WEEK 6

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| **Date:** | | **Day:** MONDAY | | | **Strand:** All Around Us | | |
| **SUB** **STRAND**: Day And Night | | |
| **Class:** KG 1 | | | **Class Size:** | |
| **Content Standard:**  K1.6.8.1 Demonstrate understanding of the sources of light for day and night. | | | | **Indicator:**  K1.6.8.1.6 Use number names, counting sequences and how to count to find out “how many”? (up to 9) | | | |
| **Performance Indicator:**  Learners can   * Count objects up to 9 using one-to-one correspondence. * Use number names in the correct order (1 to 9). * Answer the question “How many?” by counting objects related to day and night. | | | | | | **Core Competencies:**  Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | |
| **Keywords:** Day, Night, Sun, Moon, Stars, Count | | | | | | | |
| **Reference** : KG Curriculum P.g. 76-79 | | | | | | | |
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| 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.  WAY UP HIGH IN THE APPLE TREE  Way up high in the apple tree,  Two red apples smiled at me,  I shook that trees as hard as I could,  Dooowwwwwwwwn came an apple,  Mmmmmm, it was good.  Show two large pictures: Day (with a sun and birds) and Night (with a moon and stars).  Ask:   * “What do you see during the day?” * “What do you see at night?”   Say: “Today, we are going to count things we see during the day and night!” | | | | | |  |
| **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | In a community circle time, teachers lead learners recite the rhyme (twinkle, twinkle little star……)  Have the pictures of the keywords in the rhyme on cards and assist learners to talk about them.  Show number flashcards (1 to 9) and say the numbers aloud as children repeat.  Display sun, moon, and star pictures. Ask, for example:  “How many stars are there?” (Point and count together: “1, 2, 3, 4…”)  Mix counting with “Day and Night” vocabulary:   * “Let’s count 5 suns for day.” * “Let’s count 7 stars for night.”   Sing a short counting song: “1 little sun shining bright, 2 little birds take flight…” | | | | | | Pictures and Charts, the big book, pencils and crayons |
| GROUP ACTIVITY 1  (OUTDOOR) | Use chalk to draw suns and moons on the ground, numbering them from 1 to 9.  Children jump on each one, saying the number aloud.  Ask them to count how many suns/moons they jumped on.   * Example: “How many suns did you hop on?” * “Let’s count together: 1, 2, 3, 4!” | | | | | |  |
| 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) | Through questions, lead learners to talk about the source of light displayed on a conversational poster. E.g. what gives us light during the day to see the faces of our friends?  When do we see the stars?  What else do we see up the sky at night?    Have learners share their experiences with the natural lights.  Have learners draw any of the natural sources of light they like and talk about their art work  Give learners a number of counting objects, recap lessons on counting and sequencing.  Using cut out number name cards, assist learners to pick a number name card and count the number using given counters.  Let them be in pairs and play “pick and count” (one person picks and the other counts).  Let them do this activity individually where learners pick a numeral card and then quickly count objects to match the numeral card.  Extend this activity to matching objects with the number name.  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 | | | | | | Pictures and Charts, the big book, pencils and crayons |
| 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** *10MINS*  **(Learner and Teacher)** | Review lesson with Learners by singing songs in relation to it | | | | | |  |

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| **Date:** | | **Day:** TUESDAY | | | **Strand:** All Around Us | |
| **SUB** **STRAND**: Day And Night | |
| **Class:** KG 1 | | | **Class Size:** | |
| **CONTENT** **STANDARD**:  K1.6.8.1 Demonstrate understanding of the sources of light for day and night | | | | **INDICATORS**:  K1.6.8.1.2 Use pictures and other text features to aid understanding as they listen to a read aloud informational text on sources light.  K1.6.8.1.5 Identify, observe and talk about art in the immediate natural and manmade environment. | | |
| **PERFORMANCE** **INDICATOR**:  Learners can   * Use pictures and text features to aid understanding as they listen to an informational read-aloud about light. * Identify different sources of light (natural and manmade). * Observe and talk about art in their immediate natural and manmade surroundings.. | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** Day, Night, Sun, Moon, Stars, Count | | | | | | |
| **Reference** : KG Curriculum P.g. 76-79 | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources |
| PHASE 1: **STARTER** | Engage learners to sing songs and recite some familiar rhymes.  DAFFY-DOWN-DILLY  Daffy-down-dilly  Has come to town  With a yellow petticoat  And a pretty green gown.  Show flashcards or real items (sun, lamp, torch, candle).  Ask: “What do these things do?”  Children respond: “They give us light!” | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Have learners discuss the cover page of the Big book at the pre-reading stage.  Through picture walk, have them predict the content of the text.  As you read aloud the book with the learners, point to the words to enable track the reading on sources of light.  Ask questions while reading at vantage point to assist you monitor learners’ understanding the content of the book. | | | | | Pictures and Charts, the big book, pencils and crayons |
| GROUP ACTIVITY 1  (OUTDOOR) | Walk around the school compound.  Ask pupils to spot light sources: e.g., sun, street lamp, reflection on water.  Also ask them to observe natural/manmade art: e.g., colorful flowers, painted walls, shaped hedges, mosaic tiles.  Say: “This flower is beautiful. This is art in nature.”  “This wall painting is made by people. That’s manmade art.”  Have them draw and color any example of man-made light read about label it.  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 | | | | | Pictures and Charts, 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) | At the post-reading stage, ask questions enable learners use pictures to retell the story.  Have learners mention the sources of light read about and group them according to daylights (e.g. sun, electricity) and nightlights (moon, stars, electricity, candles, lanterns etc.).  Assist learners to make sentences with the examples of sources of lights.    Have learners group the examples of lights talked about and count the number in each group.  Have them do addition and subtraction activities with the examples of lights. Include word problem in these activities.  Have them draw and color any example of man-made light read about label it. | | | | | Pictures and Charts, the big book, pencils and crayons |
| 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** | Review lesson with Learners by singing songs in relation to it.  Show flashcards again. Ask:   * “Can you name one thing that gives us light?” * “How many light sources can we count?” (Up to 5–6)   Recap: “Some light comes from nature (sun). Some light is made by people (lamp). Art is everywhere!” | | | | |  |

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| **Date:** | | **Day:** MONDAY | | | **Strand:** All Around Us | |
| **SUB** **STRAND**: Day And Night | |
| **Class:** KG 1 | | | **Class Size:** | |
| **Content Standard:**  K1.6.8.1 Demonstrate understanding of the sources of light for day and night. | | | | **Indicator:**  K1.6.8.1.1 talk about the different sources of light. | | |
| **Performance Indicator:**  Learners can   * Name at least 3 different sources of light. * Identify which sources are natural and which are man-made. * Say simple sentences about light sources using new vocabulary. | | | | | **Core Competencies:**  Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving | |
| **Keywords:** Day, Night, Sun, Moon, Stars, Count | | | | | | |
| **Reference** : KG Curriculum P.g. 76-79 | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources |
| **PHASE 1: STARTER** *10 MINS*  **(Preparing the Brain for Learning)** | Show a dark classroom or cover a picture and then shine a toy torch.  Ask:  “What is light?”  “What helps us to see in the dark?”  Let pupils respond and explore turning a torch on and off. | | | | |  |
| **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | In a community circle time, teachers lead learners recite the rhyme (twinkle, twinkle little star……)  Have the pictures of the keywords in the rhyme on cards and assist learners to talk about them.  Show pictures or flashcards: sun, torch, lamp, fire, candle.  Name each and let children repeat.  Ask: “Do we see this during the day or at night?” | | | | | Pictures and Charts, the big book, pencils and crayons |
| GROUP ACTIVITY 1  (OUTDOOR) | Take children outside.  Ask:  “Can you feel the sun?”  “Where is the light coming from?”  Let them talk about what they see being lit up (trees, walls, etc.).  Ask them to draw a circle in the air for the sun.  Display two columns:   * Column 1: “Natural Light” (e.g., sun, fire) * Column 2: “Man-made Light” (e.g., lamp, candle, torch)   Let pupils help place flashcards in the correct column. | | | | |  |
| 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) | Through questions, lead learners to talk about the source of light displayed on a conversational poster. E.g. what gives us light during the day to see the faces of our friends?  When do we see the stars?  What else do we see up the sky at night?    Have learners share their experiences with the natural lights.  Have learners draw any of the natural sources of light they like and talk about their art work  Give learners a number of counting objects, recap lessons on counting and sequencing.  Using cut out number name cards, assist learners to pick a number name card and count the number using given counters.  Let them be in pairs and play “pick and count” (one person picks and the other counts).  Let them do this activity individually where learners pick a numeral card and then quickly count objects to match the numeral card.  Extend this activity to matching objects with the number name.  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 | | | | | Pictures and Charts, the big book, pencils and crayons |
| 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** *10MINS*  **(Learner and Teacher)** | Review lesson with Learners by singing songs in relation to it.  Show the pictures again and ask:  “What is this?” (Sun)  “Is this made by nature or people?” | | | | |  |

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| **Date:** | | **Day:** THURSDAY | | | **Strand:** All Around Us | | |
| **Sub Strand:** Day And Night | | |
| **Class:** KG 1 | | | **Class Size:** | |
| **CONTENT** **STANDARD**:  K1.6.8.1 Demonstrate understanding of the sources of light for day and night. | | | | **INDICATORS**:  K1.6.8.1.3 Recognise the beginning sound of the letters in relation to the types of light and write in their books.  K1.6.8.1.4 Use a variety of new vocabulary learnt about light to form sentences orally. | | | |
| **PERFORMANCE** **INDICATOR**:  Learners can   * Recognize the beginning sound of words related to light (e.g., s for sun, l for lamp). * Say the names of light sources and identify their beginning letters. * Use new vocabulary related to light to form simple oral sentences. * Attempt to write the beginning letter sound in their books. | | | | | | **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 | | | | | | | |
|  | | | | | | | |
| Phase/Duration | Learners Activities | | | | | | Resources |
| PHASE 1: **STARTER** | Engage learners to sing songs and recite some familiar rhymes.  THE NORTH WIND DOTH BLOW  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.  Show a picture (e.g., sun), then say:   * “Sun… Ssss… what sound?” (Children respond: /s/) * Hold up the letter S.   Repeat with lamp, torch, candle, fire. | | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Show flashcards of different sources of light.  Say the words slowly, emphasizing the first sound.  Let pupils repeat after you and identify the sound.   * “L-l-lamp begins with L.” * “C-c-candle begins with C.”   Clap or tap for each sound. | | | | | | Pictures and Charts, the big book, pencils and crayons |
| GROUP ACTIVITY 1  (OUTDOOR) | Take pupils outdoors and hide cards with light source pictures.  As each child finds one, they say:  “I found a torch. T-t-torch begins with T.”  Others repeat the sound after them.  Pupils match each light source picture to its beginning letter (use letter cards).  Provide letter tracing sheets (e.g., trace S for sun).  Let children trace or copy beginning letters in their books. | | | | | |  |
| 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 conversational poster and letter cards, guide learners to identify and name the sources of light.  Mention one source and ask learners to identify the initial, middle and ending sound.      Provide learners with letters card and ask them to pick the letter card that represent the initial letter of the word you mention.  Let them use this activity to identify the middle and ending sounds of selected words.  Let them repeat this activity in small groups.  Assist learners to arrange letter cards to form a given source of light.  Have them draw any of the sources of light and write the initial and ending sounds of the name and use positive language to talk about their art work.  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 | | | | | | Pictures and Charts, the big book, pencils and crayons |
| 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** | Review lesson with Learners by singing songs in relation to it | | | | | |  |