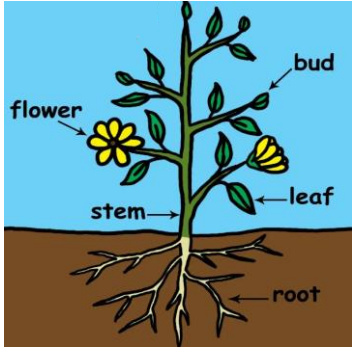


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SAMPLE LESSON NOTES-WEEK 6

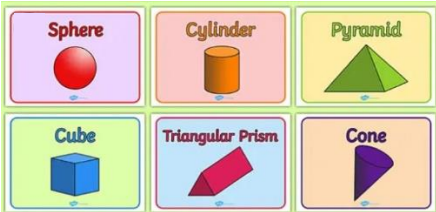
KG I

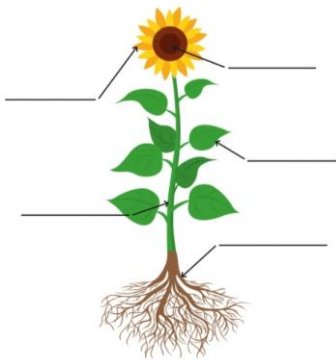
WEEKLY LESSON PLAN FOR KG I - WEEK 6

DATE:		STRAND: All Around Us	
DAY: Monday			
CLASS: KGI		SUB STRAND: Plants I	
CONTENT STANDARD: KI.6.5.1 Demonstrate understanding of the parts of plants and their functions.		INDICATORS: KI.6.5.1.1. KI.6.5.1.5	
		PERFORMANCE INDICATOR: ❖ Learners can sing and talk about parts of a plants and their functions ❖ Learners can make art works with the elements of art	
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 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)		<p>In a community circle time, let learners sing songs about plants and discuss the parts.</p> <p>Using a picture or a real plant, guide learners to point to and name the part (roots, stem, leaf/leaves).</p>  <p>After detailed discussion have learners make sentences with the parts of plant. e.g. this is the leaf, this is the roots.</p> <p>Post a drawn tree on the board, using word cards, have learners pick and post the card at the appropriate part.</p> <p>Repeat the activity to ensure that learners can identify the main parts of a tree.</p> <p>Using a poster or picture, have learners draw, color and label a plant and talk about their drawing using the right terms/names.</p>	
		RESOURCES	
		Sample young plants, pictures, the Big book, pencils and crayons.	

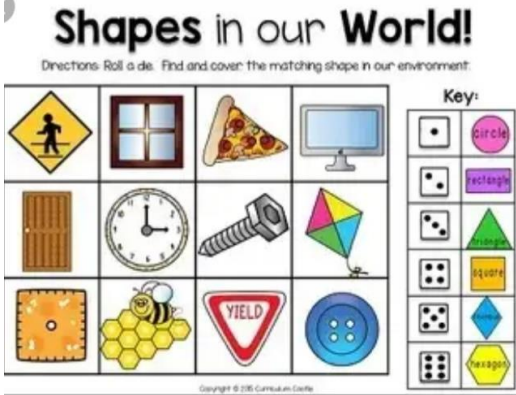
	<p>Using leaves and saw dust, guide learners to make a collage of a tree and talk about their art work indicating the parts of a plant.</p> <p>Using positive language, have learners make simple sentence about their art work.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage 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>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: Tuesday	
CLASS: KGI	SUB STRAND: Plants I
CONTENT STANDARD: K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.	INDICATORS: K1.6.5.1.2 K1.6.5.1.6
	PERFORMANCE INDICATOR: ❖ Learners can talk about the cover page of the book and point to individual words while listening to the teacher read aloud. ❖ Learners can describing the position and motion of objects in relation to others.
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 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)	As part of the pre-reading activities, show and talk about the cover page, let learners identify the color and some letters written on the book e.g. title of the book, name of the writer, etc. Run a pointer under the words while reading, use questions to encourage learners talk about parts and usefulness of plants to human beings as they listen to a read aloud story on plants (the last tree dies the last man dies) In addition to the picture of trees in the book, display 3-D objects with varied attributes and have learners touch and feel during the discussion.  Guide learners to describe the given 3-D objects according to a given attribute. e.g. shape, size etc. with words, phrases, sentences like "round", "flat", "The book is flat", "A pencil rolls", "An eraser is smaller than a book" Recap lessons of position of objects. Using pictures of different kinds of plants, guide learners to identify and talk about the position of each of the plants.	Sample young plants, pictures, the Big book, pencils and crayons.

	<p>E.g. The flower is the 1st. Ask learners to color a particular position.</p> <p>Flower Stem Roots Seeds Leaves</p>  <p>Extend the activities to include number or object grid.</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>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	
CLASS: KG1	SUB STRAND: Plants I
CONTENT STANDARD: K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.	INDICATORS: K1.6.5.1.3
	PERFORMANCE INDICATOR: Blend individual sounds and decode simple words which relates 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 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)	Using the letter cards, guide learners to arrange and blend the letter sounds to form the names of the parts of plants. E.g. /r//oo//t, /s//t//e//m, //l//ea//f. Have them spell and pronounce the words using “Pick and spell” Have learners make simple sentences with the words and then fill in the missing letters in the given words into their exercise books. Have learners to discuss 2-D and 3-D objects using real and drawn objects. 	Sample young plants, pictures, the Big book, pencils and crayons.
	Have them compare some of the objects according to a given attributes as done in K1.6.5.1.2.	

	<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>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		
CLASS: KGI		SUB STRAND: Plants I
CONTENT STANDARD: K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.	INDICATORS: K1.6.5.1.4 K1.6.5.1.5	
	PERFORMANCE INDICATOR: ❖ Learners can use a variety of new vocabulary learnt about plants to make simple sentences, draw and write the initial letter sounds. ❖ Learners can make art works with the elements of art	
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 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)	Using a clearly labelled tree, recap lessons on the parts of tree and take learners through the keywords, guide them to identify the initial letter sounds.  <p>A tree has leaves, branches, roots, and a trunk.</p> <p>Have learners play “Show and tell” or “Letter hunt” to highlight the initial sound of the words.</p> <p>Ask learners to draw and indicate the initial letter sounds of the parts.</p> <p>Using leaves and saw dust, guide learners to make a collage of a tree and talk about their art work indicating the parts of a plant.</p> <p>Using positive language, have learners make simple sentence about their art work.</p>	Sample young plants, pictures, the Big book, pencils and crayons.

	<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>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		
CLASS: KGI		SUB STRAND: Plants I
CONTENT STANDARD: K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.	INDICATORS: K1.6.5.1.1. K1.6.5.1.6	
	PERFORMANCE INDICATOR: ❖ Learners can sing and talk about parts of a plants and their functions ❖ Learners can describing the position and motion of objects in relation to others.	
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 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)	In a community circle time, let learners sing songs about plants and discuss the parts. Using a picture or a real plant, guide learners to point to and name the part (roots, stem, leaf/leaves).  After detailed discussion have learners make sentences with the parts of plant e.g. this is the leaf, this is the roots. Post a drawn tree on the board, using word cards, have learners pick and post the card at the appropriate part.	Sample young plants, pictures, the Big book, pencils and crayons.

	 <p>Repeat the activity to ensure that learners can identify the main parts of a tree.</p> <p>Using a poster or picture, have learners draw, color and label a plant and talk about their drawing using the right terms/names.</p> <p>Recap lessons of position of objects.</p> <p>Using pictures of different kinds of plants, guide learners to identify and talk about the position of each of the plants. E.g. The flower is the 5th. Ask learners to color a particular position.</p> <p>Extend the activities to include number/object grid</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> <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>