SAMPLE LESSON NOTES-WEEK I

KG I

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WEEKLY LESSON PLAN FOR KG I- WEEK I

DATE:		STRAND: All Around Us			
DAY: Monday					
		SUB STRAND: Living and Non-Living Thir	ngs		
CLASS: KGI					
CONTENT STANDARD:		INDICATORS: K1.6.1.1.1 K.1.6.1.1.6			
KI.6.I.I Demonstrate		PERFORMANCE INDICATOR:			
understanding of living an	na non-	Learners can talk about different types of things around us and also for the second			
living things.		classify them into living things and non-living things Learners can recognize, sort, classify, describe and extend non-			
		numerical patterns.			
		tion and collaboration (CC) Personal Develop	ment and Leadership (PL)		
	CI) Critical T	hinking and Problem Solving			
KEY WORDS:					
PHASE/DURATION	LEARNER	RS ACTIVITIES	RESOURCES		
PHASE I:	Call out a f	ew action words for learners to act them			
STARTER 10 MINS	out.				
(Preparing the	e.g. dance,	walk with one leg, etc.			
Brain for Learning)					
PHASE 2: MAIN		inity circle time, let learners recite poems or	Pictures of domestic and		
40MINS	rhymes about some things around us. E.g. "Akoo wild animals, Poster				
(New Learning	ketewa bi''	and talk about the key ideas in the poems	out shapes, big books,		
Including	Take learners out to observe and identify things around				
Assessment)	them.				
	Let learners tell what they saw during the nature walk.				
		answers on the board Discuss which of the			
		iving things and those that are not (Living move, feed, etc. and Non-Living Things do not grow,			
		do not feed, etc.).			
	Or you can	show learners a chart of pictures of living			
	and non-livi	ing things.			
	Assist learn	ers to classify the list on the board into			
	living and n	on-living things			
	Using cut o	ut papers and/or cards assist learners to			
		nd describe a simple repeating non-			
		attern of sound, shapes, colors, etc.			
	e.g. repetiti	on of 2,3, 2 pattern)			
	e.g. Sound 2	2,3,2 (clap, clap-snap, snap, snap-clap, clap)			
	Have learne	ers in pairs form simple repeated patterns			
	according t	o a given pattern and extend it. You can let			
	learners do	this activity individually			
	Take Loarn	ers out of the class to the field for a stretch			
	up.				
	· r ·				
	Engage Lea	rners to use any of the play toys available.			

	Make a choice to use any of the learning centers created. Listen to a story Assessment: Have learners to circle all the living things in the chart below	
	Bird Ball Pen Bee Fraser	
PHASE 3: REFLECTION IOMINS (Learner and Teacher)	Duck Car House Stone Cat Review lesson with Learners by singing songs in relation to it Image: Car Image: Car	

DATE:		STRAND: All Around Us		
DATE: DAY: Tuesday		STRAND: All Around Os		
DAT. Tuesuay				
CLASS: KGI		SUB STRAND: Living and Non-Living Things		
CONTENT STANDARD:		INDICATORS: K1.6.1.1.2 K1.6.1.1.3		
KI.6.I.I Demonstrate				
understanding of living ar	nd non-	PERFORMANCE INDICATOR:		
living things.		 Learners can participate actively in an interest 	teractive read aloud story	
5 5		about living and non-living things		
		Learners can blend letter sounds to form words related to the		
		theme.		
		ition and collaboration (CC) Personal Develo	pment and Leadership (PL)	
	CI) Critical	Thinking and Problem Solving		
KEY WORDS:				
PHASE/DURATION		RS ACTIVITIES	RESOURCES	
PHASE I:	Encord			
STARTER 10 MINS	am I wri	arners to play the game "What letter		
(Preparing the Brain	amiwri	cing:		
for Learning)	The teach	ner writes a sound in the air. The		
		ell the teacher the sound that has been		
	written	en the teacher the sound that has been		
PHASE 2: MAIN	Take learn	Pictures of domestic and		
40MINS		observe the book, have a picture walk with	wild animals, Poster, Cut	
(New Learning	learners, predict the content of the story, etc. out shapes, big books,			
Including			counters, crayons	
Assessment)		e reading, ask questions and encourage		
	their unde	talk about what is being read to monitor		
		i standing.		
	After the r	reading, take learners through post-reading		
		.g. tell the living and non-living things		
		l in the story, retell the story, summarize,		
	tell what t	hey liked about the story and why, etc.		
	Have learn	ers draw their version of one living thing		
		on-living thing they saw in the book and talk		
		r drawings.		
		<u> </u>		
		ers classify and count the living and non-		
		s read about. This can be done according to		
	the picture	es on the pages of the book.		
	Extend this			
		s activity to include classification of cut out lors, and/or other objects		
	1,	,		
	Using letter cards, let learners identify the letter			
	sounds			
	Guida loor	nors to clap the sullables of the names of		
	Guide learners to clap the syllables of the names of objects e.g. cat, tree, river, bucket, book, table			
	00,000 8.8			

Learners use the letter cards to name 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.
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
according to syllables and use comparative language to describe the groups e.g. One syllable word e.g. book, tree, cat, etc. Two
according to syllables and use comparative language to describe the groups e.g. One syllable word e.g. book, tree, cat, etc. Two
describe the groups e.g. One syllable word e.g. book, tree, cat, etc. Two
describe the groups e.g. One syllable word e.g. book, tree, cat, etc. Two
One syllable word e.g. book, tree, cat, etc. Two
Synable Word C.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
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
Assessment: Have learners read aloud the keywords
and write them in their work books.
PHASE 3: Review lesson with Learners by singing songs in
REFLECTION relation to it.
IOMINS
(Learner and
Teacher)

DATE:		STRAND: All Around Us			
DAY : Wednesday					
DAT. Wednesday		SUB STRAND: Living and Non-Living Things			
CLASS: KGI					
CONTENT STANDARD:		INDICATORS: K1.6.1.1.4 K.1.6.1.1.6			
KI.6.1.1 Demonstrate					
understanding of living ar	nd	PERFORMANCE INDICATOR:			
non-living things.		Learners can identify and write initial sounds of the objects.			
		 Learners can recognize, sort, classify, describe and extend non- numerical patterns. 			
CORE COMPETENCE:	Commur	nication and collaboration (CC) Personal Develo	opment and Leadership (PL)		
Creativity and Innovation (al Thinking and Problem Solving			
KEY WORDS:					
PHASE/DURATION		NERS ACTIVITIES	RESOURCES		
			RESCORCES		
PHASE I:	Engage	learners to sing songs and recite some			
STARTER 10 MINS		s they are familiar with.			
(Preparing the Brain	,	,			
for Learning)	FIVE IN	N THE BED			
	There	were 5 in the bed			
		e little one said, "roll over, roll over."			
		y all rolled over and one fell out			
		were 4 in the bed e little one said, "roll over, roll over."			
	And th				
	(count	(count down to 1)			
PHASE 2: MAIN		(count down to 1) Using pictures clearly labelled, guide learners to Pictures of domest			
40MINS		some living and non-living things.	wild animals, Poster, Cut		
(New Learning	Mention the word and let learners identify the initial				
Including	Mention the word and let learners identify the initial counters, crayons letter sound and pick the correct letter sound to				
Assessment)	match it.				
		this activity to include other objects in the			
	classroo	oms and/or community.			
	Have le	arners match pictures with their initial letter			
	sounds in their books.				
		ut out papers and/or cards assist learners to ze and describe a simple repeating non-			
	-	cal 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				
	accord	ng to a given pattern and extend it.			
	You car	n let learners do this activity individually			

	Teach, sing songs and recite rhymes in relation to the lesson. Learners to sing the songs, recite rhymes and dance	
	with actions. Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment : learners form simple repeated patterns according to a given pattern and extend it.	
PHASE 3: REFLECTION IOMINS	Review lesson with Learners by singing songs in relation to it	
(Learner and Teacher)		

DATE:	STRAND: All Around Us			
DAY: Thursday		SUB STRAND: Living and Non-Living Thin	2S	
CLASS: KGI			63	
CONTENT STANDARD:		INDICATORS: K1.6.1.1.3 K1.6.1.1.5		
KI.6.1.1 Demonstrate		PERFORMANCE INDICATOR:		
understanding of living ar	nd non-	 Learners can blend letter sounds to form 	words related to the	
living things.		theme.		
0 0		 Learners can identify and describe objects by color names and si 		
CORE COMPETENCE:	Communio	ation and collaboration (CC) Personal Develo		
	CI) Critical	Thinking and Problem Solving		
KEY WORDS:				
PHASE/DURATION			RESOURCES	
THASE/DONATION	LEANN		RESCORCES	
PHASE I:	Engage I	earners to sing songs and recite some		
STARTER 10 MINS		they are familiar with.		
(Preparing the Brain	i ingines i			
for Learning)		I AM COUNTING ONE		
ior Learning)	• I'm cou	Inting one, what is one		
		e is one alone, alone it shall be.		
		o pair, two pair come pair let us pair		
		n around		
	• 4 - Foll			
	• 5 - Fire			
	• 6 - Sist			
	• 7 - Sav			
		more fruits		
	• 9 - Nar			
	• 10 - Tł	ank your God.		
		,		
PHASE 2: MAIN	-	er cards, let learners identify the letter	Pictures of domestic and	
40MINS	sounds.		wild animals, Poster, Cut	
(New Learning	<u> </u>		out shapes, big books,	
Including Assessment)		rners to clap the syllables of the names of g. cat, tree, river, bucket, book, table	counters, crayons	
		use the letter cards to names some of living iving things. E.g. /c//a//t/, /b//00//k/.		
	according	nd count the words used in the activity g to syllables and use comparative language to the groups e.g.		
		ble word e.g. book, tree, cat, etc. Two rord e.g. bucket, table, etc.		
		ne activity to include their drawing, things in room, community, etc.		
	Write at non-living	least two words each for living things and things		

	Using conversational posters about living and non- living things, let learners describe the colors, size and other features.	
	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.	
	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.	
	Assist learners to create simple patterns using color or size.	
	Extend this activity to include sounds and movement patterns	
	Learners sing rhymes and dance with actions	
	Take leaners out of the class to the field for a stretch up.	
	Engage leaners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment : Have learners to draw and color one living and one non living thing.	
PHASE 3:	Review lesson with Learners by singing songs in	
REFLECTION 10MINS	relation to it	
(Learner and Teacher)		

DATE:		STRAND: All Around Us		
DAY : Friday				
		SUB STRAND: Living and Non-Living Things		
CLASS: KGI				
CONTENT STANDARD:		INDICATORS: K1.6.1.1.1 K1.6.1.1.2		
KI.6.I.I Demonstrate				
understanding of living and		PERFORMANCE INDICATOR:		
non-living things.		 Learners can talk about different types of th 	ings 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	ictive Read Aloud Story	
		nication and collaboration (CC) Personal Develo	pment and Leadership (PL)	
) Critic	al Thinking and Problem Solving		
KEY WORDS:				
PHASE/DURATION	ΙFΔ	RNERS ACTIVITIES	RESOURCES	
			RESCORCES	
PHASE I: STARTER	Engo	ge learners to sing songs and recite some		
10 MINS		les they are familiar with.		
(Preparing the Brain	,			
for Learning)	SOM	ETHING PASS		
	Some	ething pass		
		onse: something pass through my body to		
	my h	eart.		
	Some	ething pass		
		onse: something pass through my mouth		
		y stomach.		
		onse: lala laa lala lala lala la		
		o loo		
PHASE 2: MAIN		onse: lolo loo lolo lolo lolo lo ommunity circle time, let learners recite poem	Pictures of domestic and	
40MINS		ymes about some things around us. E.g. "Akoo	wild animals, Poster, Cut	
(New Learning		va bi" and talk about the key ideas in the	out shapes, big books,	
Including Assessment)	poem		counters, crayons	
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		learners out to observe and identify things nd them.		
	aioui			
	Let le	arners tell what they saw during the nature		
	walk.			
		e their answers on the board Discuss which of		
		nings are living things and those that are not g Things grow, move, feed, etc. and Non-Living		
	•	s do not grow, do not move, do not feed,		
	etc.).			
	,			
		t learners to classify the list on the board into		
	living	and non-living things		

	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.	
	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	
	Make a choice to use any of the learning centers	
	created	
	Listen to a story	
	.	
	Assessment: Have learners to read aloud the key	
PHASE 3:	words and write them in their workbooks. Teacher sings songs and recite rhymes in relation to	Sea saw, mary go round,
REFLECTION IOMINS	the lesson with learners	and other play toys
(Learner and		
Teacher)	Take learners out to the field.	
	Guide them to swing the sea-saw, sit on the mary-	
	go-round etc.	
	Sing rhymos and songs with learners as they play	
	Sing rhymes and songs with learners as they play	