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**WEEK 1: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Greetings and Farewell

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Mention reasons why we greet people in our daily life.

2. Use greetings correctly while interacting.

3. Adopt the use of greetings and bid farewell in daily interactions.

**Key Inquiry Questions:**

- Why do we greet each other?

- How do we greet different people, such as teachers and friends, using appropriate words?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 flashcards

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about polite words and interactions.

- Identify and discuss the importance of greetings in daily life using relevant flashcards, asking questions like “What does this greeting mean?”

**Lesson Development (20 minutes):**

**Step 1:** Understanding Greetings

- Activity: Show flashcards featuring different greetings (e.g., "Hello," "Good morning," "Hi").

- Discussion: Ask students to describe the purpose of greetings. Guide them to express ideas like "We greet to show respect" or "We greet to be friendly."

**Step 2:** Different Types of Greetings

- Activity: Group students into pairs. Assign each pair a different type of greeting to practice (e.g., greetings for friends, teachers, or family).

- Discussion: Allow pairs to present their greetings to the class. Highlight appropriate contexts for each type.

**Step 3:** Role-Playing

- Activity: Create a playful role-play scenario where students practice greetings and farewells (e.g., meeting a friend, saying goodbye to a teacher).

- Guidance: Walk through a few scenarios together, encouraging students to use phrases learned.

**Step 4:** Goodbye Ritual

- Activity: Discuss and practice farewells. Use flashcards to teach phrases like "Goodbye," "See you later," and "Take care."

- Discussion: Reflect on when and why we say goodbye, connecting it back to feelings of politeness and respect.

**Conclusion (5 minutes):**

- Summarize the key points: the importance of greetings, different types of greetings, and appropriate contexts for saying farewell.

- Interactive Activity: Organize a "Greeting Circle" where each student greets the person next to them using a different greeting from the lesson.

- Preview the next session, which will focus on polite responses to greetings.

**Extended Activities:**

- Home Activity: Ask learners to practice greetings with family members and report back on their experiences in the next class.

- Creative Art: Have students draw a picture depicting a greeting scenario (e.g., greeting a friend at school) and share it with the class.

- Song Practice: Introduce a simple song about greetings for them to sing together, reinforcing the concepts in a fun way.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Listening and Speaking

**Sub Strand:** Time Related Greetings and Farewell

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. State words we use to greet at different times of the day.

2. Match greetings with different times of the day.

3. Appreciate the use of greetings and bidding of farewell in daily interactions.

**Key Inquiry Question(s):**

- What words do we use to greet people at different times of the day?

- How do we match greetings with different times of the day?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

- Chart flashcards (with greetings and images representing times of day)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on basic greetings. Use a few example greetings to engage students.

- Guide learners to read and discuss relevant content from the Longhorn Language Activities, focusing on the greetings linked to times of day, like “Good morning,” “Good afternoon,” and “Good evening.”

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Time Related Greetings

- Begin with a discussion about the parts of the day: morning, afternoon, and evening.

- Show flashcards with pictures representing each time of day. Encourage students to share what they do during these times.

**Step 2:** Identifying Greetings for Each Time

- Introduce specific greetings for each part of the day using the flashcards.

- For example:

- Morning: "Good morning!"

- Afternoon: "Good afternoon!"

- Evening: "Good evening!"

- Ask students to repeat after you to practice pronunciation.

**Step 3:** Matching Greetings to Times of Day

- Prepare a simple matching activity using flashcards.

- Present cards with greetings alongside the cards showing different times of day.

- Have students work in pairs to match the greetings correctly.

**Step 4:** Role Play Scenario

- Divide students into small groups and assign roles.

- Each group will act out a scenario where they greet each other at different times of the day.

- Encourage them to use the greetings introduced in class.

**Conclusion (5 minutes):**

- Summarize the key points: the different greetings for morning, afternoon, and evening, and their importance in social interactions.

- Conduct a brief interactive activity; for example, a "Good Morning!" chant where students greet each other in a circle.

- Preview the next session where the focus will be on farewells like “Goodbye” and “See you later.” Ask students to think about other ways they say goodbye.

**Extended Activities:**

- Greeting Posters: Have students create a poster for each time of day depicting their favorite greeting along with illustrations or images of what they might do at that time.

- Greeting Song: Teach them a simple song about greetings they can sing each day, reinforcing the lessons learned.

- Greeting Role-Play Journals: Encourage students to keep a journal where they write down instances when they used a greeting during the day, illustrating it with drawings.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Reading

**Sub Strand:** Reading readiness

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Read written text from the left to the right of a page.

2. Turn pages from right to left in readiness for reading.

3. Enjoy reading pictures and texts from different materials.

**Key Inquiry Question(s):**

- How do we open books and read from left to right?

- How do we turn pages from right to left in readiness for reading?

Learning Resources:

- Longhorn Language Activities Pre-primary 2 chart

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to recall what they learned about reading and turning pages.

- Guide learners to read and discuss pictures from the Longhorn Language Activities chart, fostering excitement about the stories they will explore.

**Lesson Development (20 minutes):**

**Step 1:**

- Understanding Page Orientation

Use a large picture book to show the correct way to hold a book. Demonstrate turning the book right side up and the direction for reading (left to right). Engage learners by asking them to mimic your actions.

**Step 2:**

- Turning Pages

Show how to turn the pages from right to left. Allow each student to practice turning pages with a partner while counting to three together: “One, two, three, turn!”

**Step 3:**

- Reading from the Book

Choose a lively picture book and read a few pages aloud, pointing to the text as you read. Encourage students to follow along by placing their fingers beneath the words, stressing the left to right movement.

**Step 4:**

- Exploring Other Materials

Provide various reading materials (magazines, storybooks, charts). Have students explore these resources in small groups, encouraging them to identify where the text begins and ends, while also discussing the pictures.

**Conclusion (5 minutes):**

- Summarize the key points: the direction of reading and the method of turning pages.

- Conduct a brief interactive activity: Have students share one thing they learned today about reading direction and page turning.

- Prepare learners for the next session by announcing they will start reading a new story together and encouraging them to think about what kind of stories they like.

**Extended Activities:**

- Create a "Reading Corner" in the classroom with a variety of books where students can go to practice reading quietly.

- Ask learners to illustrate their favorite part of a story from any book they have at home and share it with the class, discussing how the text and pictures work together.

- Encourage parents to read with their children each night, helping reinforce left to right reading and page turning skills.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** Reading

**Sub Strand:** Reading Readiness

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify letter sounds from charts.

2.Demonstrate good care of own books.

3. Enjoy reading pictures and texts from different materials.

**Key Inquiry Question(s):**

- What letter sounds can we find on the charts?

- How should we take care of our books?

- Can we read letters of the alphabet from the charts?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 chart

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the session by reviewing the previous lesson on letter recognition.

- Show the alphabet chart and encourage learners to discuss what they remember about letters and sounds.

- Engage them by asking a few comprehension questions to check their understanding.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Letter Sounds

- Present the alphabet chart.

- Point to each letter and pronounce its sound clearly.

- Ask students to repeat the sounds after you, encouraging participation and correcting any mispronunciations.

**Step 2:** Identifying Similar Letter Sounds

- Select pairs of letters (e.g., 'b' and 'd', 'p' and 'q') that sound similar.

- Lead an activity where students listen and identify whether the sound you say is from 'b' or 'd'.

- Use visuals from the chart to reinforce understanding.

**Step 3:** Care for Books

- Transition to discussing the importance of taking care of books.

- Discuss how to properly hold, store, and read books.

- Show them examples of well-cared-for books versus damaged ones.

**Step 4:** Exploring the Learning Resources

- Allow students to explore pictures and texts from various materials, emphasizing enjoyment in reading.

- Encourage them to look for familiar letters and sounds in the materials provided.

**Conclusion (5 minutes):**

- Summarize the lesson by revisiting the key points about letter sounds and book care.

- Conduct a quick interactive game where students match letters to their sounds or raise their hands when they hear a letter sound correctly.

- Preview the next session's focus on combining letters to make simple words.

**Extended Activities:**

- Letter Sound Hunt: Create a classroom scavenger hunt where students find objects that start with a selected letter sound.

- Book Care Posters: Have students create posters showing how to take care of books, which they can decorate and display around the classroom.

- Sound Collage: Ask students to bring in pictures or items from home that begin with specific letter sounds and create a letter sound collage.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 5**

**Strand:** Writing

**Sub Strand:** Writing Readiness

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify pre-writing activities in and out of school.

2. Hold a writing tool properly in preparation for writing.

3. Appreciate pre-writing activities in and out of school.

**Key Inquiry Question(s):**

- What are some fun pre-writing activities we can do in and out of school?

- How can we hold our writing tools correctly?

- What pictures do we want to draw?

**Learning Resources:**

- Longhorn Language Activities for Pre-Primary 2

- Pencils

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson with a quick review of what was learned in the previous lesson (e.g., letters and sounds).

- Guide the children to look at a page from the Longhorn Language Activities book. Encourage them to share what they see and discuss any related pre-writing activities they know of.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Pre-Writing Activities

- Explain what pre-writing activities are (e.g., drawing shapes, tracing letters).

- Show examples of pictures and activities that help prepare us for writing.

**Step 2:** Holding a Writing Tool Properly

- Demonstrate how to hold a pencil correctly using a fun rhyme or song.

- Give each child a pencil and encourage them to practice holding it while making shapes or lines on paper.

**Step 3:** Engaging in Pre-Writing Activities

- Provide learners with a coloring sheet or blank paper to practice drawing their favorite shapes or characters.

- Walk around and assist children, ensuring they are holding their pencils correctly.

**Step 4:** Sharing and Discussing Drawings

- Allow each child to share their drawing with the class.

- Discuss how their drawings help them get ready for writing.

**Conclusion (5 minutes):**

- Summarize key points about pre-writing activities and proper pencil holding.

- Lead a short interactive activity, like a group song, that includes motions for holding a pencil and drawing.

- Give a brief preview of the next session, asking the children to think about a story they would like to write and what pictures they might draw to help tell that story.

**Extended Activities:**

- Encourage children to practice pre-writing activities at home. For example, they can trace letters in sand, practice drawing shapes using a chalkboard, or have fun with finger painting.

- Set up a "Drawing Corner" in the classroom where children can continue to draw freely and develop their pre-writing skills during free playtime.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Greetings and Farewell

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Mention reasons why we greet people in our day-to-day life.

2. Use greetings correctly while interacting.

3. Adopt the use of greetings and bidding farewell in daily interactions.

**Key Inquiry Question(s):**

- Why do we greet each other?

- How do we greet different people such as teachers and friends using appropriate words?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 charts

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on basic greetings.

- Guide learners to read and discuss relevant content from the learning resources. Focus on the importance of greetings in building relationships and creating a friendly environment.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Greetings

- Introduce different types of greetings (e.g., "Hello," "Hi," "Good morning").

- Ask students to listen and repeat after the teacher, helping to improve pronunciation and confidence.

**Step 2:** Matching Greetings to Situations

- Present different scenarios (e.g., greeting a teacher vs. greeting a friend) using role-playing.

- Discuss with students how the greeting changes based on who they are speaking to.

**Step 3:** Practicing Greetings

- Pair students up to practice greeting each other.

- Provide them with sentence stems (e.g., "Hi, my name is \_\_\_, what is your name?") to encourage interaction.

**Step 4:** Bidding Farewell

- Introduce common expressions for saying goodbye (e.g., "Goodbye," "See you later," "Take care").

- Discuss when and how to use these farewells appropriately in different contexts.

**Conclusion (5 minutes):**

- Summarize key points: the reasons and methods behind greetings and farewells.

- Conduct a brief interactive activity such as a greeting circle where students greet each other using the phrases they learned.

- Preview the next session which will focus on the importance of polite language in communication.

**Extended Activities:**

- Greeting Chart: Have students create a chart at home listing different greetings for various people (parents, teachers, friends) and include illustrations.

- Greeting Art: Provide materials for a craft where students make greeting cards to give to their peers on the next school day.

- Role-Play Skits: Encourage small groups to create a short skit using different greetings and farewells in specific scenarios, which they can present to the class.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Listening and Speaking

**Sub Strand:** Time Related Greetings and Farewell

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. State words we use to greet at different times of the day.

2. Match greetings with different times of the day.

3. Appreciate the use of greetings and farewells in daily interactions.

**Key Inquiry Questions:**

- What words do we use to greet people at different times of the day?

- How do we match greetings with different times of the day?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 flashcards

- Chart paper and markers

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on basic greetings. Ask learners to share any new greetings they learned since the last class.

- Show the flashcards that feature different greetings and ask learners to identify the greeting and share when they might use it.

**Lesson Development (20 minutes):**

**Step 1:** Recognizing greetings

- Present flashcards that show "Good Morning," "Good Afternoon," "Good Evening," and "Good Night."

- Discuss together what time of day corresponds to each greeting (morning, afternoon, evening, and night).

- Have students repeat the greetings together to reinforce pronunciation.

**Step 2:** Matching activity

- Divide the class into small groups and provide each group with a set of time-related greeting flashcards.

- Instruct each group to match the greetings to the correct times of day on chart paper, discussing within their groups to come to a consensus.

**Step 3:** Role-play

- Have students take turns role-playing different scenarios where they use the greetings with their classmates.

- Encourage them to act out a morning greeting, an afternoon interaction, and an evening farewell to reinforce context.

**Step 4:** Appreciation of greetings

- Discuss with learners why greetings are important in daily interactions.

- Ask students to share how they feel when someone greets them warmly or says goodbye. Emphasize the power of positive interactions.

**Conclusion (5 minutes):**

- Summarize the key points covered during the lesson regarding time-related greetings.

- Conduct a brief interactive game where students have to shout out the appropriate greeting based on the time of day you call out (e.g., "It's 9 AM!" - students respond "Good Morning!").

- Preview the next lesson, which will introduce more complex phrases related to greetings and farewells.

**Extended Activities:**

- Greeting Chart: Have students create a personal greeting chart to take home, where they can write their own greetings for different times of the day.

- Interactive Storytime: Read a story that includes various greetings and farewells, and ask students to listen for them and point them out.

- Greeting Songs: Teach students a simple song that includes greetings to reinforce memory and make learning fun.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Reading

**Sub Strand:** Reading Readiness

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Read written text from left to right on a page.

2. Turn pages from right to left in readiness for reading.

3. Enjoy reading pictures and texts from different materials.

**Key Inquiry Questions:**

- How do we open books and read from left to right?

- How do we turn pages from right to left in preparation for reading?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

- Sound charts

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking the children to recall the letters and sounds they learned.

- Guide learners to explore picture books or visual materials, discussing what they see and connecting it to reading left to right and turning pages.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Page Orientation

- Demonstrate how to hold a book and open it.

- Discuss the left-to-right reading direction and the right-to-left page-turning action.

**Step 2:** Sound Similarities

- Introduce letter sounds that are similar (e.g., "b" and "d").

- Play an interactive sound game where students listen and identify if sounds match.

**Step 3:** Guided Reading Practice

- Distribute picture books and have students practice reading the text from left to right.

- Encourage them to turn the pages from right to left, reinforcing the physical action.

**Step 4:** Fun with Illustrations

- Ask students to choose their favorite picture from the books read and verbally describe it.

- This reinforces comprehension and enjoyment of the reading materials.

**Conclusion (5 minutes):**

- Summarize key points: understanding the direction of reading and page-turning, and enjoying books.

- Conduct a brief interactive activity, like a "page turn" competition where students take turns turning pages.

- Prepare learners for the next session by asking them what types of stories they would like to explore.

**Extended Activities:**

- Book Creation: Have students create their own simple picture book. They can draw their own pictures and write a few words or sentences, practicing left-to-right text layout.

- Storytime Buddy: Pair students to read to each other’s books, promoting peer learning and sharing of stories.

- Sound Matching Game: Use flashcards that help students match similar sounds and help reinforce sound recognition.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 4**

**Strand:** Reading

**Sub Strand:** Reading readiness

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify letter sounds from charts

2.Demonstrate good care of own books

3. Enjoy reading pictures and texts from different materials

**Key Inquiry Question(s):**

- How can we read letter sounds from charts?

- Why is it important to take care of our books?

- What letters can we find on the alphabet charts?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students questions about the letters and sounds they learned.

- Discuss with learners how reading can be fun and what they enjoyed from the last lesson.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Letter Sounds

- Show a letter sounds chart.

- Invite children to identify letters and discuss their sounds, emphasizing the letters that sound similar (e.g., b/p, d/t).

- Use songs or chants to reinforce the sounds.

**Step 2:** Exploring Similar Sounds

- Provide pairs of letters that sound similar and ask students to repeat the sounds after you.

- Use visual aids or flashcards to maintain engagement, showing words or images that start with those letter sounds.

**Step 3:** Taking Care of Books

- Discuss what it means to take good care of books.

- Show students how to handle books gently and the importance of keeping them clean and tidy.

- Have them practice by demonstrating how to hold a book and turn pages carefully.

**Step 4:** Enjoying Reading

- Provide a selection of books for students to look through.

- Encourage them to share their favorite pictures or texts from the books they enjoy, focusing on how the stories relate to the sounds they've learned.

**Conclusion (5 minutes):**

- Summarize the key points about letter sounds and taking care of books.

- Conduct a brief interactive activity, such as a sound-matching game where students match pictures to corresponding letters.

- Preview the next lesson by asking students what they think the next letter sounds might be.

**Extended Activities:**

- Sound Sorting Game: Give students different objects or pictures and ask them to sort them based on their beginning letter sounds.

- Book Care Project: Ask students to decorate or personalize a book cover and review how to take care of their books. They can share their creations in the next class.

- Sound Bingo: Create Bingo cards with letters and have a fun game where you call out sounds, and students cover the corresponding letter on their cards.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 5**

**Strand:** Writing

**Sub Strand:** Writing Readiness

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify pre-writing activities in and out of school.

2. Hold a writing tool properly in preparation for writing.

3. Appreciate pre-writing activities in and out of school.

**Key Inquiry Question(s):**

- How can we practice pre-writing activities in and out of school?

- What are the correct ways to hold a writing tool?

- Can you draw pictures of your choice?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

- Pencils

- Drawing paper

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about writing.

- Guide learners to read relevant sections from their learning resources, focusing on understanding what pre-writing activities are.

**Lesson Development (20 minutes):**

**Step 1:** Discussion of Pre-Writing Activities

- Ask learners to share what activities help them get ready to write. Examples could include drawing, coloring, or tracing shapes.

- Discuss pre-writing activities they may do at home (like doodling) and in school (like practicing strokes).

**Step 2:** Holding Writing Tools Properly

- Demonstrate the proper way to hold a pencil.

- Have each student practice holding their pencils by modeling the grip while rotating their hands and fingers.

- Walk around to correct grip as needed and encourage peer feedback among students.

**Step 3:** Drawing Practice

- Provide each student with drawing paper.

- Instruct them to draw a simple picture of their choice, emphasizing the strokes they can use that resemble letters (e.g., straight lines, curves).

- Ask them to share their drawings with a partner after they've completed their artwork.

**Step 4:** Reflection on Pre-Writing Activities

- Invite students to share how they felt while drawing and why they think pre-writing activities are important.

- Go over how these activities help them prepare for writing in the future.

**Conclusion (5 minutes):**

- Summarize the key points: identifying pre-writing activities, the importance of proper grip, and their drawing experiences.

- Conduct an interactive activity such as asking students to mimic the pencil grip and demonstrate their writing readiness.

- Preview the next session by hinting at learning how to form letters with strokes from their drawings.

**Extended Activities:**

- At-Home Practice: Encourage students to practice drawing different shapes or patterns at home, showcasing them in the next class.

- Pre-Writing Tools Creative Station: Set up an art corner where learners can explore various tools like crayons, markers, and colored pencils to make different strokes and shapes.

- Story Creation: After drawing, ask the students to create a simple story about their picture and verbally share it with the class in the next session.

**Teacher Self – Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Listening and Speaking

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Listen to information for comprehension

2.Answer questions from the listening experience

3. Appreciate activities that involve listening and speaking

**Key Inquiry Questions:**

- What do we hear in a story about things in our neighbourhood?

- How can we retell the story we heard?

- What questions can we answer about the story?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

- Storybooks about neighbourhoods

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review what the students learned in the previous lesson about listening and speaking.

- Guide learners to explore relevant content from the learning resources, focusing on the concept of a neighbourhood and its features (e.g., school, park, house).

**Lesson Development (20 minutes):**

**Step 1:** Listening to the Story

- Read a story from the prepared resources about things in the neighbourhood.

- Encourage students to listen carefully and think about what they see in their own neighbourhood.

**Step 2:** Retelling the Story

- Have students retell the story in their own words in small groups or pairs.

- Provide prompts to help them discuss main characters or events.

**Step 3:** Question and Answer Session

- Ask specific questions about the story (e.g., "What places were mentioned in the story?" "Who are the characters?").

- Encourage learners to raise their hands and respond, reinforcing active listening.

**Step 4:** Sharing Experiences

- Invite a few students to share their own experiences related to neighbourhood places.

- Allow students to ask questions to each other about their stories, fostering a speaking environment.

**Conclusion (5 minutes):**

- Summarize the key points learned, emphasizing the importance of listening while others speak.

- Conduct a brief interactive quiz where students can answer questions about the story as a class.

- Prepare students for the next session by introducing the topic of "My Favorite Place in the Neighbourhood," prompting them to think about which place they love the most.

**Extended Activities:**

- Draw and Share: Have students draw a picture of their favorite place in their neighbourhood and share it with the class.

- Neighbourhood Maps: Create a simple map of their neighbourhood together as a class, labeling important places while discussing their functions.

- Role Play: Set up a small role-play activity where students can act out visits to different neighbourhood places (like going to the park or shop).

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Listening and Speaking

**Sub Strand:** News Telling

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Tell news to communicate things that have happened

2. Retell verbal messages for communication

3. Take pleasure in passing verbal messages

**Key Inquiry Question(s):**

- How can we listen to news from the teacher using simplified language?

- How can we retell the news in turns?

- How can we effectively retell verbal messages?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson: Engage students by asking them what they remember about telling news.

- Guide learners to read and discuss relevant content from the learning resources, focusing on how to effectively communicate news.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to News Telling

- Explain what "news" means using simple terms. Show them examples of news (e.g., something that happened at home, school, or in their community).

- Read a short news story from the Longhorn Language Activities.

**Step 2:** Listening Activity

- Have students listen carefully as the teacher shares a brief, engaging story about something that happened during the day. Use a clear and slow tone.

- Encourage students to pay attention to key events and details.

**Step 3:** Retelling the News in Turns

- Circle up the students and ask them to retell the story, encouraging them to take turns.

- Provide support and prompts if necessary (e.g., “Can you tell us what happened next?”).

**Step 4:** Sharing Personal News

- Give each student a chance to share a piece of news from their own lives (e.g., something fun they did over the weekend).

- Celebrate their efforts to share news and remind them how important it is to listen and respect each other’s stories.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity (e.g., a quick game where students pass a soft toy and share one thing they learned today).

- Prepare learners for the next session by previewing plans to discuss "Feelings and Emotions" in news telling.

**Extended Activities:**

- Create a "News Corner" in the classroom where students can post written or drawn news about their day once a week. Encourage them to read and discuss these pieces with their peers.

- Implement a “News of the Week” program where students can take turns presenting news from their home or community to the class.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Reading

**Sub Strand:** Book Handling

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Mention ways to care for books.

2. Demonstrate book handling skills in and out of school.

3. Take pleasure in book handling and storage activities.

**Key Inquiry Questions:**

- What are the ways we care for books?

- How can we show book handling skills in and out of school?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

**Organization of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson about stories and characters.

- Ask students questions about their favorite books and discuss why they like them.

- Introduce the topic of book care by explaining that we need to take care of books so they can last longer and be enjoyed by everyone.

**Lesson Development (20 minutes):**

**Step 1:** Discussing Book Care

- Guide students in a conversation about why we should take care of books. Write their responses on the board.

- Examples of care (e.g., keeping books dry, returning them to the shelf, and not bending pages).

**Step 2:** Demonstrating Book Handling Skills

- Show how to properly handle a book (opening it gently, turning pages carefully).

- Demonstrate how to store a book on a shelf safely.

- Invite students to practice handling a book as you model the skills.

**Step 3:** Group Activity - Caring for Books

- Divide students into small groups and provide them with a few different books.

- Ask them to decide which ways they can take care of each book.

- Share their ideas with the class.

**Step 4:** Fun Book Storage Activity

- Organize a brief activity where students take turns placing books on a shelf.

- Use a "book the right way" challenge where they race to store the books correctly.

**Conclusion (5 minutes):**

- Summarize the key points: ways to care for books, proper handling skills, and the fun in book storage.

- Conduct a quick interactive game where you shout out a scenario, and students say whether it's a good or bad way to handle a book.

- Preview the next session: “How do we choose a book?” and encourage students to think about their favorite book and why they love it.

**Extended Activities:**

- Book Decoration Project: Have students create their own book covers using recycled materials and decorate them creatively. This encourages pride in ownership and care for books.

- Book Care Poster: In groups, students can create a poster illustrating the dos and don’ts of book care, which can be displayed in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 4**

**Strand:** Reading

**Sub Strand:** Reading readiness

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Recognize pictures of things found in the neighborhood

2. Read letter sounds and letter names

3. Enjoy participating in pre-reading activities

**Key Inquiry Question(s):**

- What are the different things found near our school?

- How can we identify letter sounds and names in words?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 pictures

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson, prompting children to recall what they learned about letters and sounds.

- Introduce today’s focus on identifying pictures of things in the neighborhood. Show pictures from the learning resource and ask, "What do you see?" to engage them in discussion.

**Lesson Development (20 minutes):**

**Step 1:** Exploring the Neighborhood

- Present a series of pictures showing various things commonly found in the neighborhood (e.g., trees, school, shops, street signs).

- Ask students to identify each picture and state whether they have seen it before.

- Encourage them to describe these items using simple sentences (e.g., "I see a tree.").

**Step 2:** Learning Letter Sounds

- Introduce the letters associated with each item (e.g., "T is for Tree," "S is for School").

- Use the pictures to help students associate each letter with its sound.

- Engage them in a letter sound chant, where they repeat after you: "T says 't,'" "S says 's,'" etc.

**Step 3:** Name that Letter

- Display a few flashcards with letters and ask students to shout out the names and sounds as you hold them up.

- Work as a class to match letters to pictures from Step 1. For example, show the letter "S" and ask which picture starts with that sound.

**Step 4:** Interactive Reading Activity

- Conduct a brief reading of a simple story that includes vocabulary related to the neighborhood (with pictures).

- Ask students to respond to questions about the pictures in the story to reinforce their understanding and engagement.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson: naming pictures, recognizing letter sounds, and identifying items in the neighborhood.

- Reinforce learning with a simple interactive activity like a quick game of "I Spy," using items in the classroom or pictures shown earlier.

- Preview upcoming topics: "Next time, we will explore how these things in the neighborhood can be described in more detail."

**Extended Activities:**

- Encourage learners to draw their own pictures of things they see in their neighborhood and label them with the appropriate letter sounds.

- Create a neighborhood scavenger hunt where children can find objects that correspond to specific letters.

- Set up a storytelling session where children describe a favorite place in their neighborhood using the vocabulary discussed.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 5**

**Strand:** Writing

**Sub Strand:** Letter Recognition

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify different names in and out of class.

2.Differentiate between upper case and lower case letters of the alphabet.

3. Take pleasure in chanting rhymes on letter names.

**Key Inquiry Questions:**

- How do we read different letter names in and out of class?

- How can we write the alphabet in upper case and lower case?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 alphabetical charts.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson about the alphabets.

- Ask students to share any letters they saw in their classroom or home since the last lesson.

- Display the alphabetical charts and guide learners to point to letters as you read them aloud.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Upper and Lower Case

- Show the alphabetical chart and explain the difference between upper case and lower case letters.

- Ask students to repeat after you as you call out the letters in both cases.

- Engage the students by suggesting they make the sounds of the letters as they chant their names.

**Step 2:** Identifying Similar Letters

- Present letters that look similar in upper and lower case (e.g., B/b, D/d, P/p).

- Use a fun visual activity where students can trace both forms on worksheets.

- Together, count how many letters look similar and encourage students to share how they remember the differences.

**Step 3:** Name Recognition

- Teach students to spell out their names using both upper case and lower case letters.

- Have a brief discussion about the names of their classmates and how they might start with upper case letters.

- Create a collaborative name chart on the board where the students write their names in both cases.

**Step 4:** Rhyming Fun

- Teach a simple rhyme that includes letters of the alphabet (e.g., A is for Apple, B is for Ball).

- Encourage students to chant the rhyme together involving actions (like clapping) for each letter.

- Allow students to come up with their own rhymes using letters from their names or classroom items.

**Conclusion (5 minutes):**

- Summarize the key points by revisiting what they learned about upper and lower case letters, similar-looking letters, and names.

- Conduct a quick interactive quiz where you call out a letter, and students show the corresponding upper or lower case with their fingers.

- Preview the next session by mentioning that they will explore "Words that Start with Different Letters" and ask them to think of some examples at home.

**Extended Activities:**

- Alphabet Scavenger Hunt: Create a classroom scavenger hunt where students find items that start with different letters of the alphabet.

- Name Art: Have students create a colorful art piece using their names, ensuring they write both upper and lower case letters creatively.

- Letter Books: Encourage each student to create a small personal booklet where they can draw and write objects that begin with different letters, using both their names and classroom items.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Listening and Speaking

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Listen to information for comprehension.

2.Answer questions from the listening experience.

3.Appreciate activities that involve listening and speaking.

**Key Inquiry Questions:**

- What can you hear in a story about things in our neighbourhood?

- How can we retell the story we hear?

- What questions can we answer about the story?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 storybooks

- Digital devices (optional for story exploration)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson's content, focusing on other parts of the neighbourhood discussed earlier.

- Invite students to share what they remember from the last lesson, encouraging them to speak in complete sentences.

**Lesson Development (20 minutes):**

**Step 1:** Story Listening

- Read a story from Longhorn Language Activities about a neighbourhood (e.g., "A Day in Our Neighbourhood").

- While reading, use expressive voice and gestures to engage children and help them visualize the story.

**Step 2:** Discussion and Comprehension

- After the story, ask simple comprehension questions:

- “Who are the characters in the story?”

- “What did they do in the neighbourhood?”

- Encourage students to respond in complete sentences and provide reasons for their answers.

**Step 3:** Retell the Story

- Guide the students in retelling the story.

- Ask them to share their favourite part or think of how they might change the story and what that would look like.

**Step 4:** Oral Questions Activity

- Pose a series of oral questions about the story for the students to answer either in pairs or as a class.

- Sample questions might include:

- “What is one thing you can do in our neighbourhood?”

- “Can you draw a picture of your favourite place in the neighbourhood?”

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, emphasizing the importance of listening and speaking.

- Conduct a brief interactive activity, such as a short game where students identify sounds from their neighbourhood (e.g., a car honking, birds chirping) and discuss what those sounds signify.

- Provide a preview of the next session, hinting at learning more about “friends in our neighbourhood” and encouraging students to think of their own stories.

**Extended Activities:**

- Drawing Activity: Have students draw their favourite place in the neighbourhood and share with the class what they like about it.

- Listening Walk: Organize a short ‘listening walk’ around the school or playground, where students can observe and report back on the sounds they hear.

- Story Creation: Encourage learners to create their own short stories about an imagined day in their neighbourhood, to be shared with peers in the upcoming sessions.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Listening and Speaking

**Sub Strand:** News Telling

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Tell news to communicate things that have happened.

2. Retell verbal messages for communication.

3.Take pleasure in passing verbal messages.

**Key Inquiry Question(s):**

- What news can we share about things we saw on the way to school?

- How can we listen closely to each other's stories?

- How do we retell messages to our friends?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

- Digital devices (for recording or playing back messages if available)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share what news they told last time.

- Guide learners to read and discuss relevant pages from the Longhorn Language Activities focusing on key concepts like sharing news and retelling messages.

**Lesson Development (20 minutes):**

**Step 1:** Group Discussion

- Show images or ask children what they see on their way to school.

- Facilitate a discussion around those visuals. Encourage them to use complete sentences (e.g., "I saw a big tree.").

**Step 2:** Listening Exercise

- Share a simple story of something interesting that happened on your way to school. Use clear, simple language and actions to present your story engagingly.

- Ask students to listen carefully as you share your news.

**Step 3:** Turn-Taking News Sharing

- Divide the class into small groups. Each child will take turns sharing their own story about something they saw on the way to school.

- Emphasize the importance of listening to each other and using phrases like, "I heard that…" or "Can you repeat that?"

**Step 4:** Retelling Game

- Play a simple retelling game where one student shares their news while the others listen. After the news is shared, have another student retell the story to test understanding.

- Encourage the use of key phrases learned in this lesson.

**Conclusion (5 minutes):**

- Summarize key points learned about sharing and retelling news.

- Conduct a quick interactive activity where each child says one sentence about an imaginary news event, creating a class news story.

- Preview next session by asking, "What do you think we might share in our next news story?"

**Extended Activities:**

- Creative News Journal: Encourage students to create a simple journal where they draw or write a sentence each day about something interesting they experienced.

- News Skits: In small groups, have students create short skits about a news story, using props or costumes to retell their narratives.

- Sound Recording: If digital devices are available, have students record their news stories and play them back during circle time, allowing for feedback and discussion.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Reading

**Sub Strand:** Book handling

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Mention ways we care for books.

2. Demonstrate the ability to arrange books properly.

3. Take pleasure in book handling and storage activities.

**Key Inquiry Questions:**

- How can we take care of our books?

- How can we show our book handling skills in and out of school?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on the importance of reading.

- Ask students about their favorite books and how they take care of them.

- Introduce the focus of the lesson: caring for books and proper book handling.

**Lesson Development (20 minutes):**

**Step 1:** Discuss Book Care

- Lead a discussion on ways to care for books:

- Keeping books clean and dry.

- Folding corners instead of tearing pages.

- Storing books properly on shelves.

- Encourage students to share any experiences they have with their own books.

**Step 2:** Demonstrate Proper Arranging

- Show students how to arrange books on a shelf:

- By size (tall to short).

- By genre (storybooks, picture books, etc.).

- Explain why this is important for finding books easily.

- Allow students to practice arranging a small selection of books.

**Step 3:** Book Handling Activities

- Engage students in a book handling activity where they practice holding a book properly (with two hands) and turning pages gently.

- Use props or actual books to physically demonstrate the correct method.

**Step 4:** Group Reflection

- After activities, gather students for a group reflection.

- Ask guiding questions:

- What did you learn about caring for books today?

- Why is it important to arrange and handle books properly?

- Write down their responses for visual reference.

**Conclusion (5 minutes):**

- Summarize key points: ways to care for books, arranging them properly, and enjoying book handling activities.

- Conduct a fun interactive quiz where students can answer questions about how to care for books.

- Preview the next lesson: “Exploring Storytelling” and encourage them to think about a story they would like to share.

**Extended Activities:**

- Create a book care poster: Students can illustrate different ways to care for books.

- "Book Buddies" program: Pair students to swap books with each other for a week, practicing care and handling together.

- Set up a mini library corner in the classroom for students to practice arranging and handling books throughout the week.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 4**

**Strand:** Reading

**Sub Strand:** Reading readiness

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Recognize pictures of things found in the neighbourhood.

2. Read letter sounds and letter names.

3. Enjoy participating in pre-reading activities.

**Key Inquiry Questions:**

- What are the different things found near our school?

- Can we read letter sounds and letter names together?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 flashcards

- Picture book about the neighbourhood

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson with a review of pictures and items discussed in the previous lesson.

- Show the students the flashcards and allow them to express what they remember about those images. Engage them in a brief discussion about familiar things around their neighbourhood.

**Lesson Development (20 minutes):**

**Step 1:** Introduce Neighbourhood Items

- Show flashcards of various items found in the neighbourhood (e.g., school, park, shop, bus stop).

- Ask students to identify each item and relate it to their experiences. For example, "Who has been to the park?"

**Step 2:** Learning Letter Sounds

- Focus on the initial letter sounds of items identified. For instance, discuss the sound of the letter "P" in "park."

- Engage the students in a phonics game where they mimic the sounds and match them with corresponding flashcards.

**Step 3:** Letter Names Activity

- Introduce the names of the letters related to the neighbourhood items. Use the flashcards to point out letters and encourage students to say the names together, reinforcing recognition through repetition.

**Step 4:** Pre-reading Activity

- Read a simple picture book about the neighbourhood with the class. Pause to discuss the images and ask students to predict what comes next based on the pictures and text cues.

- Encourage students to make connections between the book content and what they see around them.

**Conclusion (5 minutes):**

- Gather the students to summarize key points from the lesson, like the names and sounds of letters and recognizing neighbourhood items.

- Conduct a quick interactive activity where each student picks a flashcard and shares one thing they learned about it.

- Prepare them for the next session by hinting at exploring other areas in their neighbourhood and its importance.

**Extended Activities:**

- Neighbourhood Scavenger Hunt: Create a simple scavenger hunt where students look for flashcard images in their neighbourhood while accompanied by an adult. They can bring back photos or draw pictures of what they find.

- Letter Sound Bingo: Create a bingo card with images from the flashcards. Students can play bingo where they cover the image as they hear the letter name and sound called out.

- Story Creation: Have students create a short story about a trip around their neighbourhood, using illustrations and labels for items and letters they learned about.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 5**

**Strand:** Writing

**Sub Strand:** Letter Writing

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify letters of the alphabet in upper case from a chart.

2.Write letters of the alphabet in upper case on different materials.

3.Enjoy writing letters of the alphabet.

**Key Inquiry Question(s):**

- How do we write letters in upper case?

- What materials can we use to write letters?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 chart

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson focused on the alphabet.

- Display the learning chart and lead a group discussion on the letters presented. Encourage students to identify and shout out letters they recognize.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Upper Case Letters

- Introduce the concept of upper case letters.

- Use the chart to point to each letter while saying it out loud.

- Engage students by asking them to repeat the letters and identify any familiar ones.

**Step 2:** Writing with Crayons

- Provide learners with crayons and paper.

- Instruct students to write a few letters of the alphabet in upper case, referring to the chart for guidance.

- Walk around the classroom to offer support and encouragement as they practice writing.

**Step 3:** Writing on Different Materials

- Present different materials for writing (e.g., chalkboards, sand trays, and whiteboards with markers).

- Guide students in choosing their preferred material and writing upper case letters.

- Foster excitement by encouraging them to share their chosen letters and materials with a partner.

**Step 4:** Group Activity - Letter Art (Optional)

- Engage students in an interactive letter art activity where they create letters using playdough or colored paper.

- Prompt them to shape the letters or cut out the letters and glue them onto construction paper.

**Conclusion (5 minutes):**

- Recap the day’s learning, emphasizing how to identify and write upper case letters.

- Conduct a brief interactive activity, such as a “letter cheer,” where students cheer for each letter as you call it out.

- Prepare learners for the next session by introducing the idea of lowercase letters and asking them to think of things that start with the letters they learned.

**Extended Activities:**

- Letter Scavenger Hunt: Create a simple scavenger hunt where learners find objects around the classroom or playground that start with an upper case letter (e.g., B for ball, T for toy).

- Letter Writing in Nature: Encourage students to write their names using sticks, leaves, or stones to create letters outside, connecting their learning with the environment.

- Alphabet Books: Send home a blank workbook for learners to create their own alphabet book where they can draw and write upper case letters along with pictures of items that start with those letters.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Listening for Comprehension

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Listen to information for comprehension

2. Answer questions from the listening experience

3. Appreciate activities that involve listening and speaking

**Key Inquiry Question(s):**

- What can we learn about our neighborhood by listening to a story?

- How can we retell the story and answer questions about it?

**Learning Resources:**

- Longhorn Language Activities Pre-Primary 2 storybooks

- Digital devices (if available)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson's key concepts.

- Engage learners in a brief discussion about places and things in their neighborhood. Ask questions like: "What do you see in our neighborhood?"

- Introduce the story they will listen to and explain that they will need to pay close attention.

**Lesson Development (20 minutes):**

**Step 1:** Listening to the Story

- Read a story about a neighborhood, using expressive intonation and gestures to enhance comprehension.

- Encourage students to visualize the neighborhood as they listen.

**Step 2:** Retelling the Story

- Ask students to work in pairs or small groups to retell the story in their own words.

- Provide sentence starters, such as “In the story, I heard that…” to help them structure their retelling.

**Step 3:** Answering Questions

- After the retelling, ask specific questions about the story.

- Sample questions: “What are some things we see in our neighborhood?” and “Who are the characters in the story?”

**Step 4:** Sharing Thoughts

- Invite some pairs or groups to share their retellings and answers with the rest of the class.

- Encourage applause and positive feedback to build confidence.

**Conclusion (5 minutes):**

- Summarize the key points learned about listening and understanding stories.

- Conduct a brief interactive activity such as a "What do I see?" game where students take turns describing things they might see in a neighborhood using complete sentences.

- Provide a preview of upcoming topics, perhaps hinting at a new story or the importance of helping in the community.

**Extended Activities:**

- Neighborhood Walk: Organize a walk in the neighborhood for students to observe and later draw pictures of what they saw.

- Story Creation Activity: Have students create their own simple story about their neighborhood and share it with the class.

- Listening Games: Play listening games where students must follow directions (e.g., “Simon Says”) to reinforce the importance of careful listening.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Listening and Speaking

**Sub Strand:** News Telling

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Tell news to communicate things that have happened.

2. Retell verbal messages for communication.

3. Take pleasure in passing verbal messages.

**Key Inquiry Questions:**

- How do we listen to news from the teacher?

- How can we take turns to retell the news?

- What are some ways we can pass on messages to each other?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

- Digital devices (e.g., tablets or interactive whiteboards)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking learners about what they talked about last time.

- Introduce today’s topic of news telling, and explain that they will share news from their day or week.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding the key concepts of news telling.

**Lesson Development (20 minutes):**

**Step 1:** Listening

- The teacher will share a simple news story using age-appropriate language, such as "Today, I saw a big dog on my way to school."

- Encourage learners to listen attentively and encourage hand-raising for questions or comments afterward.

**Step 2:** Retelling

- Ask the students to retell the news story in pairs, using prompts such as "I heard that..." or "I remember when...".

- Walk around to provide support and encourage them to express their ideas clearly.

**Step 3:** Sharing News

- Invite a few pairs to share their retelling with the whole class.

- Provide constructive feedback and encourage active listening among peers.

**Step 4:** Fun News Game

- Organize a quick game where students can pass a 'news ball' (a soft ball or a stuffed toy).

- The student holding the ball shares a piece of news, then passes it to another student to share their news.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson, reinforcing the specific learning outcomes achieved.

- Conduct a brief interactive activity, such as a group cheer or dance, to celebrate their efforts in sharing news.

- Preview the next session by introducing a new topic, such as "What makes a good story?" and ask students to think of their favorite stories until then.

**Extended Activities:**

- Encourage students to create a simple drawing about something that happened during their day and share it with the class.

- Provide a "news journal" template for students to bring home and fill in. They can write or draw one news item they would like to share in the next class.

- Set up a classroom "news corner" where students can post notes or drawings about events they'd like to share with their peers.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** Reading

**Sub Strand:** Book Handling

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Mention ways we care for books.

2. Demonstrate ability to arrange books properly.

3. Take pleasure in book handling and storage activities.

**Key Inquiry Question(s):**

- How do we care for books?

- What skills do we need for proper book handling both in and out of school?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous session on books and their importance.

- Ask students if they remember how they treated their books and why it matters.

- Introduce the key concepts for today's lesson: caring for books and proper handling.

**Lesson Development (20 minutes):**

**Step 1:** Discussion on Caring for Books

- Initiate a conversation with the learners about why it is important to take care of books.

- List ways to care for books on a board or chart (e.g., keeping them dry, not bending pages, using bookmarks).

- Encourage students to share their own ideas.

**Step 2:** Demonstration of Proper Arranging

- Show students how to properly arrange books on a shelf, making sure they are upright.

- Explain why arranging books properly is important (to keep them safe and neat).

- Invite a few students to practice arranging books under your guidance.

**Step 3:** Book Handling and Care Activity

- Organize a fun activity where students can demonstrate their book handling skills.

- Provide them with a selection of books and ask them to pick a book and handle it properly (flip through pages carefully, hold it correctly).

- Encourage them to observe and comment on each other’s handling skills.

**Step 4:** Book Storage Task

- Guide learners in a practical task where they can practice storing books.

- Ask them to choose a book and place it in a designated area, demonstrating how to store it correctly.

- Highlight the importance of keeping storage areas organized.

**Conclusion (5 minutes):**

- Summarize the key points discussed: ways to care for books, how to arrange and handle books, and the joy of reading.

- Conduct a brief interactive quiz where students can share what they learned about taking care of books.

- Provide a preview of the next lesson, which will focus on favorite books and storytelling.

**Extended Activities:**

- Book Care Collage: Students can create a collage illustrating different ways to care for books using pictures from magazines or drawings.

- Story Time: Schedule a story session where students can practice handling books while listening to a story being read aloud.

- Book Review: Have students pick their favorite book and prepare a short presentation on how they care for it (to be done over the next few lessons).

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 4**

**Strand:** Reading

**Sub Strand:** Reading Readiness

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Recognize pictures of things found in the neighborhood

2.Read letter sounds and letter names

3. Enjoy participating in pre-reading activities

**Key Inquiry Questions:**

- What pictures show things found in our neighborhood?

- How can we read letter sounds and letter names?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 flashcards

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson about basic letter sounds.

- Display flashcards and guide learners to identify and discuss the pictures, focusing on familiar neighbourhood items (e.g., house, park, school).

**Lesson Development (20 minutes):**

**Step 1:** Identifying Neighborhood Objects

- Show various flashcards depicting common objects found in the neighbourhood.

- Ask students to name each object aloud and describe where they might see it.

**Step 2:** Letter Sounds and Names

- Introduce the first letter sounds based on the flashcards (e.g., "H" for house, "P" for park).

- Practice saying the sounds together, emphasizing phonetic breakdown and correct letter naming.

**Step 3:** Picture Matching Game

- Divide the class into small groups and distribute sets of flashcards.

- Have students match objects with the corresponding letter sounds.

- Walk around to support learners as they work in pairs or small groups.

**Step 4:** Story Time Activity

- Select a simple story that incorporates the neighbourhood theme.

- Read the story aloud, asking students to identify objects as they appear in the text and encouraging them to recall the letter sounds associated with those objects.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson, reinforcing the items identified in the neighbourhood and the corresponding letter sounds.

- Conduct a brief interactive activity such as a "sound match" where students raise hands to correspond letter sounds with the pictures shown.

- Preview the next session by introducing the concept of “how we get to places in our neighbourhood” and prompt students to think about transport types.

**Extended Activities:**

- Neighborhood Scavenger Hunt: Create a simple scavenger hunt where students can look for objects in their environment (homes, playgrounds) and draw them.

- Story Maker: Encourage students to create their own simple story using the neighborhood objects they learned about, including at least three different letter sounds.

- Flashcard Art: Provide materials for students to create their own flashcards depicting their favorite neighborhood objects, labeling them with the corresponding letter sounds.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 5**

**Strand:** Writing

**Sub Strand:** Letter writing

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify letters in lower case from a chart.

2.Write letters of the alphabet in lower case on different materials.

3.Enjoy writing letters of the alphabet.

**Key Inquiry Questions:**

- How do we identify letters of the alphabet in lower case from a chart?

- How do we write letters of the alphabet in lower case on different materials?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 chart

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a warm-up activity where students sing the alphabet song together.

- Review the previous lesson by asking students to recall some letters they learned.

- Display the Longhorn Language Activities Pre-primary 2 chart and briefly discuss what the letters are, focusing specifically on lower case letters.

**Lesson Development (20 minutes):**

**Step 1:** Identify Lower Case Letters

- Show the chart with lower case letters. Call out letters and ask students to point them out on the chart.

- Encourage students to repeat the letters after you for reinforcement.

**Step 2:** Writing Practice on Paper

- Distribute worksheets with dotted letters. Guide students to trace the letters on the worksheet.

- After tracing, ask them to write some letters independently at the bottom of the worksheet.

**Step 3:** Writing on Different Materials

- Provide different materials such as sand, playdough, and whiteboards.

- In small groups, have students practice writing letters using the materials provided.

- Example: Write ‘a’ in the sand using their fingers.

**Step 4:** Alphabet Chart Activity

- Gather students and perform a fun activity where they stand or sit next to the letter on the chart that matches the letter called out.

- Incorporate movement to keep it engaging.

**Conclusion (5 minutes):**

- Summarize key points about lower case letters learned during the lesson.

- Conduct a quick interactive activity by asking students to share one letter they enjoyed writing today.

- Wrap up by giving a sneak peek into the next session, which will focus on forming simple words using the letters learned.

**Extended Activities:**

- Alphabet Scavenger Hunt: Have learners look for objects around the classroom that start with each lower case letter.

- Art Projects: Create a scrapbook where students can cut and paste pictures of objects that start with each letter they have learned.

- Letter Songs: Introduce a song about lower case letters to reinforce recognition in a fun, musical way.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Active Listening

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Pay attention to conversations in and out of school

2.Respond to simple instructions in and out of school

3. Enjoy participating in conversations

**Key Inquiry Question(s):**

- How do we tell stories and poems while others listen?

- How can we retell stories told by the teacher and other learners?

- What is the best way to listen to simple instructions and retell them accurately?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

- Digital devices (tablets, interactive whiteboard)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson, asking students to recall and share what they learned about listening and speaking.

- Guide learners to browse and read relevant sections from the Longhorn Language Activities resource, focusing on conversations and storytelling.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Conversations

- Discuss what a conversation is: Ask learners if they have had conversations at school or home.

- Encourage them to share examples: "What do you talk about with friends?"

- Demonstrate the back-and-forth nature of conversations with a short dialogue.

**Step 2:** Telling a Story

- Read a short story or poem from the resource aloud.

- Guide students through an interactive retelling: Prompt them with questions about the story, allowing them to respond and share their thoughts.

- Highlight how to listen and remember key points.

**Step 3:** Listening for Instructions

- Provide simple instructions (e.g., "Stand up," "Clap twice") and ask students to follow them.

- Reinforce the activity by asking them to retell the instructions to a partner.

**Step 4:** Sharing Conversations

- Divide students into small groups and assign each group a topic to discuss (e.g., favorite game, animal, food).

- After a few minutes, ask each group to retell their conversation to the class, encouraging active listening among peers.

**Conclusion (5 minutes):**

- Summarize what was learned today about conversations, storytelling, and following instructions.

- Conduct a brief interactive activity such as a storytelling circle where each student says one sentence to build a story.

- Preview the next session: "Next time, we will learn more about asking questions during conversations."

**Extended Activities:**

- Encourage pupils to practice retelling a story to their family at home and bring a special item related to the story to share in the next class.

- Have a "Listening Walk" where students listen for sounds in their environment and share what they heard in the next lesson.

- Create a "Story Time" corner in the classroom where students can take turns reading a story to their classmates, promoting a culture of listening and sharing.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** Listening and Speaking

**Sub Strand:** Self-expression

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Express own needs and ideas in and out of school

2. Use appropriate vocabulary to express needs and ideas

3. Appreciate expressing oneself

**Key Inquiry Questions:**

- How do you express your needs, ideas, and thoughts?

- What are you doing during school activities (reading, writing, coloring)?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 charts

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share something they learned last time about expressing themselves.

- Guide learners through the relevant content from the learning resources, emphasizing the key concepts of expressing needs and thoughts.

**Lesson Development (20 minutes):**

**Step 1:** What Can You Say About Yourself?

- Start with a simple question: "What do you like?"

- Encourage learners to share their answers using complete sentences (e.g., "I like playing soccer.").

- Model a few responses and ensure they repeat after you to reinforce vocabulary.

**Step 2:** Expressing Needs in Different Situations

- Discuss different scenarios such as at school, at home, or with friends.

- Role-play through different scenarios where students can express their needs (e.g., asking for help, requesting supplies).

- Encourage the use of phrases like "Can I have...?" or "I need...".

**Step 3:** Talking About School Activities

- Ask students to think about what they do during specific activities in class (reading, writing, coloring).

- Encourage them to express these activities using complete sentences (e.g., "I am coloring a picture.").

- Prompt them to share with a partner for peer interaction.

**Step 4:** Sharing as a Group

- Have each student share something they expressed during the lesson, whether it was about their likes or school activities.

- Celebrate every contribution to cultivate a sense of community and appreciation for self-expression.

**Conclusion (5 minutes):**

- Summarize key points discussed in the lesson: expressing personal likes, needs, and activities.

- Conduct a quick interactive activity where students take turns saying one thing they learned today.

- Prepare learners for the next session by previewing upcoming topics (e.g., storytelling or sharing experiences).

**Extended Activities:**

- Drawing and Describing: Have students draw a picture of their favorite activity and write or dictate a sentence about it in class.

- Feelings Chart: Create a feelings chart where students can identify and express their feelings about different activities they enjoy.

- Show and Tell: Organize a “Show and Tell” day where students bring an object and share why it is important to them.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** Reading

**Sub Strand:** Print Awareness

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify pictures related to school.

2.Observe pictures of things found in school.

3. Appreciate reading in and out of school.

**Key Inquiry Questions:**

- What are some pictures of things found in school?

- How can we use digital devices to observe pictures of things found in school?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

- Digital devices (tablets, computers, etc.)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking simple questions related to school items and pictures observed.

- Engage students in a discussion about their experiences with reading at school or at home.

**Lesson Development (20 minutes):**

**Step 1:** Picture Identification

- Show students various pictures from the Longhorn Language Activities resource.

- Ask them to name each school item (e.g., book, pencil, ruler) as the pictures are displayed.

- Encourage them to describe the function of each item briefly.

**Step 2:** Group Discussion

- Divide students into small groups and assign each group a few pictures.

- Allow time for them to discuss among themselves what they see and how these items are used in school.

**Step 3:** Digital Exploration

- Provide access to digital devices and guide students to explore online resources or apps that show different school items.

- Encourage learners to find additional pictures and present them to the class.

**Step 4:** Class Visual Board

- Create a class visual board by having students cut out or print pictures of school items they've found.

- Allow each student to present one picture to the class and explain why it's important in a school setting.

**Conclusion (5 minutes):**

- Summarize key points learned during the lesson, highlighting the items discussed and the importance of reading.

- Conduct a quick interactive activity such as a "find the item" game, where you call out an item, and students should point to it on the visual board.

- Preview the next session by asking students what items they would like to learn more about or consider questions like "What new pictures can we discover next time?"

**Extended Activities:**

- Scavenger Hunt: Have students create a simple scavenger hunt using pictures of school items listed in the lesson. They can find these items around the classroom or school.

- Reading Corner: Set up a reading corner with books that have pictures of school items and encourage students to share what they learn from those books with the class.

- Digital Art: Encourage students to draw their favorite school item digitally or on paper and explain why they chose it in a small presentation.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 4**

**Strand:** Reading

**Sub Strand:** Reading Syllables

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify and join two sounds to read syllables in and out of class.

2.Demonstrate the ability to read syllables in class.

3. Enjoy reading syllables.

**Key Inquiry Question(s):**

- How do you join two sounds to read syllables in and out of class?

- How can we read syllables both inside and outside the classroom?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 Syllable Charts

- Digital devices (tablets or computers) for interactive syllable games

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on sound recognition and blending.

- Introduce the concept of syllables, explaining that they are the building blocks of words. Use examples like "ba", "bu", "da", and "du".

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Syllables

- Define syllables and explain how they are formed by sounds.

- Introduce syllable charts from the Longhorn Language Activities and demonstrate how to identify syllables using simple words like "banana" and "tiger".

**Step 2:** Joining Sounds

- Engage students in a hands-on activity where they join two sounds to create syllables.

- Use cards with letters (b, a, d, u) and have the children create syllables by combining the sounds (e.g., ba, da, bu, du) and saying them out loud as a class.

**Step 3:** Syllable Reading Practice

- Move to a guided reading session using digital devices.

- Have students read along syllables on the tablets. They will practice reading combinations and simple sentences made up of the syllables they created.

**Step 4:** Syllable Recognition Game

- Conduct a fun interactive game where students take turns reading syllables from the chart or their devices.

- Encourage them to clap their hands for each syllable they read to reinforce their understanding of syllable boundaries (e.g., clapping for "ba-na-na").

**Conclusion (5 minutes):**

- Summarize the key points from the lesson: the definition of syllables, how to form them by joining two sounds, and the importance of syllable reading.

- Conduct a brief interactive activity, such as a "Syllable Relay," where students must quickly say a syllable and pass a ball to the next person.

- Preview the next session by hinting at combining syllables to form simple words and encouraging students to think about what words they can create.

**Extended Activities:**

- Ask students to create a "Syllable Book" where they can draw pictures of objects that begin with each syllable they learn (e.g., a picture of a doll for "do," a ball for "ba").

- Encourage students to listen for syllables in songs or rhymes at home and share what they find during the next class.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 5**

**Strand:** Writing

**Sub Strand:** Drawing Pictures

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify pictures of objects within the school.

2. Draw different objects within the school environment.

3. Show excitement in drawing activities.

**Key Inquiry Question(s):**

- What things can we find in our school?

- How can we draw and color those things?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 chart

- Drawing materials (crayons, paper, etc.)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about objects and their names. Ask students to name a few things they saw in the classroom.

- Introduce the Key Inquiry Questions. Show the chart and explain that today we will explore our school environment by drawing what we find.

**Lesson Development (20 minutes):**

**Step 1:** Exploration Walk

- Take the students on a short walk around the school grounds. Encourage them to look for different objects (e.g., swings, trees, doors).

- Ask them to shout out what they see. List these items on the board to reference later.

**Step 2:** Discussion & Selection

- Back in the classroom, have a discussion about what they observed. Ask guiding questions: What was your favorite thing? Why?

- Allow each student to pick one or two objects from the list they created for drawing.

**Step 3:** Drawing Activity

- Hand out paper and crayons. Instruct students to draw the objects they picked from the discussion.

- Encourage expression in their drawings, using different colors and shapes. Walk around to provide support and praise.

**Step 4:** Sharing Time

- Invite students to share their drawings with the class. Ask them to explain what they drew and how it relates to the school.

- Encourage applause and positive feedback from their classmates to build excitement and confidence.

**Conclusion (5 minutes):**

- Summarize key points: What did we learn about our school environment? How did we express our ideas through drawing?

- Conduct a brief interactive activity: Have students vote on their favorite objects to promote engagement.

- Prepare learners for the next session by introducing that they will learn to write about their drawings.

**Extended Activities:**

- Create a "My School" collage: Have students gather pictures of items found in school from magazines or have them draw additional items to create a collage.

- Storytime: Read a book about schools and have students illustrate their favorite scenes afterward, linking literature with art.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Active Listening

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Pay attention to conversations in and out of school.

2. Respond to simple instructions in and out of school.

3.Enjoy participating in conversations.

**Key Inquiry Question(s):**

- How do people respond to instructions?

- How can we tell stories and poems while others listen?

- How can we retell stories told by the teacher and other learners?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

- Digital devices (optional for interactive activities)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about listening and responding in conversations.

- Read a short story or poem from the learning resources, encouraging students to listen carefully.

- Discuss the story, emphasizing key concepts about paying attention and responding.

**Lesson Development (20 minutes):**

**Step 1:** Exploring Instructions

- Introduce students to simple instructions through a fun activity, e.g., a Simon Says game.

- Model responding to instructions by demonstrating physical movements for “clap your hands” and “touch your toes.”

**Step 2:** Interactive Storytelling

- Invite a few students to listen as the teacher tells a story.

- Ask them to raise their hands when they hear a specific word or phrase, reinforcing active listening.

**Step 3:** Retelling Stories

- After the story, ask students to retell parts of the story in their own words, focusing on key characters and events.

- Provide sentence starters, such as "Once upon a time..." or "In the end..."

**Step 4:** Fun Sharing Activity

- Have students work in pairs to share their own short story or favorite part of a story with each other, encouraging them to listen actively and ask questions.

**Conclusion (5 minutes):**

- Summarize the key points by asking students what they learned about listening and responding to instructions.

- Conduct a brief interactive activity, like a “mimic” game where students act out instructions given by their classmates.

- Preview the next session: "Next time, we will explore more about how to tell stories in different ways."

**Extended Activities:**

- Story Jar: Create a class "Story Jar" where students can add sentence strips with fun story starters or prompts. They can then choose one to build and share stories in small groups.

- Listening Walk: Organize a classroom or outdoor activity where students listen to different sounds (like birds, cars, or voices) and describe what they hear to a partner.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** Listening and Speaking

**Sub Strand:** Self Expression

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Express own needs and thoughts in and out of school.

2.Use appropriate vocabulary to express needs and ideas.

3. Appreciate self-expression.

**Key Inquiry Questions:**

- How do we express our needs, ideas, and thoughts freely?

- What are we doing during school activities (e.g., reading, writing, coloring)?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 charts

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking questions about what the students learned.

- Discuss key concepts about expressing needs and ideas, encouraging students to participate.

- Emphasize the importance of communicating feelings and desires, both in school and at home.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Needs in School

- Engage students in a discussion about what they need while at school (e.g., pencils, paper, help from teachers).

- Encourage them to raise their hands and share their needs, guiding them to use phrases like "I need..." or "Can I have...?"

- Model a few examples together.

**Step 2:** Expressing Thoughts About Activities

- Introduce a prompt, such as, “What are you doing right now?”

- Facilitate a conversation where students describe school activities (e.g., “I am reading a book.”).

- Encourage them to use the appropriate vocabulary and sentences.

**Step 3:** Role-Playing

- Organize students into pairs.

- Give them scenarios where they need to express their needs or ideas (e.g., asking a friend for help with a task).

- Allow them to perform the role-play for the class, focusing on clarity and expression.

**Step 4:** Reflection on Self-Expression

- Conclude with a discussion about how it feels to express their needs and ideas.

- Ask questions like "Why is it important to say what we need?"

- Reinforce the idea that everyone’s thoughts and feelings matter.

**Conclusion (5 minutes):**

- Summarize key points learned during the lesson, revisiting vocabulary and expressions.

- Conduct an interactive activity such as a group chant or song that includes expressing needs (like “We need pencils!”).

- Prepare learners for the next session by asking them to think about what they love to do and how they can express that in words.

**Extended Activities:**

- "All About Me" Poster: Have students create posters that express their likes, hobbies, and needs through drawing and writing.

- Story Time Sharing: Encourage students to bring a short story or a favorite book and express what they like about it to the class.

- Needs vs. Wants Chart: Create a classroom chart where students can categorize "needs" and "wants" based on their school experiences.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** Reading

**Sub Strand:** Print awareness

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify pictures related to school

2.Observe pictures of safe and unsafe places in school

3.Appreciate reading in and out of school

**Key Inquiry Questions:**

- Identify pictures of things found in school

- Use digital devices to observe pictures of safe and unsafe places in school

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

- Digital devices (tablets or smartboards)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a warm-up question: "What are some things we see at school?"

- Ask students to share their thoughts and experiences related to school settings.

- Briefly review the previous lesson focused on understanding different environments.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Safe Places

- Show pictures of different areas in school through digital devices.

- Ask students to name the places (e.g., classroom, library, playground).

- Discuss why these places are safe.

**Step 2:** Identifying Unsafe Places

- Introduce pictures of less safe places (e.g., near the stairs, unused areas).

- Engage students in a discussion: "Why are these places unsafe?"

- Encourage critical thinking about safety in the school environment.

**Step 3:** Exploring Responsibilities

- Discuss how knowing safe and unsafe places is important for their safety.

- Role-play scenarios where students choose a safe place to go in response to prompts.

**Step 4:** Reading Together

- Group students and give them short storybooks that include pictures of school settings.

- Encourage them to point out and discuss the safe and unsafe places in the images.

**Conclusion (5 minutes):**

- Summarize key points: safe vs. unsafe places in school and the importance of being aware of them.

- Conduct a brief interactive quiz using thumbs up/down for safe or unsafe images presented.

- Introduce the next session's topic: “Exploring More About Our School.”

**Extended Activities:**

- Art Activity: Have students draw their favorite safe place in school and explain why they like it.

- Classroom Walk: Organize a guided walk around the school to identify and talk about safe and unsafe areas.

- Digital Scavenger Hunt: Use digital devices to find pictures online related to safe places in school, encouraging teamwork and discussion.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 4**

**Strand:** Reading

**Sub Strand:** Reading syllables

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify and blend sounds to make syllables.

2. Join 2 sounds to make syllables.

3. Enjoy reading syllables.

**Key Inquiry Question(s):**

- How can we blend sounds to make syllables such as (ba, be, bi)?

- Where can we join 2 sounds to create syllables?

- How can we read and master syllables?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 Syllables chart

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on single sounds.

- Ask students questions to recall what they learned about sounds and introduce the concept of syllables.

- Display the Syllables chart and briefly explain what a syllable is.

**Lesson Development (20 minutes):**

**Step 1:** Sound Blending

- Introduce the sounds "ba," "be," and "bi."

- Use puppets or visual aids to represent each sound.

- Engage students in blending these sounds orally, encouraging them to say "ba," "be," and "bi" together as a group.

**Step 2:** Syllable Formation

- Guide the learners to physically manipulate letters or flashcards to join the two sounds.

- Have students work in pairs to create syllables by combining the sounds—such as “ba” + “be” to make “babe.”

- Monitor the pairs as they work and provide assistance if needed.

**Step 3:** Interactive Reading

- Use the Syllables chart to demonstrate blending and reading the syllables created.

- Invite students to come to the chart and read the syllables out loud.

- Encourage clapping or tapping for each syllable they read.

**Step 4:** Syllable Game

- Play a game where students identify and shout out syllables from common words or objects around the classroom (e.g., “ta-ble,” “si-lly”).

- Keep the energy high and celebrate successful identification with applause or cheerful responses.

**Conclusion (5 minutes):**

- Summarize the importance of blending sounds to create syllables and how this will help in reading.

- Conduct a brief interactive activity where students share one new syllable they learned today.

- Tease upcoming topics by asking students to think about what they might discover about words that have three syllables in the next lesson.

**Extended Activities:**

- Encourage students to create a "Syllable Book" at home. They can cut pictures from magazines or draw objects that represent different syllables. Each page can feature one syllable and multiple images or words representing that syllable.

- Organize a "Syllable Hunt" where children find items around their home or classroom that correspond to syllables they've learned (e.g., “ba”-ball, “be”-ll).

- Suggest a storytime session where parents can read short stories and point out syllables as they read.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 5**

**Strand:** Writing

**Sub Strand:** Writing Practice

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Write correctly and neatly letters of the alphabet

2. Make patterns using letters of the alphabet

3. Enjoy activities related to writing letters of the alphabet

**Key Inquiry Questions:**

- How can we write letters of the alphabet correctly and neatly?

- In what ways can we make patterns on different surfaces using letters of the alphabet?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 Chart

- Digital devices (tablets or computers)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Greet learners and review the letters of the alphabet learned in the previous lesson.

- Use the Longhorn Language Activities Chart to visually identify and point to letters already discussed.

- Engage learners in a brief discussion by asking questions about their favorite letters and why they like them.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Patterns

- Explain what patterns are using simple language (e.g., "Patterns are things that repeat in a fun way").

- Show examples of patterns made with colors, shapes, and letters on the chart.

- Ask students if they can think of any patterns they see around them or in their daily lives.

**Step 2:** Writing Letters Neatly

- Demonstrate how to write each letter of the alphabet correctly and neatly on the board.

- Allow students to practice writing the letters in the air, on their desk with their fingers, and then with pencils on paper.

- Encourage them to focus on forming each letter evenly and neatly.

**Step 3:** Letter Patterns

- Invite students to create their own patterns using letters. For example, they can make a pattern like "A, B, A, B" or "C, C, D, C, C, D."

- Provide various surfaces (paper, chalkboards, digital devices) for them to practice this.

**Step 4:** Group Activity

- Divide students into small groups. Each group will pick a different surface (chart paper, whiteboard, or digital device).

- Encourage them to create a large letter pattern that can be shared with the class.

- Allow students to discuss their group’s pattern and explain the sequence they created.

**Conclusion (5 minutes):**

- Summarize the key points by revisiting the definitions of neat writing and patterns.

- Facilitate an interactive activity where students can call out their favorite letters or patterns observed during the lesson.

- Introduce the next session, hinting at learning about words and sentences, and pose the question: "How can we use patterns to help us write words?"

**Extended Activities:**

- Create a "Letter Pattern Book" where students can draw different patterns using letters of the alphabet in each page, combining letters with colors and shapes.

- Organize a "Letter Hunt" where learners find objects around the classroom that start with specific letters, promoting letter recognition and application in their environment.

- Utilize digital devices to create simple patterns using an educational app that allows children to drag and drop letters to form patterns.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Active Listening

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Pay attention to conversations in and out of school.

2.Respond to simple instructions in and out of school.

3.Enjoy participating in conversations.

**Key Inquiry Questions:**

- How do people respond to instructions?

- Can you tell stories and poems while others listen?

- Can you retell stories told by the teacher and other learners?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

- Digital devices (for listening and storytelling activities)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to recall keywords or phrases discussed in class.

- Guide learners to look at an engaging picture from the Longhorn resources that illustrates a school scene.

- Discuss what they see and the conversations that might happen in that scene.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Instructions

- Explain what instructions are with simple examples (e.g., "Please sit down," "Raise your hand").

- Use gestures and visual aids to help concrete understanding.

- Play a short audio clip of various simple instructions for students to listen to.

**Step 2:** Responding to Instructions

- Conduct a listening exercise where you give simple instructions one at a time, and learners respond accordingly (e.g., clap hands, stand up, etc.).

- Encourage students to follow instructions while paying attention to each other's responses.

**Step 3:** Storytelling Activity

- Introduce a brief story or poem that they will listen to.

- Read the story with expression and enthusiasm, prompting students to listen actively.

**Step 4:** Retelling the Story

- After the story, ask students to retell parts of it using ‘I remember’ prompts.

- Pair students up to share their version of the story, helping them practice active listening by focusing on each other's retelling.

**Conclusion (5 minutes):**

- Summarize key points about paying attention and responding to instructions learned during the lesson.

- Conduct a quick interactive activity where students can either say or act out a simple instruction.

- Preview the next session: "Next time, we will learn how to tell our own stories and listen to our friends."

**Extended Activities:**

- Storytime Sharing: Encourage children to bring a favorite story or picture book to share with the class for the next lesson.

- Instruction Game: Organize a game day where students give and follow more complex instructions in a fun, playful environment (e.g., "Simon Says").

- Listening Journal: Create a listening journal where students draw pictures or write simple sentences about what they heard during stories.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Listening and Speaking

**Sub Strand:** Self Expression

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Express own needs and ideas in and out of school.

2. Use appropriate vocabulary to express own needs and ideas.

3. Appreciate expressing oneself.

**Key Inquiry Question(s):**

- How can we express our own needs, ideas, and thoughts freely?

- What activities do we do during school (e.g., reading, writing, coloring)?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 charts

**Organisation of Learning:**

**Introduction (5 minutes):**

- Greet the learners and ask them how they feel today.

- Briefly review the previous lesson focusing on expressing needs and feelings.

- Guide learners to look at the charts from Longhorn Language Activities. Discuss with the class what parts they find interesting.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Needs

- Ask learners what they need to do their best in school (e.g., pencils, paper, help from teacher).

- Write their responses on the board.

- Encourage students to express other needs they might have outside of school, such as support from family or friends.

**Step 2:** Vocabulary Expansion

- Introduce key vocabulary words related to self-expression (e.g., “help,” “more,” “happy,” “sad”).

- Use flashcards or charts to illustrate these words.

- Have students repeat each word and use it in sentences to describe their own needs.

**Step 3:** Role Play

- Divide learners into pairs and give them scenarios to practice.

- Examples: Asking a teacher for help with a task, expressing a need for a favorite toy during playtime.

- Walk around and support them as they role-play.

**Step 4:** Sharing Ideas

- Bring the class back together and have a few pairs share their role-play experiences.

- Ask guiding questions: “How did you feel expressing your needs?” and “What words did you use?”

**Conclusion (5 minutes):**

- Summarize the key points learned about expressing needs and using appropriate vocabulary.

- Conduct a brief interactive activity: Use the vocabulary words in a fun game like “Simon Says” or a quick drawing activity where they draw something they need.

- Preview the next session: "Next time, we will talk about feelings and how to express them."

**Extended Activities:**

- Activity 1: Create a "Needs and Wants" collage. Learners can cut pictures from magazines or draw items that represent their needs and wants.

- Activity 2: Journaling exercise where they write about one thing they need to do well in school, using the vocabulary learned in class.

- Activity 3: Plan a classroom "Needs Fair" where students can bring in items related to what they need at school and discuss them with their peers.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Listening and Speaking

**Sub Strand:** Self Expression

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Express own needs and ideas in and out of school.

2.Use appropriate vocabulary to express own needs and ideas.

3.Appreciate expressing oneself.

**Key Inquiry Question(s):**

- How can we express our own needs, ideas, and thoughts freely?

- What activities do we do during school (e.g., reading, writing, coloring)?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 charts

**Organisation of Learning:**

**Introduction (5 minutes):**

- Greet the learners and ask them how they feel today.

- Briefly review the previous lesson focusing on expressing needs and feelings.

- Guide learners to look at the charts from Longhorn Language Activities. Discuss with the class what parts they find interesting.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Needs

- Ask learners what they need to do their best in school (e.g., pencils, paper, help from teacher).

- Write their responses on the board.

- Encourage students to express other needs they might have outside of school, such as support from family or friends.

**Step 2:** Vocabulary Expansion

- Introduce key vocabulary words related to self-expression (e.g., “help,” “more,” “happy,” “sad”).

- Use flashcards or charts to illustrate these words.

- Have students repeat each word and use it in sentences to describe their own needs.

**Step 3:** Role Play

- Divide learners into pairs and give them scenarios to practice.

- Examples: Asking a teacher for help with a task, expressing a need for a favorite toy during playtime.

- Walk around and support them as they role-play.

**Step 4:** Sharing Ideas

- Bring the class back together and have a few pairs share their role-play experiences.

- Ask guiding questions: “How did you feel expressing your needs?” and “What words did you use?”

**Conclusion (5 minutes):**

- Summarize the key points learned about expressing needs and using appropriate vocabulary.

- Conduct a brief interactive activity: Use the vocabulary words in a fun game like “Simon Says” or a quick drawing activity where they draw something they need.

- Preview the next session: "Next time, we will talk about feelings and how to express them."

**Extended Activities:**

- Activity 1: Create a "Needs and Wants" collage. Learners can cut pictures from magazines or draw items that represent their needs and wants.

- Activity 2: Journaling exercise where they write about one thing they need to do well in school, using the vocabulary learned in class.

- Activity 3: Plan a classroom "Needs Fair" where students can bring in items related to what they need at school and discuss them with their peers.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** Reading

**Sub Strand:** Print Awareness

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify pictures related to school.

2. Observe pictures of safe and unsafe places in school.

3. Appreciate reading in and out of school.

**Key Inquiry Question(s):**

- What pictures represent things found in school?

- How can we use digital devices to observe pictures of safe and unsafe places in school?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

- Digital devices (tablets/computers with image resources)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson on school-related vocabulary. Ask students to name some items they might find in school.

- Introduce the day’s focus by discussing the importance of recognizing safe vs. unsafe places in school.

**Lesson Development (20 minutes):**

**Step 1:** Picture Identification

- Display a variety of pictures related to school on the digital device (e.g., library, playground, bathrooms, stairwell).

- Encourage students to identify and name the pictures, discussing what they see.

**Step 2:** Group Discussion on Safety

- Ask students to think about which pictures represent safe and unsafe places in school.

- Guide a discussion, prompting students to share their thoughts and experiences regarding safety in different areas of the school.

**Step 3:** Interactive Digital Activity

- Have students use the digital devices to explore a simple online game or an interactive book that highlights safe and unsafe places in school.

- Students will click on pictures to categorize them as "safe" or "unsafe" while explaining their reasoning.

**Step 4:** Create a Personal Safety Map

- Provide each student with a blank outline of a school. Ask them to draw or place stickers to mark safe places they identified during the lesson and add notes about why they are safe.

- Allow a few students to share their maps with the class.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the identification of places in school and distinguishing between safe and unsafe areas.

- Conduct a brief interactive activity by asking students to raise their hands when they hear a safe place mentioned during a quick review.

- Preview the next lesson which will focus on different roles of individuals in school (teachers, janitors, etc.) and how they help maintain safety.

**Extended Activities:**

- Create a safety poster: Students can design a safety poster that depicts safe behaviors in various school settings.

- Storytime: Read a picture book about safety (e.g., "Come to the Edge" by Musgrove) and have students identify themes related to their own experiences in school.

- Safety Walk: Organize a supervised walk around the school where students identify safe and unsafe areas, reinforcing their learning through real-life observation.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 4**

**Strand:** Reading

**Sub Strand:** Reading Syllables

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify and blend sounds to make syllables

2. Join 2 sounds to make syllables

3. Enjoy reading syllables

**Key Inquiry Question(s):**

- How can we blend sounds to make syllables such as (ba, be, bi)?

- How do we join 2 sounds to create new syllables?

- How can we read and master syllables effectively?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 Syllables chart

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review what students learned in the previous lesson about sounds and letters.

- Guide learners to read and discuss relevant content from the Syllables chart, emphasizing the importance of blending sounds to create syllables.

**Lesson Development (20 minutes):**

**Step 1:** Sound Recognition

- Begin by introducing two sounds, such as 'b' and 'a'.

- Show how to blend these sounds together to form the syllable "ba".

- Engage learners by asking them to repeat the sound together and practice isolating the sounds.

**Step 2:** Blending Sounds

- Introduce another pair of sounds like 'b' and 'i' to create "bi".

- Use flashcards or the syllables chart for visual support.

- Encourage students to come up with more examples by asking what other sounds they know. Students should pair in small groups to practice blending different sound combinations.

**Step 3:** Syllable Creation

- Guide students in a fun activity where they choose two sounds from the chart and blend them to form new syllables.

- Allow them to share their syllables with the class, reinforcing pronunciation and reading skills.

- Introduce simple words that contain these syllables and read them together as a class.

**Step 4:** Interactive Reading

- Use the syllables chart to conduct a quick reading session where students read aloud syllables they have learned.

- Encourage participation by letting them clap for each syllable as they read to engage them actively.

**Conclusion (5 minutes):**

- Summarize key points such as the importance of blending sounds to form syllables and enjoying reading.

- Conduct a brief interactive activity where learners take turns blending different sounds while the rest clap on successful attempts.

- Preview the next lesson by introducing a fun word game based on the syllables they learned today. Ask them to think of syllables they might want to explore more in the next session.

**Extended Activities:**

- Syllable Hunt: Encourage learners to find objects around their home or classroom that have syllables they learned and bring them in for the next class.

- Syllable Art: Have students create a collage with pictures representing different syllables they blended in class.

- Sound and Syllable Partner Work: Pair students to create silly sentences using the syllables and have them illustrate their sentences.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 5**

**Strand:** Writing

**Sub Strand:** Writing Syllables

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify syllables.

2.Write syllables in and out of class.

3. Enjoy writing syllables in and out of class.

**Key Inquiry Question(s):**

- Can we read syllables from charts, books, or flashcards?

- How do we join sounds to make syllables?

- Can we color the syllables we learned?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 Syllables Chart

- Flashcards

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson with a brief review of the previous lesson on sounds.

- Use the syllable chart to guide learners, prompting them to discuss what they understand about syllables. Encourage students to share any new words they encountered since the last class.

**Lesson Development (20 minutes):**

**Step 1:** Reading Syllables

- Display the syllables "ba" and "du" on the board.

- Read these syllables aloud as a class, breaking them down into individual sounds (b-a and d-u), and encourage students to follow along.

**Step 2:** Joining Sounds

- Using flashcards, present different syllables (e.g., "ka", "ma", "ti").

- Guide students to join the sounds to form new syllables (for example, "ka" + "ma" = "kama").

- Have students practice saying the newly formed syllables together.

**Step 3:** Writing Syllables

- Provide students with writing materials.

- Instruct them to write the syllables "ba" and "du" on their paper.

- Walk around to assist and ensure that each student writes the syllables correctly.

**Step 4:** Coloring Activities

- Hand out colored pencils or crayons and the syllables chart.

- Ask students to color the syllables they wrote, encouraging creativity and engagement.

- Invite a few students to share their work with the class and read their syllables aloud.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson: understanding syllables and how to write them.

- Engage students in an interactive activity by playing a quick game where they identify syllables from a mix of words (e.g., clap when you hear a syllable).

- Preview the next session by asking students to think of new syllables they can create for next time, generating excitement for the upcoming lesson.

**Extended Activities:**

- Syllable Scavenger Hunt: Have students search for everyday objects or pictures that start with the syllables learned (e.g., "ba" for ball, "du" for duck) and bring them to class to share.

- Syllable Songs: Encourage students to create simple songs or rhymes using the syllables they learned. They can perform them for the class.

- Syllable Craft: Provide materials for students to make a collage of words that contain the syllables learned, allowing for hands-on learning and creativity.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Polite Language

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify polite words used to appreciate, apologize, and make requests.

2. Use appropriate vocabulary when making requests.

3. Advocate for the use of polite language in social interactions.

**Key Inquiry Questions:**

- What polite words do we use to ask for something?

- How can we express appreciation and apologize politely?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 Chart

- Flashcards with polite words and phrases

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a group discussion to review the previous lesson on good manners.

- Ask students to share any polite words they remember using.

- Introduce the focus of today’s lesson: exploring polite language in our interactions.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Politeness

- Teacher reads a short story demonstrating polite language in a market setting (e.g., asking a vendor for an item).

- Engage students by asking them how the characters showed politeness.

**Step 2:** Identifying Polite Words

- Using flashcards, display different polite words (e.g., "please," "thank you," "I'm sorry").

- Encourage students to repeat after the teacher and use these words in sample sentences.

- Create a chart on the board to list polite words and their contexts (requesting, appreciating, apologizing).

**Step 3:** Practicing Requests

- Set up a role-play scenario where students can practice making requests politely—for example, "Can I please have a toy?"

- Pair students and have them take turns asking for items using polite language, while encouraging feedback.

**Step 4:** Advocacy for Polite Language

- Discuss why it is important to use polite language in our daily lives.

- Ask students for examples of situations where using polite words can make a difference (e.g., at home, in school, or in a store).

**Conclusion (5 minutes):**

- Summarize the key points discussed: the importance of polite words and phrases, and when to use them.

- Conduct a brief interactive activity, such as a "Politeness Bingo," where students mark off polite phrases as they hear them throughout the week.

- Preview the next lesson by asking, "What do you think are some polite ways to apologize?"

**Extended Activities:**

- Have students create a "Polite Language Diary" where they record instances of using polite language throughout the week, drawing pictures or writing short sentences.

- Organize a class "Market Day" where students can practice buying and selling items using polite language, reinforcing the lesson in a fun and engaging environment.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** Listening and Speaking

**Sub Strand:** Passing Information

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Describe a market using simple language.

2. Engage in conversations related to things found in the market to pass information.

3.Appreciate passing verbal messages through conversations.

**Key Inquiry Question(s):**

- What is a market, and what happens there?

- What things are bought and sold in the market?

- How can we display items sold in the market?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

- Charts

- Pictures of market items

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on community helpers by discussing how they help in the market.

- Guide learners in reading and discussing pictures from the learning resources, focusing on the concept of a market, using simple sentences to describe what they see.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Markets

- Discuss what a market is: Tell learners that a market is a place where people go to buy and sell items. Use real-life examples such as fruit markets or farmers' markets.

- Encourage conversations by asking questions: "What do you think we can find in a market?"

**Step 2:** Identifying Market Items

- Show pictures and charts of common market items (fruits, vegetables, fish, bread, clothes).

- Have learners take turns naming items they see in the pictures. Use prompts like “What is this?” to facilitate conversation.

**Step 3:** Role-Playing

- Set up a mock market in the classroom. Assign roles (buyer and seller).

- Allow children to practice asking for items and pricing. For example, “Can I have an apple?” or “How much is this?” Provide simple responses they can use.

**Step 4:** Sharing Market Experiences

- Ask students to share if they have ever been to a market. What did they buy or sell? Encourage them to speak in full sentences to describe their experience.

**Conclusion (5 minutes):**

- Summarize the key points discussed: What is a market? What do we find there?

- Conduct a brief interactive game where students can point to pictures and shout out the name of the item as a reinforcement of their learning.

- Prepare learners for the next session by asking them to think about their favorite item they would like to buy in the market.

**Extended Activities:**

- Create a 'Market Day' where children can bring items from home (toys, books, etc.) to sell or trade.

- Have learners make a simple chart or drawing of their favorite market item with a sentence about why they like it (e.g., “I like bananas because they are sweet.”).

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** Reading

**Sub Strand:** Visual Discrimination

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify pictures of different items sold in the market.

2. Demonstrate awareness of similarities in things found in the market.

3. Show interest in participating in picture reading activities.

**Key Inquiry Questions:**

- How can we sort pictures of different items sold in the market?

- What similarities can we tell about things found in the market in terms of size, color, and shape?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

- Pictures of market items (fruits, vegetables, etc.)

- Real items from the market (if available)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students about items they remember seeing in a market.

- Introduce the lesson by displaying the pictures from the learning resources and discussing what items they recognize.

**Lesson Development (20 minutes):**

**Step 1:** Exploration of Market Items

- Show students various pictures of items found in a market (e.g., apples, bananas, carrots).

- Encourage students to name the items and discuss where they usually find them.

**Step 2:** Sorting Activity

- Provide students with a set of pictures of different market items and ask them to sort them into categories (e.g., fruits vs. vegetables).

- Guide students in their sorting, prompting them to explain their reasoning (e.g., “Why did you put the apple with the fruits?”).

**Step 3:** Discussion of Similarities

- Ask students to observe the sorted groups and identify similarities among items.

- Facilitate a discussion on the size, color, and shape of the items, encouraging students to participate actively.

**Step 4:** Picture Reading Activity

- Engage students in a picture reading activity where they take turns describing a picture of an item from the market, using visual clues (e.g., "This is a round, red fruit.")

- Promote enthusiasm and participation by praising their efforts and contributions.

**Conclusion (5 minutes):**

- Summarize the key points addressed in the lesson, emphasizing the importance of identifying and sorting market items.

- Conduct a brief interactive activity, such as a quick game of "I Spy" using pictures from the lesson to reinforce recognition and descriptions.

- Prepare learners for the next session by asking them to think about what items they might find in their own neighborhoods and to bring a picture or an item that represents this.

**Extended Activities:**

- Have students create a "Market Poster" at home, drawing or pasting pictures of fruits and vegetables. Encourage them to label the items by size, color, and shape.

- Arrange a visit to a local market or organize a role-play where students can pretend to be shoppers and sellers, using play money and market items.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 4**

**Strand:** Reading

**Sub Strand:** Reading letters of the alphabet

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify letters of the alphabet using their names.

2. Read letter sounds using letter names and letter sounds.

3.Enjoy reading letter names and letter sounds.

**Key Inquiry Questions:**

- Can we name the letters of the alphabet from A to Z?

- How do we read the sounds of letters, specifically the sound of 'a'?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 charts

- Flashcards

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson focused on recognizing a few letters.

- Use charts to help learners revisit letter names A to E, encouraging discussion about the sounds those letters make.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to the Alphabet

- Display the full alphabet chart and point to each letter while pronouncing its name.

- Encourage students to repeat the letter names after you, ensuring everyone participates.

**Step 2:** Exploring Letter Sounds

- Focus on the letter 'A' – explain that every letter has a sound.

- Introduce the sound of 'A' /a/, using simple words (e.g., apple, ant) that start with 'A'.

- Demonstrate how to connect the letter name with its sound: "This is A, and A says /a/."

**Step 3:** Group Reading of Letter Sounds

- Organize the class into small groups.

- Give each group a set of flashcards with different letters.

- Guide them to take turns reading the letter names and sounds aloud, supporting each other in pronunciation.

**Step 4:** Fun with Letters

- Play a letter sounds game where you call out a letter, and the students must make the sound.

- Incorporate music or rhythm to make it engaging – students could clap or tap with each letter sound.

**Conclusion (5 minutes):**

- Recap the main topics of the lesson: the names of letters from A to Z and the sound of 'A'.

- Conduct a quick, interactive activity like “What letter am I?” where students guess the letter based on its sound.

- Preview the next session by teasing a new letter and exploring its sound, prompting students to think about words that begin with that letter.

**Extended Activities:**

- Letter Sound Matching Game: Create a memory game with flashcards of letters and pictures of objects that start with each letter. Students can play in pairs.

- Alphabet Art: Have students create an art piece or collage of items that begin with a specific letter, fostering creativity while reinforcing letter recognition.

- Letter Sound Scavenger Hunt: Organize an indoor or outdoor scavenger hunt for items that start with different letters, allowing students to physically engage with their learning environment.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 5**

**Strand:** Writing

**Sub Strand:** Writing Syllables

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Write syllables using letter sounds.

2. Demonstrate ability to write syllables independently.

3. Appreciate activities that involve writing of syllables.

**Key Inquiry Questions:**

- How can we write syllables using letter sounds?

- Can we write syllables independently and read aloud each syllable?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

- Digital devices (tablets/computers)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on syllables, asking students to recall what a syllable is and examples discussed.

- Engage the class in a short discussion about things they might see in a market, guiding them towards familiar items to prepare for the activity ahead.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Syllables

- Present a selection of market items (e.g., banana, bottle, basket).

- Ask the children to clap for each syllable as you say the item names, emphasizing the “ba” sound in items like banana and bottle.

**Step 2:** Writing Practice

- Introduce the syllable “ba” and show how to write it using letter sounds.

- Have students practice writing “ba” on paper or using digital devices, demonstrating the sound as they write.

**Step 3:** Group Activity

- Organize students into small groups and assign each group one item to focus on.

- Ask them to brainstorm other market items with the syllable "ba" (e.g., bake, bag, etc.) and write these down.

**Step 4:** Reading Aloud

- Each group will take turns reading their words aloud to the class.

- Encourage pronunciation and reinforce the sounds by having the class repeat after each group.

**Conclusion (5 minutes):**

- Summarize the key points: Identifying, writing, and reading syllables with the “ba” sound.

- Conduct a quick interactive game where you say a word, and students clap if it contains the syllable "ba".

- Briefly tell students what they will learn next, such as exploring different syllables and combining them.

**Extended Activities:**

- Syllable Scavenger Hunt: Create a worksheet for students to find objects around the classroom or at home that contain the syllable "ba".

- Syllable Art: Ask students to draw an item that has "ba" in it and write the syllable next to it.

- Story Creation: Encourage students to come up with a short story using 3-5 words that contain the "ba" syllable and share it with the class.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Polite Language

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify polite words used to appreciate, apologize, and make requests

2. Watch video clips of people using polite language

3. Advocate for the use of polite language in social interactions

**Key Inquiry Questions:**

- What polite words do we use to appreciate, apologize, and make requests?

- How can we use polite language in our daily conversations?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 Chart

- Flash cards

- Video clips demonstrating polite language usage

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on basic greetings and how they relate to polite language.

- Ask learners to share any polite words they remember.

- Present flashcards of polite words (please, thank you, sorry, etc.) and briefly discuss their meanings with the class to emphasize understanding of key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Polite Language

- Activity: Tell a short story incorporating various polite expressions (asking for something, thanking someone, and apologizing).

- Outcome: Students will begin recognizing the context in which polite language is used.

**Step 2:** Video Clip Discussion

- Activity: Watch a short video clip that demonstrates people using polite language in different social situations.

- Discussion: Pause the video at key moments to ask students what polite words or phrases they heard and how they would feel if someone used those words with them.

- Outcome: Students will be able to recognize polite language when used in context.

**Step 3:** Writing Activity

- Activity: Hand out paper and ask students to write down three polite words they learned during the lesson (e.g., "thank you," "please," "sorry").

- Students can also draw a picture that represents a situation where they would use one of those words.

- Outcome: Students will reinforce their learning through writing and creativity.

**Step 4:** Role Play

- Activity: In pairs, students practice using polite language by taking turns role-playing different scenarios (e.g., asking for a toy politely, apologizing for bumping into someone).

- Outcome: Practicing polite language in a fun, interactive way allows students to feel more comfortable using these expressions with others.

**Conclusion (5 minutes):**

- Summarize the key points: Highlight the importance of polite language in making friends and building good relationships.

- Conduct a brief interactive game where students take turns saying a polite word, and the class responds with a thumbs up or down based on their understanding or execution.

- Preview the next lesson, which will focus on using polite language in written communication (e.g., writing thank-you notes).

**Extended Activities:**

- Polite Language Scavenger Hunt: Create a list of scenarios around the classroom where students must find and use a polite expression (e.g., Thank a teacher or ask for help politely).

- Polite Language Poster: Have students create a poster with examples of polite words and phrases, decorating it with drawings, then displaying it in the classroom.

- Storytime Activity: Encourage students to share any experiences when they used polite language or when someone used it with them and how it made them feel.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** Listening and Speaking

**Sub-Strand:** Passing Information

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Describe a market using simple language.

2. Watch a video clip on people buying and selling items in the market.

3.Appreciate passing verbal messages through conversations.

**Key Inquiry Questions:**

- What is a market, and what happens there?

- How do people buy and sell items in the market?

- Can we role-play conversations between a buyer and a seller?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

- Digital devices (for video clip)

- Shop corner (role-play setup)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start by asking the learners what they remember about markets.

- Facilitate a brief discussion to help them recall ideas about what happens in a market.

- Guide learners to read and discuss relevant content from the Longhorn Language Activities, focusing on the key concepts of buying and selling.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Market Characters

- Introduce key vocabulary related to the market (e.g., buyer, seller, items).

- Ask students to name people they might see in a market and what these people do.

**Step 2:** Video Viewing

- Show a short video clip of a market scene where people are buying and selling.

- Encourage students to pay attention to the interactions and conversations in the video.

**Step 3:** Discussion

- After watching, facilitate a discussion about what they saw.

- Prompt students with questions like: “Who was buying? What were they buying? How did they talk?”

**Step 4:** Role Play

- Divide students into pairs and assign roles as buyers and sellers.

- Allow them to create simple dialogues based on what they observed in the video.

- Encourage them to use expressions and vocabulary from the lesson.

**Conclusion (5 minutes):**

- Summarize key points by reviewing what a market is and the roles people play in it.

- Conduct a brief interactive activity asking students to share one thing they learned about markets.

- Prepare learners for the next session by giving them questions to consider: “What other places do we buy things?”

**Extended Activities:**

- Take a walk to a nearby market (if feasible) to observe real-life buying and selling.

- Create a "Market Day" where students can bring items from home to role-play a market scenario, deepening their understanding through experience.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** Reading

**Sub Strand:** Visual Discrimination

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify pictures of dirty or rotten items sold in the market that we should not buy.

2. Colour drawn pictures of dirty/rotten items we should not buy.

3. Show interest in participating in picture reading activities.

**Key Inquiry Question(s):**

- Why should we not buy dirty items from the market?

- What do these dirty or rotten items look like?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

- Pictures of various market items (some clean, some dirty/rotten)

- Crayons

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson (what we learned about healthy food vs. unhealthy food).

- Show students a few clean market items and dirty items, engaging them in a short discussion about their experiences in the market.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Dirty Items

- Show pictures of various fruits, vegetables, and food items, some of which are dirty or rotten.

- Ask students to identify which items look clean and which look dirty.

- Discuss why it is important to choose clean, fresh items (health and safety).

**Step 2:** Group Activity - Sorting Items

- Divide students into small groups and provide them with various picture cards (clean and dirty items).

- In their groups, ask them to sort the items into "Good to Buy" and "Not Good to Buy" categories.

- Have each group share what they found with the class.

**Step 3:** Colouring Activity

- Hand out pre-drawn pictures of dirty or rotten items (e.g., a wilted lettuce, bruised fruit).

- Instruct students to colour the pictures, encouraging discussions on why they should avoid these items.

- As they colour, walk around to assess their understanding and encourage participation.

**Step 4:** Share and Discuss

- Invite students to share their coloured pictures with the class.

- Facilitate a discussion on their feelings about seeing and buying dirty items.

- Reinforce the learning outcome by highlighting reasons we should avoid these items.

**Conclusion (5 minutes):**

- Summarize the key points about dirty and rotten items and why we should be careful in the market.

- Conduct a quick interactive quiz: show images again and ask students if they would buy that item or not.

- Preview the next session on identifying healthy food options and how to ensure we pick fresh fruits and vegetables.

**Extended Activities:**

- Market Visit: Plan a pretend market scenario in the classroom where students can role-play as buyers and sellers, practicing their skills in selecting clean items.

- Art Project: Ask students to create a big "Good Food" poster, using pictures and drawings of clean fruits and vegetables, to hang in the classroom.

- Interactive Story: Read a story about a market day that emphasizes making good choices about food. Ask students to point out the good and bad food items as you read.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 4**

**Strand:** Reading

**Sub Strand:** Reading Syllables

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify written letter sounds

2. Read syllables by joining 2 letter sounds

3. Enjoy forming syllables

**Key Inquiry Question(s):**

- How do we form syllables?

- Can we listen to and recognize recorded syllables?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2

- Digital devices (tablets, audio players)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review previous lesson: Begin with a quick recap of sounds learned in the last lesson. Use prompting questions to engage students and assess prior knowledge.

- Discussion: Guide learners to read and discuss relevant content from the learning resources, focusing on the importance of sounds in forming syllables.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Letter Sounds

- Activity: Play recorded sounds of the letter combinations (fa, fe, fi, fo, fu, ga, ge, gi, go, gu) using digital devices.

- Engagement: Ask learners to listen and repeat the sounds after hearing them.

**Step 2:** Forming Syllables

- Demonstration: Show how to join two letter sounds to form syllables using visual aids (flashcards or displays).

- Guided Practice: Have students practice forming syllables in pairs using the sounds they just learned (e.g., "fa" + "go" = "fago").

**Step 3:** Syllable Recognition

- Game: Play a “Syllable Match” game where you say a syllable, and students have to find the corresponding flashcard from a set displayed in front of them.

- Feedback: Provide immediate feedback during this activity to encourage learning.

**Step 4:** Syllable Creation

- Creative Activity: Give students paper and pencils. Ask them to create their own syllables by combining two sounds. Allow them to share their syllables with the class.

**Conclusion (5 minutes):**

- Summary: Recap the key points: What are syllables? How do we form them?

- Interactive Activity: Engage the students in a quick "Syllable Cheer," where they clap and say the syllables they created.

- Preview Next Session: Mention that in the next class, they will explore more complex syllables and begin blending them into words.

**Extended Activities:**

- Syllable Scavenger Hunt: Students can search their classroom or home for objects that start with the syllables learned and draw pictures of them.

- Syllable Songs: Encourage students to create a simple song or rhyme using the syllables they have learned and present it to the class.

- Digital Syllable Practice: Allow students to explore educational apps focused on phonics that help reinforce their understanding of syllables in a fun, interactive way.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 5**

**Strand:** Writing

**Sub Strand:** Eye-Hand Coordination

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify patterns using letters of the alphabet.

2. Demonstrate eye-hand coordination when writing letters of the alphabet.

3. Appreciate participating in activities that involve eye-hand coordination.

**Key Inquiry Questions:**

- How can we make patterns using letters of the alphabet?

- How can we show eye-hand coordination when writing letters of the alphabet?

- How can we effectively display the work we have done?

**Learning Resources:**

- Longhorn Language Activities Pre-primary 2 charts.

- Whiteboard and markers.

- Plain paper and crayons/markers for drawing and writing.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to recall activities that involved writing letters.

- Guide learners to read and discuss relevant content from the Longhorn Language Activities charts. Highlight the importance of eye-hand coordination in writing and pattern-making.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Patterns

- Show examples of patterns using letters of the alphabet (e.g., A, B, A, B, etc.).

- Engage learners in a discussion about what patterns are and how they can use letters to create them.

- Ask students to provide examples of patterns they see every day.

**Step 2:** Demonstration of Eye-Hand Coordination

- Demonstrate writing the letters of the alphabet while emphasizing how to hold a pencil properly.

- Allow students to practice tracing letters on the board while using the right grip.

- Monitor students as they trace letters and provide feedback on their coordination.

**Step 3:** Creating Letter Patterns

- Distribute plain paper and crayons/markers.

- Instruct students to create their own patterns using letters (e.g., C, D, C, D) and write them down.

- Circulate around the room to assist students as needed and encourage them to focus on letter formation.

**Step 4:** Display and Share Work

- Set aside time for students to share their letter patterns with the class.

- Encourage them to explain their patterns and how they used eye-hand coordination in writing.

- Create a 'Pattern Wall' in the classroom to display their work.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson: the concept of patterns using letters and the importance of eye-hand coordination in writing.

- Conduct a brief interactive activity, such as a "letter pattern chant," where students chant their patterns together.

- Provide a preview of the next session, which will involve more writing activities and possibly exploring numbers. Encourage learners to think about different patterns they observe at home.

**Extended Activities:**

- Letter Pattern Hunt: Encourage students to go on a letter hunt at home or in the classroom, looking for items or objects that begin with different letters, and create a pattern from their discoveries.

- Art with Letters: Have students create colorful artwork by drawing or painting their letter patterns and decorating them with various colors and shapes.

- Letter Dance: Create a fun movement game where each letter corresponds to a dance move. Students can practice eye-hand coordination and get active.

**Teacher Self-Evaluation:**