

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

**SAMPLE LESSON NOTES-WEEK 7**


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 7

<b>DATE:</b>	<b>STRAND:</b> ALL AROUND US	
<b>DAY:</b> Monday	<b>SUB STRAND:</b> PLANTS II	
<b>CLASS:</b> KGI	<b>INDICATORS:</b> K1.6.6.1.1 K1.6.6.1.6	
<b>CONTENT STANDARD:</b> K1.6.6.1 Demonstrate understanding of how plants grow	<b>PERFORMANCE INDICATOR:</b> ❖ Learners can talk about and discuss how plants and what human should do to enhance the growth process ❖ Learners can classify objects and count the number of objects in each category up to 9	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Engage learners to sing songs and recite a few rhymes they are familiar with  <b>MINGLE MINGLE</b> •Mingle, mingle – mingle 2x Two mingle (2 come together) •Mingle, mingle – mingle 2x Three mingle (3 come together) •Mingle, mingle – mingle 2x four mingle (4 come together)	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Have learners sit in a semi-circle position and recite a rhyme about plants. E.g. “Plants can grow”.  Have learners identify the key things said about plants in the rhyme.  Using pictures, discuss with learners how plants grow; emphasizing on the things plants need in order to grow well (water, air, good soil).    Have learners use the treated keywords form sentences on how plants grow.  Using LEA, have learners compose simple story on a manila card about how plant grow.  Have learners illustrate their composed story.  Using pictures of fruits and vegetable, guide learners to sort, group and count the fruit and match with a numeral card.	Sample young plants, pictures, the Big book, pencils and crayons.

	<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><b>PHASE 3:</b>  <b>REFLECTION</b> 10MINS  <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	


<b>DATE:</b>	<b>STRAND:</b> ALL AROUND US
<b>DAY:</b> Tuesday	
<b>CLASS:</b> KGI	<b>SUB STRAND:</b> PLANTS II
<b>CONTENT STANDARD:</b> K1.6.6.1 Demonstrate understanding of how plants grow	<b>INDICATORS:</b> K1.6.6.1.2
	<b>PERFORMANCE INDICATOR:</b> Learners can talk about the cover page and identify how plants grow in a read aloud story
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
<b>KEY WORDS:</b>	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite familiar rhymes.  <u>ROUND AND ROUND THE GARDEN</u> Round and round the garden Like a teddy bear, One step, two step, Tickle you under there	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Using a story book on the theme, ask learners to talk about the cover page and open the book correctly.  Have learners do pretend reading and guide them open the pages correctly.  Using Echo-reading strategy, read aloud the story and guide learners to read aloud too.  Use questions to assist learners to monitor their understanding and highlight the proper handling of books  Use varied questions for the after-reading stage to reinforce the proper handling of books.  Ask simple questions about the story for learners to answer.  Provide learners with different drawn and real objects like tins of milk, milo, etc. empty boxes of sugar, kites etc. and have them discuss according to a given attributes.    Have them discuss 2-D and 3-D objects using real and drawn objects and compare some of the objects according to a given attributes as done in K1.6.5.1.2.	Sample young plants, pictures, the Big book, pencils and crayons


	<p>Have learners color outline of cut out shapes</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><b>PHASE 3: REFLECTION</b>  <i>10MINS</i>  <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

<b>DATE:</b> <b>DAY:</b> Wednesday	<b>STRAND:</b> ALL AROUND US	
<b>CLASS:</b> KGI	<b>SUB STRAND:</b> PLANTS II	
<b>CONTENT STANDARD:</b> K1.6.6.1 Demonstrate understanding of how plants grow	<b>INDICATORS:</b> K1.6.6.1.3 K1.6.6.1.6	
	<b>PERFORMANCE INDICATOR:</b> ❖ Learners can identify the initial and ending letter sounds of objects and blend letter sounds to form words. ❖ Learners can classify objects and count the number of objects in each category up to 9	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Engage Learners to sing and recite familiar rhymes.  <u>I AM COUNTING ONE</u> <ul style="list-style-type: none"> <li>• I'm counting one, what is one</li> <li>• 1 - One is one alone, alone it shall be.</li> <li>• 2 - Two pair, two pair come pair let us pair</li> <li>• 3 - Turn around</li> <li>• 4 - Follow me</li> <li>• 5 - Fire</li> <li>• 6 - Sister</li> <li>• 7 - Savior</li> <li>• 8 - Eat more fruits</li> <li>• 9 - Nana Yaw</li> <li>• 10 - Thank your God.</li> </ul>	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Paste a chart on the board showing pictures which relates to the theme.  Have learners talk about the pictures, the beginning and ending sounds of their labels.  Drill learners on the initial and ending sounds of words which relates to the theme. E.g. plant –beginning letter sound /p/, stem /s/ etc. ending sounds for Plant and stem are /t/, /m/.  Extend the activity to include other words enhance learners understanding  Using the letter cards, guide learners to arrange letter cards and decode words which relates to the topic.  Learners write selected words and show their beginning and ending sounds in their books e.g. root, leaf, roots, etc.	Sample young plants, pictures, the Big book, pencils and crayons

	<p>Using pictures of fruits and vegetable, guide learners to sort, group and count the fruit and match with a numeral card</p> <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><b>PHASE 3: REFLECTION</b>  <i>10MINS</i>  <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> ALL AROUND US
<b>DAY:</b> Thursday		
<b>CLASS:</b> KGI		<b>SUB STRAND:</b> PLANTS II
<b>CONTENT STANDARD:</b> K1.6.6.1 Demonstrate understanding of how plants grow		<b>INDICATORS:</b> K1.6.6.1.4 K1.6.6.1.5
		<b>PERFORMANCE INDICATOR:</b> ❖ Learners can use vocabulary learnt to form simple meaningful sentences ❖ Learners can identify, observe and talk about art in the immediate environment
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Engage Learners to sing and recite familiar rhymes  <u>WE CAN COUNT</u> We KI We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We KI can count very well	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Drill learners on the vocabulary words learnt so far.  Using pictures and word cards, guide learners to read the words.  Use short stories and illustrations to help learners understand the selected words/keyword  Guide learners to use the keywords acquired to construct simple sentences about the theme. <i>E.g. We need plant for shade;</i> <i>plants need water to grow well;</i> <i>Plants can be used for medicine;</i> <i>Plants can be used for food; etc.</i>  Using the provided 2-D and 3-D objects and drawn objects, have learners describe the characteristics of the everyday objects and shapes in their environment.  Have them match objects that look alike in terms of shapes.  Have learners draw and color any object in 2-D and compare their drawing using positive language  Using conversational poster/pictures, have learners talk about uses of plants e.g. for shade, food, medicine, etc.	Sample young plants, pictures, the Big book, pencils and crayons



	<p>Extend this activity with a conversational poster on fruit and vegetables and ask learners to observe and talk about the art work.</p> <p>Have learner make their own picture about fruits and vegetables and compare them using positive language</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><b>PHASE 3: REFLECTION</b>  10MINS  <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>	<b>STRAND:</b> ALL AROUND US	
<b>DAY:</b> Friday		
<b>CLASS:</b> KG I	<b>SUB STRAND:</b> PLANTS II	
<b>CONTENT STANDARD:</b> K1.6.6.1 Demonstrate understanding of how plants grow	<b>INDICATORS:</b> K1.6.6.1.1 K1.6.6.1.2	
	<b>PERFORMANCE INDICATOR:</b> ❖ Learners can talk about and discuss how plants and what human should do to enhance the growth process. ❖ Learners can talk about the cover page and identify how plants grow in a read aloud story	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners recite familiar rhymes.  <u>HEY DIDDLE DIDDLE</u> Hey diddle, diddle The cat and the fiddle, The cow jumped over the moon, The little dog laughed to see such sport, And the dish ran away with the spoon	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Revise with learners how plants can grow.  Using pictures, discuss with learners how plants grow; emphasizing on the things plants need in order to grow well (water, air, good soil).  Have learners use the treated keywords form sentences on how plants grow.  Using LEA, have learners compose simple story on a manila card about how plant grow.  Have learners illustrate their composed story.  Using a story book on the theme, ask learners to talk about the cover page and open the book correctly.  Have learners do pretend reading and guide them open the pages correctly.  Using Echo-reading strategy, read aloud the story and guide learners to read aloud too.  Use questions to assist learners to monitor their understanding and highlight the proper handling of books  Use varied questions for the after-reading stage to reinforce the proper handling of books.	Sample young plants, pictures, the Big book, pencils and crayons

	<p>Ask simple questions about the story for learners to answer</p> <p>Have them discuss 2-D and 3-D objects using real and drawn objects and compare some of the objects according to a given attributes as done in K1.6.5.1.2.</p> <p>Have learners color outline of cut out shapes</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p>	
<p><b>PHASE 3: REFLECTION</b>  <i>10MINS</i>  <b>(Learner and Teacher)</b></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>