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KG 1

WEEK EIGHT

DATE		STRAND: ALL ABOUT ME	
DAY: Monday		SUB STRAND: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	
CLASS: KG1			
CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	INDICATORS: K1.1.6.1.1 K1.1.6.1.3		
	PERFORMANCE INDICATOR: <ul style="list-style-type: none">• Talk about possible accidents we can have at home and at school and safety measures we can take to avoid them.• Listen to and respond to a read aloud text about keeping safe in the environment.		
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity.			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES

<p>PHASE 1: STARTER 10 MINS</p> <p>(Preparing the Brain for Learning)</p>	<p>Have learners to sing familiar songs and recite rhymes they know.</p> <p><u>ROLL</u> Everyday roll, everybody roll, everybody roll, roll, roll.</p> <p><u>LITTLE FINGER</u> Little finger, little finger where are you, Here I am, here I am how do you do</p> <p>Middle finger, middle finger where are you, Here I am, here I am how do you do</p> <p>Index finger, index finger where are you, Here I am, here I am how do you do</p> <p>Ring finger, ring finger where are you, Here I am, here I am how do you do</p> <p>Thumb finger, thumb finger where are you, Here I am, here I am how do you do</p>	
<p>PHASE 2: MAIN 40MINS</p> <p>(New Learning Including Assessment)</p>	<p>During the community circle time, when learners sit in a semi-circle, introduce the sub-theme and have them talk about the possible home and/or road accidents that occur.</p>	<p>Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons</p>

	<p>Put them in three smaller groups and ask them to come up with practical examples of how such accidents happen at home, at school, and on the way to school.</p> <p>Have them present their findings by role-playing the various accidents and how to avoid them.</p> <p>Have learners suggest safety measures we can take to avoid such accidents</p> <p>Teach the rhyme “if you see a traffic light, there is something you should know, red means stop...” and have learners recite it with you with actions</p> <p>Using the KWL strategy as in the previous lesson, let the Learners tell you what learners know about the sub-theme, what they want to know, before you read (the BIG BOOK) to them.</p> <p>Let learners share what they have learnt about safety measures we need to take to prevent accidents (<i>hurts, and harm from sharp objects, electricity, boiling water, etc.</i>).</p> <p>Practice some safety measures of how to cross the road, how to hold a knife.</p> <p>Learners role play using these safety measures at home. (Reference: A big book on protection against hurt, harms, sharp objects, strangers, electricity and hot water.)</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>	
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	Listen to a story on road accidents	
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	Assessment: call out learners in turns and have them talk about home accidents and how to avoid them.	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: ALL ABOUT ME	
DAY: Tuesday		SUB STRAND: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	
CLASS: KG1			
CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	INDICATORS: K1.1.6.1.2 K1.1.6.1.4		
	PERFORMANCE INDICATOR: <ul style="list-style-type: none">Learners can recognize that spoken words are represented in written language in books.Learners can clap and count syllables in longer words		
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing familiar songs and recite rhymes they know. <u>THE WHEELS ON THE BUS</u> The wheels on the bus goes round and round Round and round; round and round The wheels on the bus goes round and round All through the town. The dog on the bus goes woof, woof, woof woof, woof, woof; woof, woof, woof The dog on the bus goes woof, woof, woof All day long. (Continue with sounds made by familiar animals)		

<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>Teacher and learners do a picture walk through the Big book, page by page.</p> <p>Ask learners to tell their story about the pictures. Using LEA (Language Experience Approach) have learners dictate their stories to you and write it down.</p> <p>Read it and have learners echo you word by word.</p> <p>Read the story to them and have learners compare their story to the author's version to see if they are similar or different.</p>	<p>Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons</p>
	<p>Through art work, have learners indicate the part of the story they liked most.</p> <p>Introduce learners to reading longer words such as <i>objects</i> (2 syllables), <i>strangers</i> (2 syllables), <i>electricity</i> (5 syllables) and <i>water</i> (2 syllables), <i>Traffic</i> (2 syllables) etc.</p> <p>Let them know that we break words according to the syllables.</p> <p>Practice clapping these words and counting the number of syllables in them.</p> <p>Have learners add the syllables in some selected words e.g. water and understand (2 syllables + 3 syllables = 5 syllables).</p> <p>Extend the activity to include other objects</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 on road accidents</p>	






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

DATE: DAY: Wednesday CLASS: KG1		STRAND: ALL ABOUT ME SUB STRAND: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	
CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		INDICATORS: K1.1.6.1.5 PERFORMANCE INDICATOR: Learners can use vocabulary learnt to express and demonstrate how to protect themselves from hurt, harm, strangers, sharp objects, electricity and water.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing familiar songs and recite rhymes they know. <u>ONE LITTLE FINGER</u> One little finger, One little finger Two little fingers, tap, tap, tap! Point to the ceiling, point to the floor, Put them on your head, HEAD! (continue by pointing to other parts of the body)		




<p>PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)</p>	<p>In pairs, learners use words acquired from the read-aloud text to teach each other how to avoid accidents occurring from fire, electricity, sharp objects, crossing the road. E.g. Don't go near,</p> <p>Don't touch electrical wires. Using "Show and tell" have learners pick drawn cut out objects that can cause accidents and tell how they can keep safe from that object.</p> <p>Have learners match objects with their related accidents they can cause</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>Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons</p>
	<p>Make a choice to use any of the learning centers created</p> <p>Listen to a story on health and environment</p> <p>Assessment:</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 ABOUT ME	
DAY: Thursday		SUB STRAND: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	
CLASS: KG1			
CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		INDICATORS: K1.1.6.1.6	
		PERFORMANCE INDICATOR: Learners can describe the attributes of 3-D objects and sort objects into planes and 3-D objects.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing familiar songs and recite rhymes they know. <u>FIVE LITTLE DUCKS</u> Five little ducks went out one day Over the hills and far away Mother duck said “quack, quack, quack” And only four little ducks came back. Four little ducks went out one day Over the hills and far away Mother duck said “quack, quack, quack” And only three little ducks came back. (continue until all the little ducks are exhausted)		

<p>PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)</p>	<p>Revise the description of the attributes of 3-D and call learners to show you show examples of 3-D objects in the classroom.</p> <p>Ask learners to sort the different objects they brought from home into planes and 3D objects and bring other examples.</p> <p>Have each child draw two 3D objects e.g. A Tin and box. Learners review the definition of a 3-D object.</p> <p>Teach learners to recite 3D rhymes.</p> <p style="text-align: center;"><u>3D SHAPES</u></p>	<p>Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons</p>
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	<p>3D Shapes are fat and flat</p> <p> A cone is like a party hat</p> <p> A sphere is like a bouncy ball</p> <p> A prism is like a building tall</p> <p> A cylinder is like a can of pop</p> <p> A CUBE IS LIKE THE dice you drop</p> <p>3D Shapes are here and there 3D Shapes are everywhere</p> <p>Have learners to recite the rhymes in turns 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 on protecting ourselves from home and road accidents</p> <p>Assessment:</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: ALL ABOUT ME	
DAY: Friday		SUB STRAND: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	
CLASS: KG1			
CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		INDICATORS: K1.1.6.1.7	
		PERFORMANCE INDICATOR: Learners can draw and colour five harmful objects that can cause accidents.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing familiar songs and recite rhymes they know. <u>STAND UP FOR POSITION</u> Stand up for posi, posi, posi, position To your right posi, posi, posi, position To your left posi, posi, posi, position To your back posi, posi, posi, position To your front posi, posi, posi, position To your all posi, posi, posi, posi, position	

<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>Give learners an outline of harmful objects to colour or (if you don't have) ask learners to draw and colour harmful objects and situations around their homes. E.g. knife, pointed stick, fire, a person crossing the road.</p> <p>Have learners talk about their drawings.</p> <p>Teach learners rhymes on protecting ourselves from home and road accidents</p> <p><u>IF YOU SEE THE TRAFFIC LIGHTS</u> If you see the traffic lights, there is something you should know.</p> <div data-bbox="597 709 690 793"></div> <p>Red means stop</p> <div data-bbox="597 856 690 940"></div> <p>Yellow means get ready</p>	<p>Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons</p>
	<div data-bbox="597 993 690 1077"></div> <p>Green means go, go, go and go</p> <p>Have learners to recite the rhymes in turns and dance with actions</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story on protecting ourselves from home and road accidents</p> <p>Assessment: have learners to draw and colour five harmful objects that can cause accidents</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>

