**GRADE 1 REVISED ENGLISH TUSOME GRADE 1 SCHEMES OF WORK TERM 1**

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| **Week** | **Lesson** | Strand | Sub-strand | Specific learning outcome (KSA) | | Key inquiry question | | | Learning experiences | | Learning resources | Assessment | **Remarks** |
| 1 | 1 | Listening,  Speaking,  Reading and  Writing  **(welcome and greetings)** | Attentive listening,  grammar, comprehension &Vocabulary | By the end of the lesson the Learner should be able to:   * explain the meaning of the words girls and fi ne for self-expression * using the new words in a variety of contexts * listen to the text, “Teacher Asha’s Class” and answer questions for enjoyment * practice greetings; Good morning/ How are you? for effective communication. | | * How should you sit when listening to someone? * How do we greet people in the morning? | | | Learners to:   * sing a song * listen to the first reading of the text,   ‘“Teacher Asha’s Class.” discuss meaning of vocabulary and use in sentences with partners   * listen to the text again and answer questions * practice greetings; Good morning/ How are you? In pairs. | | Revised Tusome  English  P/Bk 1. Pg. 1 Flash cards, pictures/ diagrams. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 2 | Listening,  Speaking,  Reading &  Writing  **(Welcome &**  **Greetings)** | Attentive  listening, comprehension & vocabulary | By the end of the lesson the Learner should be able to:   * demonstrate the meaning of the vocabulary; girls and fi ne for self-expression * use the words in sentences for effective communication. * listen to the text, “Ben tells a story” and answer questions for enjoyment and fluency * practice greetings and simple introductions for effective communication. | | * How do you tell meanings of new words? * What do you do when you meet someone for the first time? | | | Learners to:   * Sing a song * Listen to the first reading of the text, “Ben tells a story” and answer questions. * demonstrate meaning of vocabulary and use in sentences with partners * listen to the text again and answer questions * role play greetings and introductions; Good morning. My name is \_\_. | | Revised Tusome  English  P/Bk 1. Pg. 2 Flash cards, pictures/ diagrams. | Checklists oral exercises Observation schedule  Portfolio  Homework |  |
|  | 3 | Listening,  Speaking,  Reading &  Writing  **(Welcome &**  **Greetings)** | Attentive listening, grammar, comprehension & vocabulary | By the end of the lesson the Learner should be able to:   * explain the meaning of the words; learn, bird, goodbye for effective communication * use the vocabulary in sentences for self-expression * listen to the text, “Betty is happy” and answer questions for comprehension and enjoyment * practice greetings and introductions; Good afternoon. Good evening. Goodbye. My name is \_\_. for effective communication. | | What familiar words are in the story? In the story what do when you meet a person for the first time? | | | Learners to:   * sing a song * listen to the reading of the text, “Betty is happy.” * discuss meaning of vocabulary; learn, bird, goodbye and use in sentences with partners * listen to the reading of the text and answer questions * practice greetings and introductions; Good afternoon. Good evening.   Goodbye. My name is \_\_\_\_\_\_. | | Revised Tusome  English  P/Bk 1. Pg. 3 Flash cards, pictures/ diagrams. | Checklists oral exercises Observation schedule  Portfolio  Homework |  |
|  | 4 | Listening,  Speaking,  Reading &  Writing  **(Welcome &**  **Greetings)** | Attentive  listening,  comprehension  & vocabulary | By the end of the lesson the Learner should be able to:   * demonstrate the meaning of the words learn, bird and goodbye in a variety of context * make sentences using the vocabulary for self-expression * listen to the text, “Sam goes home” and answer questions for enjoyment and comprehension * practice simple introductions for self-expression. | | * How do you greet someone in the morning and evening? * What do you do when someone is talking to you? | | | learners to: sing a song  listen to the first reading of the text,  “Sam goes home” demonstrate meaning of vocabulary • make sentences with partners   * listen to the text again and answer questions * role play simple introductions; My name is \_\_\_\_\_\_. I am a boy/girl. | | Revised Tusome  English  P/Bk 1. Pg. 4 Flash cards, pictures/ diagrams. | Checklists oral exercises Observation schedule  Portfolio  Homework |  |
|  | 5 | Listening,  Speaking,  Reading &  Writing  **(Welcome &**  **Greetings)** | Attentive listening grammar, vocabulary and name writing | By the end of the lesson the Learner should be able to:   * demonstrate meaning of the vocabulary; learn, good afternoon,   girls, bird, goodbye in a variety of contexts   * use the vocabulary in sentences self-expression * practise simple introductions for enjoyment * practice writing own name in the exercise book for self-expression. | | * What do you do when someone is talking to you? * What do you do when you meet someone for the first time? | | | Learners to:   * sing a song * review the meaning of vocabulary; learn, good afternoon, girls, bird, goodbye and use in sentences in pairs * practice greetings and introductions; Good afternoon. Good evening.   Goodbye. My name is   * make simple conversations using the greetings, introductions and vocabulary. | | Revised Tusome  English  P/Bk 1. Pg. 5 Flash cards, pictures/ diagrams. | Checklists oral exercises Observation schedule  Portfolio  Homework |  |
| 2 | 1 | Listening,  Speaking,  Reading and  Writing  **(welcome and greetings)** | Attentive listening,  grammar, comprehension &Vocabulary | By the end of the lesson the Learner should be able to:   * explain the meaning of the words girls and fi ne for self-expression * using the new words in a variety of contexts * listen to the text, “Ben meets Teacher Esther” and answer questions for enjoyment * practice greetings; Good morning/ How are you? for effective communication. | | * How should you sit when listening to someone? * How do we greet people in the morning? | | | Learners to:   * sing a song * listen to the first reading of the text,   ‘“Ben meets Teacher Esther.” discuss meaning of vocabulary and use in sentences with partners   * listen to the text again and answer questions * practice greetings; Good morning/ How are you? In pairs. | | Revised Tusome  English  P/Bk 1. Pg. 6 Flash cards, pictures/ diagrams. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 2 | Listening,  Speaking,  Reading &  Writing  **(Welcome &**  **Greetings)** | Attentive  listening, comprehension & vocabulary | By the end of the lesson the Learner should be able to:   * demonstrate the meaning of the vocabulary; girls and fi ne for self-expression * use the words in sentences for effective communication. * listen to the text, “The Blue Butterfly” and answer questions for enjoyment and fluency * practice greetings and simple introductions for effective communication. | | * How do you tell meanings of new words? * What do you do when you meet someone for the first time? | | | Learners to:   * Sing a song * Listen to the first reading of the text, “The Blue Butterfly” and answer questions. * demonstrate meaning of vocabulary and use in sentences with partners * listen to the text again and answer questions * role play greetings and introductions; Good morning. My name is \_\_. | | Revised Tusome  English  P/Bk 1. Pg. 7 Flash cards, pictures/ diagrams. | Checklists oral exercises Observation schedule  Portfolio  Homework |  |
|  | 3 | Listening,  Speaking,  Reading &  Writing  **(Welcome &**  **Greetings)** | Attentive listening, grammar, comprehension & vocabulary | By the end of the lesson the Learner should be able to:   * explain the meaning of the words; learn, bird, goodbye for effective communication * use the vocabulary in sentences for self-expression * listen to the text, “Gabriel Sows seeds” and answer questions for comprehension and enjoyment * practice greetings and introductions; Good afternoon. Good evening. Goodbye. My name is \_\_. for effective communication. | | What familiar words are in the story? In the story what do when you meet a person for the first time? | | | Learners to:   * sing a song * listen to the reading of the text, “Gabriel Sows seeds.” * discuss meaning of vocabulary; learn, bird, goodbye and use in sentences with partners * listen to the reading of the text and answer questions * practice greetings and introductions; Good afternoon. Good evening.   Goodbye. My name is \_\_\_\_\_\_. | | Revised Tusome  English  P/Bk 1. Pg. 8 Flash cards, pictures/ diagrams. | Checklists oral exercises Observation schedule  Portfolio  Homework |  |
|  | 4 | Listening,  Speaking,  Reading &  Writing  **(Welcome &**  **Greetings)** | Attentive  listening,  comprehension  & vocabulary | By the end of the lesson the Learner should be able to:   * demonstrate the meaning of the words learn, bird and goodbye in a variety of context * make sentences using the vocabulary for self-expression * listen to the text, “Henry and Hellen help mother” and answer questions for enjoyment and comprehension * practice simple introductions for self-expression. | | * How do you greet someone in the morning and evening? * What do you do when someone is talking to you? | | | learners to: sing a song  listen to the first reading of the text,  “Henry and Helen help Mother” demonstrate meaning of vocabulary • make sentences with partners   * listen to the text again and answer questions * role play simple introductions; My name is \_\_\_\_\_\_. I am a boy/girl. | | Revised Tusome  English  P/Bk 1. Pg. 9 Flash cards, pictures/ diagrams. | Checklists oral exercises Observation schedule  Portfolio  Homework |  |
|  | 5 | Listening,  Speaking,  Reading &  Writing  **(Welcome &**  **Greetings)** | Attentive listening grammar, vocabulary and name writing | By the end of the lesson the Learner should be able to:   * demonstrate meaning of the vocabulary; learn, good afternoon,   girls, bird, goodbye in a variety of contexts   * use the vocabulary in sentences self-expression * practise simple introductions for enjoyment * practice writing own name in the exercise book for self-expression. | | * What do you do when someone is talking to you? * What do you do when you meet someone for the first time? | | | Learners to:   * sing a song * review the meaning of vocabulary; learn, good afternoon, girls, bird, goodbye and use in sentences in pairs * practice greetings and introductions; Good afternoon. Good evening.   Goodbye. My name is   * make simple conversations using the greetings, introductions and vocabulary. | | Revised Tusome  English  P/Bk 1. Pg. 10 Flash cards, pictures/ diagrams. | Checklists oral exercises Observation schedule  Portfolio  Homework |  |
| 3 | 1 | Listening,  Speaking,  Reading and  Writing  **(School)** | Attentive listening,  vocabulary, comprehension grammar | By the end of the lesson the Learner should be able to:   * explain meaning of new words self-expression * enjoy listening to teacher read aloud text for comprehension * use am/is correctly in sentences for effective communication. | | * What are you doing? * What do the pictures tell you about this story? | | | Learners should:   * sing a song * discuss vocabulary and make sentences in pairs. * listen to teacher’s story and answer questions * make sentences using am and is. | | Revised Tusome  English  P/Bk 1. Pg. 11 Flash cards, pictures/ diagrams. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  (**School)** | Attentive listening, vocabulary, comprehension | By the end of the lesson the Learner should be able to:   * demonstrate meaning of new words for self-expression * enjoy listening to teacher read aloud text and answer questions for comprehension. | | What clothes do you wear?  • What are the people in the story doing? | | | Learners should:   * sing a song * review vocabulary and make sentences in pairs * listen to teacher’s story and answer questions * use ‘is’ to describe a person/thing. | | Revised Tusome  English  P/Bk 1. Pg. 12 Flash cards, pictures/ diagrams. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(School)** | Attentive listening,  vocabulary, comprehension grammar | By the end of the lesson the Learner should be able to:   * explain meaning of new words for self-expression * enjoy listening to teacher read aloud text for comprehension * use am/is correctly in sentences for effective communication. | | Where are you?  Where is he/ she? | | | Learners should:   * sing a song * discuss vocabulary * listen to teacher’s story and answer questions * make sentences using am and is. | | Revised Tusome  English  P/Bk 1. Pg. 13 Flash cards, pictures/ diagrams. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 4 | Listening,  Speaking,  Reading and  Writing  **(School)** | Attentive listening, vocabulary, comprehension | By the end of the lesson the Learner should be able to:   * demonstrate meaning of new words for self-expression * Construct sentences for self-expression * enjoy listening to teacher read aloud text and answer questions in comprehension. | | What do you say when you want help from someone? | | | Learners should:   * sing a song * review vocabulary * listen to teacher’s story and answer questions * use am/is to describe a person/thing. | | Revised Tusome  English  P/Bk 1. Pg. 14 Flash cards, pictures/ diagrams. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 5 | Listening,  Speaking,  Reading and  Writing  **(School)** | Attentive listening,  vocabulary, comprehension grammar | By the end of the lesson the Learner should be able to:   * demonstrate meaning of new words for self-expression * use am and is in sentences correctly for effective communication * enjoy telling stories about their school for enjoyment. | | Which words have you learnt?  • How do you use the words; am, is? | | | Learners should:   * sing a song * review vocabulary words * use am/is correctly in sentences. * tell stories about their school. | | Revised Tusome  English  P/Bk 1. Pg. 15 Flash cards, pictures/ diagrams. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
| 5 | 1 | Listening,  Speaking,  Reading and  Writing  **(School)** | Attentive listening,  vocabulary, comprehension grammar | By the end of the lesson the Learner should be able to:   * explain meaning of new words self-expression * enjoy listening to teacher read aloud text for comprehension * use am/is correctly in sentences for effective communication. | | * What are you doing? * What do the pictures tell you about this story? | | | Learners should:   * sing a song * discuss vocabulary and make sentences in pairs. * listen to teacher’s story and answer questions * make sentences using am and is. | | Revised Tusome  English  P/Bk 1. Pg. 16 Flash cards, pictures/ diagrams. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  (**School)** | Attentive listening, vocabulary, comprehension | By the end of the lesson the Learner should be able to:   * demonstrate meaning of new words for self-expression * enjoy listening to teacher read aloud text and answer questions for comprehension. | | What clothes do you wear?  • What are the people in the story doing? | | | Learners should:   * sing a song * review vocabulary and make sentences in pairs * listen to teacher’s story and answer questions * use ‘is’ to describe a person/thing. | | Revised Tusome  English  P/Bk 1. Pg. 17 Flash cards, pictures/ diagrams. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(School)** | Attentive listening,  vocabulary, comprehension grammar | By the end of the lesson the Learner should be able to:   * explain meaning of new words for self-expression * enjoy listening to teacher read aloud text for comprehension * use am/is correctly in sentences for effective communication. | | Where are you?  Where is he/ she? | | | Learners should:   * sing a song * discuss vocabulary * listen to teacher’s story and answer questions * make sentences using am and is. | | Revised Tusome  English  P/Bk 1. Pg. 18 Flash cards, pictures/ diagrams. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 4 | Listening,  Speaking,  Reading and  Writing  **(School)** | Attentive listening, vocabulary, comprehension | By the end of the lesson the Learner should be able to:   * demonstrate meaning of new words for self-expression * Construct sentences for self-expression * enjoy listening to teacher read aloud text and answer questions in comprehension. | | What do you say when you want help from someone? | | | Learners should:   * sing a song * review vocabulary * listen to teacher’s story and answer questions * use am/is to describe a person/thing. | | Revised Tusome  English  P/Bk 1. Pg. 19 Flash cards, pictures/ diagrams. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 5 | Listening,  Speaking,  Reading and  Writing  **(School)** | Attentive listening,  vocabulary, comprehension grammar | By the end of the lesson the Learner should be able to:   * demonstrate meaning of new words for self-expression * use “is and are” in sentences correctly for effective communication * enjoy telling stories about their school for enjoyment. | | Which words have you learnt?  • How do you use the words; am, is? | | | Learners should:   * sing a song * review vocabulary words * use am/is correctly in sentences. * tell stories about their school. | | Revised Tusome  English  P/Bk 1. Pg. 20 Flash cards, pictures/ diagrams. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
| 6 | 1 | Listening,  Speaking,  Reading and  Writing  **(Family)** | Attentive listening, pronunciation, vocabulary, comprehension grammar | By the end of the lesson the Learner should be able to:   * explain meaning of new words and use in variety of context * use personal pronouns (i and you) correctly in sentences for effective communication * enjoy listening to teacher read aloud story for comprehension. | | * Which letter sounds do you know? * Who do you play with at home? | | | Learner to;   * sing a song * recognize sounds * identify letter names and sounds * use new words in sentences * listen to read aloud text * answer questions * use personal pronouns. | | Revised Tusome  English  P/Bk 1. Pg. 21 Picture, Pocket chart, letter card. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Family)** | Attentive listening, pronunciation, vocabulary comprehension | By the end of the lesson the Learner should be able to:   * join sounds to say words for fluency * demonstrate meaning of new words for self-expression * enjoy listening to teacher read aloud story and answer questions for comprehension. | | What do you see in the picture? Where do you keep your  pictures at home? | | | Learner to;   * sing a song * join sounds to say words * Identify letter sounds to read words• review vocabulary * listen to teacher’s story and answer questions * make sentences. | | Revised Tusome  English  P/Bk 1. Pg. 22 Letter cards, pocket chart, picture. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Family)** | Attentive listening, pronunciation, vocabulary, comprehension grammar | By the end of the lesson the Learner should be able to:   * explain meaning of new words and use in sentences for self-expression * enjoy listening to teacher read aloud story for comprehension * use personal pronouns (i and you) correctly in sentences for effective communication. | | Who are the members of your family? Which animals can walk at home?  Who cannot walk? | | | Learner to   * sing a song * recognize sounds * identify letter names and sounds * use new words in sentences * listen to read aloud text * answer questions * discuss personal pronouns. | | Revised Tusome  English  P/Bk 1. Pg. 23 pocket chart, letter cards, picture. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 4 | Listening,  Speaking,  Reading and  Writing  **(Family)** | Attentive listening, pronunciation, vocabulary, comprehension | By the end of the lesson the Learner should be able to:   * join sounds to say words for fluency * demonstrate meaning of new words for self-expression * enjoy listening to teacher read aloud story and answer questions for comprehension. | | Which sounds have you learnt? What do you need to celebrate your birthday? | | | Learner to;   * sing a song * join sounds to say words * review vocabulary * listen to teacher’s story and answer questions * make sentences. | | Revised Tusome  English  P/Bk 1. Pg. 24 pocket chart, letter cards, picture. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 5 | Listening,  Speaking,  Reading and  Writing  **(Family)** | Attentive listening, pronunciation,  vocabulary grammar | By the end of the lesson the Learner should be able to:   * identify letter names and sounds for fluency * write words correctly for self-expression * enjoy telling stories about their families for enjoyment. | | Which letter names and sounds have you learnt? Which words have you learnt? | | | Learner to;   * sing a song * segment the words * identify letter names and sounds * • review personal pronouns * copy words. | | Revised Tusome  English  P/Bk 1. Pg. 25 pocket chart, letter cards, picture. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
| 7 | 1 | Listening,  Speaking,  Reading and  Writing  **(Family)** | Attentive listening, pronunciation, vocabulary, comprehension grammar | By the end of the lesson the Learner should be able to:   * explain meaning of new words and use in variety of context * use personal pronouns (i and you) correctly in sentences for effective communication * enjoy listening to teacher read aloud story for comprehension. | | * Which letter sounds do you know? * Who do you play with at home? | | | Learner to;   * sing a song * recognize sounds * identify letter names and sounds * use new words in sentences * listen to read aloud text * answer questions * use personal pronouns. | | Revised Tusome  English  P/Bk 1. Pg. 26 Picture, Pocket chart, letter card. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Family)** | Attentive listening, pronunciation, vocabulary comprehension | By the end of the lesson the Learner should be able to:   * join sounds to say words for fluency * demonstrate meaning of new words for self-expression * enjoy listening to teacher read aloud story and answer questions for comprehension. | | What do you see in the picture? Where do you keep your  pictures at home? | | | Learner to;   * sing a song * join sounds to say words * Identify letter sounds to read words• review vocabulary * listen to teacher’s story and answer questions * make sentences. | | Revised Tusome  English  P/Bk 1. Pg. 27 Letter cards, pocket chart, picture. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Family)** | Attentive listening, pronunciation, vocabulary, comprehension grammar | By the end of the lesson the Learner should be able to:   * explain meaning of new words and use in sentences for self-expression * enjoy listening to teacher read aloud story for comprehension * . | | Who are the members of your family? Which animals can walk at home?  Who cannot walk? | | | Learner to   * sing a song * recognize sounds * identify letter names and sounds * use new words in sentences * listen to read aloud text * answer questions * Discuss personal pronouns. | | Revised Tusome  English  P/Bk 1. Pg. 28 pocket chart, letter cards, picture. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 4 | Listening,  Speaking,  Reading and  Writing  **(Family)** | Attentive listening, pronunciation, vocabulary, comprehension | By the end of the lesson the Learner should be able to:   * join sounds to say words for fluency * demonstrate meaning of new words for self-expression * enjoy listening to teacher read aloud story and answer questions for comprehension. | | Which sounds have you learnt? What do you need to celebrate your birthday? | | | Learner to;   * sing a song * join sounds to say words * review vocabulary * listen to teacher’s story and answer questions * Make sentences. | | Revised Tusome  English  P/Bk 1. Pg. 29 pocket chart, letter cards, picture. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 5 | Listening,  Speaking,  Reading and  Writing  **(Family)** | Attentive listening, pronunciation,  vocabulary grammar | By the end of the lesson the Learner should be able to:   * identify letter names and sounds for fluency * write words correctly for self-expression * enjoy telling stories about their families for enjoyment. * use personal pronouns (I and it) correctly in sentences for effective communication | | Which letter names and sounds have you learnt? Which words have you learnt? | | | Learner to;   * sing a song * segment the words * identify letter names and sounds * • review personal pronouns * copy words. | | Revised Tusome  English  P/Bk 1. Pg. 30 pocket chart, letter cards, picture. | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
| 8 | 1 | Listening,  Speaking,  Reading &  Writing  **(Home)** | Attentive listening, grammar, comprehension & vocabulary | By the end of the lesson the Learner should be able to:   * explain meaning of new words and make sentences for self-expression * enjoy listening to teacher read aloud text and answer questions for comprehension * make plurals correctly for effective communication. | | How many  pencils do you have? What do you know about cooking at home? | | | Learner to;   * sing a song * listen to teacher’s story * discuss vocabulary and make sentences in pairs. * answer questions * change singular nouns to plural. | | Revised Tusome  English  P/Bk 1. Pg. 31, flash card. | Checklists oral exercises Observation schedule  Portfolio  Homework |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Home)** | Attentive  listening,  comprehension, vocabulary | By the end of the lesson the Learner should be able to:   * demonstrate meaning of new words for self-expression * make sentences in pairs for self-expression * enjoy listening to teacher read aloud text and answer questions for comprehension. | | What items do you have at home?  How can you help at home? | | | Learner to;   * sing a song * review vocabulary and make sentences in pairs * listen to teacher’s story and answer questions * draw pictures of objects found at home. | | Revised Tusome  English  P/Bk 1. Pg. 32 flash card. | Checklists oral exercises Observation schedule  Portfolio  Homework |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Home)** | Attentive listening,  grammar, comprehension & vocabulary | By the end of the lesson the Learner should be able to:   * explain meaning of new words and make sentences for self-expression * enjoy listening to teacher read aloud text for comprehension * form plurals of nouns correctly for effective communication. | | How many  seats do we have in class?  How many  chairs do you have at home? | | | Learner to;   * sing a song * listen to teacher’s story and answer questions * Discuss vocabulary and make sentences in pairs. * change singular nouns to plural. | | Revised Tusome  English  P/Bk 1. Pg. 33 flash card. | Checklists oral exercises Observation schedule  Portfolio  Homework |  |
|  | 4 | Listening,  Speaking,  Reading and  Writing **(Home)** | Attentive listening, vocabulary, comprehension | By the end of the lesson the Learner should be able to:   * demonstrate meaning of new words for self-expression * make sentences in pairs for effective communication * enjoy listening to teacher read aloud text and answer questions for comprehension. | | Which words have we learnt this week? What do you use for cleaning the house? | | | Learner to;   * sing a song * listen to teacher’s story and answer questions * review vocabulary and make sentences in pairs * Group items into one and many. | | Revised Tusome  English  P/Bk 1. Pg. 34  flash cards. | Checklists oral exercises Observation schedule  Portfolio  Homework |  |
|  | 5 | Listening,  Speaking,  Reading and  Writing  **(Home)** | Attentive listening, vocabulary, grammar, writing | By the end of the lesson the Learner should be able to:   * demonstrate meaning of new words and make sentences in pairs for self-expression * form plurals of singular nouns correctly for effective communication * enjoy telling stories for enjoyment. | | * What do these words mean; cupboard, under? * What are the plurals of these words; bag, broom? | | | Learner to;   * sing a song * review vocabulary and make sentences in pairs * change singular nouns to plural• tell stories on activities at home * draw items found at home. | | Revised Tusome  English  P/Bk 1. Pg. 35  flash cards. | Checklists oral exercises Observation schedule  Portfolio  Homework |  |
| 9 | 1 | Listening,  Speaking,  Reading &  Writing  **(Home)** | Attentive listening, grammar, comprehension & vocabulary | By the end of the lesson the Learner should be able to:   * explain meaning of new words and make sentences for self-expression * enjoy listening to teacher read aloud text and answer questions for comprehension * make plurals correctly for effective communication. | | How many  pencils do you have? What do you know about cooking at home? | | | Learner to;   * sing a song * listen to teacher’s story * discuss vocabulary and make sentences in pairs. * answer questions * change singular nouns to plural. | | Revised Tusome  English  P/Bk 1. Pg. 36, flash card. | Checklists oral exercises Observation schedule  Portfolio  Homework |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Home)** | Attentive  listening,  comprehension, vocabulary | By the end of the lesson the Learner should be able to:   * demonstrate meaning of new words for self-expression * make sentences in pairs for self-expression * enjoy listening to teacher read aloud text and answer questions for comprehension. | | What items do you have at home?  How can you help at home? | | | Learner to;   * sing a song * review vocabulary and make sentences in pairs * listen to teacher’s story and answer questions * draw pictures of objects found at home. | | Revised Tusome  English  P/Bk 1. Pg. 37 flash card. | Checklists oral exercises Observation schedule  Portfolio  Homework |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Home)** | Attentive listening,  grammar, comprehension & vocabulary | By the end of the lesson the Learner should be able to:   * explain meaning of new words and make sentences for self-expression * enjoy listening to teacher read aloud text for comprehension * form plurals of nouns correctly for effective communication. | | How many  seats do we have in class?  How many  chairs do you have at home? | | | Learner to;   * sing a song * listen to teacher’s story and answer questions * Discuss vocabulary and make sentences in pairs. * change singular nouns to plural. | | Revised Tusome  English  P/Bk 1. Pg. 38 flash card. | Checklists oral exercises Observation schedule  Portfolio  Homework |  |
|  | 4-5 | **HALF TERM** | | | | | | | | | | | |
| 10 | 1 | Listening,  Speaking,  Reading and  Writing **(Home)** | Attentive listening, vocabulary, comprehension | | By the end of the lesson the Learner should be able to:   * demonstrate meaning of new words for self-expression * make sentences in pairs for effective communication * enjoy listening to teacher read aloud text and answer questions for comprehension. | | Which words have we learnt this week? What do you use for cleaning the house? | Learner to;   * sing a song * listen to teacher’s story and answer questions * review vocabulary and make sentences in pairs * Group items into one and many. | | Revised Tusome  English  P/Bk 1. Pg. 39  flash cards. | | Checklists oral exercises Observation schedule  Portfolio  Homework |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Home)** | Attentive listening, vocabulary, grammar, writing | | By the end of the lesson the Learner should be able to:   * demonstrate meaning of new words and make sentences in pairs for self-expression * form plurals of singular nouns correctly for effective communication * enjoy telling stories for enjoyment. | | * What do these words mean; cupboard, under? * What are the plurals of these words; bag, broom? | Learner to;   * sing a song * review vocabulary and make sentences in pairs * change singular nouns to plural• tell stories on activities at home * draw items found at home. | | Revised Tusome  English  P/Bk 1. Pg. 40  flash cards. | | Checklists oral exercises Observation schedule  Portfolio  Homework |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Time)** | Attentive listening, pronunciation, vocabulary, comprehension, grammar | | By the end of the lesson the Learner should be able to:   * Recognize sound /t/ in words for effective communication * Identify and name sounds of the letters; t, a, m for clarity of speech • blend sounds and words (; mat, Tam, am and at) for fluency and enjoyment. * read the text ‘Tam and Mat’ for reading comprehension * Use the simple present tense correctly for effective communication. | | Where is the teacher? What does your friend do at break time? | By the end of the lesson the Learner should be able to:   * ecognize sound /t/ in the words; am, top, tam, sam, ten * identify the names and sounds of letters; t, a and m * blend sounds to read; mat, Tam, am and at * read the common words; here and is * read the text, ‘Tam and Mat’ and answer questions * use the simple present tense in sentences. | | Revised Tusome  English  P/Bk 1. Pg. 41 pocket chart, letter cards. | | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 4 | Listening,  Speaking,  Reading and  Writing  **(Time)** | Attentive listening, reading words, fluency ,  comprehension | | By the end of the lesson the Learner should be able to:   * identify the names and sounds of letters; T, M, A to enhance effective communication * blend sounds to read words for lifelong learning * read the text ‘Tam and Mat’ for fluency * enjoy listening to teacher read aloud stories, ‘The tiny rat’ for comprehension. | | What do you do at home? Which games do you play at school? | Learner to   * do oral blending * identify the names and sounds of letters; T, M, A * do silent blending. * read the text ‘Tam and Mat’ in pairs * discuss the words time, tiny and top and use in sentences * listen to the text, ‘The tiny rat’ and answer questions. * discuss school activities. | | Revised Tusome  English  P/Bk 1. Pg. 42 pocket chart, letter cards. | | Checklists Written oral exercises Observation schedule  Portfolio  Homework |  |
|  | 5 | Listening,  Speaking,  Reading and  Writing  **(Time)** | Attentive  listening, reading words, comprehension, grammar, writing | | By the end of the lesson the Learner should be able to:   * recognise name and sounds of letters; e, a, t, m to enhance clarity of speech * blend sounds to read words for comprehension (mat, Tam, am, met and at) * read the text ‘Mat met Tam’ for comprehension * use the simple present tense correctly for effective communication. | | What do you think will happen in the story?  What does the teacher do at school? | By the end of the lesson the Learner should be able to:   * identify sound /e/ in the words; met, at, bed, hot, net * identify the names and sounds of letters; e, a, t, m * blend sounds to read; met, am, Tam, mat and at * read the common words; here, met, and I * read the text, ‘Mat met Tam’ and answer questions * use the simple present tense in sentences. | | Revised Tusome  English  P/Bk 1. Pg. 43, pocket chart, letter cards, realia. | | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
| 11 | 1 | Listening,  Speaking,  Reading and  Writing  **(Time)** | Attentive listening, reading words, fluency ,  comprehension | | By the end of the lesson the Learner should be able to:   * join sounds to say the words; met, mat, am and at for oral fluency * recognise name and sounds of letters; T, E, to enhance communication clarity * blend sounds silently to read words for fluency * read the text ‘Mat met Tam’ for fluency * listen to a teacher read aloud story, ‘My day ‘ for enjoyment. | | What do you do every day before you come to school? | * By the end of the lesson the Learner should be able to: * blend sounds to say the words; met, mat, am at * identify names and sounds of letters; T and E * blend the words; am, at Tam and Mat silently * read pupil’s text ‘Mat met Tam’ in pairs fl uently. * discuss the vocabulary; ten, tells and man and make sentences * listen to the teacher read aloud text, ‘My day’ and answer questions. | | Revised Tusome  English  P/Bk 1. Pg. 44 pocket chart, letter cards. | | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing **(Time)** | Attentive listening, naming letters and sounds, reading words, word writing | | Learner to   * identify the sounds in the words; met, at, mat and am orally for effective communication * recognise name and sounds of letters; Ee, Tt, Mm and Aa enhance clarity of speech * Write the words Tam, at, met and mat correctly for writing fluency * Use the present simple tense correctly for effective communication. | | What does your friend do at break time? | By the end of the lesson the Learner should be able to:   * segment the words; met, am, mat and at * say the names and sounds of letters; Ee, Tt, Mm and Aa * write the words; Tam, at, met and mat from dictation * review and make sentences using the words; tired, tells, time, top and ten * use the simple present in sentences. * copy the words; tells, tired and tiny three times. | | Revised Tusome  English  P/Bk 1. Pg. 45 P/Bk. Pg. 40 Pocket chart, letter cards. | | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Time)** | Attentive listening, pronunciation, vocabulary, comprehension, grammar | | By the end of the lesson the Learner should be able to:   * Recognize sound /t/ in words for effective communication * Identify and name sounds of the letters; t, a, m for clarity of speech • blend sounds and words (; sim, lit, sit) for fluency and enjoyment. * read the text ‘Tam and Mat’ for reading comprehension * Use the simple present tense correctly for effective communication. | | Where is the teacher? What does your friend do at break time? | By the end of the lesson the Learner should be able to:   * ecognize sound /t/ in the words; sim, lit, sit * identify the names and sounds of letters; t, a and m * blend sounds to read; mat, Tam, am and at * read the common words; here and is * read the text, ‘Tam and Mat’ and answer questions * use the simple present tense in sentences. | | Revised Tusome  English  P/Bk 1. Pg. 46 pocket chart, letter cards. | | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 4 | Listening,  Speaking,  Reading and  Writing  **(Time)** | Attentive listening, reading words, fluency ,  comprehension | | By the end of the lesson the Learner should be able to:   * identify the names and sounds of letters; T, M, A to enhance effective communication * blend sounds to read words for lifelong learning * read the text ‘Tam and Mat’ for fluency * enjoy listening to teacher read aloud stories, ‘The tiny rat’ for comprehension. | | What do you do at home? Which games do you play at school? | Learner to   * do oral blending * identify the names and sounds of letters; T, M, A * do silent blending. * read the text ‘Tam and Mat’ in pairs * discuss the words time, tiny and top and use in sentences * listen to the text, ‘The tiny rat’ and answer questions. * Discuss school activities. | | Revised Tusome  English  P/Bk 1. Pg. 47 pocket chart, letter cards. | | Checklists Written oral exercises Observation schedule  Portfolio  Homework |  |
|  | 5 | Listening,  Speaking,  Reading and  Writing  **(Time)** | Attentive  listening, reading words, comprehension, grammar, writing | | By the end of the lesson the Learner should be able to:   * recognize name and sounds of letters; e, a, t, m to enhance clarity of speech * blend sounds to read words for comprehension (mat, Tam, am, met and at) * read the text ‘Mat met Tam’ for comprehension * Use the simple present tense correctly for effective communication. | | What do you think will happen in the story?  What does the teacher do at school? | By the end of the lesson the Learner should be able to:   * identify sound /e/ in the words; met, at, bed, hot, net * identify the names and sounds of letters; e, a, t, m * blend sounds to read; met, am, Tam, mat and at * read the common words; here, met, and I * read the text, ‘Mat met Tam’ and answer questions * Use the simple present tense in sentences. | | Revised Tusome  English  P/Bk 1. Pg. 48, pocket chart, letter cards, realia. | | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
| 12 | 1 | Listening,  Speaking,  Reading and  Writing  **(Time)** | Attentive listening, reading words, fluency ,  comprehension | | By the end of the lesson the Learner should be able to:   * join sounds to say the words; met, mat, am and at for oral fluency * blend sounds silently to read words for fluency * read the text ‘Mat met Tam’ for fluency * Listen to a teacher read aloud story, ‘My day ‘ for enjoyment. | | What do you do every day before you come to school? | * By the end of the lesson the Learner should be able to: * blend sounds to say the words; met, mat, am at * identify names and sounds of letters; T and E * blend the words; am, at Tam and Mat silently * discuss the vocabulary; ten, tells and man and make sentences * Listen to the teacher read aloud text, ‘My day’ and answer questions. | | Revised Tusome  English  P/Bk 1. Pg. 49 pocket chart, letter cards. | | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing **(Time)** | Attentive listening, naming letters and sounds, reading words, word writing | | Learner to   * identify the sounds in the words; met, at, mat and am orally for effective communication * Write the words Tam, at, met and mat correctly for writing fluency * Use the present simple tense correctly for effective communication. | | What does your friend do at break time? | By the end of the lesson the Learner should be able to:   * segment the words; met, am, mat and at * write the words; Tam, at, met and mat from dictation * review and make sentences using the words; tired, tells, time, top and ten * Use the simple present in sentences. * Copy the words; tells, tired and tiny three times. | | Revised Tusome  English  P/Bk 1. Pg.50 Pocket chart, letter cards. | | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing **(Weather and our environment)** | Attentive  listening, reading words, comprehension and writing words | | By the end of the lesson the Learner should be able to:   * identify the names and sounds of letters; w, ll, ng for fluency * enjoy blending sounds to read words for fluency * use present continuous tense correctly in sentences for effective communication. | | What are you doing? | By the end of the lesson the Learner should be able to:   * recognise sound /ng/ * identify letter names and sounds to read words * discuss meaning of vocabulary words * read connected text and answer questions * use present continuous tense correctly in sentences. | | Revised Tusome  English  P/Bk 1. Pg.51 Letter cards, pocket chart. | | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 4 | Listening,  Speaking,  Reading and  Writing **(Weather and our environment)** | Attentive  listening, reading words, comprehension, fluency , and writing words | | By the end of the lesson the Learner should be able to:   * identify names and sounds of letters; ll and ss, ng for fluency * read connected text fl uently. * listen to teacher read aloud story and answer questions for enjoyment and comprehension. | | What can you see in the picture? | By the end of the lesson the Learner should be able to:   * blend sounds to say words * identify letter names and sounds * read connected text fl uently * review meaning of vocabulary words • listen to a text and answer questions. * write sentences | | Revised Tusome  English  P/Bk 1. Pg.52 Letter cards, pocket chart. | | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
|  | 5 | Listening,  Speaking,  Reading and  Writing **(Weather and our environment)** | Attentive  listening, reading words, comprehension and writing words | | By the end of the lesson the Learner should be able to:   * recognise sounds for fluency * identify the names and sounds of letters; ng for fluency * blend sounds to read words for enjoyment and fluency * explain the meaning of new words in a variety of context * use present continuous tense correctly in sentences. | | What are you doing? | By the end of the lesson the Learner should be able to:   * recognise sound /ng/ * identify letter names and sounds to read words * discuss meaning of vocabulary words * read connected text and answer questions * use present continuous tense correctly in sentences. | | Revised Tusome  English  P/Bk 1. Pg.53 Letter cards, pocket chart. | | Checklists Written and oral exercises Observation schedule  Portfolio  Homework |  |
| 13 | ASSESSMENT/CLOSING | | | | | | | | | | | | |