SAMPLE LESSON NOTES-WEEK 10

KG I

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WEEKLY LESSON PLAN FOR KG I- WEEK 10

| DATE: | | STRAND: A | ll arou | ND US | |
|-----------------------------|---|--------------------|--------------------|--------------------------|----------------------------|
| DAY: Monday | | | | | |
| CLASS: KGI | | SUB STRAM | ND: CHAI | IGING WEAT | THER CONDITIONS |
| CONTENT STANDAR | D: | INDICATO | RS : K1.6.9 | .1.1 | |
| KI.6.9.1 Demonstrate ur | nderstanding | PERFORMA | NCF IN | | |
| of changing weather cond | • | - | - | weather condit | ion in Ghana |
| seasons. | | | | | |
| | Communication | and collaborativ | | ersonal Develo | opment and Leadership (PL) |
| Creativity and Innovation (| | | | | |
| KEY WORDS: | | | | | |
| | | | | | |
| PHASE/DURATION | LEARNERS A | ACTIVITIES | | | RESOURCES |
| PHASE I: | Engage learners | s to sing songs a | and recite | familiar | |
| STARTER 10 MINS | rhymes | 0 0 | | | |
| (Preparing the Brain | | | | | |
| for Learning) | SIX LITTLE MI | <u>CE</u> | | | |
| for Learning) | Six little mice s | at down to spin | ۱, | | |
| | Pussy cat passe | d and she peep | ed in. | | |
| | What are you o | doing, my little i | men? | | |
| | Weaving coats | for gentlemen. | | | |
| | | and cut off you | | | |
| | No, no, pussy o | at, you'd bite o | off our hea | ds! | |
| | Oh, no, I'll not, I'll help you spin. | | | | |
| | That may be so, but you don't come in. | | | | |
| PHASE 2: MAIN | Have learners sing the "Rain rain go away song" and | | | Pictures and Charts, the | |
| 40MINS | talk about the weather condition they sang about in | | | big book, pencils and | |
| (New Learning | the song. | | | crayons | |
| Including | | | | | |
| Assessment) | Use leading question to introduce the sub-theme to | | | | |
| , | learners. | | | | |
| | Go out of the o learners. | classroom to ob | oserve the | weather with | |
| | Lead learners to recite a poem on the weather e.g. Whether the weather" | | | | |
| | Using conversational poster on different weather conditions in Ghana, guide learners e.g. rainy, sunny, windy, cloudy, etc. | | | | |
| | | WEATHER | CHAR | | |
| | CLOUDY | PARTLY | RAINY | THUNDER | |
| | | | The second | STORMS | |
| | CHOWE | SUNNY | TORNADO | WINDY | |

| | Have learners sound out the names of the weather condition and share personal experiences on weather conditions. Guide them to talk about the current weather condition. E.g. Sunny or cloudy weather. Using a weather tally chart, guide learners to tally the weather for the week as a class project using different colors for different weather conditions. Using a weather chart, discuss with learners how to | |
|--------------|---|--|
| | cater for oneself during the different seasons. Have learners be in pair and do charade depict what they do on different weather conditions | |
| | 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 | |
| PHASE 3: | Review lesson with Learners by singing songs in | |
| REFLECTION | relation to it | |
| IOMINS | | |
| (Learner and | | |
| Teacher) | | |

| DATE: | | STRAND: ALL | | |
|-----------------------------|--|--|---|----------------------------|
| DAY : Tuesday | DAY : Tuesday | | | |
| CLASS: KGI | | SUB STRAN | CHANGING WEATHER | CONDITIONS |
| CONTENT STANDAR | D: | INDICATOR | S : K1.6.9.1.2 | |
| KI.6.9.1 Demonstrate | | PERFORMAN | | |
| understanding of changin | g weather | - | er page and illustrations and | listen to and respond to a |
| conditions and seasons. | | | on changes in the weather of | |
| CORE COMPETENCE: | Communica | | ation (CC) Personal Develo | |
| Creativity and Innovation (| CI) Critical T | Thinking and Prob | lem Solving | , |
| KEY WORDS: | | | | |
| PHASE/DURATION | LEARNE | | S | RESOURCES |
| | | | | |
| PHASE I: | Engage lear | rners to sing song | s and recite familiar | |
| STARTER 10 MINS | rhymes | 0.000 | , | |
| (Preparing the Brain | | | | |
| for Learning) | | OMMY TITTLEMO | DUSE | |
| | | ny tittle mouse | | |
| | | ittle house, | | |
| | He caught | | | |
| PHASE 2: MAIN | In other men's ditches. In a community circle time, show the book and ask | | | Pictures and Charts, the |
| 40MINS | | | er page, the writer/author | big book, pencils and |
| | and the illu | | er page, the writer/author | crayons |
| (New Learning Including | | | | cruyons |
| Assessment) | Have learners use the cover page illustration and picture walk to predict the content. | | | |
| | text. Ask q | o-reading, assist le questions during t neir understanding | | |
| | | | ral, leading, inference, spond to the text. | |
| | | | selected sentences in the cold; it is sunny today; etc. | |
| | about and | tell the order in v | veather conditions read which they appeared. sunny 2nd, windy 3rd, etc. | |
| | | * 🙆 | | |
| | It IS | sunny | It is cloudy | |
| | 000 | 0000 | A | |
| | It is | rainy | It is windy | |
| | 000 | a construction of the second sec | | |
| | lt is | stormy | It is snowy | |
| | Have them tell the position of the following: | | | |

| | I 2 3 4 4 5 6 7 table chair duster ruler chalk |
|-------------------|--|
| | Extend this numeracy concept with grids for them to describe the position of a given numbers/ object/ etc. |
| | 0 2 4 3 5 6 7 8 |
| | 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 |
| PHASE 3: | Review lesson with Learners by singing songs in |
| REFLECTION | relation to it. |
| (Learner and | |
| Teacher) | |

| DATE: | | | | |
|-----------------------------|----------------|--|--|--|
| DAY: Wednesday | | | | |
| CLASS: KGI | | SUB STRAND: CHANGING WEATHER | CONDITIONS | |
| CONTENT STANDAR | D: | INDICATORS: K1.6.9.1.3 | | |
| KI.6.9.1 Demonstrate | | PERFORMANCE INDICATOR: | | |
| understanding of changin | g weather | Identify initial letter-sounds of weather and | write them under the | |
| conditions and seasons. | 0 | appropriate pictures. | | |
| CORE COMPETENCE: | Communica | tion and collaboration (CC) Personal Develo | pment and Leadership (PL) | |
| Creativity and Innovation (| CI) Critical 7 | hinking and Problem Solving | | |
| KEY WORDS: | | | | |
| | | | | |
| PHASE/DURATION | | | RESOURCES | |
| PHASE I: | | mers to sing songs and recite familiar | | |
| STARTER 10 MINS | rhymes | | | |
| (Preparing the Brain | I HEAR TH | | | |
| for Learning) | I hear thur | | | |
| | I hear thur | der! | | |
| | Hark don't | you, | | |
| | Hark don't | | | |
| | | er raindrops, | | |
| | | er raindrops, | | |
| | I'm wet th | • | | |
| | And so are | | Distance and Chants the | |
| PHASE 2: MAIN | | res, guide learners to identify and name the rounds of the various weather conditions. | Pictures and Charts, the big book, pencils and | |
| 40MINS | initial lette | sounds of the various weather conditions. | crayons | |
| (New Learning Including | | | | |
| Assessment) | | | | |
| Assessment | SUN | NY SNOWY CLOUDY RAINY | | |
| | | rs to use letter cards and match with the | | |
| | pictures. | | | |
| | | | | |
| | | ners to write the letter sounds under each the weather conditions. You can let them | | |
| | | tter under the picture too. | | |
| | pose are re | | | |
| | Have learn | ers to draw and color some weather | | |
| | conditions | in their books. | | |
| | | | | |
| | Let learner | s tell which set of objects has more or less. | | |
| | | | | |
| | | | | |
| | | | | |
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| | | | l | |

| | Extend this activity to include objects in and outside the classroom. 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 | |
| PHASE 3: REFLECTION IOMINS (Learner and Teacher) | Review lesson with Learners by singing songs in relation to it | |

| DATE: | | STRAND: ALL AROUND US | |
|--|--|--|---------------------------|
| DAY : Thursday | | | |
| CLASS: KGI | | SUB STRAND: CHANGING WE | ATHER CONDITIONS |
| CONTENT STANDAR | D: | INDICATORS: K1.6.9.1.4 | |
| KI.6.9.1 Demonstrate ur | nderstanding of | PERFORMANCE INDICATOR | : |
| changing weather conditi | - | Use the vocabulary learnt to talk ab | out the weather |
| CORE COMPETENCE: | Communication and | collaboration (CC) Personal Develo | pment and Leadership (PL) |
| Creativity and Innovation (| CI) Critical Thinking | and Problem Solving | |
| KEY WORDS: | | | |
| PHASE/DURATION | LEARNERS AC | TIVITIES | RESOURCES |
| PHASE I: STARTER 10 MINS (Preparing the Brain for Learning) | rhymes <u>MISS POLLY HAD</u> Miss Polly had a do | o sing songs and recite familiar <u>A DOLLY</u> olly who is sick, sick, sick the doctor to come quick, quick, | |
| | quick. The doctor came of And knocked at the He looked at the of And said "Miss Pol He wrote a paper I'll be back in the r | | |
| PHASE 2: MAIN | | ent weather conditions on a | Pictures and Charts, the |
| 40MINS | conversational pos | ster with learners. | big book, pencils and |
| (New Learning | We | ATHER CHART | crayons |
| Including Assessment) | CLOUBY PI | ARTLY ARTLY LOUDY RAINY THUNDER STORMS TORNADO WINDY | |
| | e.g. rainy, windy, s | n cards and guide learners to read unny, cloudy, rain, wind, etc. sentences orally with the ed. | |
| | | groups. Give each group picture- nes of the weather – rainy, windy, n, wind, sun, cloud. | |
| | In turns learners p thing about the wo | ick and read out a card and say one ord. | |
| | | the words they read. Have learners y of the weather conditions and talk | |

| | 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 | |
| PHASE 3: REFLECTION IOMINS (Learner and Teacher) | Review lesson with Learners by singing songs in relation to it | |

| CLASS: KGI SUB STRAND: CHANGING WEATHER CONDITIONS CONTENT STANDARD: INDICATORS: K1.6.9.1.5 K1.6.9.1 Demonstrate understanding seasons. INDICATORS: K1.6.9.1.5 CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) creativity and Innovation (CI) Critical Thinking and Problem Solving CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving PHASE/DURATION LEARNERS ACTIVITIES PHASE/DURATION LEARNERS ACTIVITIES PHASE 1: STARTER 10 MINS for Learning) Engage learners to sing songs and recite familiar rhymes COBBLER, COBBLER, MEND MY SHOE Cobbler, cobbler, mend my shoe, Get it down bhalf past egift. Stitch it up and stitch it down. And 111 give you bhalf acrown. PHASE 2: MAIN 40MINS (New Learning Including Assessment) Using the pictures of the weather, let learners talk about the beauty of each of them. PHASE 2: MAIN 40MINS Including Assessment) Assist them use the weather vocabulary to make simple sentences (You can make some of these sentences on strips). Have Learners make their own pictures and talk about them. Give out some numeral cards, let learners compare than", "less than", "same as. Let learners compare the number of objects in the class room. Eg. the pencils are more than the erasers. Make a choice to as story PHASE 3: REFLECTION 10MINS (Learner and <th>DATE:</th> <th></th> <th>STRAND: ALL AROUND US</th> <th></th> | DATE: | | STRAND: ALL AROUND US | |
|--|-------------------------|-------------------|---|---------------------------|
| CONTENT STANDARD: INDICATORS: K1.6.9.1.3 K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons. INDICATORS: K1.6.9.1.3 CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CC) Critical Thinking and Problem Solving RESOURCES PHASE/DURATION LEARNERS ACTIVITIES RESOURCES PHASE/DURATION for Learning) LEARNERS ACTIVITIES RESOURCES PHASE I: Engage learners to sing songs and recite familiar rhymes RESOURCES PHASE I: Engage learners to sing songs and recite familiar rhymes RESOURCES COBBLER, COBBLER, MEND MY SHOE Cobbler, cobbler, mend my shoe, Get it done by half past two. Half past two is much too late. Get it done by half past eight. Stitch it up and stitch it down. And I'll give you half a crown. Pictures and Charts, the big book, pencils and crayons PHASE 2: MAIN 40/II/IS Using the pictures of the weather, let learners talk about the beauty of each of them. Pictures and Charts, the big book, pencils and crayons VMINS (New Learning Including Assessment) Sitch the use the weather vocabulary to make simple sentences (You can make some of these sentences on strips). Have Learners make their own pictures and talk about them. Give out some numeral cards, let learners compare the numbers by using the comparative language "more than", "less than", "same as. Let learners compare the number of objects in | DAY: Friday | | | |
| CONTENT STANDARD: INDICATORS: K1.6.9.1.5 K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons. INDICATORS: K1.6.9.1.5 CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Critical Thinking and Problem Solving CCP Personal Development and Leadership (PL) Creativity and Innovation (CC) Critical Thinking and Problem Solving PHASE/DURATION LEARNERS ACTIVITIES RESOURCES PHASE I: Engage learners to sing songs and recite familiar rhymes Resources COBBLER. COBBLER. MEND MY SHOE Cobbler, cobbler, mend my shee, Get it done by half past two. Half past two. Half past two is much too late. Get it done by half past teight. Stitch it up and stitch it down. And I'll give you half a crown. Pictures and Charts, the big book, pencils and crayons PHASE 2: MAIN 40/II/S Using the pictures of the weather, let learners talk about the beauty of each of them. Pictures and Charts, the big book, pencils and crayons PHASE 3: model and colle and colle and colle and crayons is some sentences on strips). Have Learners make their own pictures and talk about them. Give out some numeral cards, let learners compare the numbers by using the comparative language "more than", "less than", "same as. Let learners compare the number of objects in the class room. E.g. the pencils are more than the erasers. Make a choice to use any of the learning centers created Listen to a story Sea saw, mary go round, and other play toys | CLASS: KGI | | SUB STRAND: CHANGING WEATH | er conditions |
| of changing weather conditions and seasons. PERFORMATION Identify, observe and talk about art in the immediate CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving RESOURCES PHASE/DURATION LEARNERS ACTIVITIES RESOURCES PHASE I: STARTER 10 MINS (Preparing) Engage learners to sing songs and recite familiar rhymes RESOURCES OBBLER. COBBLER, MEND MY SHOE Cobbler, cobbler, mend my shoe, Get it dom by half past two. Half past two is much too late. Get it dom by half past eight. Stitch it up and stitch it down. And I'll give you half a crown. Pictures and Charts, the big book, pencils and crayons PHASE 2: MAIN 40MINS (New Learning Including Assessment) Using the pictures of the weather, let learners talk about the beauty of each of them. Pictures and Charts, the big book, pencils and crayons Assist them use the weather vocabulary to make simple sentences (You can make some of these sentences on strips). Pictures and talk about them. Give out some numeral cards, let learners compare the numbers by using the comparative language "more than", "less than", "same as. Let learners compare the number of objects in the class room. E.g. the pencils are more than the erasers. Make a choice to use any of the learning centers created Listen to a story PHASE 3: REFLECTION IUMINS Teacher sings songs and recite rhymes in relation to the leason with learners Sea saw, mary go round, and ot | CONTENT STANDARD: | | | |
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| Seasons. Definition, Output value and an additionation of the initial data data addit data additionation of the initial data addit | | • | | immodiate |
| Creativity and Innovation (Cl) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) COBBLER. COBLER. MEND MY SHOE Cobbler, cobbler, mend my shoe, Get it dome by half past two. Half past two is much too late. Get it dome by half past two. Half past two is much too late. Get it dome by half past eight. Stitch it up and stitch it down. And 'll give you half a crown. Pictures and Charts, the big book, pencils and crayons PHASE 2: MAIN 40MINS (New Learning Including Assessment) Using the pictures of the weather, let learners talk about the beauty of each of them. Pictures and Charts, the big book, pencils and crayons Assist them use the weather vocabulary to make simple sentences (You can make some of these sentences on strips). Have Learners make their own pictures and talk about them. Bive out some numeral cards, let learners compare the numbers by using the comparative language "more than", "less than", "same as. Let learners compare the number of objects in the class room. Eg. the pencils are more than the erasers. Sea saw, mary go round, and other play toys PHASE 3: REFLECTION IDMINS Teacher sings songs and recite rhymes in relation to the lesson with learners Sea saw, mary go round, and other play toys | seasons. | | Identity, observe and talk about all in the | |
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| STARTER 10 MINS (Preparing the Brain for Learning) rhymes COBBLER. COBBLER. MEND MY SHOE Cobbler, cobbler, mend my shoe, Get it done by half past two. Half past two is much too late. Get it down by half past eight. Stitch it up and stitch it down. And I'll give you half a crown. Pictures and Charts, the big book, pencils and crayons PHASE 2: MAIN 40MINS (New Learning Including Assessment) Using the pictures of the weather, let learners talk about the beauty of each of them. Pictures and Charts, the big book, pencils and crayons Assist them use the weather vocabulary to make simple sentences (You can make some of these sentences on strips). Pictures and talk about them. Pictures and talk about them. Give out some numeral cards, let learners compare the numbers by using the comparative language "more than", "less than", "same as. Let learners compare the number of objects in the class room. E.g. the pencils are more than the erasers. Make a choice to use any of the learning centers created Listen to a story PHASE 3: REFLECTION 10MINS (Learner and Teacher sings songs and recite rhymes in relation to the lesson with learners Sea saw, mary go round, and other play toys | PHASE/DURATION | LEARNERS | ACTIVITIES | RESOURCES |
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| | (Learner and | | | |
| Teacher) Guide them to swing the sea-saw, sit on the mary-go- round etc. | Teacher) | | o swing the sea-saw, sit on the mary-go- | |
| | | i ound etc. | | |
| Sing rhymes and songs with learners as they play | | Sing rhymes a | nd songs with learners as they play | |