# Schemes of Work – GRADE 2

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| SCHOOL | GRADE | LEARNING AREA | TERM | YEAR |
|  | 2 | English Language Activities | 2 |  |

**English Language Activities**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Lesson** | **Strand** | **Sub-strand** | **Specific learning outcome (KSA)** | **Key inquiry question** | **Learning experiences** | **Learning resources** | **Assessment** | **Remarks** |
| 1 | 1 | Listening,  Speaking,  Reading and  Writing  **(The garden)** | Attentive  listening, reading words,  vocabulary,  fluency,  comprehension | By the end of the lesson the Learner should be able to:   * identify name and sound of letter; ‘m’ for clarity of speech * blend sounds to read the words *tear, near, clear, dear* for reading comprehension * explain vocabulary; and use in sentences for self-expression | What do you do at school?  What can you see in the picture? What do you think will happen in the story? | Learners to   * Say name and sound of small letter ‘m’ * blend sounds to read the words; mat, at, met, Tam, am * explain the vocabulary; and use them in sentences * read text fluently and answer question | Revised English Language PB  2, Pg. 51.  Pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation |  |
|  | 2 |  | Attentive  listening, reading words, fluency, vocabulary, grammar, comprehension | By the end of the lesson the Learner should be able to:   * write words correctly for effective communication * use the vocabulary in a variety of context * listen to the text and answer questions for oral comprehension * use the present continuous tense (singular) in sentences for effective communication | When do you visit your friends? What is in the picture? | Learners to   * write words correctly from dictation * review vocabulary and use them in sentences * learners listen to a teacher read aloud text and answer questions * review the present continuous tense (-ing) and make sentences * write a sentence from the story and check for subject action and punctuation. | Revised English Language PB  2, Pg. 52-53.  Pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 |  | Attentive  listening, reading words,  vocabulary,  fluency,  comprehension and handwriting | By the end of the lesson the Learner should be able to:   * identify name and sound of letter; ‘m’ for clarity of speech * blend sounds to read the words *twice, twist, twin, twinkle* for reading comprehension * explain vocabulary; and use in sentences for self-expression | What do you do at school?  What can you see in the picture? What do you think will happen in the story? | Learners to   * Say name and sound of small letter ‘m’ * blend sounds to read the words; mat, at, met, Tam, am * explain the vocabulary; and use them in sentences * read text fluently and answer question | Revised English Language PB  2, Pg. 53.  Pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation |  |
|  | 4 |  | Attentive  listening, reading words, fluency, vocabulary, comprehension | By the end of the lesson the Learner should be able to:   * recognize letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension. | What do you think will happen in the story? | Learner to;   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction, read text and answer questions * use words given in sentences. | Revised English Language PB  2, Pg. 53-54  Pocket chart, letter cards, pictures.. | Checklist, written and oral exercises, observation |  |
|  | 5 |  | Attentive  listening, reading words, fluency, vocabulary, grammar, comprehension and handwriting | By the end of the lesson the Learner should be able to:   * write words correctly for effective communication * use the vocabulary in a variety of context * listen to the text and answer questions for oral comprehension * use the present continuous tense (singular) in sentences for effective communication * write legibly. | What is in the picture? | Learners to   * write words correctly from dictation * review vocabulary and use them in sentences * learners listen to a teacher read aloud text and answer questions * review the present continuous tense (-ing) and make sentences * write a sentence from the story and check for subject action and punctuation. | Revised English Language PB  2, Pg. 55  Pocket chart, letter cards, pictures.. | Checklist, written and oral exercises, observation and monitoring |  |
| 2 | 1 | The Garden | Attentive  listening, reading words,  vocabulary,  fluency,  comprehension | By the end of the lesson the Learner should be able to:   * identify name and sound of letter; ‘m’ for clarity of speech * blend sounds to read the words *think, thin, three, thick* for reading comprehension * explain vocabulary; and use in sentences for self-expression | What do you do at school?  What can you see in the picture? What do you think will happen in the story? | Learners to   * Say name and sound of small letter ‘m’ * blend sounds to read the words; *think, thin, three, thick* * explain the vocabulary; and use them in sentences * read text fluently and answer question | Revised English Language PB  2, Pg. 55.  Pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation |  |
|  | 2 |  | Attentive  listening, reading words, fluency, vocabulary, grammar, comprehension | By the end of the lesson the Learner should be able to:   * write words correctly for effective communication * use the vocabulary in a variety of context * listen to the text and answer questions for oral comprehension * use the present continuous tense (singular) in sentences for effective communication | When do you visit your friends? What is in the picture? | Learners to   * write words correctly from dictation * review vocabulary and use them in sentences * learners listen to a teacher read aloud text and answer questions * review the present continuous tense (-ing) and make sentences * write a sentence from the story and check for subject action and punctuation. | Revised English Language PB  2, Pg. 56-57.  Pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 |  | Attentive  listening, reading words,  vocabulary,  fluency,  comprehension | By the end of the lesson the Learner should be able to:   * identify name and sound of letter; ‘m’ for clarity of speech * blend sounds to read the words *what, whale, white, wheel* for reading comprehension * explain vocabulary; and use in sentences for self-expression | What do you do at school?  What can you see in the picture? What do you think will happen in the story? | Learners to   * Say name and sound of small letter ‘m’ * blend sounds to read the words; *what, whale, white, wheel* explain the vocabulary; and use them in sentences * read text fluently and answer question | Revised English Language PB  2, Pg. 58.  Pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation |  |
|  | 4 |  | Attentive  listening, reading words, fluency, vocabulary, grammar, comprehension | By the end of the lesson the Learner should be able to:   * write words correctly for effective communication * use the vocabulary in a variety of context * listen to the text and answer questions for oral comprehension * use the present continuous tense (singular) in sentences for effective communication | When do you visit your friends? What is in the picture? | Learners to   * write words correctly from dictation * review vocabulary and use them in sentences * learners listen to a teacher read aloud text and answer questions * review the present continuous tense (-ing) and make sentences * write a sentence from the story and check for subject action and punctuation. | Revised English Language PB  2, Pg. 58-59.  Pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 5 |  | Attentive  listening, reading words, fluency, vocabulary, grammar, comprehension and handwriting | By the end of the lesson the Learner should be able to:   * write words correctly for effective communication * use the vocabulary in a variety of context * listen to the text and answer questions for oral comprehension * use the present continuous tense (singular) in sentences for effective communication * write legibly. | When do you visit your friends? What is in the picture? | Learners to   * write words correctly from dictation * review vocabulary and use them in sentences * learners listen to a teacher read aloud text and answer questions * review the present continuous tense (-ing) and make sentences * write a sentence from the story and check for subject action and punctuation. | Revised English Language PB  2, Pg. 60  Pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation and monitoring |  |
| 3 | 1 | Accidents | Attentive  listening, reading words, fluency, vocabulary, | By the end of the lesson the Learner should be able to:   * recognise letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension. | What do you do when your friend falls and hurts themselves? What can you see in the picture? What do you think is going to happen in the story? | Learner to;   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction, read text and answer questions * use words given in sentences. | Revised English Language PB  2, Pg. 61  , pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation |  |
|  | 2 |  | Attentive  listening, reading words, fluency,  grammar, comprehension | By the end of the lesson the Learner should be able to:   * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text for comprehension * use “or” in various sentences | How are these words pronounced: cried, crossed and crawl? | Learners to   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently | Revised English Language PB  2, Pg. 61-62  . pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 |  | Attentive  listening, reading words, fluency, vocabulary, | By the end of the lesson the Learner should be able to:   * recognize letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension | What can you see in the picture? What do you think is going to happen in the story? | Learner to;   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction, read text and answer questions | Revised English Language PB  2, Pg. 63  ; pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 4 |  | Attentive  listening, reading words, fluency, vocabulary, grammar, comprehension | By the end of the lesson the Learner should be able to:   * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text for comprehension * use “or” in various sentences | What do we do to our friends when they are hurt? Who are passengers? | Learners to   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review use of vocabulary in sentences * read text to partners fluently * Complete sentences using “or” in various sentences | Revised English Language PB  2, Pg. 63-64  pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation |  |
|  | 5 |  | Attentive  listening, reading words, fluency, vocabulary, grammar, comprehension and handwriting | By the end of the lesson the Learner should be able to:   * write words correctly for effective communication * use the vocabulary in a variety of context * listen to the text and answer questions for oral comprehension * write legibly | What do the title tell us about the story?  What can you see in the picture? What do you think is going to happen in the story? | Learners to   * write words correctly. * review and explain the vocabulary and use them in sentences * listen to teacher read aloud text * write a sentence from the story and check for subject action: capital letter and full stop. | Revised English Language PB  2, Pg. 65  ,  pg:35; realia, picture. | Checklist, written and oral exercises, observation and monitoring |  |
| 4 | 1 | Accidents | Attentive  listening, reading words, fluency, vocabulary, | By the end of the lesson the Learner should be able to:   * recognize letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * Read connected text fluently for comprehension. | What do you do when your friend falls and hurts themselves? What can you see in the picture? What do you think is going to happen in the story? | Learner to;   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction, read text and answer questions * Use words given in sentences. | Revised English Language PB  2, Pg. 66  , pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation |  |
|  | 2 |  | Attentive  listening, reading words, fluency,  grammar, comprehension | By the end of the lesson the Learner should be able to:   * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text for comprehension * use “or” in various sentences | How are these words pronounced: slipped, bleeding, game? | Learners to   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently | Revised English Language PB  2, Pg. 66-67  . pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 |  | Attentive  listening, reading words, fluency, vocabulary, | By the end of the lesson the Learner should be able to:   * recognize letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension | What can you see in the picture? What do you think is going to happen in the story? | Learner to;   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction, read text and answer questions | Revised English Language PB  2, Pg. 68  ; pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 4 |  | Attentive  listening, reading words, fluency, vocabulary, grammar, comprehension | By the end of the lesson the Learner should be able to:   * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text for comprehension * use “or” in various sentences | What do we do to our friends when they are hurt? Who are passengers? | Learners to   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review use of vocabulary in sentences * read text to partners fluently * Complete sentences using “or” in various sentences | Revised English Language PB  2, Pg. 68-69  pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation |  |
|  | 5 |  | Attentive  listening, reading words, fluency, vocabulary, grammar, comprehension and handwriting | By the end of the lesson the Learner should be able to:   * write words correctly for effective communication * use the vocabulary in a variety of context * listen to the text and answer questions for oral comprehension * write legibly | What do the title tell us about the story?  What can you see in the picture? What do you think is going to happen in the story? | Learners to   * write words correctly. * review and explain the vocabulary and use them in sentences * listen to teacher read aloud text * write a sentence from the story and check for subject action: capital letter and full stop. | Revised English Language PB  2, Pg. 70  ,  pg:35; realia, picture. | Checklist, written and oral exercises, observation and monitoring |  |
| 5 | 1 | Classroom | Attentive  listening, reading words, fluency, vocabulary, | By the end of the lesson the Learner should be able to:   * recognize letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension | How many  learners are in the classroom? What can you see in the picture? What do you think is going to happen in the story? | Learners to   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * use words given to make sentences. | Revised English Language PB  2, Pg. 71  . pocket chart, letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 |  | Attentive  listening, reading words, fluency, vocabulary, grammar, comprehension | By the end of the lesson the Learner should be able to:   * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text in pairs for comprehension and enjoyment | Which words start with sound /br/ in the story?  What other words start with the sound /br/ | Learners to:   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently | Revised English Language PB  2, Pg. 71-72  pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation |  |
|  | 3 |  | Attentive  listening, reading words, fluency, vocabulary, | By the end of the lesson the Learner should be able to:   * recognize letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension | Which is the first day of the week? | Learners to:   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently | Revised English Language PB  2, Pg. 73  ; pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 4 |  | Attentive  listening, reading words, fluency,  grammar, comprehension | By the end of the lesson the Learner should be able to:   * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text in pairs for comprehension and enjoyment | What new sounds did you learn? | Learners to:   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently | Revised English Language PB  2, Pg. 73-74  pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 5 |  | Attentive  listening, reading words, fluency, vocabulary, comprehension and handwriting | By the end of the lesson the Learner should be able to:   * recognise letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly. | What can you see in the picture? What do you think will happen in the story?  Which is the fi rst day of the week? | Learners to:   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently | Revised English Language PB  2, Pg. 75  ; pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
| 6 | 1 | Classroom | Attentive  listening, reading words, fluency, vocabulary, | By the end of the lesson the Learner should be able to:   * recognize letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension | How many  learners are in the classroom? | Learners to   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * use words given to make sentences. | Revised English Language PB  2, Pg. 76  . pocket chart, letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 |  | Attentive  listening, reading words, fluency, vocabulary, grammar, comprehension | By the end of the lesson the Learner should be able to:   * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text in pairs for comprehension and enjoyment * use “these” and “those” in varied sentences | Which words start with sound /br/ in the story?  What other words start with the sound /br/ | Learners to:   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently | Revised English Language PB  2, Pg. 76-77  pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation |  |
|  | 3 |  | Attentive  listening, reading words, fluency, vocabulary, | By the end of the lesson the Learner should be able to:   * recognize letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension | Which is the first day of the week? | Learners to:   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently | Revised English Language PB  2, Pg. 78  ; pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 4 |  | Attentive  listening, reading words, fluency,  grammar, comprehension | By the end of the lesson the Learner should be able to:   * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text in pairs for comprehension and enjoyment * use cardinal and ordinal numbers correctly for effective communication | What new sounds did you learn? | Learners to:   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently * review use of cardinal and ordinal numbers in sentences | Revised English Language PB  2, Pg. 78-79  pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 5 |  | Attentive  listening, reading words, fluency, vocabulary, comprehension and handwriting | By the end of the lesson the Learner should be able to:   * recognize letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension * write legibly. | What can you see in the picture? What do you think will happen in the story?  Which is the fi rst day of the week? | Learners to:   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently | Revised English Language PB  2, Pg. 80  ; pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
| 7 | 1 | The Farm | Attentive  listening, reading words, fluency, vocabulary, | By the end of the lesson the Learner should be able to:   * recognise letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension | What is animal farm?  What can you see in the picture? What do you think will happen in the story? | Learners to:   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentence | Revised English Language PB  2, Pg. 81  , pocket  chart, letter  cards, realia, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 |  | Attentive  listening, reading words, fluency,  grammar, comprehension | By the end of the lesson the Learner should be able to:   * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text in pairs for comprehension and enjoyment * use the gender sets (male/female) correctly for effective communication. | How do we help parents in taking care of animals? What are some of the animals we keep at home? | Learners to:   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently * Complete sentences using gender sets. | Revised English Language PB  2, Pg. 81-82  , pocket  chart, letter  cards, realia, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 |  | Attentive  listening, reading words, fluency, | By the end of the lesson the Learner should be able to:   * Recognize letter names and sounds for fluency. * Blend sounds to read words for fluency. * Explain vocabulary and use them in a variety of context. | How do we help in the farm?  What can you see in the picture? What do you think will happen in the story? | Learner to;   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences | Revised English Language PB  2, Pg. 83  , pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation |  |
|  | 4 |  | Attentive  listening, reading words, fluency,  grammar, comprehension | By the end of the lesson the Learner should be able to:   * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text in pairs for comprehension and enjoyment * use the gender sets (male/female) correctly for effective communication. | Which words in the story end with sound /nd/. Which new words did you learn? | Learners to:   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently * Complete sentences using gender sets. | Revised English Language PB  2, Pg. 84-85  , pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 5 |  | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | By the end of the lesson the Learner should be able to:   * recognise letter names and sounds for fluency. * blend sounds to read words for fluency. * explain vocabulary and use them in a variety of context. * read connected text fluently for comprehension. * write legibly | How do we help in the farm?  What can you see in the picture? What do you think will happen in the story? | Learner to;   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * Write a sentence using words given. | Revised English Language PB  2, Pg. 86  , pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation |  |
| 8 | 1 | The Farm | Attentive  listening, reading words, fluency, vocabulary, | By the end of the lesson the Learner should be able to:   * recognise letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * practice reading new words for comprehension | What is animal farm?  What can you see in the picture? What do you think will happen in the story? | Learners to:   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentence | Revised English Language PB  2, Pg. 86  , pocket  chart, letter  cards, realia, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 |  | Attentive  listening, reading words, fluency,  grammar, comprehension | By the end of the lesson the Learner should be able to:   * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text in pairs for comprehension and enjoyment * use the gender sets (male/female) correctly for effective communication. | How do we help parents in taking care of animals? What are some of the animals we keep at home? | Learners to:   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently * Complete sentences using gender sets. | Revised English Language PB  2, Pg. 86-87  , pocket  chart, letter  cards, realia, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 |  | Attentive  listening, reading words, fluency, | By the end of the lesson the Learner should be able to:   * Recognize letter names and sounds for fluency. * Blend sounds to read words for fluency. * Explain vocabulary and use them in a variety of context. | How do we help in the farm?  What can you see in the picture? What do you think will happen in the story? | Learner to;   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences | Revised English Language PB  2, Pg. 88  , pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation |  |
|  | 4-5 | **half term** | | | | | | | |
| 9 | 1 |  | Attentive  listening, reading words, fluency,  grammar, comprehension | By the end of the lesson the Learner should be able to:   * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text in pairs for comprehension and enjoyment * use the gender sets (male/female) correctly for effective communication. | Which words in the story end with sound /nd/. Which new words did you learn? | Learners to:   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently * Complete sentences using gender sets. | Revised English Language PB  2, Pg. 88-89  , pocket chart, letter cards, pictures. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 2 |  | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | By the end of the lesson the Learner should be able to:   * recognise letter names and sounds for fluency. * blend sounds to read words for fluency. * explain vocabulary and use them in a variety of context. * read connected text fluently for comprehension. * write legibly | How do we help in the farm?  What can you see in the picture? What do you think will happen in the story? | Learner to;   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * Write a sentence using words given. | Revised English Language PB  2, Pg. 90  , pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation |  |
|  | 3 | Positions and directions | Attentive  listening, reading words, fluency, | By the end of the lesson the Learner should be able to:   * recognise letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context | Where is your black board? What can you see in the picture? What do you think will happen in the story? | Learners to:   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences   . | Revised English Language PB  2, Pg. 91  , pocket chart, letter cards, and picture. | Checklist, written and oral exercises, observation |  |
|  | 4 |  | Attentive  listening, reading words, fluency,  grammar, comprehension | By the end of the lesson the Learner should be able to:   * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text in pairs for comprehension and enjoyment * use prepositions correctly for effective communication. | Where do you look for your pencil if you can’t fi nd it? Which words do you know that ends with sound / ng/?  What new words have you learnt? | Learners to:   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently * Write correct sentences from a table. | Revised English Language PB  2, Pg. 91-92  , pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 5 |  | Attentive  listening, reading words, fluency, | By the end of the lesson the Learner should be able to:   * recognise letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context | Where do we hang our pictures? What is in the picture?  What do you think will happen in the story? | Learners to:   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences | Revised English Language PB  2, Pg. 93  , pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
| 10 | 1 |  | Attentive  listening, reading words, fluency,  grammar, comprehension | By the end of the lesson the Learner should be able to:   * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text in pairs for comprehension and enjoyment * use prepositions correctly for effective communication. | What sound did you learn? Which words in the story end with the sound /nt/ and /nk/? | Learners to:   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently * Write correct sentences from a table. | Revised English Language PB  2, Pg. 93-94  , pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation |  |
|  | 2 |  | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | By the end of the lesson the Learner should be able to:   * write words correctly for effective communication * use the vocabulary in a variety of context * listen to the text and answer questions for oral comprehension * use prepositions correctly for effective communication. * Write legibly | Where do rats live? What can you see in the picture? What do you think will happen in the story? | Learners to:   * write words correctly * review use of vocabulary in sentences * read the text fluently and answer questions * Review gender set: male/female * Write a sentence that tells what the problem/issue was in the story. | Revised English Language PB  2, Pg. 95  , pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Positions and directions | Attentive  listening, reading words, fluency, | By the end of the lesson the Learner should be able to:   * recognise letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context | Where is your black board? What can you see in the picture? What do you think will happen in the story? | Learners to:   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences   . | Revised English Language PB  2, Pg. 96  , pocket chart, letter cards, and picture. | Checklist, written and oral exercises, observation |  |
|  | 4 |  | Attentive  listening, reading words, fluency,  grammar, comprehension | By the end of the lesson the Learner should be able to:   * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text in pairs for comprehension and enjoyment * use prepositions correctly for effective communication. | Where do you look for your pencil if you can’t fi nd it? Which words do you know that ends with sound / ng/?  What new words have you learnt? | Learners to:   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently * Write correct sentences from a table. | Revised English Language PB  2, Pg. 96-97  , pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 5 |  | Attentive  listening, reading words, fluency, | By the end of the lesson the Learner should be able to:   * recognise letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context | Where do we hang our pictures? What is in the picture?  What do you think will happen in the story? | Learners to:   * identify given sounds * Say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences | Revised English Language PB  2, Pg. 98  , pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
| 11 | 1 |  | Attentive  listening, reading words, fluency,  grammar, comprehension | By the end of the lesson the Learner should be able to:   * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text in pairs for comprehension and enjoyment * use prepositions correctly for effective communication. | What sound did you learn? Which words in the story end with the sound /nt/ and /nk/? | Learners to:   * make words by joining sounds * Say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently * Write correct sentences from a table. | Revised English Language PB  2, Pg. 98-99  , pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation |  |
|  | 2 |  | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | By the end of the lesson the Learner should be able to:   * write words correctly for effective communication * use the vocabulary in a variety of context * listen to the text and answer questions for oral comprehension * use prepositions correctly for effective communication. * Write legibly using an exclamation mark. | Where do rats live? What can you see in the picture? What do you think will happen in the story? | Learners to:   * write words correctly * review use of vocabulary in sentences * read the text fluently and answer questions * Review gender set: male/female * Write a sentence that tells what the problem/issue was in the story. | Revised English Language PB  2, Pg. 100  , pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening,  Speaking,  Reading and  Writing  **(Environment)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | By the end of the lesson the Learner should be able to:   * recognize letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension. | What can you see in the picture? What do you think will happen in the story? | Learners to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * write a sentence using words given. | Revised English Language PB  2, Pg. 101-102  , pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 4 |  | Attentive  listening, reading words, fluency,  comprehension and handwriting | By the end of the lesson the Learner should be able to:   * recognize letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension. | What can you see in the picture? What do you think will happen in the story? | Learners to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction and read the text fluently * write a sentence using words given. | Revised English Language PB  2, Pg. 101-102  , pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 5 | Listening,  Speaking,  Reading and  Writing  **(Environment)** | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | By the end of the lesson the Learner should be able to:   * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text in pairs for comprehension and enjoyment * use the articles; a, an, the correctly for eff ective. | How do we keep our environment clean?  What new words have you learnt? How do you use these words in sentences? | Learners to:   * make words by joining sounds * say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently * rewrite sentences given correctly. | Revised English Language PB  2, Pg. 103-104  , pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation |  |
| 12 | 1 |  | Attentive  listening, reading words, fluency,  grammar, comprehension and handwriting | By the end of the lesson the Learner should be able to:   * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text in pairs for comprehension and enjoyment * use the articles; a, an, the correctly for eff ective. | How do we keep our environment clean?  What new words have you learnt? How do you use these words in sentences? | Learners to:   * make words by joining sounds * say names and sounds of letters * blend sounds silently to read words * review the vocabulary and use them in making meaningful sentences * read text to partners fluently * rewrite sentences given correctly. | Revised English Language PB  2, Pg. 103-104  , pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening,  Speaking,  Reading and  Writing  **(Environment)** | Attentive  listening, reading words, fluency,  comprehension and handwriting | By the end of the lesson the Learner should be able to:   * recognise letter names and sounds for fluency * blend sounds to read words for fluency * explain vocabulary and use them in a variety of context * read connected text fluently for comprehension | What can you see in the picture? What do you think will happen in the picture? | Learners to:   * identify given sounds * say names and sounds of letters * blend sounds to read words * explain vocabulary and use them in meaningful sentences * do picture walk, prediction, read text and answer questions * rewrite sentences given correctly. | Revised English Language PB  2, Pg. 105  , pocket chart,  letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3-5 | **revision** | | | | | | | |
| 13 |  | **assessment/closing** | | | | | | | |