What can you see in the picture? What do you think will happen in the story?

Learners to

**LESSON DEVELOPMENT**

Ask oral questions to introduce substrand.

**INTRODUCTION**

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

**ORGANISATION OF LEARNING**

What do you do at school?

**KEY INQUIRY QUESTIONS**

read the text, *‘Rose and her classmates’* and answer questions for comprehension.

•

explain vocabulary; *closed, classmates* and *clay,* and use in sentences for self-expression

•

Say name and sound of small letter ‘m’

•

blend sounds to read the words; mat, at, met, Tam, am

•

explain the vocabulary; closed, classmates and clay, and use them in sentences

1

**WEEK**

**(School)**

**STRAND:**Listening, Speaking, Reading and Writing

1

**LESSON:**

1

GRADE 2

ENGLISH LESSON PLAN TERM 1

**SUB STRAND:** Attentive listening, reading words, vocabulary, fluency, comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

•

identify name and sound of letter; ‘m’ for clarity of speech

•

blend sounds to read the words *mat, at, met, Tam, am* for reading comprehension

•

By the end of the lesson the Learner should be able to:

•

identify name and sound of letter; ‘m’ for clarity of speech

•

blend sounds to read the words *mat, at, met, Tam, am* for reading comprehension

•

explain vocabulary; *closed, classmates* and *clay,* and use in sentences for self-expression

**SPECIFIC LEARNING OUTCOME**

•

read the text, *‘Rose and her classmates’* and answer questions for comprehension.

**KEY INQUIRY QUESTIONS**

What do you do at school?

What can you see in the picture? What do you think will happen in the story?

**ORGANISATION OF LEARNING**

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

2

•

discuss pictures and make prediction on the text, ‘Rose and her classmates’

•

read text fluently and answer question

•

copy words; closed, classmates, clay and use them in sentences.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 1

Pocket chart, letter cards, pictures

**CONCLUSION**

Ask learners to share what they have learnt.

**EXTENDED ACTIVITIES**

Learners to be given assignment to do at home.

REFERENCE

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**LESSON:**

2

**STRAND:**

**SUB STRAND:**Attentive listening, reading words, vocabulary, fluency, comprehension and handwriting

Pocket chart, letter cards, pictures.

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

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**LESSON:**

3

**STRAND:**

**SUB STRAND:**Reading words, vocabulary, grammar, fluency, comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

Revised English Language Pg 2, Pg. 2

By the end of the lesson the Learner should be able to:

•

identify names and sounds of letters *‘s, l, p,* and *f’* for clarity of speech

•

blend sounds to read the words; *pet, let, fat, sat* and *pat* for reading comprehension

3

explain the vocabulary; closed, classmates and clay, and use them in sentences

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

•

Say name and sound of small letter ‘m’

•

blend sounds to read the words; mat, at, met, Tam, am

•

**INTRODUCTION**

•

discuss pictures and make prediction on the text, ‘Rose and her classmates’

•

read text fluently and answer question

•

copy words; closed, classmates, clay and use them in sentences.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 3-4.

•

explain the vocabulary; closed, classmates and clay, and use them in sentences

•

read the text ‘Rose and her classmates’ to their partners fluently

•

use’ was’ and ‘were’ correctly in sentences.

**LEARNING RESOURCES**

blend the sounds to read the words; pet, let, fat, sat, pat and set,

pocket chart, letter cards, pictures.

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

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4

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

•

explain the vocabulary; *closed, classmates* and *clay*, and use them in sentences for self-expression

•

read the text, *‘Rose and her classmates’* in pairs for enjoyment.

•

use; is, are correctly for effective communication.

**KEY INQUIRY QUESTIONS**

What words begin with letter ‘l, s, p and f? What do the words *clapped, classmates, cosed* mean?

ORGANISATION OF LEARNING

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

•

Say the names and sounds of small letter‘s, l, p, and f

•

blend the sounds to read the words; pet, let, fat, sat, pat and set,

•

Say the names and sounds of small letter‘s, l, p, and f

•

•

Learners to

**LESSON DEVELOPMENT**

Ask oral questions to introduce substrand.

INTRODUCTION

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

ORGANISATION OF LEARNING

explain the vocabulary; closed, classmates and clay, and use them in sentences

•

read the text ‘Rose and her classmates’ to their partners fluently

•

use’ was’ and ‘were’ correctly in sentences.

**LEARNING RESOURCES**

5

**SPECIFIC LEARNING OUTCOME**

identify names and sounds of letters *‘s, l, p,* and *f’* for clarity of speech

•

By the end of the lesson the Learner should be able to:

•

**SUB STRAND:**Reading words, vocabulary, grammar, fluency, comprehension and handwriting

**STRAND:**

4

**LESSON:**

blend sounds to read the words; *pet, let, fat, sat* and *pat* for reading comprehension

•

explain the vocabulary; *closed, classmates* and *clay*, and use them in sentences for self-expression

•

read the text, *‘Rose and her classmates’* in pairs for enjoyment.

•

use; is, are correctly for effective communication.

**KEY INQUIRY QUESTIONS**

What words begin with letter ‘l, s, p and f? What do the words *clapped, classmates, cosed* mean?

What new words have you learned? What can you see in the picture? What do you think will happen in the story?

•

blend sounds to read the words; dip, wet, wish, jug, dog, jet and jam’ for reading comprehension

•

use the vocabulary; closed, classmates, clapped, step, clay, hungry, chewing and problem in a variety of context

•

read the text, ‘A goat in the classroom’ and answer questions for reading comprehension.

**KEY INQUIRY QUESTIONS**

Who or what is the sentence talking about?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

6

Revised English Language PB 2, Pg. 3-4.

pocket chart, letter cards, pictures.

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

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………………………………………………………………………………………………………………………

**LESSON:**

5

**STRAND:**Listening, Speaking, Reading and Writing**(School)**

**SUB STRAND:**Attentive listening, reading words, vocabulary, fluency, Grammar, comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

•

identify names and sounds of letters; ‘d, w and j’ to enhance clarity of speech

1

By the end of the lesson the Learner should be able to:

**SPECIFIC LEARNING OUTCOME**

**SUB STRAND:**Reading words, vocabulary fluency, grammar, comprehension and handwriting.

**STRAND:**Listening, Speaking, Reading and Writing**(School)**

**LESSON:**

2

**WEEK**

………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………

REFERENCE

Learners to be given assignment to do at home.

EXTENDED ACTIVITIES

•

identify names and sounds of letters; ck to enhance clarity of speech

•

blend sounds to read the words; bit, but, got, bat, bag, rat, rag and bin for reading comprehension

•

explain the vocabulary; step, classmates and clay, and use them in sentences for self-expression

7

•

Learners to

•

say names and sounds of small letters; ‘d, w and j’

•

blend sounds to read the words; dip, wet, wish, jug, dog, jet and jam

•

discuss the new words; closed, clapped, step, classmates and clay, hungry, chewing and problem and use in sentences

discuss pictures and make prediction on the text, ‘Chacha falls down’

•

listen to text, raise their hands when they hear the new words and answer questions

•

Write a sentence about ending of the text.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 3-4.

. Picture.

CONCLUSION

Ask learners to share what they have learnt.

blend the sounds to read the words; bit, but, got, bat, bag, rat, rag and bin’

•

read and explain the vocabulary; step, classmates and clay, and use them in making meaningful sentences

•

read the text ‘Chacha falls down’ to their partners fluently

•

use’ was’ and ‘were’ correctly in sentences.

**LEARNING RESOURCES**

•

Revised English Language PB 2, Pg. 6-7.

. Pocket chart, letter cards, pictures

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

……………………………………………………………………………………………………………………………………

8

What do the words *step, clay, classmate* mean?

•

read the text, ‘Chacha falls down’ fluently in pairs for enjoyment

•

use; ‘was, were’ correctly for effective communication.

**KEY INQUIRY QUESTIONS**

What have we learned from the text?

What words begin with letters ‘b, r, g and u’?

What have you learned from the text?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

•

Say the names and sounds of small letter ‘b, r, g, and u’

Say the names and sounds of small letter‘s, l, p, and f

explain the vocabulary; closed, classmates and clay, and use them in sentences

•

blend the sounds to read the words; pet, let, fat, sat, pat and set,

•

•

Learners to

**LESSON DEVELOPMENT**

Ask oral questions to introduce substrand.

**LEARNING RESOURCES**

9

CONCLUSION

Revised English Language PB 2, Pg. 6-7. pocket chart, letter cards, pictures.

INTRODUCTION

use’ was’ and ‘were’ correctly in sentences.

•

read the text ‘Rose and her classmates’ to their partners fluently

•

By the end of the lesson the Learner should be able to:

blend sounds to read the words; *pet, let, fat, sat* and *pat* for reading comprehension

•

identify names and sounds of letters *‘s, l, p,* and *f’* for clarity of speech

•

**SPECIFIC LEARNING OUTCOME**

**SUB STRAND:**Reading words, vocabulary, grammar, fluency, comprehension and handwriting

**STRAND:**

2

**LESSON:**

………………………………………………………………………………………………………………………

•

explain the vocabulary; *closed, classmates* and *clay*, and use them in sentences for self-expression

•

read the text, *‘Late for school’* in pairs for enjoyment.

•

use; was, were correctly for effective communication.

**KEY INQUIRY QUESTIONS**

What words begin with letter ‘l, s, p and f? What do the words *clapped, classmates, cosed* mean?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

What do the words *step, clay, classmate* mean?

•

read the text, ‘Chacha falls down’ fluently in pairs for enjoyment

•

Use; ‘was, were’ correctly for effective communication.

**KEY INQUIRY QUESTIONS**

What have we learned from the text?

What words begin with letters ‘b, r, g and u’?

What have you learned from the text?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

10

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

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**LESSON:**

3

**STRAND:**

**SUB STRAND:**Reading words, vocabulary fluency, grammar, comprehension and handwriting.

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

Ask learners to share what they have learnt.

•

identify names and sounds of letters; ck to enhance clarity of speech

•

blend sounds to read the words; bit, but, got, bat, bag, rat, rag and bin for reading comprehension

•

explain the vocabulary; step, classmates and clay, and use them in sentences for self-expression

4

**STRAND:**

**SUB STRAND:**Attentive listening, reading words, vocabulary, fluency, Grammar, comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

•

identify names and sounds of letters; ‘d, w and j’ to enhance clarity of speech

•

blend sounds to read the words; dip, wet, wish, jug, dog, jet and jam’ for reading comprehension

**LESSON:**

•

use the vocabulary; closed, classmates, clapped, step, clay, hungry, chewing and problem in a variety of context

•

Read the text, ‘Mueni is late’ and answer questions for reading comprehension.

**KEY INQUIRY QUESTIONS**

What new words have you learned?

What can you see in the picture?

11

•

Say the names and sounds of small letter ‘b, r, g, and u’

•

blend the sounds to read the words; bit, but, got, bat, bag, rat, rag and bin’

•

read and explain the vocabulary; step, classmates and clay, and use them in making meaningful sentences

•

read the text ‘Chacha falls down’ to their partners fluently

•

Use’ was’ and ‘were’ correctly in sentences.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 8-9.

. Pocket chart, letter cards, pictures

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

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Learners to be given assignment to do at home.

listen to text, raise their hands when they hear the new words and answer questions

•

Write a sentence about ending of the text.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 8-9.

. Picture.

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

•

REFERENCE

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**LESSON:**

5

**STRAND:**

**SUB STRAND:**Attentive listening, reading words, vocabulary, fluency, Grammar, comprehension and handwriting

12

What do you think will happen in the story?

Who or what is the sentence talking about?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

•

say names and sounds of small letters; ‘d, w and j’

•

blend sounds to read the words; dip, wet, wish, jug, dog, jet and jam

•

discuss the new words; closed, clapped, step, classmates and clay, hungry, chewing and problem and use in sentences

•

discuss pictures and make prediction on the text, ‘Chacha falls down’

say names and sounds of small letters; ‘d, w and j’

•

blend sounds to read the words; dip, wet, wish, jug, dog, jet and jam

•

discuss the new words; closed, clapped, step, classmates and clay, hungry, chewing and problem and use in sentences

•

listen to text, raise their hands when they hear the new words and answer questions

•

•

Write a sentence about ending of the text.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 8-9.

. Picture.

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

13

**KEY INQUIRY QUESTIONS**

By the end of the lesson the Learner should be able to:

•

identify names and sounds of letters; ‘d, w and j’ to enhance clarity of speech

•

blend sounds to read the words; dip, wet, wish, jug, dog, jet and jam’ for reading comprehension

•

use the vocabulary; closed, classmates, clapped, step, clay, hungry, chewing and problem in a variety of context

**SPECIFIC LEARNING OUTCOME**

What new words have you learned?

What can you see in the picture?

What do you think will happen in the story?

Who or what is the sentence talking about?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

Learners to

•

read the text fluently and answer questions for comprehension.

**KEY INQUIRY QUESTIONS**

What do the pictures tell you about the story?

What do we use to clean in our home?

Why is it important to place your book correctly while writing?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

•

Say the names and sounds of small letters

•

blend sounds to read words

14

By the end of the lesson the Learner should be able to:

REFERENCE

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………………………………………………………………………………………………………………………

**WEEK**

3

**LESSON:**

1

**STRAND:**Listening, Speaking, Reading and Writing**(Activities in the home)**

**SUB STRAND:**Reading words, fluency, vocabulary comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

Learners to be given assignment to do at home.

•

recognise letter names and sounds for fluency.

•

blend the sounds to read words for fluency.

•

explain vocabulary and use them in meaningful sentences in a variety of context.

read the text fluently in pairs.

**SUB STRAND:**Attentive listening, reading words, fluency, comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

•

blend sounds to read words for fluency.

•

explain vocabulary and use them in meaningful sentence for self-expression.

•

•

use ‘was’ correctly in sentences for effective communication

**KEY INQUIRY QUESTIONS**

Which word starts with sound /bl/ in the story?

Why do you think it is good to be clean?

Why do we write from left to right?

15

**LEARNING RESOURCES**

•

read and explain the vocabulary and use them in sentences

•

discuss pictures and make prediction on the text

•

read the text and answer question

•

copy words and use them in sentences.

Revised English Language PB 2, Pg. 11.

pocket chart, letter cards, pictures.

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

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**LESSON:**

2

**STRAND:**Listening, Speaking, Reading and Writing**(Activities in the home)**

3

Revised English Language PB

2, Pg. 12, pocket chart, letter cards, and pictures.

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

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**LESSON:**

**LEARNING RESOURCES**

**STRAND:**Listening, Speaking, Reading and Writing**(Activities in the home)**

**SUB STRAND:**Reading words, Vocabulary Grammar, fluency, comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

16

•

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

•

Say names and sounds of letters

ORGANISATION OF LEARNING

blend sounds to read words

•

review the vocabulary and use them in making meaningful sentences

• read the text to their partners fluently

•

use’ was’ correctly in sentences.

•

blend sounds to read words

•

discuss use of vocabulary in sentences

•

discuss pictures and make prediction on the text

•

read the text and answer question

•

use ‘were’ to describe people and animals.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 13,

pocket chart, letter cards, pictures.

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

17

**KEY INQUIRY QUESTIONS**

•

recognise letter names and sounds for fluency.

•

blend sounds to read words for fluency.

•

explain vocabulary and use them in sentences in a variety of context.

•

read connected text fluently and answer questions for comprehension.

How do we take care of the animals we keep at home?

What can you see in the picture?

What do you think will happen in the story?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

•

Say names and sounds of letters

Which words have the sound /ii/ and /oo/ in the story?

What do you do if you cannot read a word?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

•

Say names and sounds of letters

**KEY INQUIRY QUESTIONS**

•

blend the sounds to read the words

•

review the vocabulary and use them in making meaningful sentences

• read the text to their partners fluently

18

•

REFERENCE

……………………………………………………………………………………………………………………………………

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**LESSON:**

4

**STRAND:**Listening, Speaking, Reading and Writing**(Activities in the home)**

**SUB STRAND:**Attentive listening, reading words, fluency, grammar comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

Learners to be given assignment to do at home.

blend sounds to read words for fluency.

•

explain vocabulary and use them in sentence in a variety of context.

•

read the text fluently in pairs for comprehension.

•

use ‘were’ correctly in sentences for effective communication.

•

•

blend sounds to read words for fluency

•

explain the vocabulary and use them in a variety of context

•

read text fluently and answer questions for comprehension

use ‘was’ and ‘were’ correctly for effective communication.

**KEY INQUIRY QUESTIONS**

What new words have you learnt? What can you see in the picture?

What do you think will happen in the story?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

19

……………………………………………………………………………………………………………………………………

•

use’ were’ correctly in a sentence.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 14

Pocket chart, letter cards, pictures

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

………………………………………………………………………………………………………………………

**LESSON:**

5

**STRAND:**Listening, Speaking, Reading and Writing**(Activities in the home)**

**SUB STRAND:**Attentive listening, reading words, fluency, grammar comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

•

……………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

**WEEK**

4

**LESSON:**

1

**STRAND:**Listening, Speaking, Reading and Writing**(Activities in the home)**

**SUB STRAND:**Reading words, fluency, vocabulary comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

REFERENCE

recognise letter names and sounds for fluency.

•

blend the sounds to read words for fluency.

•

explain vocabulary and use them in meaningful sentences in a variety of context.

20

explain the vocabulary and use them in meaningful sentence

**LESSON DEVELOPMENT**

Learners to

•

Say the names and sounds of letters

•

blend sounds to read words

•

Ask oral questions to introduce substrand.

•

read text fluently to partners

•

use ‘was/were’ correctly to talk about a person or animal at home.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 15

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

•

discuss pictures and make prediction on the text

•

read the text and answer question

•

copy words and use them in sentences.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 16.

pocket chart, letter cards, pictures.

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

……………………………………………………………………………………………………………………………………

21

Learners to

•

read the text fluently and answer questions for comprehension.

**KEY INQUIRY QUESTIONS**

What do the pictures tell you about the story?

What do we use to clean in our home?

Why is it important to place your book correctly while writing?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

•

Say the names and sounds of small letters

•

blend sounds to read words

•

read and explain the vocabulary and use them in sentences

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

•

Say names and sounds of letters

•

blend sounds to read words

ORGANISATION OF LEARNING

•

review the vocabulary and use them in making meaningful sentences

• read the text to their partners fluently

•

use’ was’ correctly in sentences.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 17,

22

•

**LESSON:**

2

**STRAND:**Listening, Speaking, Reading and Writing**(Activities in the home)**

**SUB STRAND:**Attentive listening, reading words, fluency, comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

•

blend sounds to read words for fluency.

………………………………………………………………………………………………………………………

explain vocabulary and use them in meaningful sentence for self-expression.

•

read the text fluently in pairs.

•

use ‘was’ correctly in sentences for effective communication

**KEY INQUIRY QUESTIONS**

Which word starts with sound /bl/ in the story?

Why do you think it is good to be clean?

Why do we write from left to right?

What can you see in the picture?

blend sounds to read words for fluency.

•

explain vocabulary and use them in sentences in a variety of context.

•

read connected text fluently and answer questions for comprehension.

**KEY INQUIRY QUESTIONS**

How do we take care of the animals we keep at home?

•

What do you think will happen in the story?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

23

**STRAND:**Listening, Speaking, Reading and Writing**(Activities in the home)**

pocket chart, letter cards, and pictures.

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

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**LESSON:**

3

**SUB STRAND:**Reading words, Vocabulary Grammar, fluency, comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

•

recognise letter names and sounds for fluency.

**SUB STRAND:**Attentive listening, reading words, fluency, grammar comprehension and handwriting

blend sounds to read words for fluency.

•

By the end of the lesson the Learner should be able to:

**SPECIFIC LEARNING OUTCOME**

**STRAND:**Listening, Speaking, Reading and Writing**(Activities in the home)**

4

**LESSON:**

………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………

24

**KEY INQUIRY QUESTIONS**

use ‘were’ correctly in sentences for effective communication.

•

REFERENCE

read the text fluently in pairs for comprehension.

•

explain vocabulary and use them in sentence in a variety of context.

•

•

•

discuss use of vocabulary in sentences

•

blend sounds to read words

discuss pictures and make prediction on the text

Say names and sounds of letters

•

Learners to

use ‘were’ to describe people and animals.

Learners to be given assignment to do at home.

EXTENDED ACTIVITIES

Ask learners to share what they have learnt.

CONCLUSION

pocket chart, letter cards, pictures.

Revised English Language PB 2, Pg. 18,

**LEARNING RESOURCES**

•

read the text and answer question

•

………………………………………………………………………………………………………………………

use’ were’ correctly in a sentence.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 19

Pocket chart, letter cards, pictures

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

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•

**LESSON:**

5

**STRAND:**Listening, Speaking, Reading and Writing**(Activities in the home)**

**SUB STRAND:**Attentive listening, reading words, fluency, grammar comprehension and handwriting

25

What do you do if you cannot read a word?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

•

Say names and sounds of letters

Which words have the sound /ii/ and /oo/ in the story?

•

blend the sounds to read the words

•

review the vocabulary and use them in making meaningful sentences

• read the text to their partners fluently

read text fluently to partners

•

Say the names and sounds of letters

•

blend sounds to read words

•

explain the vocabulary and use them in meaningful sentence

•

•

use ‘was/were’ correctly to talk about a person or animal at home.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 20

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

26

By the end of the lesson the Learner should be able to:

•

blend sounds to read words for fluency

•

explain the vocabulary and use them in a variety of context

•

read text fluently and answer questions for comprehension

**SPECIFIC LEARNING OUTCOME**

•

use ‘was’ and ‘were’ correctly for effective communication.

**KEY INQUIRY QUESTIONS**

What new words have you learnt?

What can you see in the picture?

What do you think will happen in the story?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

What can you see in the picture?

blend sounds to read words for fluency

•

explain vocabulary and use them in meaningful sentence in a variety of context

•

read connected text fluently for comprehension.

**KEY INQUIRY QUESTIONS**

What do you use to come to school?

•

What do you think will happen in the story?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

27

**STRAND:**Listening, Speaking, Reading and Writing**(Transport)**

REFERENCE

……………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

**WEEK**

5

**LESSON:**

1

Learners to be given assignment to do at home.

**SUB STRAND:**Reading words, fluency, vocabulary comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

•

say letter names and sounds for oral comprehension

**SUB STRAND:**Attentive listening, reading words, fluency, grammar comprehension and handwriting

blend sounds to read words for fluency.

•

By the end of the lesson the Learner should be able to:

**SPECIFIC LEARNING OUTCOME**

**STRAND:**Listening, Speaking, Reading and Writing**(Transport)**

2

**LESSON:**

………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………

28

**KEY INQUIRY QUESTIONS**

use ‘me and us’ correctly in sentences for communication.

•

REFERENCE

read connected text in pairs for comprehension.

•

explain vocabulary and use them in sentences in a variety of context.

•

•

•

blend sounds to read words

•

Say names and sounds of letters

explain the vocabulary and use them in meaningful sentence

identify given sounds

•

Learners to

sit up, place their books and hold their pencils correctly and write legibly.

Learners to be given assignment to do at home.

EXTENDED ACTIVITIES

Ask learners to share what they have learnt.

CONCLUSION

Pocket chart, letter cards, pictures

Revised English Language PB 2, Pg. 21,

**LEARNING RESOURCES**

•

do picture walk, prediction and read the text fluently

•

EXTENDED ACTIVITIES

•

read text to partners fluently

•

use ‘me and us’ correctly in sentences.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 22.

pocket chart, letter cards, pictures

CONCLUSION

Ask learners to share what they have learnt.

Learners to be given assignment to do at home.

REFERENCE

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**LESSON:**

3

**STRAND:**Listening, Speaking, Reading and Writing**(Transport)**

29

say words by joining sounds

What does your parent use to go to work/market/ shop?

What means of transport do you know?

What new words have you learned?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT** Learners to

•

•

Say names and sounds of letters

•

blend sounds silently to read words

•

review the vocabulary and use them in making meaningful sentences

Say names and sounds of letters

explain the vocabulary and use them in meaningful sentences

•

blend sounds to read words

•

•

identify given sounds

•

Learner to;

**LEARNING RESOURCES**

30

pocket chart, letter cards, pictures

Revised English Language PB 2, Pg. 23,.

complete sentences.

•

do picture walk, prediction and read the text fluently and answer questions

•

explain vocabulary and use them in a variety of context

•

blend sounds to read words for fluency

•

recognise letter names and sounds for fluency

•

By the end of the lesson the Learner should be able to:

**SPECIFIC LEARNING OUTCOME**

**SUB STRAND:**Attentive listening, reading words, fluency, vocabulary comprehension and handwriting

Where do you ride your bicycle?

**LESSON DEVELOPMENT**

Ask oral questions to introduce substrand.

INTRODUCTION

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

ORGANISATION OF LEARNING

How should we sit while writing?

What do you think will happen in the story?

**KEY INQUIRY QUESTIONS**

write legibly.

•

read connected text fluently for comprehension

•

ORGANISATION OF LEARNING

•

read connected text for comprehension

•

use ‘me and us’ correctly for effective communication.

**KEY INQUIRY QUESTIONS**

What new words have you learnt?

Which words end with sound /k/?

Who / what uses the road?

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

By the end of the lesson the Learner should be able to:

31

**SUB STRAND:**Reading words, fluency, grammar, comprehension and handwriting

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

……………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

**LESSON:**

4

**STRAND:**Listening, Speaking, Reading and Writing**(Transport)**

CONCLUSION

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

•

blend sounds to read words for fluency

•

explain vocabulary and use them in a variety of context

**SPECIFIC LEARNING OUTCOME**

write words correctly for effective communication

•

By the end of the lesson the Learner should be able to:

•

**SUB STRAND:**Attentive listening, reading words, fluency, grammar, comprehension and handwriting

**STRAND:**Listening, Speaking, Reading and Writing**(Transport)**

5

**LESSON:**

………………………………………………………………………………………………………………………

•

32

How are these words spelt: blue, rack and sick?

**KEY INQUIRY QUESTIONS**

use ’me and us’ correctly for effective communication.

……………………………………………………………………………………………………………………………………

listen to the text and answer questions for oral comprehension

•

use the vocabulary in a variety of context

review the vocabulary and use them in making meaningful sentences

•

blend sounds silently to read words

•

say names and sounds of letters

•

make words by joining sounds

•

REFERENCE

Learners to be given assignment to do at home.

EXTENDED ACTIVITIES

Ask learners to share what they have learnt.

CONCLUSION

Pictures.

Revised English Language PB 2, Pg. 24.

**LEARNING RESOURCES**

use ‘me and us’ correctly in sentences.

•

read text to partners fluently

•

……………………………………………………………………………………………………………………………………

•

Write correctly.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 25,

Picture.

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

………………………………………………………………………………………………………………………

**WEEK**

6

**LESSON:**

1

**STRAND:**Listening, Speaking, Reading and Writing**(Transport)**

33

What do you think will happen in the story?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

•

write words correctly from dictation

What can you see in the picture?

•

review vocabulary and use them in sentences

•

listen to teacher read aloud text and answer questions

•

review use of ‘me and us’ in sentences

explain the vocabulary and use them in meaningful sentence

•

blend sounds to read words

•

•

Say names and sounds of letters

•

identify given sounds

•

do picture walk, prediction and read the text fluently

•

sit up, place their books and hold their pencils correctly and write legibly.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 26,

Pocket chart, letter cards, pictures

34

say letter names and sounds for oral comprehension

explain vocabulary and use them in meaningful sentence in a variety of context

•

blend sounds to read words for fluency

•

•

By the end of the lesson the Learner should be able to:

**SPECIFIC LEARNING OUTCOME**

**SUB STRAND:**Reading words, fluency, vocabulary comprehension and handwriting

•

read connected text fluently for comprehension.

**KEY INQUIRY QUESTIONS**

What do you use to come to school?

What can you see in the picture?

What do you think will happen in the story?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

Ask oral questions to introduce substrand.

•

use ‘me and us’ correctly in sentences for communication.

**KEY INQUIRY QUESTIONS**

What does your parent use to go to work/market/ shop?

What means of transport do you know?

What new words have you learned?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

read connected text in pairs for comprehension.

**LESSON DEVELOPMENT**

Learners to

•

say words by joining sounds

35

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

……………………………………………………………………………………………………………………………………

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**LESSON:**

2

**STRAND:**Listening, Speaking, Reading and Writing**(Transport)**

**SUB STRAND:**Attentive listening, reading words, fluency, grammar comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

CONCLUSION

By the end of the lesson the Learner should be able to:

•

blend sounds to read words for fluency.

•

explain vocabulary and use them in sentences in a variety of context.

•

blend sounds to read words for fluency

•

recognise letter names and sounds for fluency

•

•

By the end of the lesson the Learner should be able to:

**SPECIFIC LEARNING OUTCOME**

**SUB STRAND:**Attentive listening, reading words, fluency, vocabulary comprehension and handwriting

**STRAND:**Listening, Speaking, Reading and Writing**(Transport)**

•

36

Where do you ride your bicycle?

**KEY INQUIRY QUESTIONS**

write legibly.

read connected text fluently for comprehension

•

explain vocabulary and use them in a variety of context

read text to partners fluently

•

review the vocabulary and use them in making meaningful sentences

•

blend sounds silently to read words

•

Say names and sounds of letters

•

CONCLUSION

3

**LESSON:**

………………………………………………………………………………………………………………………

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REFERENCE

Learners to be given assignment to do at home.

EXTENDED ACTIVITIES

Ask learners to share what they have learnt.

pocket chart, letter cards, pictures

Revised English Language PB 2, Pg. 27.

**LEARNING RESOURCES**

use ‘me and us’ correctly in sentences.

•

EXTENDED ACTIVITIES

•

do picture walk, prediction and read the text fluently and answer questions

•

complete sentences.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 28,.

pocket chart, letter cards, pictures

CONCLUSION

Ask learners to share what they have learnt.

Learners to be given assignment to do at home.

REFERENCE

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**LESSON:**

4

**STRAND:**Listening, Speaking, Reading and Writing**(Transport)**

37

What do you think will happen in the story?

How should we sit while writing?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learner to;

•

identify given sounds

•

Say names and sounds of letters

•

blend sounds to read words

•

explain the vocabulary and use them in meaningful sentences

review the vocabulary and use them in making meaningful sentences

•

blend sounds silently to read words

•

•

say names and sounds of letters

•

make words by joining sounds

•

read text to partners fluently

•

use ‘me and us’ correctly in sentences.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 29.

Pictures.

38

blend sounds to read words for fluency

read connected text for comprehension

•

explain vocabulary and use them in a variety of context

•

•

By the end of the lesson the Learner should be able to:

**SPECIFIC LEARNING OUTCOME**

**SUB STRAND:**Reading words, fluency, grammar, comprehension and handwriting

•

use ‘me and us’ correctly for effective communication.

**KEY INQUIRY QUESTIONS**

What new words have you learnt?

Which words end with sound /k/?

Who / what uses the road?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

By the end of the lesson the Learner should be able to:

ORGANISATION OF LEARNING

•

listen to the text and answer questions for oral comprehension

•

use ’me and us’ correctly for effective communication.

**KEY INQUIRY QUESTIONS**

How are these words spelt: blue, rack and sick?

What can you see in the picture?

What do you think will happen in the story?

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

39

**SUB STRAND:**Attentive listening, reading words, fluency, grammar, comprehension and handwriting

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

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**LESSON:**

5

**STRAND:**Listening, Speaking, Reading and Writing**(Transport)**

CONCLUSION

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

•

write words correctly for effective communication

•

use the vocabulary in a variety of context

By the end of the lesson the Learner should be able to:

blend sounds to read words for fluency

•

recognise letter names and sounds for fluency

•

**SPECIFIC LEARNING OUTCOME**

**SUB STRAND:**Attentive listening, reading words, fluency, vocabulary, comprehension and handwriting

**STRAND:**Listening, Speaking, Reading and Writing **(Time and months of the year)**

1

40

write legibly.

•

**LESSON:**

read connected text fluently for comprehension

•

explain vocabulary and use them in a variety of context

•

review use of ‘me and us’ in sentences

•

listen to teacher read aloud text and answer questions

•

review vocabulary and use them in sentences

•

write words correctly from dictation

•

•

Write correctly.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 30,

Picture.

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

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**WEEK**

7

pocket chart, letter cards, pictures

explain the vocabulary and use them in meaningful sentences

•

do picture walk, prediction, read text and answer questions

•

use words given to write sentences.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 31,

•

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

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41

What do we use to tell time?

What can you see in the picture?

What do you think will happen in the story?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learner to;

**KEY INQUIRY QUESTIONS**

•

identify given sounds

•

say names and sounds of letters

•

blend sounds to read words

•

•

blend sounds silently to read words

•

say names and sounds of letters

review the vocabulary and use them in making meaningful sentences

make words by joining sounds

•

Learners to

use ‘have/has’ correctly in sentences.

42

Revised English Language PB 2, Pg. 32,

**LEARNING RESOURCES**

**LESSON DEVELOPMENT**

•

read text to partners fluently

•

By the end of the lesson the Learner should be able to:

explain vocabulary and use them in a variety of context

•

blend sounds to read words for fluency

•

**SPECIFIC LEARNING OUTCOME**

**SUB STRAND:**Reading words, fluency, grammar, vocabulary, comprehension and handwriting

**STRAND:**Listening, Speaking, Reading and Writing **(Time and months of the year)**

2

**KEY INQUIRY QUESTIONS**

Ask oral questions to introduce substrand.

INTRODUCTION

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

ORGANISATION OF LEARNING

What new words have you learned?

Which words in the story end with sound?

Which words in the story starts with sound?

**LESSON:**

use ‘have/has’ correctly for effective communication.

•

read connected text for comprehension

•

What can you see in the picture?

blend sounds to read words for fluency

•

explain vocabulary and use them in a variety of context

•

read connected text fluently for comprehension.

**KEY INQUIRY QUESTIONS**

How many hours do we have in a day?

•

What do you think will happen in the picture?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

43

**STRAND:**Listening, Speaking, Reading and Writing **(Time and months of the year)**

pocket chart, letter cards, pictures

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

……………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

**LESSON:**

3

**SUB STRAND:**Attentive listening, reading words, fluency, vocabulary, comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

•

recognise letter names and sounds for fluency

**SUB STRAND:**Attentive listening, reading words, fluency, grammar, comprehension and handwriting

blend sounds to read words for fluency

•

By the end of the lesson the Learner should be able to:

**SPECIFIC LEARNING OUTCOME**

**STRAND:**Listening, Speaking, Reading and Writing **(Time and months of the year)**

4

**LESSON:**

………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………

REFERENCE

44

**KEY INQUIRY QUESTIONS**

use ‘have and has’ correctly for effective communication.

•

Learners to be given assignment to do at home.

read connected text for comprehension

•

explain vocabulary and use them in a variety of context

•

•

•

blend sounds silently to read words

•

Say names and sounds of letters

review the vocabulary and use them in making meaningful sentences

make words by joining sounds

•

Learner to;

write sentences using ‘has and have’.

EXTENDED ACTIVITIES

Ask learners to share what they have learnt.

CONCLUSION

Pocket chart, letter cards, pictures.

Revised English Language PB 2, Pg. 33.

**LEARNING RESOURCES**

•

read text to partners fluently

•

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

……………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

**LESSON:**

5

pocket chart, letter cards, pictures

**STRAND:**Listening, Speaking, Reading and Writing **(Time and months of the year)**

**SUB STRAND:**Attentive listening, reading words, fluency, grammar, comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

45

Say names and sounds of letters

Which words begin with sound /sh/?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

make words by joining sounds

What time do you wake up/ go to school / eat lunch/ go back home?

blend sounds silently to read words

review the vocabulary and use them in making meaningful sentences •

read text to partners fluently

use ‘have and has’ correctly.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 34.

•

write words correctly from dictation

•

explain the vocabulary

•

read the text fluently to your partner

•

review the use of pronounce ‘have and has’

•

write a sentence from the story and check for subject action: capital letter and full stop.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 35,

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

46

By the end of the lesson the Learner should be able to:

•

write words correctly for effective communication

•

use the vocabulary in a variety of context

•

listen to the text and answer questions for oral comprehension

•

use ’me and us’ correctly for effective communication.

**KEY INQUIRY QUESTIONS**

How many months are there in a year?

What can you see in the picture?

What do you think will happen in the story?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

What do we use to tell time?

•

explain vocabulary and use them in a variety of context

•

read connected text fluently for comprehension

•

write legibly.

**KEY INQUIRY QUESTIONS**

What can you see in the picture?

What do you think will happen in the story?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

47

**SUB STRAND:**Attentive listening, reading words, fluency, vocabulary, comprehension and handwriting

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………………………………………………………………………………………………………………………

**WEEK**

8

**LESSON:**

1

**STRAND:**Listening, Speaking, Reading and Writing **(Time and months of the year)**

REFERENCE

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

•

recognise letter names and sounds for fluency

•

blend sounds to read words for fluency

**SUB STRAND:**Reading words, fluency, grammar, vocabulary, comprehension and handwriting

blend sounds to read words for fluency

•

By the end of the lesson the Learner should be able to:

**SPECIFIC LEARNING OUTCOME**

**STRAND:**Listening, Speaking, Reading and Writing **(Time and months of the year)**

2

**LESSON:**

………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………

REFERENCE

48

**KEY INQUIRY QUESTIONS**

use ‘have/has’ correctly for effective communication.

•

Learners to be given assignment to do at home.

read connected text for comprehension

•

explain vocabulary and use them in a variety of context

•

•

•

blend sounds to read words

•

say names and sounds of letters

explain the vocabulary and use them in meaningful sentences

identify given sounds

•

Learner to;

use words given to write sentences.

EXTENDED ACTIVITIES

Ask learners to share what they have learnt.

CONCLUSION

pocket chart, letter cards, pictures

Revised English Language PB 2, Pg. 36,

**LEARNING RESOURCES**

•

do picture walk, prediction, read text and answer questions

•

Ask learners to share what they have learnt.

•

read text to partners fluently

•

use ‘have/has’ correctly in sentences.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 37,

pocket chart, letter cards, pictures

CONCLUSION

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

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**LESSON:**

3

49

make words by joining sounds

Which words in the story end with sound?

What new words have you learned?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

•

Which words in the story starts with sound?

•

say names and sounds of letters

•

blend sounds silently to read words

•

review the vocabulary and use them in making meaningful sentences

review the vocabulary and use them in making meaningful sentences

•

blend sounds silently to read words

•

Say names and sounds of letters

•

make words by joining sounds

•

50

Pocket chart, letter cards, pictures.

Revised English Language PB 2, Pg. 38.

Learner to;

**LEARNING RESOURCES**

write sentences using ‘has and have’.

•

read text to partners fluently

•

blend sounds to read words for fluency

•

recognise letter names and sounds for fluency

•

•

By the end of the lesson the Learner should be able to:

**SPECIFIC LEARNING OUTCOME**

**SUB STRAND:**Attentive listening, reading words, fluency, vocabulary, comprehension and handwriting

**STRAND:**Listening, Speaking, Reading and Writing **(Time and months of the year)**

How many hours do we have in a day?

**LESSON DEVELOPMENT**

Ask oral questions to introduce substrand.

INTRODUCTION

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

ORGANISATION OF LEARNING

What do you think will happen in the picture?

What can you see in the picture?

**KEY INQUIRY QUESTIONS**

read connected text fluently for comprehension.

•

explain vocabulary and use them in a variety of context

INTRODUCTION

•

read connected text for comprehension

•

use ‘have and has’ correctly for effective communication.

**KEY INQUIRY QUESTIONS**

What time do you wake up/ go to school / eat lunch/ go back home?

Which words begin with sound /sh/?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

make words by joining sounds

Say names and sounds of letters

51

**SUB STRAND:**Attentive listening, reading words, fluency, grammar, comprehension and handwriting

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

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**LESSON:**

4

**STRAND:**Listening, Speaking, Reading and Writing **(Time and months of the year)**

CONCLUSION

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

•

blend sounds to read words for fluency

•

explain vocabulary and use them in a variety of context

•

write words correctly for effective communication

•

use the vocabulary in a variety of context

•

listen to the text and answer questions for oral comprehension

•

use ’me and us’ correctly for effective communication.

**KEY INQUIRY QUESTIONS**

How many months are there in a year?

What can you see in the picture?

What do you think will happen in the story?

ORGANISATION OF LEARNING

52

REFERENCE

review the vocabulary and use them in making meaningful sentences

• read text to partners fluently

use ‘have and has’ correctly.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 39.

pocket chart, letter cards, pictures

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

blend sounds silently to read words

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**LESSON:**

5

**STRAND:**Listening, Speaking, Reading and Writing **(Time and months of the year)**

**SUB STRAND:**Attentive listening, reading words, fluency, grammar, comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

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**WEEK**

9

**LESSON:**

1

**STRAND:**Listening, Speaking, Reading and Writing**(Shopping)**

Revised English Language PB 2, Pg. 40,

**SUB STRAND:**Attentive listening, reading words, fluency, vocabulary, comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

•

recognise letter names and sounds for fluency

53

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

•

write words correctly from dictation

•

explain the vocabulary

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

•

read the text fluently to your partner

•

review the use of pronounce ‘have and has’

•

write a sentence from the story and check for subject action: capital letter and full stop.

**LEARNING RESOURCES**

•

Say names and sounds of letters

•

blend sounds to read words

•

explain the vocabulary and use them in meaningful sentences

•

do picture walk, prediction and read the text fluently

•

use words given to write sentences.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 41,

Pocket chart, letter cards, pictures.

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

54

**KEY INQUIRY QUESTIONS**

•

blend sounds to read words for fluency

•

explain vocabulary and use them in a variety of context

•

read connected text fluently for comprehension

•

Write legibly.

What do you buy in a market?

What do you see in the picture?

What do you think will happen in the story?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learner to;

•

identify given sounds

•

Which words in the story end with ‘ves’

What do you do with the fruits before you eat?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

•

make words by joining sounds

Say names and sounds of letters

•

blend sounds silently to read words

•

review the vocabulary and use them in making meaningful sentences

55

blend sounds to read words for fluency

REFERENCE

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**LESSON:**

2

**STRAND:**Listening, Speaking, Reading and Writing**(Shopping)**

**SUB STRAND:**Attentive listening, reading words, fluency, vocabulary, grammar, comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

•

Learners to be given assignment to do at home.

•

explain vocabulary and use them in a variety of context

•

read connected text for comprehension

•

use plural of irregular nouns (adding ‘ves’) for effective communication.

**KEY INQUIRY QUESTIONS**

Which words end with sound /s/?

read connected text fluently for comprehension

•

recognise letter names and sounds for fluency

•

blend sounds to read words for fluency

•

explain vocabulary and use them in a variety of context

•

•

Write legibly.

**KEY INQUIRY QUESTIONS**

What do we buy from a shop?

What can you see in the picture?

What do you think will happen in the story?

ORGANISATION OF LEARNING

56

EXTENDED ACTIVITIES

•

read text to partners fluently

•

use plural of irregular nouns (adding ‘ves’) in sentences

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 42,

pocket chart, letter cards, pictures

CONCLUSION

Ask learners to share what they have learnt.

Learners to be given assignment to do at home.

REFERENCE

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**LESSON:**

3

**STRAND:**Listening, Speaking, Reading and Writing**(Shopping)**

**SUB STRAND:**Attentive listening, reading words, fluency, vocabulary , comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

**WEEK**

•

use words given to write sentences.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 43,

pocket chart, letter cards, pictures.

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

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10

**LESSON:**

1

**STRAND:**Listening, Speaking, Reading and Writing**(Shopping)**

**SUB STRAND:**Attentive listening, reading words, fluency, vocabulary, grammar, comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

57

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learner to;

•

identify given sounds

•

Say names and sounds of letters

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

•

blend sounds to read words

•

explain the vocabulary and use them in meaningful sentences

•

do picture walk, prediction, read text and answer questions

read text to partners fluently

•

review the vocabulary and use them in making meaningful sentences

•

blend sounds silently to read words

•

Say names and sounds of letters

•

CONCLUSION

58

Learners to be given assignment to do at home.

EXTENDED ACTIVITIES

Ask learners to share what they have learnt.

pocket chart, letter cards, pictures

Revised English Language PB 2, Pg. 44,

**LEARNING RESOURCES**

use plural of irregular nouns correctly.

•

•

•

read connected text for comprehension

•

explain vocabulary and use them in a variety of context

use plural of irregular nouns (adding ‘ves’) for effective communication.

blend sounds to read words for fluency

•

By the end of the lesson the Learner should be able to:

**KEY INQUIRY QUESTIONS**

What are the meanings of the words we have learnt?

How do we use them in a sentence?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

•

make words by joining sounds

•

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

By the end of the lesson the Learner should be able to:

•

write words correctly

•

explain the vocabulary

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

read the text fluently to your partner

•

use of irregular nouns(adding ’ves’)

•

write a sentence from the story and check for subject action: capital letter and full stop

59

write words correctly for effective communication

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**LESSON:**

2

**STRAND:**Listening, Speaking, Reading and Writing The Garden)**Shopping)**

**SUB STRAND:**Attentive listening, reading words, fluency, vocabulary, grammar, comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

•

REFERENCE

•

use the vocabulary in a variety of context

•

listen to the text and answer questions for oral comprehension • use plural of irregular nouns (adding ‘ves’) for effective communication.

**KEY INQUIRY QUESTIONS**

What is a shopping list?

What can you see in the picture?

What do you think is going to happen in the story?

ORGANISATION OF LEARNING

recognise letter names and sounds for fluency

•

blend sounds to read words for fluency

•

explain vocabulary and use them in a variety of context

•

read connected text fluently for comprehension

•

•

Write legibly.

**KEY INQUIRY QUESTIONS**

What do you buy in a market?

What do you see in the picture?

What do you think will happen in the story?

ORGANISATION OF LEARNING

60

……………………………………………………………………………………………………………………………………

•

Write correctly.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 45,.

Pictures.

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

………………………………………………………………………………………………………………………

**LESSON:**

3

**STRAND:**Listening, Speaking, Reading and Writing**(Shopping)**

**SUB STRAND:**Attentive listening, reading words, fluency, vocabulary, comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

**LESSON:**

use words given to write sentences.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 46,

Pocket chart, letter cards, pictures.

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

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………………………………………………………………………………………………………………………

•

4

**STRAND:**Listening, Speaking, Reading and Writing**(Shopping)**

**SUB STRAND:**Attentive listening, reading words, fluency, vocabulary, grammar, comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

61

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learner to;

•

identify given sounds

•

Say names and sounds of letters

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

•

blend sounds to read words

•

explain the vocabulary and use them in meaningful sentences

•

do picture walk, prediction and read the text fluently

read text to partners fluently

•

review the vocabulary and use them in making meaningful sentences

•

•

blend sounds silently to read words

•

Say names and sounds of letters

•

use plural of irregular nouns (adding ‘ves’) in sentences

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 47,

pocket chart, letter cards, pictures

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

62

**KEY INQUIRY QUESTIONS**

use plural of irregular nouns (adding ‘ves’) for effective communication.

•

read connected text for comprehension

•

Which words end with sound /s/?

explain vocabulary and use them in a variety of context

•

blend sounds to read words for fluency

•

Which words in the story end with ‘ves’

What do you do with the fruits before you eat?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

•

make words by joining sounds

•

Write legibly.

**KEY INQUIRY QUESTIONS**

What do we buy from a shop?

What can you see in the picture?

What do you think will happen in the story?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learner to;

•

identify given sounds

•

Say names and sounds of letters

•

blend sounds to read words

63

recognise letter names and sounds for fluency

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………………………………………………………………………………………………………………………

**LESSON:**

5

**STRAND:**Listening, Speaking, Reading and Writing**(Shopping)**

**SUB STRAND:**Attentive listening, reading words, fluency, vocabulary , comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

•

REFERENCE

•

blend sounds to read words for fluency

•

explain vocabulary and use them in a variety of context

•

read connected text fluently for comprehension

•

**SUB STRAND:**Attentive listening, reading words, fluency, vocabulary, grammar, comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

By the end of the lesson the Learner should be able to:

•

blend sounds to read words for fluency

•

explain vocabulary and use them in a variety of context

read connected text for comprehension

•

use plural of irregular nouns (adding ‘ves’) for effective communication.

**KEY INQUIRY QUESTIONS**

What are the meanings of the words we have learnt?

How do we use them in a sentence?

64

pocket chart, letter cards, pictures.

•

explain the vocabulary and use them in meaningful sentences

•

do picture walk, prediction, read text and answer questions

•

use words given to write sentences.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 48,

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

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………………………………………………………………………………………………………………………

**WEEK**

11

**LESSON:**

1

**STRAND:**Listening, Speaking, Reading and Writing**(Shopping)**

……………………………………………………………………………………………………………………………………

•

use plural of irregular nouns correctly.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 49,

pocket chart, letter cards, pictures

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

Learners to be given assignment to do at home.

REFERENCE

………………………………………………………………………………………………………………………

**LESSON:**

2

**STRAND:**Listening, Speaking, Reading and Writing( The Garden)**(Shopping)**

**SUB STRAND:**Attentive listening, reading words, fluency, vocabulary, grammar, comprehension and handwriting

**SPECIFIC LEARNING OUTCOME**

65

Say names and sounds of letters

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

Learners to

•

make words by joining sounds

•

ORGANISATION OF LEARNING

•

blend sounds silently to read words

•

review the vocabulary and use them in making meaningful sentences

•

read text to partners fluently

•

explain the vocabulary

•

read the text fluently to your partner

•

use of irregular nouns(adding ’ves’)

•

write a sentence from the story and check for subject action: capital letter and full stop

•

Write correctly.

**LEARNING RESOURCES**

Revised English Language PB 2, Pg. 50,.

Pictures.

CONCLUSION

Ask learners to share what they have learnt.

EXTENDED ACTIVITIES

66

What is a shopping list?

By the end of the lesson the Learner should be able to:

•

write words correctly for effective communication

•

use the vocabulary in a variety of context

•

listen to the text and answer questions for oral comprehension • use plural of irregular nouns (adding ‘ves’) for effective communication.

**KEY INQUIRY QUESTIONS**

What can you see in the picture?

What do you think is going to happen in the story?

ORGANISATION OF LEARNING

Learning will take place in actual classroom.Learners will work individually,in pairs and in small groups.

INTRODUCTION

Ask oral questions to introduce substrand.

**LESSON DEVELOPMENT**

By the end of the lesson the Learner should be able to:

•

write words correctly

Learners to be given assignment to do at home.

REFERENCE

……………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

67