

Lesson Plan: Grouping Things

1. Preliminary Information

Field	Details
Subject	Pre-Mathematics and Science
Level	Early Childhood Education (Ages 3-4)
Concept	Classification and Sorting
Sub-Concept	Grouping by Characteristics
Topic	Exploring My World
Subtopic	Grouping Things
Lesson Duration	30 minutes
Lesson Goal	Learners will group objects into living and non-living categories based on their characteristics to foster critical thinking and observation skills.
Competences	Analytical Thinking, Communication, Critical Thinking, Collaboration, Problem Solving
Expected Target Competence	Learners will accurately sort objects into living and non-living categories based on observable characteristics.
Lesson Competencies	i. Knowledge-based: Understand the difference between living and non-living things. ii. Cognitive-based: Classify objects by their characteristics (e.g., movement, growth). iii. Skill-based: Sort objects into groups through hands-on activities.
Lesson Methodology and Strategies	Play-based learning, Group work/Collaboration, Nature walk, Demonstration
Assessment Strategies	i. Formative Assessment: Observe learners during sorting activities to assess their ability to distinguish living and non-living things. ii. Summative: Learners sort a set of picture cards into living and non-living categories with at least 80% accuracy.
Learning Materials	Natural Materials: Stones, sticks, leaves, plants. Artificial Materials: Picture cards of living and non-living things, sorting mats, glue, crayons, paper.
Learning Environment Setup	Natural – Physical: School surroundings for nature walk. Artificial – Physical: Classroom for sorting and collage-making activities.
Prior Knowledge	Learners can identify familiar objects in their environment (e.g., trees, cars).
Interdisciplinary Connections	Environmental Science (understanding living vs. non-living), Art (collage-making), Language (describing objects).

2. Lesson Progression

Stage	Learner Activity	Teacher Activity	Targeted Competency	Assessment Criteria
Engagement (Introduction) [5 min]	Learners respond to the hook question: "What things	Ask the hook question to spark curiosity. Show picture cards of living	Communication, Critical Thinking	Learners actively share ideas about objects in their

Stage	Learner Activity	Teacher Activity	Targeted Competency	Assessment Criteria
	can we see outside the classroom?" and share ideas.	and non-living things to introduce the concept.		surroundings.
Exploration (Development) [10 min]	Learners participate in a nature walk, identifying and sorting objects into living (e.g., plants) and non-living (e.g., stones) categories.	Lead a guided nature walk in the school surroundings. Instruct learners to identify and sort objects, ensuring safety (e.g., caution against touching hazardous plants).	Collaboration, Critical Thinking, Observation	Observe learners' ability to identify and sort at least 3 living and 3 non-living objects correctly.
Explanation (Conceptualization) [5 min]	Learners discuss why they sorted objects as living or non-living, using simple terms.	Review the concept of living (e.g., grows, moves independently) and non-living things. Use picture cards to reinforce understanding.	Communication, Analytical Thinking	Learners explain at least one characteristic distinguishing living from non-living things.
Synthesis (Continuity and Extension) [7 min]	Learners create a collage using cutouts of living and non-living things, describing their choices.	Demonstrate collage-making techniques. Provide materials (glue, paper, cutouts) and guide learners to sort and paste objects.	Creativity, Fine Motor, Problem Solving	Learners create a collage with at least 4 correctly sorted items (2 living, 2 non-living).
Evaluation and Reflection (Conclusion) [3 min]	Learners share their collages and explain one living and one non-living item used.	Ask learners to present their collages and describe their choices. Provide feedback on sorting accuracy.	Communication, Critical Thinking	Learners correctly identify and explain at least one living and one non-living item in their collage.

3. Competence Continuity and Strategy

- **Continuity:** Learners will build on sorting skills in subsequent lessons by applying classification to numbers and patterns (Sub-Topic 2: Numbering Things).

- **Strategy:** Reinforce sorting through play-based activities like matching games in future lessons to maintain engagement and skill development.

Lesson Plan: Numbering Things

1. Preliminary Information

Field	Details
Subject	Pre-Mathematics and Science
Level	Early Childhood Education (Ages 3-4)
Concept	Number Sense
Sub-Concept	Counting and Number Recognition
Topic	Exploring My World
Subtopic	Numbering Things
Lesson Duration	30 minutes
Lesson Goal	Learners will count and recognize numbers 1-5 using living and non-living things to develop number sense and fine motor skills.
Competences	Analytical Thinking, Communication, Collaboration, Counting, Problem Solving
Expected Target Competence	Learners will accurately count and identify numbers 1-5 using objects in their environment.
Lesson Competencies	i. Knowledge-based: Recognize numbers 1-5 orally and visually. ii. Cognitive-based: Count living and non-living objects up to 5. iii. Skill-based: Use hands-on materials to represent numbers 1-5.
Lesson Methodology and Strategies	Play-based learning, Group work/Collaboration, Demonstration, Hands-on activities
Assessment Strategies	i. Formative Assessment: Observe learners during counting activities to assess accuracy in counting 1-5. ii. Summative: Learners correctly count 5 objects (living or non-living) and identify their corresponding numbers.
Learning Materials	Natural Materials: Leaves, stones, sticks. Artificial Materials: Number cards, counting blocks, play dough, picture cards of living/non-living things.
Learning Environment Setup	Natural – Physical: School surroundings for nature walk. Artificial – Physical: Classroom for counting and molding activities.
Prior Knowledge	Learners can identify familiar objects and have basic oral counting skills (1-3).
Interdisciplinary Connections	Language (oral counting rhymes), Art (molding numbers), Environmental Science (observing living/non-living things).

2. Lesson Progression

Stage	Learner Activity	Teacher Activity	Targeted Competency	Assessment Criteria
Engagement (Introduction) [5 min]	Learners respond to the hook: "Can you count the number of fingers on	Introduce the hook question. Sing a counting rhyme (e.g., "1, 2, 3, 4, 5, once I caught a fish alive") to engage	Communication, Counting	Learners show fingers and join in the counting rhyme.

Stage	Learner Activity	Teacher Activity	Targeted Competency	Assessment Criteria
	your hand?" and show fingers.	learners.		
Exploration (Development) [10 min]	Learners participate in a nature walk, counting 1-5 living (e.g., flowers) and non-living (e.g., stones) objects.	Lead a guided nature walk. Ask learners to count objects (e.g., "Count 3 leaves"). Ensure safety by cautioning against touching harmful items.	Collaboration, Counting, Observation	Observe learners counting at least 3 objects correctly during the walk.
Explanation (Conceptualization) [5 min]	Learners explain what they counted and why (e.g., "I counted 4 stones because they are non-living").	Review counting concepts using number cards. Discuss how numbers represent quantities of living/non-living things.	Communication, Analytical Thinking	Learners explain at least one counted item and its category (living/non-living).
Synthesis (Continuity and Extension) [7 min]	Learners mold numbers 1-5 using play dough to represent counted objects.	Provide play dough and demonstrate molding numbers. Ask learners to mold a number corresponding to a counted object (e.g., 3 for 3 leaves).	Creativity, Fine Motor, Counting	Learners mold at least one number (1-5) accurately.
Evaluation and Reflection (Conclusion) [3 min]	Learners show their molded numbers and say the number aloud.	Ask learners to present their molded numbers and state their value. Provide feedback on accuracy.	Communication, Counting	Learners correctly identify and name at least one molded number.

3. Competence Continuity and Strategy

- **Continuity:** Learners will apply counting skills to addition and subtraction in later lessons (e.g., Activity 9: Adding, Activity 10: Subtracting).
- **Strategy:** Use interactive games like "Number Hunt" to reinforce number recognition and counting in subsequent lessons.

Lesson Plan: Things in the Surroundings

1. Preliminary Information

Field	Details
Subject	Pre-Mathematics and Science
Level	Early Childhood Education (Ages 3-4)
Concept	Financial Literacy and Environmental Sustainability
Sub-Concept	Money Recognition and Waste Management
Topic	Exploring My World
Subtopic	Things in the Surroundings
Lesson Duration	30 minutes
Lesson Goal	Learners will recognize coins and small notes up to K5 and understand proper waste disposal to develop financial literacy and environmental awareness.
Competences	Communication, Collaboration, Critical Thinking, Financial Literacy, Environmental Sustainability
Expected Target Competence	Learners will identify coins/notes up to K5 and sort waste into designated bins.
Lesson Competencies	i. Knowledge-based: Recognize coins and notes up to K5 and types of waste. ii. Cognitive-based: Understand the value of money and importance of waste sorting. iii. Skill-based: Sort coins/notes and waste items accurately.
Lesson Methodology and Strategies	Play-based learning, Group work/Collaboration, Demonstration, Nature walk
Assessment Strategies	i. Formative Assessment: Observe learners during coin sorting and waste disposal activities to assess accuracy. ii. Summative: Learners correctly identify 3 coins/notes and sort 5 waste items into correct bins.
Learning Materials	Natural Materials: Leaves, banana peels. Artificial Materials: Play money (coins/notes up to K5), sorting bins, gloves, pictures of waste types.
Learning Environment Setup	Natural – Physical: School surroundings for waste collection. Artificial – Physical: Classroom for coin sorting and play market activities.
Prior Knowledge	Learners can identify common objects (e.g., coins, trash) and understand basic sorting.
Interdisciplinary Connections	Social Studies (financial literacy, bartering), Environmental Science (waste management), Music (coin song).

2. Lesson Progression

Stage	Learner Activity	Teacher Activity	Targeted Competency	Assessment Criteria
Engagement (Introduction) [5 min]	Learners sing the “Coin Song” and identify coins/notes shown.	Teach the “Coin Song” (e.g., “50 ngwee small and shiny”). Show coins/notes up	Communication, Financial Literacy	Learners sing the song and name at least one coin/note correctly.

Stage	Learner Activity	Teacher Activity	Targeted Competency	Assessment Criteria
		to K5 and ask learners to name them.		
Exploration (Development) [10 min]	Learners sort coins/notes by denomination in a play market setup and discuss waste types during a nature walk.	Set up a play market with play money. Lead a nature walk to identify waste (e.g., paper, peels) and discuss sorting. Provide gloves for safety.	Collaboration, Financial Literacy, Environmental Sustainability	Observe learners sorting at least 3 coins/notes and identifying 2 waste types correctly.
Explanation (Conceptualization) [5 min]	Learners explain why they sorted coins/notes (e.g., by value) and waste (e.g., by type).	Review coin/note values and waste types (solid, liquid, etc.). Use pictures to reinforce concepts.	Communication, Critical Thinking	Learners explain at least one reason for sorting coins/notes or waste.
Synthesis (Continuity and Extension) [7 min]	Learners participate in a waste sorting activity, placing items in color-coded bins.	Set up color-coded bins (e.g., blue for paper). Guide learners to sort waste items and provide feedback.	Environmental Sustainability, Fine Motor	Learners correctly sort at least 4 waste items into designated bins.
Evaluation and Reflection (Conclusion) [3 min]	Learners share one coin/note they recognized and one waste item they sorted, explaining why.	Ask learners to present their sorted items and explain their choices. Provide feedback on accuracy.	Communication, Financial Literacy, Environmental Sustainability	Learners correctly identify one coin/note and one waste item with reasoning.

3. Competence Continuity and Strategy

- **Continuity:** Learners will extend money recognition to sequencing patterns and bartering in later lessons (e.g., Activity 3: Sequencing Money, Activity 4: Bartering System).
- **Strategy:** Use role-playing (e.g., play market) and songs to reinforce financial literacy and environmental concepts in future lessons.