Things do not grow, do not move, do not feed, etc.</i>).</p> <p>Or you can show learners a chart of pictures of living and non-living things.</p> <p>Assist learners to classify the list on the board into living and non-living things</p> <p>Using cut out papers and/or cards assist learners to recognize and describe a simple repeating non-numerical pattern of sound, shapes, colors, etc. e.g. repetition of 2,3, 2 pattern)</p> <p>e.g. Sound 2,3,2 (clap, clap-snap, snap, snap-clap, clap)</p> <p>Have learners in pairs form simple repeated patterns according to a given pattern and extend it. You can let learners do this activity individually</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>	Pictures of domestic and wild animals, Poster, 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 Assessment: Have learners to circle all the living things in the chart below</p>  <p>Bird Ball Pen Bee Eraser</p> <p>Duck Car House Stone Cat</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE: DAY: Tuesday		STRAND: All Around Us	
CLASS: KGI		SUB STRAND: Living and Non-Living Things	
CONTENT STANDARD: KI.6.1.1 Demonstrate understanding of living and non-living things.		INDICATORS: KI.6.1.1.2 KI.6.1.1.3	
		PERFORMANCE INDICATOR: ❖ Learners can participate actively in an interactive read aloud story about living and non-living things ❖ Learners can blend letter sounds to form words related to the theme.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to play the game “What letter am I writing?” The teacher writes a sound in the air. The children tell the teacher the sound that has been written		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Take learners through the pre-reading activity of a Big book e.g. observe the book, have a picture walk with learners, predict the content of the story, etc. During the reading, ask questions and encourage learners to talk about what is being read to monitor their understanding. After the reading, take learners through post-reading activities e.g. tell the living and non-living things mentioned in the story, retell the story, summarize, tell what they liked about the story and why, etc. Have learners draw their version of one living thing and one non-living thing they saw in the book and talk about their drawings. Have learners classify and count the living and non-living things read about. This can be done according to the pictures on the pages of the book. Extend this activity to include classification of cut out shapes, colors, and/or other objects Using letter cards, let learners identify the letter sounds Guide learners to clap the syllables of the names of objects e.g. cat, tree, river, bucket, book, table	Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons	

	<p>Learners use the letter cards to name some of living and non-living things. E.g. /c//a//t/, /b//oo//k/.</p> <p>Classify and count the words used in the activity according to syllables and use comparative language to describe the groups e.g.</p> <p>One syllable word e.g. book, tree, cat, etc. Two syllable word e.g. bucket, table, etc.</p> <p>Extend the activity to include their drawing, things in the classroom, community, etc. Write at least two words each for living things and non-living things</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>Assessment: Have learners read aloud the keywords and write them in their work books.</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 Around Us	
DAY: Wednesday		SUB STRAND: Living and Non-Living Things	
CLASS: KGI			
CONTENT STANDARD: K1.6.1.1 Demonstrate understanding of living and non-living things.		INDICATORS: K1.6.1.1.4 K.1.6.1.1.6	
		PERFORMANCE INDICATOR: ❖ Learners can identify and write initial sounds of the objects. ❖ Learners can recognize, sort, classify, describe and extend non-numerical patterns.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Engage learners to sing songs and recite some rhymes they are familiar with. <u>FIVE IN THE BED</u> There were 5 in the bed And the little one said, “roll over, roll over.” So they all rolled over and one fell out There were 4 in the bed And the little one said, “roll over, roll over.” (count down to 1)	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		Using pictures clearly labelled, guide learners to identify some living and non-living things. Mention the word and let learners identify the initial letter sound and pick the correct letter sound to match it. Extend this activity to include other objects in the classrooms and/or community. Have learners match pictures with their initial letter sounds in their books. Using cut out papers and/or cards assist learners to recognize and describe a simple repeating non-numerical pattern of sound, shapes, colors, etc. (e.g. repetition of 2,3, 2 pattern) e.g Sound 2,3,2 (clap, clap-snap, snap, snap-clap,clap) Have learners in pairs form simple repeated patterns according to a given pattern and extend it. You can let learners do this activity individually	
		RESOURCES	
		Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons	

	<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</p> <p>Assessment: learners form simple repeated patterns according to a given pattern and extend it.</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 Around Us	
DAY: Thursday		SUB STRAND: Living and Non-Living Things	
CLASS: KGI		INDICATORS: KI.6.1.1.3 KI.6.1.1.5	
CONTENT STANDARD: KI.6.1.1 Demonstrate understanding of living and non-living things.		PERFORMANCE INDICATOR: ❖ Learners can blend letter sounds to form words related to the theme. ❖ Learners can identify and describe objects by color names and size	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
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 rhymes they are familiar with. <u>I AM COUNTING ONE</u> <ul style="list-style-type: none"> • I'm counting one, what is one • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Savior • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God. 		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using letter cards, let learners identify the letter sounds. Guide learners to clap the syllables of the names of objects e.g. cat, tree, river, bucket, book, table Learners use the letter cards to names some of living and non-living things. E.g. /c//a//t/, /b//oo//k/. Classify and count the words used in the activity according to syllables and use comparative language to describe the groups e.g. One syllable word e.g. book, tree, cat, etc. Two syllable word e.g. bucket, table, etc. Extend the activity to include their drawing, things in the classroom, community, etc. Write at least two words each for living things and non-living things	Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons	

	<p>Using conversational posters about living and non-living things, let learners describe the colors, size and other features.</p> <p>Guide learners to use the color names (red, yellow, green, white, black, etc.) to describe given items/objects on the poster e.g. trees, walls of buildings, dresses, etc.</p> <p>Guide learners to use the size (big, small, long, short, etc.) to describe given items/objects on the poster e.g. people, buildings, trees, etc.</p> <p>Assist learners to create simple patterns using color or size.</p> <p>Extend this activity to include sounds and movement patterns</p> <p>Learners sing rhymes 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</p> <p>Assessment: Have learners to draw and color one living and one non living thing.</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 Around Us	
DAY: Friday		SUB STRAND: Living and Non-Living Things	
CLASS: KGI			
CONTENT STANDARD: KI.6.1.1 Demonstrate understanding of living and non-living things.		INDICATORS: KI.6.1.1.1 KI.6.1.1.2	
		PERFORMANCE INDICATOR: ❖ Learners can talk about different types of things around us and classify them into living things and non-living things ❖ Learners can participate actively in an Interactive Read Aloud story about living and non-living things	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	
PHASE 1: STARTER <i>10 MINS</i> (Preparing the Brain for Learning)		Engage learners to sing songs and recite some rhymes they are familiar with. <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 <i>40MINS</i> (New Learning Including Assessment)		In a community circle time, let learners recite poem or rhymes about some things around us. E.g. “Akoo ketewa bi” and talk about the key ideas in the poems. Take learners out to observe and identify things around them. Let learners tell what they saw during the nature walk. Write their answers on the board Discuss which of the things are living things and those that are not (Living Things grow, move, feed, etc. and Non-Living Things do not grow, do not move, do not feed, etc.). Assist learners to classify the list on the board into living and non-living things	
		RESOURCES Pictures of domestic and wild animals, Poster, Cut out shapes, big books, counters, crayons	

	<p>Take learners through the pre-reading activity of a Big book e.g. observe the book, have a picture walk with learners, predict the content of the story, etc.</p> <p>During the reading, ask questions and encourage learners to talk about what is being read to monitor their understanding.</p> <p>After the reading, take learners through post-reading activities e.g. tell the living and non-living things mentioned in the story, retell the story, summarize, tell what they liked about the story and why, etc.</p> <p>Have learners draw their version of one living thing and one non-living thing they saw in the book and talk about their drawings.</p> <p>Have learners classify and count the living and non-living things read about.</p> <p>This can be done according to the pictures on the pages of the book. Extend this activity to include classification of cut out shapes, colors, and/or other objects</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Have learners to read aloud the key words and write them in their workbooks.</p>	
<p>PHASE 3: REFLECTION 10MINS (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>