WEEK 4

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| **Date:** | | **Day:** MONDAY | | | **Strand:** All Around Us | |
| **Sub Strand:** Plants II | |
| **Class:** KG 1 | | | **Class Size:** | |
| **Content Standard:**  K1.6.5.1 Demonstrate understanding of the parts of plants and their functions. | | | | **Indicator:**  K1.6.6.1.6 classify objects and count the number of objects in each category up to 9 | | |
| **Performance Indicator:**   * 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 | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development. | |
| **Keywords:** Plant, stem, root, leaves, fruits | | | | | | |
| **Reference**: KG Curriculum P.g. 76-79 | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources |
| PHASE 1: **STARTER** | Show a real plant or a chart with plant parts (leaf, stem, flower, fruit, seed).  Ask: “What do you see on this plant?”  Learners identify plant parts.  Introduce the word classify and count with examples:  “Let’s put the leaves together and count them!” | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Show different objects (real or plastic): leaves, seeds, fruits, stems.  Ask learners to help you classify them into bowls or trays.  Then count together each group:   * “Let’s count the seeds—1, 2, 3, 4, 5!” * Repeat for each group (up to 9 objects).   Use number cards to match with each group. | | | | |  |
| GROUP ACTIVITY 1  (OUTDOOR) | Take learners outside to pick up natural plant objects: leaves, twigs, seeds, small fruits (safe to handle).  Help them sort their items into categories (e.g., put all leaves together).  Learners count each group using number cards. | | | | | Sample young plants, pictures, the Big book, pencils and crayons. |
| PHONICS | Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.  Guide learners to pronounce and write the target sound in the sand tray or exercise books.  Have learners say three or four words that contain the target sound.  Using flash cards, learners read words that contain the target sound.  1. What sound have we learnt today?  2. Which other letter sound do you know?  3. Mention any object in the classroom or home that begins with the target letter sound. | | | | | Word cards, letter cards. |
| GROUP ACTIVITY 2  (INDOOR) | 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.  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. | | | | | Real young plants, pictures of plants showing the parts. Letter cards word cards, sentence cards |
| LEARNING CENTER | Engage learners to play freely at the learning centers.  Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning. | | | | | Learning center |
| STORY SHARING | Tell learners a story.  Pause regularly and ask questions to make sure learners are following.  Engage learners to act parts of the story.  1. Was the story interesting?  2. What part of the story did you like?  3. what have you learnt from the story? | | | | | Word cards, letter cards. |
| PHASE 3: **REFLECTION** | Learners share what they have learnt with their peers and class.  Give learners homework to do at home. | | | | |  |

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| **Date:** | | **Day:** TUESDAY | | | **Strand:** All Around Us | | |
| **Sub Strand:** Plants II | | |
| **Class:** KG 1 | | | **Class Size:** | |
| **Content Standard:**  K1.6.5.1 Demonstrate understanding of the parts of plants and their functions. | | | | **Indicator:**  K1.6.6.1.2 talk about the cover page and identify how plants grow in a read aloud story  K1.6.6.1.5 identify, observe and talk about art in the immediate environment | | | |
| **Performance Indicator:**  Learners can   * Talk about the cover page and share ideas about how plants grow in a read-aloud story. * Identify and describe basic stages or conditions of plant growth through illustrations. * Observe, identify, and talk about simple forms of art in their immediate environment (e.g. drawings, plant patterns, designs). * Express their ideas about plant growth and environmental art through drawing and conversation. | | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** Plants, medicine, shade | | | | | | | |
| **Reference**: KG Curriculum P.g. 76-79 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources |
| PHASE 1: **STARTER** | Show the cover page of the selected big book.  Ask guiding questions:   * “What do you see on the cover?” * “Do you think this story is about a plant?” * “What helps a plant to grow?” | | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Read a big book on how a seed grows.  Pause and ask:   * “What is happening to the seed?” * “What does the plant need to grow?” * “Can you see the sun? The water?”   Learners describe the stages using their own words. | | | | | |  |
| GROUP ACTIVITY 1  (OUTDOOR) | Take a short walk around the school yard or garden.  Ask learners to observe art in their surroundings:   * “Do you see any beautiful flowers?” * “Look at the shape of the leaves.” * “Can you see drawings or painted walls?”   Learners point out natural and man-made art forms. | | | | | | Sample young plants, pictures, the Big book, pencils and crayons. |
| PHONICS | Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.  Guide learners to pronounce and write the target sound in the sand tray or exercise books.  Have learners say three or four words that contain the target sound.  Using flash cards, learners read words that contain the target sound.  1. What sound have we learnt today?  2. Which other letter sound do you know?  3. Mention any object in the classroom or home that begins with the target letter sound. | | | | | | Word cards, letter cards. |
| GROUP ACTIVITY 2  (INDOOR) | 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.  Have learners color outline of cut out shapes  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 | | | | | |  |
| LEARNING CENTER | Engage learners to play freely at the learning centers.  Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning. | | | | | | Learning center |
| STORY SHARING | Tell learners a story.  Pause regularly and ask questions to make sure learners are following.  Engage learners to act parts of the story.  1. Was the story interesting?  2. What part of the story did you like?  3. what have you learnt from the story? | | | | | | Word cards, letter cards. |
| PHASE 3: **REFLECTION** | Learners share what they have learnt with their peers and class.  Give learners homework to do at home. | | | | | |  |

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| **Date:** | | **Day:** WEDNESDAY | | | **Strand:** All Around Us | | |
| **Sub Strand:** Plants II | | |
| **Class:** KG 1 | | | **Class Size:** | |
| **Content Standard:**  K1.6.5.1 Demonstrate understanding of the parts of plants and their functions. | | | | **Indicator:**  K1.6.6.1.1 talk about and discuss how plants and what human should do to enhance the growth process | | | |
| **Performance Indicator:**  Learners can   * Talk about how plants grow (e.g. from a seed, needing sunlight, water, and soil). * Discuss what humans can do to help plants grow (e.g. watering, adding compost, providing sunlight). * Identify and describe some tools and actions used to care for plants. | | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** Position sentence, blowing breath, blow. | | | | | | | |
| **Reference** : KG Curriculum P.g. 76-79 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources |
| PHASE 1: **STARTER** | Show learners a picture of a plant and ask:   * “What is this?” * “What does it need to grow?” * “Who helps plants to grow?” | | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Display the plant growth chart (seed → sprout → small plant → big plant).  Ask guiding questions:   * “What comes first?” * “What do we give the plant to help it grow?” * “What happens if we don’t water the plant?”   Emphasize human actions that help plants: watering, removing weeds, adding manure, giving sunlight. | | | | | |  |
| GROUP ACTIVITY 1  (OUTDOOR) | Learners observe a watering demonstration using a small potted plant or garden bed.  Let them take turns pretending to water or care for a plant.  Role play: Learners act out planting a seed, watering it, and watching it grow. | | | | | | Sample young plants, pictures, the Big book, pencils and crayons. |
| PHONICS | Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.  Guide learners to pronounce and write the target sound in the sand tray or exercise books.  Have learners say three or four words that contain the target sound.  Using flash cards, learners read words that contain the target sound.  1. What sound have we learnt today?  2. Which other letter sound do you know?  3. Mention any object in the classroom or home that begins with the target letter sound. | | | | | | Word cards, letter cards. |
| GROUP ACTIVITY 2  (INDOOR) | 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.  Ask simple questions about the story for learners to answer  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.  Have learners color outline of cut out shapes  Make a choice to use any of the learning centers created  Listen to a story | | | | | |  |
| LEARNING CENTER | Engage learners to play freely at the learning centers.  Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning. | | | | | | Learning center |
| STORY SHARING | Tell learners a story.  Pause regularly and ask questions to make sure learners are following.  Engage learners to act parts of the story.  1. Was the story interesting?  2. What part of the story did you like?  3. what have you learnt from the story? | | | | | | Word cards, letter cards. |
| PHASE 3: **REFLECTION** | Learners share what they have learnt with their peers and class.  Give learners homework to do at home. | | | | | |  |

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| **Date:** | | **Day:** THURSDAY | | | **Strand:** All Around Us | | |
| **Sub Strand:** Plants II | | |
| **Class:** KG 1 | | | **Class Size:** | |
| **Content Standard:**  K1.6.5.1 Demonstrate understanding of the parts of plants and their functions. | | | | **Indicator:**  K1.6.6.1.3 identify the initial and ending letter sounds of objects and blend letter sounds to form words  K1.6.6.1.4 use vocabulary learnt to form simple meaningful sentences | | | |
| **Performance Indicator:**  Learners can   * Identify the beginning and ending letter sounds of familiar objects. * Blend letter sounds to form simple words (e.g., /c/ /a/ /t/ → cat). * Use new vocabulary to form simple and meaningful sentences orally. | | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** Position, target sound, blowing, cooling, fanning, breathing | | | | | | | |
| **Reference** : KG Curriculum P.g. 76-79 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources |
| PHASE 1: **STARTER** | Sing an alphabet phonics song with the learners.  Clap and chant sounds for a few letters (e.g., /b/, /m/, /d/, /t/).  Say a word and ask: “What sound does it start with?” “What sound does it end with?” | | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Show a picture of a cat. Ask:   * “What is this?” (cat) * “What sound does it start with?” (/c/) * “What sound does it end with?” (/t/)   Repeat with other objects: dog, mat, bag, pen.  Let learners repeat the sounds aloud and point to the matching letter card. | | | | | |  |
| GROUP ACTIVITY 1  (OUTDOOR) | Hide picture cards around the outdoor area.  Learners walk around and find a picture, name the object, and say:   * “It starts with \_\_” * “It ends with \_\_”   Example: “Book starts with /b/ and ends with /k/.” | | | | | | Sample young plants, pictures, the Big book, pencils and crayons. |
| PHONICS | Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.  Guide learners to pronounce and write the target sound in the sand tray or exercise books.  Have learners say three or four words that contain the target sound.  Using flash cards, learners read words that contain the target sound.  1. What sound have we learnt today?  2. Which other letter sound do you know?  3. Mention any object in the classroom or home that begins with the target letter sound. | | | | | | Word cards, letter cards. |
| GROUP ACTIVITY 2  (INDOOR) | 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.  Using pictures of fruits and vegetable, guide learners to sort, group and count the fruit and match with a numeral card  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. | | | | | |  |
| LEARNING CENTER | Engage learners to play freely at the learning centers.  Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning. | | | | | | Learning center |
| STORY SHARING | Tell learners a story.  Pause regularly and ask questions to make sure learners are following.  Engage learners to act parts of the story.  1. Was the story interesting?  2. What part of the story did you like?  3. what have you learnt from the story? | | | | | | Word cards, letter cards. |
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