# GRADE 2 TUSOME ENGLISH ACTIVITIES

**SCHEMES OF WORK TERM 1-3**

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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  **(School)** | Attentive  listening, reading words,  vocabulary,  fluency,  comprehension and handwriting | 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 * read the text, *‘Rose and her classmates’* and answer questions for comprehension. | | What do you do at school?  What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * 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 * 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. | Tusome TG  2 Pg. 1-2,  Tusome  TUSOME PB  2, Pg. 1-2.  Pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(School)** | Reading words, vocabulary, grammar,  fluency,  comprehension and handwriting | 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 * 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; was, were correctly for effective communication. | | What words begin  with letter ‘l, s, p and f? What do the words *clapped, classmates, cosed* mean? | By the end of the lesson the Learner should be able 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, * 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. | Tusome  TG2 Pg3-4,  TUSOME  PB Pg1-2. pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(School)** | Attentive  listening, reading words,  vocabulary,  fluency,  comprehension and handwriting. | By the end of the lesson the Learner should be able to:   * identify names and sounds of letters;   ‘i, n, h, and o’ for clarity of speech   * blend sounds to read the words; hit, pit, sit, hot, net, not, pot and set to enhance reading comprehension * explain the vocabulary; step, clay classmates, and use in sentences for self-expression * read the text, ‘Chacha falls down’ fluently and answer questions for reading comprehension. | | What would you do if your friend fell down? What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * say the names and sounds of small letters ‘I, h, n, and o’ * blend sounds to read the words; hit, pit, sit, hot, net, not, pot and set * read and explain the vocabulary; step, classmates and clay, and use in sentences * discuss pictures, do prediction, read and answer questions on ‘Chacha falls down’ * fi ll in the blank spaces with; was, were. | Tusome  TG Pg5-6,  TUSOME  PB Pg 3-4. Pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation and monitoring. |  |
| **2** | 1 | Listening,  Speaking,  Reading and  Writing  **(School)** | Reading words,  vocabulary  fluency,  grammar, comprehension and handwriting. | By the end of the lesson the Learner should be able to:   * identify names and sounds of letters;   ‘b, r, g, and u’ 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 * read the text, ‘Chacha falls down’ fluently in pairs for enjoyment * use; ‘was, were’ correctly for effective communication. | | What have we learned from the text?  What words begin  with letters ‘b, r, g and u’?  What have you learned from the text?  What do the words *step, clay, classmate* mean? | By the end of the lesson the Learner should be able to:   * 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. | Tusome  TG pg 7-8,  TUSOME  TUSOME  PB Pg 3-4. Pocket chart, letter cards, pictures | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(School)** | Attentive  listening, reading words,  vocabulary, fluency,  Grammar, comprehension and handwriting | 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 * read the text, ‘A goat in the classroom’ and answer questions for reading comprehension. | | 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? | By the end of the lesson the Learner should be able 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. | Tusome  TG Pg 9-10,  TUSOME PB Pg5. Picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Activities in the home)** | Reading  words, fluency, vocabulary comprehension and handwriting | By the end of the lesson the Learner should be able to:   * 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 and answer questions for comprehension. | | 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? | By the end of the lesson the Learner should be able to:   * Say the names and sounds of small letters * blend sounds to read words * 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. | Tusome TG  Pg 11 - 12,  Tusome  PB pg. 6-7. pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation and monitoring |  |
| **3** | 1 | Listening,  Speaking,  Reading and  Writing  **(Activities in the home)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | 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 | | 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? | By the end of the lesson the Learner should be able to:   * Say names and sounds of letters * 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. | Tusome  Teacher’s  Guide pg 13-  14, Tusome PB pg 6-7, pocket chart, letter cards, and pictures. | Checklist, written and oral  exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Activities in the home)** | Reading words,  Vocabulary Grammar,  fluency,  comprehension and handwriting | 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. * 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? | By the end of the lesson the Learner should be able to:   * Say names and sounds of letters * 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. | Tusome TG pg 15-16,  Tusome  PB pg 8-9, pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Activities in the home)** | Attentive  listening, reading words, fluency,  grammar comprehension and handwriting | 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 sentence in a variety of context. * read the text fluently in pairs for comprehension. * use ‘were’ correctly in sentences for effective communication. | | Which words have the sound /ii/ and /oo/ in the story? What do you do if you cannot read a word? | By the end of the lesson the Learner should be able to:  Say names and sounds of letters   * blend the sounds to read the words * review the vocabulary and use them in making meaningful sentences • read the text to their partners fluently * use’ were’ correctly in a sentence. | Tusome TG pg 17 - 18, Tusome PB pg 8-9 Pocket chart, letter cards, pictures | Checklist, written and oral exercises, observation and monitoring |  |
| **4** | 1 | Listening,  Speaking,  Reading and  Writing  **(Activities in the home)** | Attentive  listening, reading words, fluency,  grammar comprehension and handwriting | 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 * use ‘was’ and ‘were’ correctly for effective communication. | | What new words have you learnt? What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * Say the names and sounds of letters * blend sounds to read words * explain the vocabulary and use them in meaningful sentence * read text fluently to partners * use ‘was/were’ correctly to talk about a person or animal at home. | Tusome TG pg 18-19, Tusome PB bk pg 10. | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Transport)** | Reading  words, fluency, vocabulary comprehension and handwriting | By the end of the lesson the Learner should be able to:   * say letter names and sounds for oral comprehension * 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. | | What do you use to come to school? What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain the vocabulary and use them in meaningful sentence * do picture walk, prediction and read the text fluently * sit up, place their books and hold their pencils correctly and write legibly. | Tusome TG pg 20-21, Tusome PB pg 11-12, Pocket chart, letter cards, pictures | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Transport)** | Attentive  listening, reading words, fluency,  grammar comprehension and handwriting | 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. * read connected text in pairs for comprehension. * use ‘me and us’ correctly in sentences for communication. | | What does your parent use to go to work/market/ shop?  What means of transport do you know?  What new words have you learned? | By the end of the lesson the Learner should be able to:   * say 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 * read text to partners fluently * use ‘me and us’ correctly in sentences. | Tusome TG pg22-23, Tusome PB pg 11-12. pocket chart, letter cards, pictures | Checklist, written and oral exercises, observation and monitoring |  |
| **5** | 1 | Listening,  Speaking,  Reading and  Writing  **(Transport)** | Attentive  listening, reading words, fluency,  vocabulary comprehension and handwriting | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly. | | Where do you ride your bicycle? What do you think will happen in the story?  How should we sit while writing? | 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 * do picture walk, prediction and read the text fluently and answer questions * complete sentences. | Tusome TG pg 24-25, Tusome PB pg 13-14,. pocket chart, letter cards, pictures | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Transport)** | Reading  words, fluency, grammar, comprehension and handwriting | 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 ‘me and us’ correctly for effective communication. | | What new words have you learnt? Which words end with sound /k/? Who / what uses the road? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * use ‘me and us’ correctly in sentences. | Tusome TG pg 26-27, Tusome PB pg 13-14.  Pictures. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Transport)** | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | 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. | | 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? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation * review vocabulary and use them in sentences * listen to teacher read aloud text and answer questions * review use of ‘me and us’ in sentences * Write correctly. | Tusome TG pg 28-29, Tusome PB pg 15,  Picture. | Checklist, written and oral exercises, observation and monitoring |  |
| **6** | 1 | Listening,  Speaking,  Reading and  Writing **(Time and months of the year)** | Attentive  listening, reading words, fluency, vocabulary, comprehension and handwriting | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly. | | What do we use to tell time?  What can you see in the picture? What do you think will happen in the story? | 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 * do picture walk, prediction, read text and answer questions * use words given to write sentences. | Tusome  TG pg 30, Tusome PB pg 16-17, pocket chart, letter cards, pictures | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing **(Time and months of the year)** | Reading  words, fluency, grammar,  vocabulary, comprehension and handwriting | 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 ‘have/has’ correctly for effective communication. | | Which words in the story starts with sound. Which words in the story end with sound?  What new words have you learned? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * use ‘have/has’ correctly in sentences. | Tusome  TG pg 31, Tusome PB pg 16-17, pocket chart, letter cards, pictures |  |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing **(Time and months of the year)** | Attentive  listening, reading words, fluency, vocabulary, comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension. | How many hours do we have in a day?  What can you see in the picture? What do you think will happen in the picture? | Learner 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 * read text to partners fluently * write sentences using ‘has and have’. | Tusome  TG pg 32, Tusome PB pg 18-19. Pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation and monitoring |  |
| **7** | 1 | Listening,  Speaking,  Reading and  Writing **(Time and months of the year)** | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | | 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 ‘have and has’ correctly for effective communication. | What time do you wake up/ go to school / eat lunch/ go back home? Which words begin with sound /sh/? | By the end of the lesson the Learner should be able 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 • read text to partners fluently * use ‘have and has’ correctly. | Tusome  TG pg 33, Tusome PB pg 18-19. pocket chart, letter cards, pictures | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing **(Time and months of the year)** | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | | 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. | How many months are there in a year? What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * 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. | Tusome  TG pg 34, Tusome PB pg 20, | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Shopping)** | Attentive  listening, reading words, fluency, vocabulary, comprehension and handwriting | | 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 * 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? | 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 * do picture walk, prediction and read the text fluently * use words given to write sentences. | Tusome  TG pg 35, Tusome PB pg 21-22, Pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation and monitoring |  |
| **8** | 1 | Listening,  Speaking,  Reading and  Writing  **(Shopping)** | Attentive  listening, reading words, fluency, vocabulary, grammar, comprehension and handwriting | | 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 ‘ies’) for effective communication. | Which words end with sound /s/? Which words in  the story end with  ‘ies’  What do you do with the fruits before you eat? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * use plural of irregular nouns (adding ‘ies’) in sentences | Tusome  TG pg 36, Tusome PB pg 21-22, pocket chart, letter cards, pictures | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Shopping)** | Attentive  listening, reading words, fluency,  vocabulary , comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * Write legibly. | What do we buy from a shop? What can you see in the picture? What do you think will happen in the story? | 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 * do picture walk, prediction, read text and answer questions * use words given to write sentences. | Tusome  TG pg 37, Tusome PB pg 23-24, pocket chart, letter cards, pictures. | Checklist, written and oral exercises ,observation |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Shopping)** | Attentive  listening, reading words, fluency, vocabulary, grammar, comprehension and handwriting | | 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 ‘ies’) for effective communication. | What are the meanings of the words we have learnt?  How do we use them in a sentence? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * use plural of irregular nouns correctly. | Tusome  TG pg 38, Tusome PB pg 23-24, pocket chart, letter cards, pictures | Checklist, written and oral exercises, observation and monitoring |  |
| **9** | 1 | Listening,  Speaking,  Reading and  Writing  ( The Garden)  **(Shopping)** | Attentive  listening, reading words,  fluency, vocabulary, grammar, comprehension and handwriting | | 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 ‘ies’) for effective communication. | What is a shopping list?  What can you see in the picture? What do you think is going to happen in the story? | By the end of the lesson the Learner should be able to:   * write words correctly * explain the vocabulary * read the text fluently to your partner * use of irregular nouns(adding ’ies’) * write a sentence from the story and check for subject action: capital letter and full stop * Write correctly. | Tusome  TG pg 39, Tusome PB pg 25,.  Pictures. | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **( The Garden)** | Attentive  listening, reading words, fluency, vocabulary, comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension. | Which fruits can we fi nd in a fruit garden?  What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * Say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences • read text to partners fluently * copy words correctly. | Tusome TG  pg 40,  Tusome PB pg26-27’ -pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(The garden)** | Attentive  listening, reading words, fluency, vocabulary, grammar, comprehension and handwriting | | 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 present continuous tense singular correctly for effective communication. | Which words do you know that end with sound /l/? What new words have you learnt? What are the meaning of the words you have learnt? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * use present continuous tense- singular(-ing) in sentences correctly | Tusome  TG pg41, Tusome PB pg 26-27  Pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation and monitoring |  |
| **10** | 1 | Listening,  Speaking,  Reading and  Writing  **(The garden)** | Attentive  listening, reading words, fluency, vocabulary, comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension. | How do we plant trees?  What can you see in the picture? What do you think will happen in the picture? | By the end of the lesson the Learner should be able to:   * identify given sounds. * Say names and sounds of letters * blend sounds to read words. * explain vocabulary and use them in meaningful sentences. * do picture walk, prediction and read the text fluently. * Write sentences in present continuous. | Tusome  TG pg 42, Tusome PB pg 28-29, pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(The garden)** | Attentive  listening, reading words, fluency, vocabulary, grammar, comprehension and handwriting | | 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 present continuous tense singular correctly for effective communication. | What are the parts of a plant? What do plants need to grow? What can you see in the picture? What do you think is going to happen in the story? | By the end of the lesson the Learner should be able 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. * read text to partners fluently. * use present continuous tense- singular (-ing) in sentences correctly | Tusome  TG pg 43, Tusome PB pg 28-29, Pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(The garden)** | Attentive  listening, reading words, fluency, vocabulary, grammar, comprehension and handwriting | | 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 the present continuous tense (singular) in sentences for effective communication * write legibly. | When do you visit your friends? What is in the picture? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation * review vocabulary and use them in sentences * learners listen to a teacher read aloud text and answer questions * review the present continuous tense (-ing) and make sentences * write a sentence from the story and check for subject action and punctuation. | Tusome  TG pg 44, Tusome PB pg 30  - pictures | Checklist, written and oral exercises, observation and monitoring |  |
| **11** | 1 | Listening,  Speaking,  Reading and  Writing  **(Accident)** | Attentive  listening, reading words, fluency, vocabulary, comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension. | What do you do when your friend falls and hurts themselves? What can you see in the picture? What do you think is going to happen in the story? | Learner to;   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction, read text and answer questions * use words given in sentences. | Tusome  TG pg 45, Tusome PB bk pg 31-32, pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Accident)** | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | | 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 the past continuous tense-( was + -ing) for effective communication. | What words end  with ‘ing’ in the story? How are these words pronounced: cried, crossed and crawl? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * Use present continuous tense(was + -ing). | Tusome  TG pg:46 Tusome PB, pg:31-32. pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Accident)** | Attentive  listening, reading words, fluency, vocabulary, comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly. | What can you see in the picture? What do you think is going to happen in the story? | Learner to;   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction, read text and answer questions * Write sentences about past events. | Tusome  TG, pgs:47; Tusome PB, pg:33-34; pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
| **12** | 1 | Listening,  Speaking,  Reading and  Writing  **(Accident)** | Attentive  listening, reading words, fluency, vocabulary, grammar, comprehension and handwriting | | 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 the past continuous tense-( was + -ing) for effective communication. | What words in the story end with sound/ing/? What do we do to our friends when they are hurt? Who are passengers? | By the end of the lesson the Learner should be able to:   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review use of vocabulary in sentences * read text to partners fluently * Complete sentences using present continuous tense- singular (was + -ing). | Tusome  TG, pg:48; Tusome PB pg 33-34: pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Accident)** | Attentive  listening, reading words, fluency, vocabulary, grammar, comprehension and handwriting | | 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 the past continuous tense- singular( was + -ing) for effective communication. | What do the title tell us about the story?  What can you see in the picture? What do you think is going to happen in the story? | By the end of the lesson the Learner should be able to:   * write words correctly. * review and explain the vocabulary and use them in sentences * listen to teacher read aloud text * review the past continuous tense (-ing) * write a sentence from the story and check for subject action: capital letter and full stop. | Tusome  TG, pg49;  Tusome PB,  pg:35; realia, picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Classroom)** | Attentive  listening, reading words, fluency, vocabulary, comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly. | How many  learners are in the classroom? What can you see in the picture? What do you think is going to happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * use words given to make sentences. | Tusome TG,  50; Tusome  PB, pg: 3637. pocket chart, letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
| **13** | 1 | Listening,  Speaking,  Reading and  Writing  **(Classroom)** | Attentive  listening, reading words, fluency, vocabulary, grammar, comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use cardinal and ordinal numbers correctly for effective communication. | Which words start with sound /st/ and /sp/ in the story?  What other words start with the sound /sp/ and / st/? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * discuss use of cardinal and ordinal numbers. | Tusome  TG, pg:51;  Tusome PB, pg: 36-37; pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Classroom)** | Attentive  listening, reading words, fluency, vocabulary, comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly. | What can you see in the picture? What do you think will happen in the story?  Which is the fi rst day of the week? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * practice use of cardinal and ordinal numbers in sentences. | Tusome  TG, pg:52; Tusome PB, pgs:38-39; pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Classroom)** | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use cardinal and ordinal numbers correctly for effective communication. | What new sounds did you learn? What words begin with sounds /s/c/ and /s//k/ and  /s//p/ in the story? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * review use of cardinal and ordinal numbers in sentences. | Tusome  TG, pg:53; Tusome PB, pgs:38-39 pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
| **14** | 1 | Listening,  Speaking,  Reading and  Writing  **(Classroom)** | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | | 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 cardinal and ordinal numbers correctly for effective communication. | What can we see in the picture? What will happen in the story? | By the end of the lesson the Learner should be able to:   * write words correctly * review and explain the vocabulary and use them in sentences * listen to teacher read aloud text * review use of cardinal and ordinal numbers in sentences * write an exciting sentence about the story with partners. | TGPg54,  Tusome PB  40, picture | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(The farm)** | Attentive  listening, reading words, fluency, vocabulary, comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly. | What is animal farm?  What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * Write a sentence using words given. | TGPg55, Tusome PB pgs41-42, pocket  chart, letter  cards, realia, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(The farm)** | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use the gender sets (male/female) correctly for effective communication. | How do we help parents in taking care of animals? What are some of the animals we keep at home? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * Complete sentences using gender sets. | TGPg56, Tusome PB pg41-42, pocket  chart, letter  cards, realia, picture | Checklist, written and oral exercises, observation and monitoring |  |
| **15** | 1 | Listening,  Speaking,  Reading and  Writing  **(The farm)** | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | | 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. * explain vocabulary and use them in a variety of context. * read connected text fluently for comprehension. * write legibly | How do we help in the farm?  What can you see in the picture? What do you think will happen in the story? | Learner to;   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * Write a sentence using words given. | TGPg57,  Tusome PB Pgs43-44, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(The farm)** | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use the gender sets (male/female) correctly for effective communication. | Which words in the story end with sound /nd/. Which new words did you learn? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * Complete sentences using gender sets. | TG Pg58,  Tusome PB Pg43-44, pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(The farm)** | Attentive  listening, reading words,  fluency,  grammar, comprehension and handwriting | | 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 gender sets correctly for effective communication. | What will happen if there is no water in a farm?  What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * Write words correctly * Explain the vocabulary and use in sentences * read the text fluently and answer questions * Review gender set: male/female * Write a sentence that tells setting of a text | Tusome  TG Pg59,  Tusome PB Pg45, picture. | Checklist, written and oral exercises, observation and monitoring |  |
| **16** | 1 | Listening,  Speaking,  Reading and  Writing **(Position and direction)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension. | Where is your black board? What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * Write a sentence using words given. | Tusome  G Pg60,  Tusome PB Pg46-47, pocket chart, letter cards, and picture. | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing **(Position and direction)** | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use prepositions correctly for effective communication. | Where do you look for your pencil if you can’t fi nd it? Which words do you know that ends with sound / ng/?  What new words have you learnt? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * Write correct sentences from a table. | Tusome  TG Pg61,  Tusome PB Pg46-47, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing **(Position and direction)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension. | Where do we hang our pictures? What is in the picture?  What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * Write sentence from a table. | Tusome  TG Pg62,  Tusome PB Pgs 48-49, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
| **17** | 1 | Listening,  Speaking,  Reading and  Writing **(Position and direction)** | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use prepositions correctly for effective communication. | What sound did you learn? Which words in the story end with the sound /nt/ and /nk/? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * Write correct sentences from a table. | Tusome  TG Pg63, Tusome PB pg48-49, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing **(Position and direction)** | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | | 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 prepositions correctly for effective communication. | Where do rats live? What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * write words correctly * review use of vocabulary in sentences * read the text fluently and answer questions * Review gender set: male/female * Write a sentence that tells what the problem/issue was in the story. | Tusome  TG Pg64,  Tusome PB Pgs50, pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Environment)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension. | What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * write a sentence using words given. | Tusome  TG Pg 65,  Tusome PB Pgs51-52, pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
| **18** | 1 | Listening,  Speaking,  Reading and  Writing  **(Environment)** | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use the articles; a, an, the correctly for eff ective. | How do we keep our environment clean?  What new words have you learnt? How do you use these words in sentences? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * rewrite sentences given correctly. | Tusome  TG Pg 66,  Tusome PB Pgs51-52, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Environment)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension | What can you see in the picture? What do you think will happen in the picture? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction, read text and answer questions * rewrite sentences given correctly. | Tusome  TGs Pg67,  Tusome PB Pgs53-54, pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Environment)** | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use the articles; a, an, the correctly for eff ective. | Apart from trees, what else can we plant?  Which words do you know that end with sound /nk/? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * rewrite sentences given correctly. | Tusome  TG Pg 68,  Tusome PB Pgs 53-54, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
| 19 | 1 | Listening,  Speaking,  Reading and  Writing  **(Environment)** | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | | 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 prepositions in sentences correctly for effective communication | Why is it important to take care of our environment? What did you see in the picture? What will happen in the story? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation * explain the vocabulary and use in sentences * listen to connected text and answer questions * review use of gender set: male/female * write sentences about the ending of the story. | Tusome  TG pg 69; Tusome PB pg55, picture | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Technology)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension. * write legibly. | What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction, read text answer questions * use words given to write sentences. | Tusome  TG, pg.70;  Tusome  PB, pg.56-  57; pocket chart, letter  cards, realia, picture | Checklist, written and oral exercises, observation |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Technology)** | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use possessives; ‘mine and yours’ correctly for effective communication. | Which letters make the following words: bath, with, cloth, moth? Which new words have you learnt from the story? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * use of ‘mine/yours’ in sentences correctly | Tusome  TG Pg.71;  Tusome PB Pg.56-57; pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
| **20** | 1 | Listening,  Speaking,  Reading and  Writing  **(Technology)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly. | What make of mobile phones do you know?  What can you see in the picture? What do you think is going to happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * use words given to write sentences. | Tusome  TG pg.72,  Tusome PB Pgs.58-59 pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and Writing  **(Technology)** | Attentive  listening, reading words,  fluency,  grammar, comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use possessives; ‘mine and yours’ correctly for effective communication. | What new word did you learn? What do we use mobile phones for? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * make sentences using the words given. | Tusome  TG Pg73;  Tusome PB Pg58-59 pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Technology)** | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | | 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 ‘mine/yours/ours’ correctly for effective communication. | What new words have you learnt? What is the picture?  What do you think will happen in the picture? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation * explain the vocabulary and use in sentences * listen to connected text and answer questions * review use of ‘mine/yours/ours’ * write a question they would like to ask the author of the story. | Tusome  TG Pg74,  Tusome PB Pg60, realia, picture. | Checklist, written and oral exercises, observation and monitoring |  |
| **21** | 1 | Listening,  Speaking,  Reading and  Writing  **(Cultural**  **Activities)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly. | What is a festival?  What can you see in the picture? What do you think is going to happen in the picture? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * use words given to write sentences. | Tusome  TG Pg75,  Tusome PB Pg61-62 pocket chart, letter cards, picture | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Cultural**  **Activities)** | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use “what/where” correctly for effective communication. | Which new words have you learnt? How do you use these words in sentences? Which other festivals do you know? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * write questions using “what/where”. | Tusome  TG Pg76, T  Tusome PB Pg61-62 pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Cultural**  **Activities)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly. | What can you see in the picture? What do you think is going to happen in the story?  What have you learnt form the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction, read the text and answer questions * use words given to write questions in pairs. | Tusome  TGPg77,  Tusome PB Pgs63-64. pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
| **22** | 1 | Listening,  Speaking,  Reading and  Writing  **(Cultural**  **Activities)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use “what/where” correctly for effective communication. | What sound did you learn?  Which new words did you learn? How can you use them in a sentence? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * write questions using “what/ where”. | Tusome  TG Pg78, Tusome PB, pgs63-64,  Pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Cultural**  **Activities)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * make correct ‘wh’ questions for effective communications. | What new words did you learn? What can you see in the picture? What can you tell about the story from the picture? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation * explain the vocabulary and use in sentences * listen to connected text and answer questions * use ‘what/where’ to make questions * write a question they would like to ask the author of the story. | Tusome  TG Pg79,  Tusome PB Pg65, pocket  chart, , picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Child labour)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly. | What is a street child?  What can you see in the picture? What will you learn from the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * write correct sentences with words given. | Tusome  TG Pg156,  Tusome PB Pgs141-142, pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
| **23** | 1 | Listening,  Speaking,  Reading and  Writing  **(Child labour)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use adjectives correctly for effective communication. | What sounds did you learn?  What new words did you learn? How can you use the new words in sentences? | By the end of the lesson the Learner should be able to:   * make words by joining sounds * say names and sounds of letters * blend sounds silently to read words * review use of vocabulary sentences * read text to partners fluently * discuss adjectives (colour and size) * rearrange words to make sentences. | Tusome  TG Pg81,  Tusome PB Pgs 66 -67, pocket chart,  letter cards, picture | Checklist, written and oral  exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Child labour)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly. | Who are house helps?  What can you see in the picture? What will you learn from the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * write correct sentences with words given. | Tusome  TG Pg82;  Tusome PB Pgs 68 - 69, pocket  chart, letter  cards, realia, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Child labour)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use adjectives correctly for effective communication. | What new words have you learnt? How do you use these words in sentences? | By the end of the lesson the Learner should be able to:   * make words by joining sounds * say names and sounds of letters * blend sounds silently to read words * review use of vocabulary in sentences * read text to partners fluently * review use of adjectives * rearrange words to make sentences. | Tusome  TG Pg 83,  Tusome PB Pgs 68- 69, pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
| **24** | 1 | Listening,  Speaking,  Reading and  Writing  **(Child labour)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 a text and answer questions for enjoyment and comprehension * use adjectives correctly for effective communication. | What sounds did you learn? What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation * explain the vocabulary and use in sentences * listen to connected text and answer questions * discuss describing words (colour and size) * write a sentence on child labour. | Tusome  TG pg 84;  Tusome PB pg 70, picture | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Child labour)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * describe beginning, middle and ending of a text for enjoyment and comprehension. | How do we care for others? What can you see in the picture? What do you think we will learn in the story? | Learner to;   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * discuss beginning, middle and ending of a text * write correct sentences with words given. | Tusome  TG Pg 85,  Tusome PB Pgs71, pocket  charts, letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing **(Caring for others)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use conjunctions correctly for effective communication. | What is the meaning of the new words? How do you use these words in sentences? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * Use the conjunction ‘and’ to connect two phrases * Write correct sentences from a table. | Tusome  TG Pg 86,  Tusome  PB Pgs 71  -72, pocket chart;, letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
| **25** | 1 | Listening,  Speaking,  Reading and  Writing **(Caring for others)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * describe beginning, middle and ending of a text for enjoyment and comprehension. | How do we care for the sick? What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * retell a text read * write correct sentences from a table. | Tusome  TG Pg87,  Tusome PB  Pg 73 - 74, pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing **(Caring for others)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use conjunctions correctly for effective communication. | What sound did you learn? Which words do you know that have sound /ea/ in the middle? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * use the conjunction ‘and’ to connect two phrases * Write correct sentences from a table. | Tusome  TG Pg88,  Tusome PB  Pg 73 - 74, pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing **(Caring for others)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 a text and answer questions for enjoyment and comprehension * make compound sentences correctly for effective communication. | What are the meanings of the words you have learnt? What do the pictures tell you will happen in the story? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation * explain the vocabulary and use in sentences * listen to connected text and answer questions * discuss describing words (colour and size) * write compound sentences about the text using ‘and’ or ‘but’ | Tusome  TGPg 89,  Tusome PB Pg 75, pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
| **26** | 1 | Listening,  Speaking,  Reading and  Writing  **(School)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * describe beginning, middle and ending of a text for enjoyment and comprehension. | What can make you get late for school?  What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * retell a text read * write correct sentences from a table. | Tusome  TG pg 90;  Tusome PB  76 – 77  Letter cards, pocket chart, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(School)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use ‘was/were’ correctly for effective communication. | What sound did you learn? Which words do you know that have sound /ei/ in the middle? | By the end of the lesson the Learner should be able to:   * say names and sounds of letters * blend sounds to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently * discuss use of ‘was’ and ‘were’ in sentences * correct sentences given. | Tusome  TG pg 91;  Tusome  PB 76 -77, pocket charts, letter cards, pictures. |  |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(School)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * describe beginning, middle and ending of a text for enjoyment and comprehension. | What is a sports day?  What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * retell a text read * correct sentences given. | Tusome  TG pg 92;  Tusome  PB 78 and 79.letter cards, pocket charts and pictures | Checklist, written and oral exercises, observation and monitoring |  |
| **27** | 1 | Listening,  Speaking,  Reading and  **(School)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment use   ‘was/were’ correctly for effective communication   * write legibly and correctly. | How do you pronounce the sounds of these letters; oa,ai,ea and ee?  Which new words have you learnt? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * discuss use of ‘was’ and ‘were’ in sentences * correct sentences given. | Tusome  TG pg92;  Tusome PB 78- 79, pocket chart,  letter cards , picture2 | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(School)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 a text and answer questions for enjoyment and comprehension * use ‘was/were’ correctly for effective communication. | How do we keep our classroom clean?  What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation * explain the vocabulary and use in sentences * listen to connected text and answer questions * discuss describing words (colour and size) * review the use of ‘was and were’ orally * write a compound sentences on the text. | Tusome  TG pg 94;  Tusome PB pg 80, picture, letter cards, pocket chart. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Activities at**  **home)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * describe beginning, middle and ending of a text for enjoyment and comprehension. | What do you need to clean a cow shed?  What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * retell a text read * copy words and draw what they mean. | Tusome  TG pg 95;  Tusome PB  81 – 82, picture, pocket chart, letter cards | Checklist, written and oral exercises, observation and monitoring |  |
| **28** | 1 | Listening,  Speaking,  Reading and  Writing  **(Activities at**  **home)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use ‘was/were’ correctly for effective communication * write legibly and correctly. | What is a cow shed?  What activities do you help your  parents in at home?  What new words have you learnt? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * discuss use of ‘was/were’ in sentences * write sentences about the text read. | Tusome  TG Pg96;  Tusome PB Pgs 81-82, pocket chart, letter cards, and picture. | Checklist, written and oral exercises, observation. |  |
|  | 2 | Listening,  Speaking,  Reading and Writing  **(Activities at**  **home)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * describe beginning, middle and ending of a text for enjoyment and comprehension. | What words do you know that end with sound/ai/? What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * retell a text read * use words given to write sentences. | Tusome  TG Pg 97  Tusome PB Pgs83-84, pocket  chart, letter  cards, realia, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Activities at**  **home)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use ‘was/were’ correctly for effective communication * write legibly and correctly. | What new words have you learnt from the story? What is the meaning of the words?  How do we spell the words? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * discuss use of ‘was’ and ‘were’ in sentences. | Tusome  TG Pg98,  Tusome PB Pgs83-84, pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
| **29** | 1 | Listening,  Speaking,  Reading and  Writing  **(Activities at**  **home)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 a text and answer questions for enjoyment and comprehension * use ‘was/were’ correctly for effective communication. | What games do we play at home? what  New words have you learnt from the story? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation * explain the vocabulary and use in sentences * listen to connected text and answer questions * discuss describing words (colour and size) * review the use of ‘was and were’ orally * write sentences about characters in a text. | Tusome  TG Pg99,  Tusome PB Pg85, pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Transport)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly. | How many have  seen, used a train? What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently and answer questions * use words given to write sentences | Tusome  TG Pg100;  Tusome  PB Pgs8687, pocket charts, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Transport)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use pronouns correctly for effective communication * write legibly and correctly. | What new words have you learnt from the story? How are the words spelt? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * discuss use of him/her/them in sentences * complete sentences by fi lling in blanks. | Tusome  TG Pg101,  Tusome PB Pgs86-87, pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
| **30** | 1 | Listening,  Speaking,  Reading and  Writing  **(Transport)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly. | What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently and answer questions * use words given to complete sentences. | Tusome  TG Pg102,  Tusome PB Pg88-89, pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Transport)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use pronouns correctly for effective communication * write legibly and correctly. | What new words have you learnt from the story? Which words end with sound /ar/ in the story? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * discuss use of him, her, them in sentences * complete sentences by fi lling in blanks. | Tusome  TG Pg103  Tusome PB Pg88-89, pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Transport)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 a text and answer questions for enjoyment and comprehension * use ‘him, her, them’ correctly for effective communication. | How many means  of transport do you know?  What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation * explain the vocabulary and use in sentences * listen to connected text and answer questions * discuss describing words (colour and size) * review the use of ‘was and were’ orally * write a sentence on where the story took place. | Tusome  TG Pg104,  Tusome PB Pg 90, pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
| **31** | 1 | Listening,  Speaking,  Reading and  Writing **(Time and months of the year)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 enjoyment * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly and correctly. | What things are in the sky?  What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently and answer questions * use words given to write sentences. | Tusome  TG Pg105,  Tusome PB Pg91-92, pocket chart,  letter cards, picture | Checklist, written and oral  exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing **(Time and months of the year)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use ‘has/had/have’ correctly for effective communication * write legibly and correctly. | What new words have you learnt from the story? What is the meaning of the words you learnt? | By the end of the lesson the Learner should be able 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 * read text to partners fluently discuss use of has, had, have in sentences * write correct sentences from a table | Tusome  TG Pg106;  Tusome PB Pg91-92, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing **(Time and months of the year)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 enjoyment * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly and correctly. | How many months are there in a year? What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently and answer questions * use words given to write sentences. | Tusome  TG Pg107;  Tusome PB Pg93-94, pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation |  |
| **32** | 1 | Listening,  Speaking,  Reading and  Writing **(Time and months of the year)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use ‘has/had/have’ correctly for effective communication * write legibly and correctly. | Do you know the names of the months of the year?  What are some of the words that end with sound / ear/ apart from the ones in the story? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * discuss use of has, had, have in sentences • write correct sentences from a table. | Tusome  TG Pg108;  Tusome PB Pg93-94, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 | Listening,  Speaking,  Reading and Writing **(Time and months of the year)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 a text and answer questions for enjoyment and comprehension * use ‘has/had/have’ correctly for effective communication. | Which days of the week do you go to school?  What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation * explain the vocabulary and use in sentences * listen to connected text and answer questions * discuss describing words (colour and size)• review the use of ‘ has, had, have ’ orally • write sentences about the poem read. | Tusome  TG Pg109,  Tusome  PB Pg 95, pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Shopping**  **- Things we buy)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * describe beginning, middle and ending of a text for enjoyment and comprehension. | What is butchery? What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * retell a text read * copy words and draw what they mean. | Tusome  TG Pg110,  Tusome PB Pg96-97, pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation |  |
| **33** | 1 | Listening,  Speaking,  Reading and  Writing  **(Shopping**  **- Things we buy)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use plurals of irregular nouns correctly for effective communication * write legibly and correctly. | How many have gone shopping? What did you shop?  Which new words have you learnt from the story? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * discuss use of plurals of irregular nouns (-ves) in sentences. | Tusome  TG Pg111,  Tusome PB Pg 96-97, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Shopping**  **- Things we buy)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * describe beginning, middle and ending of a text for enjoyment and comprehension | How many have gone to a market? What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * retell a text read * write given sentences in plural. | Tusome  TG Pg112,  Tusome PB Pg 98-99, pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Shopping**  **- Things we buy)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use plurals of irregular nouns correctly for effective communication * write legibly and correctly. | Which things do we fi nd in a market?  Which new words have you learnt from the story? What is the meaning of the new words? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * discuss use of plurals of irregular nouns (-ves) in sentences. | Tusome  TG Pg113,  Tusome PB Pg 98-99, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
| **34** | 1 | Listening,  Speaking,  Reading and  Writing  **(Shopping**  **- Things we buy)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 a text and answer questions for enjoyment and comprehension * use plurals of irregular nouns correctly for effective communication. | What things don we fi nd in a supermarket? What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation * explain the vocabulary and use in sentences * listen to connected text and answer questions * discuss describing words (colour and size)• review the use of ‘ has, had, have ’ orally * write sentences about the text read. | Tusome  TG Pg114,  Tusome  PB Pg 100, pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(The garden)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly. | How many have their own gardens at home or school? What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * write correct sentences using words given. | Tusome  TG Pg115,  Tusome PB Pg101-102, pocket chart, letter cards, and picture. | Checklist, written and oral exercises, observation |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(The garden)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use present continuous (-ing) correctly for effective communication * write legibly and correctly. | How do we take care of a garden? Which new words have you learnt from the story? How do we spell the words? | By the end of the lesson the Learner should be able 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. * read text to partners fluently * use of present continuous tense (-ing) * write sentences in present continuous | Tusome  TG Pg116,  Tusome PB Pg101-102, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
| **35** | 1 | Listening,  Speaking,  Reading and  Writing  **(The garden)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly. | What can you see in the picture? What do you think will happen in the story? | Learner to;   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * write sentences about garden activities | Tusome  TG Pg117,  Tusome PB  Pg103- 104, pocket chart, letter cards, and picture. | Checklist, written and oral  exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(The garden)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment. * use present continuous (-ing) correctly for effective communication * write legibly and correctly. | What new words have you learnt from the story? Which words end with sound /ay/ / ey/ in the story? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * write sentences in present continuous | Tusome  TG Pg118,  Tusome PB Pg105-104, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(The garden)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 a text and answer questions for enjoyment and comprehension * use present continuous tense(-ing) correctly for effective communication. | What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation * explain the vocabulary and use in sentences * listen to connected text and answer questions * review present continuous tense (-ing) * write sentences about diff erent ways to end the text read. | Tusome  TG Pg119,  Tusome  PB Pg 105, pocket chart, letter cards, and picture. | Checklist, written and oral exercises, observation and monitoring |  |
| **36** | 1 | Listening,  Speaking,  Reading and  Writing  **(Accident)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly. | How many have  slipped and fallen down?  What can you see in the picture? What do you think will happen in the story? | Learner to;   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * use given words to write sentences | Tusome  TG Pg120, Tusome PB  Pg106- 107, pocket chart, letter cards, and picture. | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and Writing  **(Accident)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use past continuous tense correctly for effective communication * write legibly and correctly. | What new words have you learnt from the story? What is the meaning of the words you learnt? How do we spell the words? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * discuss use of past continuous tense * ( was/were + -ing) * correct sentences given. | Tusome  TG Pg121,  Tusome PB Pg106-107, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Accident)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly. | What do we use in carrying water? What can you see in the picture? What do you think will happen in the story? | Learner to;   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * use sentences given correctly. | Tusome  TG Pg122,  Tusome PB Pg108-109, pocket chart, letter cards, and picture. | Checklist, written and oral exercises, observation |  |
| **37** | 1 | Listening,  Speaking,  Reading and  Writing  **(Accident)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use past continuous tense correctly for effective communication * write legibly and correctly. | What new words have you learnt from the story? What is the meaning of the words you learnt? How do we spell the words? | By the end of the lesson the Learner should be able 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. * read text to partners fluently * discuss use of past continuous tense (were) * correct sentences given. | Tusome  TG Pg123,  Tusome PB Pg108-109, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Accident)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 a text and answer questions for enjoyment and comprehension * use past continuous tense (-ing) correctly for effective   communication | What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation * explain the vocabulary and use in sentences * listen to connected text and answer questions * review present continuous tense (were + -ing) * write sentences on how to end the story. | Tusome  TG Pg124,  Tusome  PB Pg 110, pocket chart, letter cards, and picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Classroom)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * describe beginning, middle and ending of a text for enjoyment and comprehension. | What are some of the things in your classroom? What do the pictures show will happen in the story? | Learner to;   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction * read and retell a text read * use given words to write sentences. | Tusome  TG Pg125,  Tusome PB Pg111-112, pocket chart, letter cards, and picture. | Checklist, written and oral  exercises, observation |  |
| **38** | 1 | Listening,  Speaking,  Reading and  Writing  **(Classroom)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment. * use cardinal and ordinal numbers correctly for effective communication * write legibly and correctly. | Which words have sound /oo/ in the middle?  What new words have you learnt from the story? What is the meaning of the words you learn? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * discuss use of cardinal and ordinal numbers * write correct sentences from table. | Tusome  TG Pg126,  Tusome PB Pg111-112, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Classroom)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * describe beginning, middle and ending of a text for enjoyment and comprehension. | What can you see in the picture? What do you think will happen in the story? | Learner to;   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences • do picture walk, prediction * read and retell a text read. * make sentences from a table. | Tusome  TG Pg127,  Tusome PB Pg113-114, pocket chart, letter cards, and picture. | Checklist, written and oral exercises, observation |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Classroom)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use cardinal and ordinal numbers correctly for effective communication * write legibly and correctly. | What new words have you learnt from the story? What is the meaning of the new words you learn? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * discuss use of cardinal and ordinal numbers * rearrange words to make sentences. | Tusome  TG Pg128,  Tusome PB Pg113-114, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
| **39** | 1 | Listening,  Speaking,  Reading and  Writing  **(Classroom)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 a text and answer questions for enjoyment and comprehension * use cardinal and ordinal numbers correctly for effective communication. | Who was the fi rst person to get into class today? What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation. * explain the vocabulary and use in sentences. * listen to connected text and answer questions. * review use of use cardinal and ordinal numbers * write a paragraph about text read. | Tusome  TG Pg129,  Tusome  PB Pg 115, pocket chart, letter cards, and picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(The farm)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * retell a text for enjoyment and comprehension. | What do we feed cows?  What can you see in the picture? What do you think will happen in the story? | Learner to;   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction * read and retell a text read * make sentences using the words given. | Tusome  TG Pg130,  Tusome PB Pg116-117, pocket chart, letter cards, and picture. | Checklist, written and oral exercises, observation |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(The farm)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use gender sets correctly for effective communication * write legibly and correctly. | Which animals do we fi nd in an animal farm? Which animals do we fi nd there?  How do we take care of the animals in the farm? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * discuss use of genders sets in sentences * fi ll in blanks to complete sentences. | Tusome  TG Pg131,  Tusome PB Pg116-117, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
| **40** | 1 | Listening,  Speaking,  Reading and  Writing  **(The farm)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * retell a text for enjoyment and comprehension. | What is a cowshed? What can you see in the picture? What do you think will happen in the story? | Learner to;   * identify given sounds. * say names and sounds of letters * blend sounds to read words. * explain vocabulary and use them in meaningful sentences. * do picture walk, prediction * read and retell a text read. * use opposites to complete sentences. | Tusome  TG Pg132,  Tusome PB Pg118-119, pocket chart, letter cards, and picture. | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(The farm)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use gender sets correctly for effective communication * write legibly and correctly. | Why do we clean a cowshed?  What do we use to clean a cowshed? Which new words have you learnt from the story? | By the end of the lesson the Learner should be able 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. * read text to partners fluently * discuss use of genders sets in sentences * fill in blanks to complete sentences. | Tusome  TG Pg133,  Tusome PB Pg118-119, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(The farm)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 a text and answer questions for enjoyment and comprehension * use gender sets correctly for effective communication. | How do we keep eggs from hens? What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation. * explain the vocabulary and use in sentences. * listen to connected text and answer questions. * review use of use of gender sets correctly• write a paragraph about text read. | Tusome  TG Pg134,  Tusome  PB Pg 120, pocket chart, letter cards, and picture. | Checklist, written and oral exercises, observation and monitoring |  |
| **41** | 1 | Listening,  Speaking,  Reading and  Writing **(Position and direction)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * retell a text for enjoyment and comprehension. | Where do you play?  What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds. * say names and sounds of letters * blend sounds to read words. * explain vocabulary and use them in meaningful sentences. * do picture walk, prediction * read and retell a text read. * make sentences using given words. | Tusome  TG Pg135,  Tusome PB Pg121-122, pocket chart, letter cards, and picture. | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing **(Position and direction)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use preposition ‘to/ at’ correctly for effective communication * write legibly and correctly. | Where are the goal posts in a football fi eld?  Which new words have you learnt from the story? How do we spell the new words? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * discuss use of preposition “to and at” in sentences * make sentences using given words. | Tusome  TG Pg136,  Tusome PB Pg121-122, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing **(Position and direction)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * retell a text for enjoyment and comprehension. | What is nature corner?  What can you see in the picture? What do you think will happen in the story? | Learner to;   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction * read and retell a text read * make sentences using given words. | Tusome  TG Pg137,  Tusome PB Pg123-124, pocket chart, letter cards, and picture. | Checklist, written and oral exercises, observation |  |
| **42** | 1 | Listening,  Speaking,  Reading and  Writing **(Position and direction)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use preposition ‘over and beside’ correctly for effective communication * write legibly and correctly. | Where do we set a nature corner in class?  What do we put in the nature corner? Which words in the story have sound /ou/ in the middle? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * discuss use of preposition “beside and over” in sentences * make sentences using given words. | Tusome  TG Pg138,  Tusome PB Pg123-124, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing **(Position and direction)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 a text and answer questions for enjoyment and comprehension * use ‘to, at, over’ correctly for effective communication. | Where is your home?  What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation * explain the vocabulary and use in sentences * listen to connected text and answer questions * review use of use preposition: ‘to at, over’ * write a paragraph about text read. | Tusome  TG Pg139,  Tusome  PB Pg 125, pocket chart, letter cards, and picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Environment)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 fluently for comprehension * retell a text for enjoyment and comprehension. | What can you see in the picture? What do you think will happen in the story? | Learner to;   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use in sentences * do picture walk, prediction, read and retell a text read * make sentences using given words. | Tusome TG  140; Tusome PB 126 – 127.  Picture, Letter cards, pocket chart. | Checklist, written and oral exercises, observation and monitoring |  |
| **43** | 1 | Listening,  Speaking,  Reading and  Writing  **(Environment)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use articles ‘a, an, the’ correctly for effective communication * write legibly and correctly. | What is around you?  How do we spell the words; crow, blow, throw and grow?  Which new words have you learnt? | By the end of the lesson the Learner should be able 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. * read text to partners fluently * discuss use of preposition articles (‘a’, ‘an’, ‘the’) in sentences. | Tusome  TG pg 141;  Tusome PB 126 – 127, picture, letter cards, pocket charts. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 | Listening,  Speaking,  Reading and Writing  **(Environment)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * retell a text for enjoyment and comprehension. | Where do bees live?  What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * xplain vocabulary and use them in meaningful sentences * do picture walk, prediction * read and retell a text read * make sentences using ‘an’. | Tusome  TG pg 142; Tusome PB pg 128 – 129, picture, letter cards, pocket chart | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Environment)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use articles ‘a, an, the’ correctly for effective communication * write legibly and correctly. | Which words do you know with sound /ew/? Which new words have you learnt? | By the end of the lesson the Learner should be able 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. * read text to partners fluently * discuss use of preposition articles (‘a’, ‘an’, ‘the’) in sentences | Tusome  TG 143;  Tusome PB 128 – 129, letter cards, pocket card | Checklist, written and oral exercises, observation and monitoring |  |
| **44** | 1 | Listening,  Speaking,  Reading and  Writing  **(Environment)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 a text and answer questions for enjoyment and comprehension * use ‘a, an, the’ correctly for effective communication. | Which new words did you learn? What can you see in the picture? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation * explain the vocabulary and use in sentences * listen to connected text and answer questions * review use of articles; ‘a, an, the’ * write a paragraph about environment. | Tusome  TG 144;  Tusome PB  130, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Transport)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently and answer questions for comprehension. | Which new words did you learn? What can you see in the picture? What do you think will happen in the story | Learner to;   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use in sentences * do picture walk, prediction * read text and answer questions * make sentences using words given. | Tusome  TG pg145,  Tusome PB 131 – 132, picture, Letter cards, pocket cards | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Technology)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use possessives (hers, his) correctly for effective communication * write legibly and correctly. | How do we spell the name of this object; television, mobile phone, tablet?  Which letters make the following words; fetch, screen, watch? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * discuss use of articles; a, an, the * make sentences from a table. | Tusome  TG pg146;  Tusome PB  Pg 131 –  132, realia, picture, letter cards, pocket chart | Checklist, written and oral exercises, observation and monitoring |  |
| **45** | 1 | Listening,  Speaking,  Reading and  Writing  **(Technology)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently and answer questions for comprehension. | Which letters make the following words; watch, snatch, patch, pitch? What can you see in the picture? | Learner to;   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use in sentences• do picture walk, prediction, read and retell * make sentences using words given. | Tusome  TG pg 147, Tusome PB pg 133 – 134, picture, letter cards, pocket chart | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Technology)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use possessives (their, mine) correctly for effective communication * write legibly and correctly. | Which letter is missing to complete the following words; scre\_ns, comp\_ter, t\_blets?  What word do you know that have with sound /ch/? | By the end of the lesson the Learner should be able to:   * make words by joining sounds * say names and sounds of letters * blend sounds silently to read words * review vocabulary and use in sentences * read text to partners fluently * use possessives (their/mine) in sentences * make sentences from a table. | Tusome  TG pg 148, Tusome PB pg 133 – 134, picture, letter cards, pocket chart | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Technology)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 a text and answer questions for enjoyment and comprehension * use ‘his, hers, ours’ correctly for effective communication. | What new words have you learnt? What do you see in the picture? What does the picture tell us about the story? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation * explain the vocabulary and use in sentences * listen to connected text and answer questions * review use of possessives ‘his, hers, ours’ * write a paragraph about the story. | Tusome  TG pg149;  Tusome  PB Pg 135,  Picture, realia | Checklist, written and oral exercises, observation and monitoring |  |
| 46 | 1 | Listening,  Speaking,  Reading and  Writing  **(Cultural**  **Activities)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently and answer questions for comprehension. | Which words do you know with / kw/?  What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction, read text and answer questions * make sentences using words given. | Tusome  TG pg 150; Tusome PB pg 136 – 137, picture, letter cards, pocket chart | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Cultural**  **Activities)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * make ‘Wh’ questions correctly for effective communication. | Which new words did you learn? Which words do you know that start /kw/? | By the end of the lesson the Learner should be able to:   * make words by joining sounds. * say names and sounds of letters * blend sounds silently to read words. * review the use of vocabulary in sentences. * read text to partners fluently • discuss making Wh – questions. * rearrange words to make sentences | Tusome  TG pg 151;  Tusome PB  136 – 137, | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Cultural**  **Activities)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently and answer questions for comprehension. | What is a birthday? What can you see in the picture? What do you think will happen in the story/ | By the end of the lesson the Learner should be able to:   * identify given sounds. * say names and sounds of letters * blend sounds to read words. * explain vocabulary and use in sentences. * do picture walk, prediction, read text and answer questions. * rearrange words to make sentences. | Tusome TG  152; Tusome  PB Pg 138 – 139, picture, letter cards, pocket chart. | Checklist, written and oral exercises, observation and monitoring |  |
| **47** | 1 | Listening,  Speaking,  Reading and  Writing  **(Cultural**  **Activities)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * make ‘Wh-’ questions correctly for effective communication | What letters make the following words; squeeze, quotes, birthday? | By the end of the lesson the Learner should be able to:   * make words by joining sounds. * say names and sounds of letters * blend sounds silently to read words. * review use of vocabulary in sentences. * read text to partners fluently * discuss making Wh – questions. * rearrange words to make sentences | Tusome  TG pg 153; Tusome PB pg 138-139, picture, pocket chart, letter cards. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Cultural**  **Activities)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 a text and answer questions for enjoyment and comprehension * make Wh- questions correctly for effective communication. | What is a  wedding?  What can you see in the picture? What do you think  will happen in the poem? | Learner to;   * Write words correctly from dictation. * review vocabulary; bride, groom, band * do picture walk, prediction, read text and answer questions. * review making Wh – Questions. * Write a paragraph about the story. | Tusome  TG Pg 154;  Tusome  PB Pg 140, picture, | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Child labour)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * ead connected text fluently for enjoyment * retell a text for comprehension. | How do you sit when writing? What can you see in the picture? What do you think will happen in the story? | Learner to;   * identify given sounds. * say names and sounds of letters * blend sounds to read words. * discuss vocabulary and use in sentences.• do picture walk and prediction * read text and retell the text. * use words given to make sentences. | Tusome  TG pg 155;  Tusome PB 141 – 142, picture, letter cards, pocket chart, | Checklist, written and oral exercises, observation and monitoring |  |
| **48** | 1 | Listening,  Speaking,  Reading and  Writing  **(Child labour)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment * use adjectives correctly for effective communication. | Which new words have you learnt? Which games or activities should you not play without a grown up? | By the end of the lesson the Learner should be able 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. * read text to partners fluently * discuss use of adjectives in sentences. | Tusome  TG pg 156; Tusome PB pg 141 – 142, | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Child labour)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently for enjoyment * retell a text for comprehension. | What is child labour?  What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction, * read and retell the text * fi ll in blanks to complete sentences. | Tusome  TG pg 157; Tusome PB pg143 -144, picture, letter cards, pocket chart | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Child labour)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment. * use adjectives correctly for effective communication | Do you know any child rights?  What new words have you learnt? How do you try to read new words? | By the end of the lesson the Learner should be able 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 * read text to partners fluently * review use of adjectives in sentences. | Tusome  TG pg 158;  Tusome PB 143 – 144, picture, letter cards, pocket chart | Checklist, written and oral exercises, observation and monitoring |  |
| **49** | 1 | Listening,  Speaking,  Reading and  Writing  **(Child labour)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 a text and answer questions for enjoyment and comprehension * use adjectives correctly for effective communication. | What new words did you learn? What can you see in the picture? What will happen in the story? | By the end of the lesson the Learner should be able to:   * Write words correctly from dictation * review vocabulary; bride, groom, band * do picture walk, prediction, read and answer questions * review use of adjectives * write a paragraph about the story. | Tusome  TG pg159;  Tusome PB pg 145, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing **(Caring for others)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently and answer questions for comprehension. | How do we care for the others? What can you see in the story? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain use of vocabulary in sentences * do picture walk, prediction, read and answer questions * fi ll in blanks to complete sentences. | Tusome  TG Pg 160;  Tusome PB  146 – 147,  Picture, letter cards, pocket charts | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing **(Caring for others)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment. * use conjunctions correctly for effective communication | How can we predict how a story, a poem or conversation will end? | By the end of the lesson the Learner should be able to:   * make words by joining sounds * say names and sounds of letters * blend sounds silently to read words * review vocabulary and use in sentences * read text to partners fluently * discuss use of conjunctions in sentences * make sentences from a table. | Tusome  TG Pg 161;  Tusome PB  146 – 147,  Picture, letter cards, pocket charts | Checklist, written and oral exercises, observation and monitoring |  |
| **50** | 1 | Listening,  Speaking,  Reading and  Writing **(Caring for others)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 * explain vocabulary and use them in a variety of context * read connected text fluently and answer questions for comprehension. | How can we tell where events have taken place? What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction, read and answer questions * make sentences from a table. | Tusome  TG Pg 162;  Tusome PB  148 – 149,  Picture, letter cards, pocket charts | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing **(Caring for others)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 in pairs for comprehension and enjoyment. * use conjunctions correctly for effective communication. | How can we tell the characters in the story?  What new words have you learnt? Which letters are in the new words? | By the end of the lesson the Learner should be able to:   * make words by joining sounds * say names and sounds of letters * blend sounds silently to read words review vocabulary and use in sentences * read text to partners fluently * review use of conjunctions in sentences * make sentences from a table. | Tusome  TG Pg 163;  Tusome PB  148 – 149,  Picture, letter cards, pocket charts | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing **(Caring for others)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | | 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 a text and answer questions for enjoyment and comprehension. * use conjunctions correctly for effective communication. | What new words have you learnt? What can you see in the picture? What do you think will happen in the story? | By the end of the lesson the Learner should be able to:   * write words correctly from dictation * review vocabulary; bride, groom, band * do picture walk, prediction, read and answer questions * review use of conjunctions in sentences * write a paragraph about the story. | Tusome  TG Pg 164;  Tusome PB  150,  Picture, letter cards, pocket charts. | Checklist, written and oral exercises, observation and monitoring |  |