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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 1: LESSON 1**

**Strand:** Listening, Speaking, Reading and Writing (Weather and our environment)

**Sub Strand:** Attentive listening, reading words, comprehension, fluency, and writing words

**Specific Learning Outcomes:**

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

1.Blend sounds to read words fluently
2.Read connected text fluently
3.Enjoy listening to the teacher read aloud a story and answer questions for comprehension

**Key Inquiry Question(s):** Learner to:

- Blend words
-Identify letter and sound
- Read words and story
- Answer questions
- Make sentences
- Write sentences

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Imagination and Creativity**
 | * **Unity**
* **Respect**
* **Responsibility**
 | * **Socio- economic issues (Education &Climate change)**
* **Life skills (Self-esteem)**
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**Learning Resources:**

- Revised Tusome English P/Bk 1, Pg.54
- Letter cards
- Pocket chart

**Organisation of Learning:**
**Introduction (5 minutes):**
1. Review the previous lesson.
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

**Lesson Development ( 20 minutes):**

 **Step 1:**
- Introduce the theme by discussing what learners know about a rainy day.
- Discuss the concept of weather, focusing on rainy days.

**Step 2:**
- Present letter cards with words related to rainy days (e.g., rain, umbrella, clouds, puddle).
- Engage learners in blending sounds to read these words fluently.

**Step 3:**
- Read aloud a short story related to a rainy day.
- Encourage learners to listen attentively and then answer comprehension questions about the story.

**Step 4:**
- Have learners work in pairs to create and write sentences using the words they have learned about the rainy day.

**Conclusion (5 minutes):**

1.Summarize key points and learning objectives achieved during the lesson.
2. Conduct a brief interactive activity where learners showcase their sentences and reading skills.
3. Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage learners to create drawings or craft projects related to rainy days using the vocabulary they learned.
- Provide worksheets for additional practice in reading and writing words related to different types of weather.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Listening, Speaking, Reading and Writing (Weather and our environment)

**Sub Strand:** Attentive listening, reading words, and writing words

**Specific Learning Outcomes:**

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

1. Segment words for fluency.
2.Identify names and sounds of the letters "ng" and "ing" for fluency.
3. Write words correctly for self-expression.
4. Use present continuous tense correctly in sentences for effective communication.

**Key Inquiry Question(s):**

- Can you segment words?
- Can you identify the names and sounds of letters?
- Can you write words and sentences correctly?
- How would you review the meanings of words?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Imagination and Creativity**
 | * **Unity**
* **Respect**
* **Responsibility**
 | * **Socio- economic issues (Education &Climate change)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1, Pg. 54
- Letter cards
- Pocket chart

**Organisation of Learning:**
**Introduction (5 minutes):**

- Review the previous lesson on weather and our environment.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Segmenting Words
- Introduce the concept of segmenting words for fluency.
- Demonstrate how to break down words into smaller parts.
- Allow students to practice segmenting words together.

**Step 2:** Identifying Names and Sounds of "ng" and "ing"
- Present the letters "ng" and "ing" and their respective sounds.
- Engage students in activities to identify these letters in words.
- Practice pronouncing words with "ng" and "ing" sounds.

**Step 3:** Writing Words
- Guide students on how to write words correctly for self-expression.
- Provide examples and encourage students to write words related to weather and the environment.
- Offer support and feedback as they practice writing.

**Step 4:** Using Present Continuous Tense
- Teach students how to use the present continuous tense in sentences.
- Give examples and explain the proper structure.
- Have students create sentences using the present continuous tense.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson.
- Conduct a brief interactive activity, such as a word-matching game or sentence completion exercise.
- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Encourage students to create a short story using the words and concepts learned in the lesson.
- Ask students to observe the weather and describe it using the present continuous tense.
- Provide worksheets for additional practice on segmenting words and using "ng" and "ing" in sentences.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Listening, Speaking, Reading and Writing (Weather and our environment)

**Sub-Strand:** Attentive listening, reading words, comprehension, and writing words

**Specific Learning Outcomes:**

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

1.Identify the names and sounds of letters: w, ll, ng for fluency
2.Enjoy blending sounds to read words for fluency
3.Use present continuous tense correctly in sentences for effective communication

**Key Inquiry Question(s):**

- Recognize the sound /ng/
- Identify letter names and sounds to read words
- Discuss the meaning of vocabulary words
- Read connected text and answer questions
- Use present continuous tense correctly in sentences

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Imagination and Creativity**
 | * **Unity**
* **Respect**
* **Responsibility**
 | * **Socio- economic issues (Education &Climate change)**
* **Life skills (Self-esteem)**
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**Learning Resources:**

- Revised Tusome EnglishP/Bk 1
- Page 55
- Letter cards
- Pocket chart
 **Organisation of Learning:**
**Introduction (5 minutes):**
- Review the previous lesson on the alphabet and letter sounds.
- Engage learners in discussing and reading relevant content from the learning resources to reinforce understanding.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Letter Sounds

- Show letter cards for 'w,' 'll,' and 'ng,' and discuss their names and sounds with the students.
- Engage students in repeating the sounds and identifying words that contain these letter combinations.
- Practice blending sounds to read simple words like 'wing,' 'wall,' and 'well.'

**Step 2:** Present Continuous Tense

- Introduce the concept of present continuous tense (e.g., I am playing, She is reading).
- Provide examples and guide students in forming sentences using the present continuous tense.
- Encourage students to create sentences related to activities they do regularly.

**Step 3:** Reading and Comprehension

- Read a short text about weather and our environment aloud to the students.
- Ask questions to assess comprehension, such as: "What is the weather like today?" or "How can we help take care of the environment?"
- Guide students in answering these questions using complete sentences.

**Step 4:** Review and Practice

- Recap the key concepts learned during the lesson, including letter sounds, present continuous tense, and reading comprehension.
- Conduct a quick review activity where students identify words with the target letter sounds and practice forming sentences in the present continuous tense.

**Conclusion (5 minutes):**

- Summarize the main points covered in the lesson, emphasizing the importance of letter sounds, reading fluency, and sentence structure.
- Engage students in a fun activity, such as a weather-themed word search, to reinforce learning.
- Preview upcoming topics and encourage students to think about how weather and the environment are connected.

**Extended Activities:**

- For extended practice, students can create a mini-book about weather, including drawings and sentences using the present continuous tense.
- Encourage students to observe and record the weather for a few days, discussing how different weather conditions impact the environment.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** Listening, Speaking, Reading and Writing (Weather and our environment)

**Sub Strand:** Attentive listening, reading words, comprehension, fluency, and writing words

**Specific Learning Outcomes:**

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

1.Identify names and sounds of letters; ll and ss, ng
2.Fluently read connected text
3.Listen to teacher read aloud story and answer questions for enjoyment and comprehension

**Key Inquiry Question(s):**

- How do we blend sounds to say words?
- How do we identify letter names and sounds?
- How can we read connected text fluently?
- Why is it important to review the meaning of vocabulary words?
- How do we listen to a text and answer questions?
- How can we write sentences?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Imagination and Creativity**
 | * **Unity**
* **Respect**
* **Responsibility**
 | * **Socio- economic issues (Education &Climate change)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1
- Pg. 56 Letter cards
- Pocket chart

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson with the learners.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce letter cards ll, ss, and ng. Practice saying the letter names and sounds together as a class.

**Step 2:** Engage learners in a picture walk activity. Show a picture related to weather and our environment and ask, "What can you see in the picture?" Encourage students to identify and discuss various elements.

**Step 3:** Read a short passage related to the picture using the letter cards ll, ss, and ng. Practice blending sounds and reading fluently.

**Step 4:** Guide learners in a writing activity. Ask students to write sentences describing the picture they saw. Encourage the use of vocabulary words learned during the lesson.
 **Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity, like a fun quiz or discussion, to reinforce the main topics.
- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- 1. Weather Journal: Have students maintain a weather journal for a week, recording observations and describing the weather each day. This can involve drawing pictures and writing short sentences.

- 2. Weather Report: Encourage students to create a weather report presentation, incorporating vocabulary words related to weather and our environment. This can be presented to the class or recorded for playback.

- 3. Weather Vocabulary Bingo: Create a Weather Vocabulary Bingo game using words learned in the lesson. This will reinforce vocabulary retention in a fun and interactive way.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 5**

**Strand:** Listening, Speaking, Reading and Writing (Weather and our environment)

**Sub Strand:** Attentive listening, reading words, comprehension, and writing words

**Specific Learning Outcomes:**

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

1.Recognize sounds for fluency.
2.Identify the names and sounds of letters.
3. Blend sounds to read words for enjoyment and fluency.
4. Explain the meaning of new words in a variety of contexts.
5. Use present continuous tense correctly in sentences.

**Key Inquiry Question(s):**

- How we can recognize the sound /ng/?
- What are the names and sounds of letters to read words?
- How do we discuss the meaning of vocabulary words?
- How can we use the present continuous tense correctly in sentences?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Imagination and Creativity**
 | * **Unity**
* **Respect**
* **Responsibility**
 | * **Socio- economic issues (Education &Climate change)**
* **Life skills (Self-esteem)**
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**Learning Resources:**
- Revised Tusome English P/Bk 1, Pg. 57
- Letter cards
- Pocket chart

**Organisation of Learning:**
**Introduction (5 minutes):**
- Review the previous lesson on weather and our environment.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding of key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Recognizing Sounds and Letters
- Introduce the /ng/ sound to students using examples and practice words.
- Show letter cards, emphasize the names and sounds of letters to read words.
- Engage students in identifying the /ng/ sound and related letters.

**Step 2:** Blending Sounds and Reading Words
- Demonstrate how to blend sounds to create words for enjoyment and fluency.
- Encourage students to practice blending sounds using letter cards and guided examples.
- Provide opportunities for students to read aloud words and sentences containing the /ng/ sound.

**Step 3:** Explaining New Words and Using Present Continuous Tense
- Present vocabulary words related to weather and the environment.
- Discuss the meanings of new words in various contexts and encourage students to explain their understanding.
- Teach the present continuous tense and guide students in forming sentences correctly.

**Step 4:** Reading Connected Text and Answering Questions
- Use the pocket chart to display connected text related to weather and the environment.
- Have students read the text aloud and answer questions to check comprehension.
- Encourage students to use the present continuous tense in their responses.

**Conclusion (5 minutes):**

- Summarize key points covered during the lesson.
- Conduct a brief interactive activity where students can practice blending sounds and using the present continuous tense.
- Preview upcoming topics and questions for the next session.
 **Extended Activities:**

- Provide worksheets with sentences for students to practice using the present continuous tense.
- Organize a weather-themed vocabulary game to reinforce understanding.
- Encourage students to write short sentences describing the weather using the present continuous tense.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Listening, Speaking, Reading and Writing (Weather and our environment)

**Sub Strand:** Attentive listening, reading words, comprehension, fluency, and writing words

**Specific Learning Outcomes:**

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

1. Blend sounds to read words fluently.
2. Read connected text fluently.
3. Enjoy listening to the teacher read aloud a story and answer questions for comprehension.

**Key Inquiry Questions:**- Learner to:
- Blend words
- Identify letters and sounds
- Read words and stories
- Answer questions
- Make sentences
- Write sentences

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Imagination and Creativity**
 | * **Unity**
* **Respect**
* **Responsibility**
 | * **Socio- economic issues (Education &Climate change)**
* **Life skills (Self-esteem)**
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**Learning Resources:**

- Revised Tusome EnglishP/Bk 1
- Page 58
- Letter cards
- Pocket chart

**Organization of Learning:**
**Introduction (5 minutes):**
- Review the previous lesson on reading words fluently and comprehension.
- Engage learners in a brief discussion about the weather and its impact on our environment.

**Lesson Development (20 minutes):**
**Step 1:** Blending Sounds
- Introduce letter cards that spell out words related to weather, such as "rain," "sun," "clouds."
- Guide students to blend the sounds of the letters to read the words fluently.
- Encourage students to practice blending sounds independently and with a partner.

**Step 2:** Reading Connected Text
- Read a short story about a rainy day aloud to the class.
- Prompt students to follow along and read the story silently as you read it aloud.
- Discuss the main events of the story and ask questions to check for comprehension.

**Step 3:** Answering Questions and Making Sentences
- Ask students comprehension questions about the story, such as "What was the weather like in the story?" or "How did the characters feel?"
- Have students respond orally and encourage them to make simple sentences using the words from the story.

**Step 4:** Writing Words and Sentences
- Provide students with sentence starters related to the story, such as "On a rainy day, I like to..." or "The clouds were..."
- Ask students to complete the sentences and share their responses with the class.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson, emphasizing blending sounds, reading fluently, comprehension, and sentence formation.
- Conduct a quick interactive activity such as a word hunt or fill-in-the-blank exercise related to the story.
- Preview upcoming topics or questions for the next session, building anticipation and engagement.
 **Extended Activities:**

- For extended activities, students can create their own mini stories about different weather conditions and present them to the class.
- Students can also draw pictures to accompany their stories and practice reading them aloud to improve fluency and storytelling skills.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Listening, Speaking, Reading and Writing (Weather and our environment)

**Sub Strand:** Attentive listening, reading words, and writing words

**Specific Learning Outcomes:**

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

1. Segment words for fluency
2. Identify names and sounds of letters 'ng' and 'ing' for fluency
3. Write words correctly for self-expression
4. Use present continuous tense correctly in sentences for effective communication

**Key Inquiry Question(s):**

- How can we segment words for fluency?
- What are the names and sounds of the letters 'ng' and 'ing'?
- Why is it important to write words correctly for self-expression?
- How do we use present continuous tense in sentences for effective communication?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Imagination and Creativity**
 | * **Unity**
* **Respect**
* **Responsibility**
 | * **Socio- economic issues (Education &Climate change)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1
- Page 59
- Letter cards
- Pocket chart

**Organization of Learning:**
**Introduction (5 minutes):**

- Review the previous lesson on weather and our environment.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes:**

**Step 1:** Introduce and discuss segmenting words for fluency using examples from the learning resources.

**Step 2:** Explore the names and sounds of the letters 'ng' and 'ing' through interactive activities using letter cards.

**Step 3:** Practice writing words correctly for self-expression by spelling out words related to the weather and our environment.

 **Step 4:** Demonstrate and practice using the present continuous tense correctly in sentences for effective communication.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a word sorting game.
- Prepare learners for the next session by previewing upcoming topics or discussing questions to consider related to language learning.

**Extended Activities:**

- Grade-relevant extended activities could include:
- Creating a mini-book of weather-related words and sentences using the concepts learned
- Engaging in a weather report role-play activity incorporating present continuous tense
- Collaboratively writing a short story about a weather adventure using the new vocabulary and language structures
 **Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 2: LESSON 3**

**Strand:** Listening, Speaking, Reading and Writing (Weather and our environment)

**Sub Strand:** Attentive listening, reading words, comprehension, and writing words

**Specific Learning Outcomes:**

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

1. Identify the names and sounds of letters; w, ll, ng for fluency.
2.Enjoy blending sounds to read words for fluency.
3.Use present continuous tense correctly in sentences for effective communication.

**Key Inquiry Question(s):**
Learner to:

- Recognize sound /ng/.
- Identify letter names and sounds to read words.
- Discuss the meaning of vocabulary words.
- Read connected text and answer questions.
- Use present continuous tense correctly in sentences.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Imagination and Creativity**
 | * **Unity**
* **Respect**
* **Responsibility**
 | * **Socio- economic issues (Education &Climate change)**
* **Life skills (Self-esteem)**
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**Learning Resources:**

- Revised Tusome English P/Bk 1, Pg.60
- Letter cards
- Pocket chart
 **Organisation of Learning:

Introduction (5 minutes):**

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

**Lesson Development (20 minutes):**

Based on the learning experience "What are you doing?", the lesson development should be split into 4 distinct steps.

**Step 1:** Sound Recognition
- Introduce the /ng/ sound using examples like "sing" and "ring."
- Practice pronouncing and identifying words with the /ng/ sound.
- Use letter cards to reinforce the letter 'n' and 'g' as part of the /ng/ sound.

**Step 2:** Blending Sounds
- Teach learners to blend sounds like the 'w' and 'll' in words.
- Engage students in interactive activities where they blend sounds to form new words.
- Encourage fluency and confidence in blending sounds.

**Step 3:** Present Continuous Tense
- Introduce the concept of present continuous tense using simple sentences.
- Provide examples and guide students in forming sentences using 'am', 'is', and 'are.'
- Practice constructing sentences orally and in writing.

**Step 4:** Reading and Comprehension
- Read a connected text related to the weather and environment.
- Discuss the vocabulary words within the text for comprehension.
- Ask questions to assess understanding and encourage critical thinking.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage students to create sentences using present continuous tense about various weather conditions.
- Have students draw pictures related to the vocabulary words discussed in the lesson and create a simple story using those pictures.
- Play a memory game using letter cards to reinforce letter names and sounds.

**Teacher Self-Evaluation:**

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|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 2: LESSON 4**

**Strand:** Listening, Speaking, Reading and Writing (Weather and our environment)

**Sub Strand:** Attentive listening, reading words, comprehension and writing words

**Specific Learning Outcomes:**

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

1.Identify the names and sounds of letters w, ll, ng for fluency.
2. Enjoy blending sounds to read words for fluency.
3. Use present continuous tense correctly in sentences for effective communication.

**Key Inquiry Question(s):**

- How would you recognize the sound /ng/?
- Can you identify letter names and sounds to read words?
- What does present continuous tense indicate in sentences?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Imagination and Creativity**
 | * **Unity**
* **Respect**
* **Responsibility**
 | * **Socio- economic issues (Education &Climate change)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome EnglishP/Bk 1
- Pg.66 Letter cards
- Pocket chart

**Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss content from the learning resources, focusing on the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Letter Sounds
- Introduce and practice identifying the letter names and sounds (w, ll, ng).
- Engage learners in activities to recognize and pronounce these sounds accurately.

**Step 2:** Blending Sounds
- Facilitate activities where learners practice blending sounds to read words fluently.
- Encourage active participation to enhance phonemic awareness.

**Step 3:** Present Continuous Tense
- Teach learners how to use present continuous tense correctly in sentences.
- Provide examples and guide them in forming sentences using this tense.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives.
- Conduct a brief interactive activity to reinforce concepts.
- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Encourage learners to create sentences using the present continuous tense about the weather.
- Ask students to write a short paragraph describing their favorite weather and why they enjoy it.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 2: LESSON 5**

**Strand:** Listening, Speaking, Reading, and Writing (Hygiene)

**Sub-Strand:** Attentive listening, reading words, Grammar, comprehension

**Specific Learning Outcomes:**

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

1. Identify the names and sounds of letters 'w' and 'll'.
2. Blend sounds to read words fluently and with enjoyment.
3. Explain the meaning of new words and use them in meaningful sentences in various contexts.
4. Use simple past tense correctly for effective communication.

**Key Inquiry Question(s):**

- How can we recognize the sound /l/ in words?
- How do we identify letter names and sounds to read words?
- How can we discuss the meaning of words and construct sentences using newly learned vocabulary?
- How can we read connected text and answer questions?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Health Issues (Personal Hygiene)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1
- Page 61
- Letter cards
- Pocket chart

**Organisation of Learning:**
**Introduction (5 minutes):**

- Review the previous lesson on hygiene-related vocabulary.
- Encourage students to read and discuss relevant content from the learning resources to reinforce key concepts.

**Lesson Development (20 minutes):**
**Step 1:** Letter Sounds and Blending
- Show students the letter cards for 'w' and 'll' and practice their sounds.
- Encourage students to blend the sounds to read simple words containing these letters.
- Provide examples and allow students to practice blending the sounds on their own.

**Step 2:** Vocabulary Building
- Introduce new vocabulary words related to hygiene.
- Discuss the meanings of these new words and provide examples of their usage in sentences.
- Encourage students to construct their own sentences using the new vocabulary in different contexts.

**Step 3:** Simple Past Tense
- Teach students the concept of simple past tense using familiar verbs.
- Demonstrate how to form sentences using simple past tense correctly for effective communication.
- Provide practice exercises for students to apply the simple past tense in writing and speaking.

**Step 4:** Reading Comprehension
- Have students read connected text related to hygiene.
- Ask questions to assess their understanding of the text.
- Engage students in a fill-in-the-blank activity to reinforce their reading comprehension skills.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson.
- Conduct a brief interactive activity to review the main topics and vocabulary.
- Preview upcoming topics or questions to stimulate their thinking for the next session.

**Extended Activities:**

- Provide students with worksheets or activities to practice blending sounds and reading words independently.
- Encourage students to create their own hygiene-themed stories using the new vocabulary and simple past tense structures.
- Integrate arts and crafts activities that relate to the hygiene theme, such as creating hygiene posters or illustrations.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 3: LESSON 1**

**Strand:** Listening, Speaking, Reading, and Writing (Hygiene)

**Sub Strand:** Attentive listening, reading words, fluency, comprehension, and writing words

**Specific Learning Outcomes:**

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

1. Identify names and sounds of letters "ll" and "w", "j" for fluency
2.Read connected text for fluency
3.Enjoy listening to the teacher read aloud a story and answer questions for comprehension

**Key Inquiry Question(s):**

- How do we blend words together?
- Can you identify the names and sounds of the letters "ll" and "w", and "j"?
- How do we read words and stories with fluency?
- Why is it important to answer questions after listening to a story?
- How can we write sentences using the words we have learned?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Health Issues (Personal Hygiene)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1
- Page 62 of the textbook
- Letter cards
- Pocket chart

**Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson on basic hygiene practices.
- Engage learners by having them read and discuss relevant content from the learning resources, focusing on understanding key concepts about cleanliness and hygiene.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Letter Names and Sounds
- Display letter cards with "ll", "w", and "j". Ask students to identify and say the names and sounds of each letter.
- Practice pronouncing words containing these letters to reinforce recognition and sound association.

**Step 2:** Reading with Fluency
- Introduce a short- connected text containing words with "ll," "w," and "j". Read it aloud to the class, emphasizing proper pronunciation and fluency.
- Guide students to practice reading the text independently or in small groups to improve fluency.

**Step 3:** Listening and Comprehension
- Read aloud a story related to hygiene practices or cleanliness.
- After reading, ask comprehension questions about the story to assess understanding. Encourage students to answer questions to showcase their comprehension skills.

**Step 4:** Writing Practice
- Have students write sentences using words with "ll," "w," and "j" learned during the lesson.
- Provide support as needed and encourage creativity in sentence formation.

**Conclusion (5 minutes):**

- Summarize the key points covered during the lesson, emphasizing the importance of practicing reading fluently, listening attentively, and writing sentences.
- Conduct a brief interactive activity, like a quick quiz or word game, to reinforce learning.
- Preview upcoming topics or questions for the next lesson to prepare students for future learning.

**Extended Activities:**

- Create hygiene-themed word searches or crossword puzzles for students to solve.
- Ask students to draw a picture related to a hygiene practice and write a sentence about it using words with "ll," "w," and "j".
- Encourage students to practice reading fluently at home with a short story or poem about cleanliness.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Listening, Speaking, Reading, and Writing (Hygiene)

**Sub Strand:** Attentive listening, reading words, fluency, grammar, comprehension

**Specific Learning Outcomes:**

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

1. Identify the names and sounds of letters; 'w' and 'll' for fluency.
2. Blend sounds to read words for enjoyment and fluency.
3. Explain the meaning of new words in a variety of contexts.
4. Use simple past tense correctly in sentences for effective communication.

**Key Inquiry Question(s):**

Learners to:

- Identify letter names and sounds to read words.
- Discuss the meaning of vocabulary words.
- Read common words, connected text, and answer questions.
- Use simple past tense correctly in sentences.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Health Issues (Personal Hygiene)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1
- Page 63
- Letter cards
- Pocket chart

**Organising of Learning:**
**Introduction (5 minutes):**- Review the previous lesson about letter sounds and blending words.
- Use interactive methods to engage learners in a discussion about the importance of hygiene.

**Lesson Development (20 minutes):**
**Step 1:**- Introduce the letters 'w' and 'll' using letter cards.
- Practice sounding out and identifying these letters in words related to cleanliness and hygiene.
- Encourage students to think about how these letters contribute to the words they form.

**Step 2:**
- Discuss the meanings of new vocabulary words related to hygiene.
- Use context clues to help students understand the words in different scenarios.
- Have students come up with their own sentences using the new vocabulary words.
 **Step 3:**
- Introduce the concept of simple past tense.
- Provide examples of sentences in present tense and guide students in changing them to past tense.
- Engage students in a conversation using simple past tense to describe actions related to hygiene practices.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson, including letter sounds, vocabulary meanings, and simple past tense.
- Conduct a fun activity where students act out different hygiene scenarios using new vocabulary words and past tense sentences.
- Preview upcoming topics and questions to consider for the next session.

**Extended Activities:**

- Have students create a mini story or comic strip using the vocabulary words and past tense sentences learned in class.
- Encourage students to practice reading aloud fluently using the letter sounds 'w' and 'll' in different words.
- Provide worksheets or activities for students to identify past tense verbs in sentences related to hygiene.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 3: LESSON 3**

**Strand:** Listening, Speaking, Reading, and Writing (Hygiene)

**Sub-Strand:** Attentive listening, reading words, fluency, comprehension, and writing words

**Specific Learning Outcomes:**

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

1. Identify names and sounds of letters "L" and "ss"
2.Read connected text for fluency
3. Listen attentively to a story read aloud by the teacher and answer questions for enjoyment and comprehension

**Key Inquiry Question(s):**- How can we blend sounds to say words?
- What are the letter names and sounds we are learning today?
- How can we read connected text fluently and understand new words?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Health Issues (Personal Hygiene)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Tusome English P/Bk 1
- Page 64 of the book
- Letter cards
- Pocket chart

**Organization of Learning:

Introduction (5 minutes):**
- Review the previous lesson on hygiene and its importance.
- Engage learners to discuss key hygiene practices they remember.
 **Lesson Development (20 minutes):

Step 1:** Introduction to Letters "L" and "ss"
- Display letter cards for "L" and "ss" in the pocket chart.
- Introduce the letter names and sounds to the students.
- Practice saying the sounds together.

**Step 2:** Fluency Reading Activity
- Provide sentences with words containing the letters "L" and "ss."
- Guide students to read the sentences aloud, focusing on fluency.
- Encourage students to identify and underline the target letters.

**Step 3:** Reading Comprehension
- Read a short story about hygiene aloud to the students.
- Ask questions related to the story to check for comprehension.
- Guide students to discuss the main ideas and key points of the story.

**Step 4:** Writing Practice
- Have students write simple sentences using words with the letters "L" and "ss."
- Assist students in forming sentences based on the story read earlier.

**Conclusion (5 minutes):**

- Summarize the main concepts learned: letter names and sounds, fluency reading, comprehension, and writing.
- Conduct a fun classroom activity related to hygiene to reinforce learning.
- Provide a preview of the next lesson on hygiene practices or related vocabulary.

**Extended Activities:**

- Encourage students to create their hygiene-themed story using the new vocabulary and letters learned.
- Have students draw a picture related to the story they heard during the lesson and write sentences to describe it.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 3: LESSON 4**

**Strand:** Listening, Speaking, Reading, and Writing (Hygiene)

**Sub Strand:** Attentive listening, reading words, and writing words

**Specific Learning Outcomes:**

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

1. Identify names and sounds of letters "ss" and "ll" for fluency.
2. Write words correctly for effective communication.
3. Demonstrate the meaning of vocabulary words in a variety of contexts.
4. Use simple past tense in sentences correctly for effective communication.

**Key Inquiry Question(s):**

- Learner to: Segment the words, say letter names and sounds, write words from dictation, review vocabulary, and make sentences using simple past tense.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Health Issues (Personal Hygiene)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1
- Page 65
- Letter cards and pocket chart

**Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson and check learners' understanding.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introducing Letter Sounds
- Display the letter cards "ss" and "ll."
- Practice saying the sounds of each letter together.
- Encourage learners to identify objects that start with these letters.

**Step 2:** Writing Words
- Model writing words that contain "ss" and "ll" on the board.
- Provide guided practice for learners to write words such as "glass" and "ball."
- Have learners practice writing these words independently or in pairs.

**Step 3:** Vocabulary and Simple Past Tense
- Introduce new vocabulary words related to hygiene (e.g., clean, wash, soap).
- Discuss the meanings of these words and use them in sentences.
- Teach and practice making sentences using simple past tense with the new vocabulary words.

**Step 4:** Review and Application
- Review the key concepts covered in the lesson and check for understanding.
- Allow learners to apply their knowledge by writing sentences using the vocabulary words and simple past tense.

**Conclusion (5 minutes):**

- Summarize the key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity (e.g., a game or quiz) to reinforce the main topics.
- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- For extended practice, have learners create a hygiene-themed story using the vocabulary words and simple past tense.
- Encourage learners to create their own word cards with "ss" and "ll" words to expand their vocabulary.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 3: LESSON 5**

**Strand:** Listening, Speaking, Reading, and Writing (Hygiene)

**Sub Strand:** Attentive listening, reading words, Grammar, comprehension - 2

**Specific Learning Outcomes:**

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

1. Identify the names and sounds of letters "w" and "ll" for fluency.
2. Blend sounds to read words fluently and for enjoyment.
3. Explain the meaning of new words and use them in meaningful sentences in various contexts.
4.Use the simple past tense correctly for effective communication.
 **Key Inquiry Question(s):**

- How can you recognize the sound /l/ in words?
- How do you identify letter names and sounds to read words?
- Can you discuss the meaning and make sentences using new vocabulary words?
- How can you read connected text and answer questions, as well as fill in the blank spaces?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Health Issues (Personal Hygiene)**
* **Life skills (Self-esteem)**
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**Learning Resources:**

- Revised Tusome English P/Bk 1.
- Pg. 67 Letter cards and pocket chart

**Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson’s key concepts.
- Guide learners to read and discuss relevant content from the learning resources to refresh their understanding.

**Lesson Development (20 minutes):**

 **Step 1:** Phonics Practice
- Introduce the letters "w" and "ll."
- Practice pronouncing the sounds they make.

 **Step 2:** Reading Fluency
- Demonstrate blending sounds to read words that include "w" and "ll."
- Encourage students to read aloud and practice together.

 **Step 3:** Vocabulary Building
- Introduce new words with their meanings.
- Encourage students to use these words in sentences.

 **Step 4:** Grammar Practice
- Teach the simple past tense.
- Provide examples and practice forming sentences in the past tense.

**Conclusion (5 minutes):**

- Recap the key points covered in the lesson.
- Conduct a brief interactive activity where students utilize the new concepts learned.
- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Provide worksheets for students to practice reading words with "w" and "ll."
- Encourage students to write short stories using the new vocabulary and the simple past tense.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 4: LESSON 1**

**Strand:** Listening, Speaking, Reading, and Writing (Hygiene)

**Sub Strand:** Attentive listening, reading words, fluency, comprehension, and writing words

**Specific Learning Outcomes:**

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

1. Identify names and sounds of letters; ll and w, j for fluency.
2.Read connected text for fluency.
3. Enjoy listening to the teacher read aloud story and answer questions for comprehension.

**Key Inquiry Question(s):**

- Learner to:
- Blend words.
- Identify letter names and sounds.
- Read words and story.
- Answer questions.
- Write sentences.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Health Issues (Personal Hygiene)**
* **Life skills (Self-esteem)**
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**Learning Resources:**

- Revised Tusome EnglishP/Bk 1, Pg.68
- Letter cards and pocket chart

**Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson on letter sounds.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts related to letters ll, w, and j.

**Lesson Development (20 minutes):**

- Based on learning experience, the lesson development will be split into 4 distinct steps:

**Step 1:** Introduction of Letters ll, w, and j
- Display letter cards ll, w, and j on the pocket chart.
- Discuss the names and sounds of these letters with examples.

**Step 2:** Reading Practice and Fluency
- Have learners practice reading words containing ll, w, and j.
- Encourage them to read sentences aloud for fluency.

**Step 3:** Comprehension through Listening
- Read a short story aloud to the learners.
- Ask questions related to the story to test comprehension.

**Step 4:** Writing Sentences
- Prompt learners to write simple sentences using words that contain ll, w, and j.
- Provide support and guidance as needed.

**Conclusion (5 minutes):**

- Summarize key points covered during the lesson, including letter names, sounds, reading fluency, comprehension, and sentence writing.
- Conduct a brief interactive activity where learners can identify letters ll, w, and j in various words.
- Preview upcoming topics or questions for the next session.

**Extended Activities:**
- Encourage learners to create their own short stories using words with ll, w, and j.
- Have a letter recognition game where learners identify ll, w, and j in a set of words.
- Provide additional worksheets for practice on letter sounds and word reading.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 4: LESSON 2**

**Strand:** Listening, Speaking, Reading, and Writing (Hygiene)

**Sub Strand:** Attentive listening, reading words, fluency, grammar, comprehension

**Specific Learning Outcomes:**

 **- Identify the names and sounds of letters 'w' and 'll'**

1.Blend sounds to read words for enjoyment and fluency
2. Explain the meaning of new words in a variety of contexts
3.Use simple past tense correctly in sentences for effective communication

**Key Inquiry Question(s):**

- How can we identify letter names and sounds to read words?
- How do we discuss the meaning of vocabulary words?
- What are common words we can read in connected text?
- How can we use simple past tense correctly in sentences?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Health Issues (Personal Hygiene)**
* **Life skills (Self-esteem)**
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**Learning Resources:**

- Revised Tusome English P/Bk 1
- Page 69 Letter cards
- Pocket chart

**Organization of Learning:

Introduction (5 minutes):**

- Review the previous lesson on letter sounds and vocabulary words.
- Guide learners to read and discuss relevant content from the learning resources to reinforce key concepts.

**Lesson Development (20 minutes):**
**Step 1:** Introducing New Letters
- Show the letter cards for 'w' and 'll' and discuss their names and sounds.
- Practice identifying and saying the sounds of the letters as a class.

**Step 2:** Blending Sounds and Reading Words
- Demonstrate how to blend the sounds of 'w' and 'll' with other letters to form words.
- Encourage students to practice blending sounds and reading simple words containing these letters.

**Step 3:** Exploring Vocabulary and Comprehension
- Introduce new vocabulary words related to hygiene or cleanliness, such as "clean," "tidy," or "sweep."
- Discuss the meanings of these words and use them in sentences to reinforce comprehension.

**Step 4:** Using Simple Past Tense
- Teach the concept of simple past tense and how it is used to talk about past actions.
- Guide students in forming sentences using simple past tense with familiar verbs.

**Conclusion (20 minutes):**

- Summarize the key points learned during the lesson, including letter sounds, vocabulary words, and simple past tense.
- Conduct a brief interactive activity where students can practice reading, vocabulary, and grammar skills.
- Preview upcoming topics and questions for the next session to engage learners.

**Extended Activities:**

- Have students create sentences using more vocabulary words related to hygiene.
- Encourage students to write a short story using the new letters, words, and grammar concepts learned in the lesson.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 4: LESSON 3**

**Strand:** Listening, Speaking, Reading, and Writing (Hygiene)

**Sub Strand:** Attentive listening, reading words, and writing words

**Specific Learning Outcomes:**

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

1. Identify names and sounds of letters 'ss' and 'll' for fluency.
2. Write words correctly for effective communication.
3.Demonstrate the meaning of vocabulary words in various contexts.
4. Use simple past tense in sentences correctly for effective communication.

**Key Inquiry Question(s):**

- Can the learner segment words, say letter names and sounds, write words from dictation, review vocabulary, and make sentences using simple past tense?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Health Issues (Personal Hygiene)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1
- Page 70 of the book
- Letter cards
- Pocket chart

**Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson on listening, speaking, reading, and writing.
- Engage learners in a discussion about the key concepts learned in the previous lesson, setting the foundation for the current lesson.

**Lesson Development (20 minutes):**
**Step 1:**
- Introduce the letters 'ss' and 'll' using letter cards on the pocket chart.
- Teach the learners the names and sounds of these letters.
- Engage the students in various activities to practice identifying and pronouncing these letters.

**Step 2:**
- Model writing words containing 'ss' and 'll' for the students.
- Provide opportunities for learners to practice writing these words independently.
- Offer feedback and guidance as they write to ensure accuracy and understanding.

**Step 3:**
- Introduce new vocabulary words related to hygiene.
- Encourage students to demonstrate the meaning of these words in different contexts through discussions or drawings.
- Review and reinforce the vocabulary words to enhance retention.

**Step 4:**
- Teach the concept of using the simple past tense in sentences.
- Provide examples and guide the students in forming sentences using the simple past tense.
- Facilitate opportunities for learners to practice constructing sentences independently.

**Conclusion (5 minutes):**

- Recap the key points covered in the lesson, including letter sounds, word writing, vocabulary meanings, and using simple past tense.
- Conduct a quick interactive activity related to the lesson content to reinforce learning.
- Provide a sneak peek of what the next lesson will involve to spark curiosity and engagement.

**Extended Activities:**

- For extended activities, consider assigning students to create a simple story using the vocabulary words learned.
- Encourage students to practice writing sentences using both 'ss' and 'll' words in the context of hygiene.
- Provide additional worksheets or games to reinforce the learning of vocabulary and simple past tense usage.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 4**

**Strand:** Listening, Speaking, Reading, and Writing (Parts of the Body)

**Sub Strand:** Attentive listening, comprehension, vocabulary, grammar

**Specific Learning Outcomes:**

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

1.Explain the meaning of new words for self-expression.
2.Construct sentences in pairs for self-expression.
3.Enjoy listening to the teacher read aloud text for comprehension.
4.Use this/that correctly in sentences for effective communication.
 **Key Inquiry Question(s):**

- What words do we use to point at something?
- How do we use our senses like smell and hear?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Life skills( Life-awareness)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1.
- Page 71 flashcards.

**Organisation of Learning:**
**Introduction (5 minutes):**
1. Review the previous lesson with the students.
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts related to parts of the body.

**Lesson Development (20 minutes):**
**Step 1:** Vocabulary Introduction
1. Introduce new vocabulary related to parts of the body (e.g., head, hands, legs) using flashcards.
2. Engage students in a discussion about the functions of each body part.
3. Encourage students to construct sentences in pairs using the new vocabulary.

**Step 2:** Listening and Comprehension
1. Read a short story aloud to the students, focusing on comprehension.
2. Ask questions related to the story to assess understanding.
3. Encourage students to answer the questions orally.

**Step 3:** Grammar Practice
1. Teach the use of 'this' and 'that' in sentences for effective communication.
2. Provide examples and guide students to practice using 'this' and 'that' correctly in sentences.

**Step 4:** Song and Interactive Activity
1. Sing a song related to parts of the body to reinforce vocabulary.
2. Conduct a brief interactive activity where students point to different body parts as mentioned in the song.

**Conclusion (5 minutes):**

1. Summarize key points learned during the lesson.
2. Conduct a quick interactive activity to reinforce understanding of vocabulary and grammar concepts.
3. Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Have students draw and label a picture of a person with different body parts.
- Play a game where students have to touch different body parts when called out.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 4: LESSON 5**

**Strand:** Listening, Speaking, Reading, and Writing (Parts of the Body)

**Sub Strand:** Attentive listening, comprehension, vocabulary

**Specific Learning Outcomes:**

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

1. Demonstrate the meaning of new words for self-expression.
2. Make sentences in pairs with the vocabulary for self-expression.
3. Enjoy listening to the teacher read aloud text and answer questions for comprehension.

**Key Inquiry Question(s):**

- How can we use new vocabulary to express ourselves?
- What parts of the body do you know?
- Can you describe classroom objects using "this" or "that"?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | **Life skills ( Life- awareness)*** **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1. Pg. 72
- Flashcards

**Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson briefly.
- Encourage learners to read and discuss relevant content from the learning resources, focusing on understanding key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce new vocabulary related to parts of the body using flashcards. Have students repeat the words and discuss their meanings.
**Step 2:** Engage students in a listening activity. Play a song related to body parts and encourage students to sing along.
**Step 3:** Read a story aloud to the students, emphasizing body parts. Ask comprehension questions to check understanding.
**Step 4:** Divide students into pairs and have them use the new vocabulary to make sentences describing classroom objects using "this" or "that."

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson.
- Conduct a brief interactive activity where students demonstrate their understanding by describing objects in the classroom.
- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Ask students to draw a picture of a person and label the different body parts.
- Play a game where students have to touch or point to different body parts as they are named.
- Have students create a mini-book using the new vocabulary to describe a character's body parts.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 5: LESSON 1**

**Strand:** Listening, Speaking, Reading, and Writing (Parts of the Body)

**Sub Strand**: Attentive listening, vocabulary, comprehension, grammar
**Specific Learning Outcomes:**

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

1.Explain the meaning of new words for self-expression.
2.Enjoy listening to the teacher read aloud text and answer questions for comprehension.
3.Use "this" and "that" correctly in sentences for effective communication.

**Key Inquiry Question(s):**

- How can we use new words to express ourselves?
- Why is attentive listening important when answering questions?
- When do we use "this" and "that" in our sentences?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Life skills (Life- awareness)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1.
- Page 73 flash cards.

**Organization of Learning:

Introduction (5 minutes):**

- Review the previous lesson on parts of the body.
- Guide learners to read and discuss relevant content from the learning resources, highlighting key concepts.

**Lesson Development (20 minutes):**
**Step 1:** Introduce New Words
- Engage students by singing a song related to body parts.
- Introduce new vocabulary words that will be used in the stories.

**Step 2:** Reading and Comprehension
- Read the first story aloud to the class.
- Discuss the vocabulary from the story and encourage students to make sentences in pairs using the new words.

**Step 3:** Practice Using "This" and "That"
- Provide examples of using "this" and "that" correctly in sentences.
- Have students practice using "this" and "that" in sentences related to the story.

**Step 4:** Listening Comprehension
- Read the second story aloud to the class.
- Ask comprehension questions related to the story to assess understanding.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson.
- Conduct a brief interactive activity where students use new vocabulary and practice using "this" and "that."
- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Ask students to draw a picture of a scene from one of the stories and label the body parts in English.
- Encourage students to write a short paragraph using the new vocabulary words and correctly using "this" and "that" in their sentences.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 5: LESSON 2**

**Strand:** Listening, Speaking, Reading, and Writing (Parts of the Body)

**Sub Strand:** Attentive listening, comprehension, vocabulary

**Specific Learning Outcomes:**

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

1.Demonstrate the meaning of new words for self-expression.
2. Use 'This' and 'That' in sentences correctly for effective communication.
3.Enjoy listening to the teacher read aloud text and answer questions for comprehension.

**Key Inquiry Question(s):**
 Learner to:

- Sing a song
- Review vocabulary
- Listen to the teacher’s story and answer questions
- Use 'this/that' to describe body parts.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Life skills (Life- awareness)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1
- Page 74 flashcards

**Organization of Learning:**
**Introduction (5 minutes):**

- Review the previous lesson on parts of the body.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

**Lesson Development (20 minutes):**

- Based on the learning experience, the lesson will be split into 4 distinct steps.

**Step 1:** Vocabulary Introduction

- Introduce new words related to body parts, such as head, shoulder, knee, etc.
- Use flashcards to help students visually understand the words.
- Encourage students to repeat the words after you to practice pronunciation.

**Step 2:** Storytelling and Comprehension

- Tell a short story that includes descriptions of different body parts.
- Ask questions related to the story to assess comprehension.
- Encourage students to use 'this' and 'that' to answer questions about body parts.

**Step 3:** Demonstration and Practice
- Conduct a demonstration where you point to different body parts and ask students to identify them using 'this' and 'that.'
- Engage students in a group activity where they take turns pointing to a body part and using the correct demonstrative pronoun.

**Step 4:** Song and Review
- Sing a song related to body parts to reinforce vocabulary.
- Conduct a quick review of the new words learned during the lesson.

**Conclusion (5 minutes):**

- Summarize key points learned during the lesson.
- Conduct a brief interactive activity where students describe body parts using 'this' and 'that.'
- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Grade-relevant extended activities could include:
- Drawing activities where students label body parts using the new vocabulary.
- Partner activities where students describe a body part to their partner using 'this' or 'that.'
- Creating a mini-book or poster showcasing different body parts and their names.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 5: LESSON 3**

**Strand:** Listening, Speaking, Reading, and Writing (Parts of the Body)

**Sub Strand:** Attentive listening, vocabulary, grammar

**Specific Learning Outcomes:**

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

1. Demonstrate the meaning of new words for self-expression.
2. Use "this/that" in sentences correctly for effective communication.
3. enjoy telling stories about body parts for enjoyment.

**Key Inquiry Question(s):**

- How can you tell the meaning of new words?
- Which parts of the body have we learned?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Life skills (Self- awareness)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1
- Page 75 flashcards

**Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson with students.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding of key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce New Vocabulary
- Begin by introducing new vocabulary related to body parts using flashcards.
- Engage students in activities to help them understand the meaning of new words through visuals, gestures, and examples.
- Encourage students to repeat the words aloud to practice pronunciation.

**Step 2:** Practice Using "This/That"
- Teach students how to use "this" and "that" correctly in sentences.
- Provide examples using classroom objects to demonstrate the usage of "this" for objects near the speaker and "that" for objects farther away.
- Engage students in interactive exercises where they practice using "this/that" in sentences.

**Step 3:** Storytelling Activity
- Encourage students to tell stories about different body parts.
- Provide prompts or sentence starters to guide students in creating their stories.
- Allow students to share their stories with the class and encourage active listening from their peers.

**Conclusion (5 minutes):**

- Summarize the key points covered during the lesson: new vocabulary, using "this/that" correctly, and storytelling about body parts.
- Conduct a brief interactive activity where students draw and label pictures of a boy and a goal to reinforce learning.
- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- For extended activities, students could create a mini-book about body parts, including sentences using "this/that" and their own illustrated stories.
- Students can also practice using the new vocabulary in a game of "Simon Says" where they have to touch body parts named in English.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 5: LESSON 4**

**Strand:** Listening, Speaking, Reading, and Writing (Parts of the Body)

**Sub Strand:** Attentive listening, comprehension, vocabulary, grammar

**Specific Learning Outcomes:**

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

1. Explain the meaning of new words for self-expression.
2. Construct sentences in pairs for self-expression.
3. Enjoy listening to the teacher read aloud text for comprehension.
4. Use 'this/that' correctly in sentences for effective communication.

**Key Inquiry Question(s):**

- Learner to:

- Sing a song.
- Discuss vocabulary and make sentences in pairs.
- Listen to the teacher's story and answer questions.
- Practice using 'this/that' correctly.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Life skills (Life- awareness)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1
- Pg. 76 flash cards

**Organisation of Learning:

Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**
**Step 1:** Explaining New Words
- Introduce new vocabulary related to parts of the body.
- Explain the meaning of each new word and encourage learners to repeat after you.
- Model how to use the new words in sentences for self-expression.

**Step 2:** Constructing Sentences
- Pair up learners and provide them with flashcards of body parts.
- In pairs, have the students construct sentences using the new vocabulary.
- Encourage peer feedback and collaboration during this activity.

**Step 3:** Listening Comprehension
- Read aloud a short story related to parts of the body.
- After reading, ask comprehension questions to assess students' understanding.
- Guide students in understanding the main idea of the story.

**Step 4:** Using 'This/That' in Sentences
- Explain the difference between 'this' and 'that'.
- Provide examples and guide students in using 'this/that' correctly in sentences.
- Encourage students to practice using 'this/that' in pairs.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students demonstrate their understanding of the new vocabulary and concepts.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- For extended practice, students can create their own mini-dialogues using the new vocabulary and 'this/that'.
- Students can also draw a picture of a person and label various body parts in English.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 5: LESSON 5**

**Strand:** Listening, Speaking, Reading, and Writing (Parts of the Body)

**Sub Strand:** Attentive listening, comprehension, vocabulary

**Specific Learning Outcomes:**

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

1.Demonstrate the meaning of new words for self-expression.
2.Make sentences in pairs with the vocabulary for self-expression.
3.Enjoy listening to the teacher read aloud text and answer questions for comprehension.

**Key Inquiry Question(s):**
 Learner to:

- Sing a song.
- Listen to the teacher's story and answer questions.
- Review vocabulary and make sentences in pairs using "this" or "that" to describe classroom objects.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Life skills (Self- awareness)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1.
- Page 77 flashcards.

**Organisation of Learning:

Introduction (5 minutes):**

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

**Lesson Development (20 minutes):**

**Step 1:** Introduction to New Vocabulary
- Introduce new vocabulary related to parts of the body.
- Engage learners in identifying and naming the body parts using flashcards.

**Step 2:** Sentence Formation
- In pairs, have learners create sentences using the new vocabulary for self-expression.
- Encourage students to share their sentences with the class for practice.

**Step 3:** Listening Comprehension
- Read a story related to body parts aloud to the students.
- Ask comprehension questions to assess their understanding of the text.
- Encourage students to answer the questions using complete sentences.

**Step 4:** Demonstrating Understanding
- Review the vocabulary and practice using "this" or "that" to describe classroom objects.
- Have students work in pairs to describe objects in the classroom using the new vocabulary and sentence structures.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or a listening game.
- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- For extended activities, students can create their own mini-books or flashcards with drawings and labels of body parts.
- Students can also write a short paragraph describing a favorite activity that involves using different parts of their body.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 6: LESSON 1**

**Strand:** Listening, Speaking, Reading, and Writing (Parts of the Body)

**Sub Strand:** Attentive listening, vocabulary, comprehension, grammar

**Specific Learning Outcomes:**

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

1. Explain the meaning of new words for self-expression.
2. Enjoy listening to the teacher read aloud text and answer questions for comprehension.
3.Use "this/that" correctly in sentences for effective communication.

**Key Inquiry Question(s):**

- How can we use new vocabulary words for self-expression?
- Why is attentive listening important for comprehension?
- When should we use "this" and "that" in our sentences for effective communication?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Life- skills (Self- awareness)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1
- Page 78 flashcards
 **Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson on body parts vocabulary.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Sing a Song
- Begin the lesson by singing a song related to body parts to engage learners and introduce the topic.
- Encourage active participation and ask questions about body parts mentioned in the song.

**Step 2:** Listen to the First Story Reading
- Read a short story aloud to the class that includes new vocabulary words related to body parts.
- Discuss the vocabulary with the students and allow them to make sentences using the new words in pairs.
- Encourage attentive listening and comprehension skills.

**Step 3:** Listen to the Second Story Reading and Answer Questions
- Read a second story that also includes the use of "this" and "that" in sentences.
- After the reading, ask the students comprehension questions to check their understanding of the story.
- Practice using "this" and "that" correctly with examples from the story.

**Step 4:** Practice Using "This/That" Correctly
- Provide examples and practice sentences for students to reinforce the correct usage of "this" and "that."
- Encourage students to create their own sentences using the new words and the pronouns.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson, focusing on the new vocabulary, listening skills, and the use of "this" and "that."
- Conduct a brief interactive activity, such as a quick quiz or role-playing exercise, to reinforce the main topics.
- Preview upcoming topics or questions for the next session to keep learners engaged and informed.

**Extended Activities:**

- For extended activities, students can create their own short stories using the new vocabulary words and practice using "this" and "that" in context.
- Students can also play games like charades or Pictionary using body parts vocabulary to reinforce learning through fun and interactive activities.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 6: LESSON 2**

**Strand:** Listening, Speaking, Reading, and Writing (Parts of the Body)

**Sub Strand:** Attentive listening, comprehension, vocabulary

**Learning Outcomes:**

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

1. Demonstrate the meaning of new words for self-expression.
2. Use "This" and "That" in sentences correctly for effective communication.
3. Enjoy listening to the teacher read aloud text and answer questions for comprehension.

**Key Inquiry Question(s):**

- How can you use vocabulary related to body parts for effective self-expression?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Life- skills (Self- awareness)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1
- Page 79 flashcards

**Lesson Organization:**
**Introduction (5 minutes):**

- Review the previous lesson on body parts vocabulary.
- Guide learners to read and discuss relevant content from the learning resources to reinforce understanding.

**Lesson Development (20 minutes):**

 **Step 1:** Vocabulary Introduction
- Present new words related to body parts and demonstrate their meanings using flashcards.
- Engage learners by asking them to identify and repeat the words.

**Step 2:** Sentence Formation
- Teach learners how to use "This" and "That" to describe body parts in sentences.
- Provide examples and have students practice forming their own sentences using the new vocabulary.

**Step 3:** Listening Comprehension
- Read a short story aloud to the class, focusing on body parts descriptions.
- Ask comprehension questions to assess understanding and encourage active listening.

**Step 4:** Interactive Activity
- Conduct a fun activity where students have to match body parts with their corresponding names using flashcards.
- Encourage peer collaboration and discussion.

**Conclusion (5 minutes):**

- Summarize the key learning points about body parts vocabulary and sentence formation.
- Engage students in a quick review activity to reinforce their understanding.
- Provide a preview of the next lesson's topic to generate interest.

**Extended Activities:**

- Homework assignment: Ask students to create a mini-story using the new vocabulary words.
- Role-playing: Divide students into pairs and have them act out a scenario using the body parts vocabulary and sentence structures.
- Art project: Task students with drawing and labeling a diagram of the human body, incorporating the vocabulary learned in the lesson.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 6: LESSON 3**

**Strand:** Listening, Speaking, Reading, and Writing (Parts of the Body)

**Sub Strand:** Attentive listening, vocabulary, grammar

**Specific Learning Outcomes:**

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

1.Demonstrate the meaning of new words for self-expression.
2. Use "this/that" in sentences correctly for effective communication.
3. Enjoy telling stories about body parts for enjoyment.

**Key Inquiry Question(s):** Learners to:

-Sing a song.
- Review vocabulary words.
-Use "this/that" to talk about classroom objects.
-Tell stories about body parts.
- Draw and label pictures of a body and label.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Life- skills (Self- awareness)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1. Pg. 80
- Flash cards
 **Organisation of Learning:

Introduction (5 minutes):**

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

**Lesson Development (20 minutes):**

 **Step 1:** Introduce new vocabulary words related to body parts using flashcards.

**Step 2:** Explain the use of "this/that" in sentences and provide examples related to body parts.

 **Step 3:** Encourage learners to share stories using the new vocabulary and "this/that" in sentences.

 **Step 4:** Distribute pictures of a body and labels, and guide learners to draw and label their own body part diagrams.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students practice using "this/that" to talk about body parts.
- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- 1. Create a mini-booklet where learners write short stories using the new vocabulary and "this/that" to describe body parts.
- 2. Play a memory game where students match flashcards of body parts with their corresponding labels.
- 3. Organize a classroom display showcasing the diagrams drawn by learners labeling different body parts.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 6: LESSON 4**

**Strand:** Listening, Speaking, Reading, and Writing (My friends)

**Sub Strand:** Reading words, vocabulary, comprehension, fluency, grammar, and writing words

**Specific Learning Outcomes:**

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

1. Identify letter sound to read words and story for fluency
2.Construct sentences using possessives for effective communication
3. Enjoy blending sounds to read words for fluency

**Key Inquiry Question(s):**

- Can you identify letters and their sounds?
- Can you read words and stories?
- Can you answer questions based on the text?
- Can you make and write sentences correctly?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Life- skills (Self- awareness)**
* **Life skills (Self-esteem)**
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**Learning Resources:**

- Revised Tusome English P/Bk 1
- Pg. 81
- Letter cards
- Pocket chart

**Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson focusing on letter sounds and reading words.
- Encourage learners to read and discuss relevant content from the learning resources.

**Lesson Development (20 minutes):**
**Step 1:** Letter Sound Identification
- Introduce new letter sounds or review previous ones.
- Engage students in identifying letter sounds using letter cards and the pocket chart.

**Step 2:** Reading Words and Stories
- Guide learners through reading words and a short story aloud for fluency practice.
- Ask comprehension questions to ensure understanding.

**Step 3:** Constructing Sentences
- Teach students how to use possessives in sentences for effective communication.
- Have them practice by constructing sentences related to the story read.

**Step 4:** Blending Sounds
- Engage students in blending sounds to read new words for fluency and understanding.

**Conclusion (5 minutes):**

- Summarize the key concepts learned in the lesson.
- Conduct a brief interactive activity where students can practice what they've learned.
- Preview upcoming topics or questions for the next session.
 **Extended Activities:**

- Ask students to write a short paragraph about their best friend using possessives.
- Encourage students to create a dialogue between two friends using the new vocabulary and grammar rules learned.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 6: LESSON 5**

**Strand:** Listening, Speaking, Reading, and Writing (My Friends)

**Sub Strand:** Reading words, comprehension, fluency, and writing words

**Specific Learning Outcomes:**

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

1.Demonstrate the meaning of words for self-expression.
2.Read common words for fluency.
3.Enjoy blending sounds to read words for fluency.

**Key Inquiry Question(s):** Learner to:

- Identify letter names and sounds.
- Read words and stories.
- Review vocabulary words.
- Make sentences.
- Write sentences.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Life- skills (Self- awareness)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1. Pg. 82
- Letter cards
- Pocket chart

**Organisation of Learning:**
**Introduction (5 minutes):**

1. Review the previous lesson.
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

**Lesson Development (20 minutes):**

- Based on learning experience: What do you do when your friend is sad?

**Step 1:** Introduce the concept of empathy and discussing feelings. Provide examples of scenarios where a friend might be sad.

**Step 2:** Teach new vocabulary words related to emotions and friend interactions. Practice reading and pronouncing these words.

**Step 3:** Read a short story or scenario involving friends and identify key words or phrases related to emotions and actions taken to comfort a friend.

**Step 4:** Engage students in a writing activity where they create sentences describing how they would help a sad friend.

**Conclusion (5 minutes):**

1. Summarize key points and learning objectives achieved during the lesson.
2. Conduct a brief interactive activity to reinforce main topics, such as a role-playing scenario where students act out comforting a sad friend.
3. Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Grade-relevant extended activities could include:
- Drawing and writing a story about a friendship experience.
- Role-playing different scenarios where friends have different emotions.
- Creating a mini-book about friendship with illustrations and sentences.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 7: LESSON 1**

**Strand:** Listening, Speaking, Reading, and Writing (My Friends)

**Sub-Strand:** Reading words, comprehension, grammar, fluency, and writing words

**Specific Learning Outcomes:**

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

1.Identify letter names and sounds to read words for fluency.
2. Construct sentences using possessives for effective communication.
3.Enjoy blending sounds to read words for fluency.

**Key Inquiry Question(s):**- How can we identify letter names and sounds?
- How can we use possessives in sentences for effective communication?
- How can blending sounds help in reading words fluently?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Life- skills (Self- awareness)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1, Page 83.
- Letter cards.
- Pocket chart.
 **Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson on reading and understanding words.
- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts.

**Lesson Development (20 minutes):**
**Step 1:** Letter Names and Sounds
- Introduce letter cards and review letter names and sounds with the class.
- Engage learners in identifying and pronouncing letter sounds.

**Step 2:** Reading Words and Comprehension
- Use the pocket chart to display simple words for learners to read aloud.
- Encourage learners to form sentences using the words they read.

**Step 3:** Grammar and Writing
- Introduce possessives (e.g., my, your) and explain their use in sentences.
- Guide learners in constructing sentences using possessives in the context of friendship.

**Step 4:** Fluency and Enjoyment
- Engage learners in a fun activity of blending sounds to read words fluently.
- Encourage learners to practice reading words with fluency and expression.

**Conclusion (5 minutes):**

- Summarize key points covered in the lesson.
- Conduct a brief interactive activity, such as a sentence-building game, to reinforce learning.
- Preview upcoming topics and questions to stimulate curiosity for the next session.

**Extended Activities:**

- Encourage learners to create a short story about a friend using possessives in sentences.
- Provide additional word cards for learners to practice blending sounds and forming new words.
- Engage learners in a group activity where they share sentences about their friends using possessives.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 7: LESSON 2**

**Strand:** Listening, Speaking, Reading, and Writing (My Friends)

**Sub Strand:** Reading words, comprehension, fluency, and writing words

**Specific Learning Outcomes:**

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

1.Demonstrate the meaning of words for self-expression.
2.Read pupil's text for fluency.
3.Enjoy blending sounds to read words for fluency.

**Key Inquiry Question(s):**
 Learner to:

- Identify letter names and sounds.
- Read words and stories.
- Answer questions.
- Make sentences.
- Write sentences.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Life- skills (Self- awareness)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1. Pg. 84
- Letter cards
- Pocket chart

**Organization of Learning:

Introduction (5 minutes):**

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

**Lesson Development (20 minutes):**
**Step 1:** Word Meaning and Self-Expression
- Introduce new vocabulary related to friends and play.
- Have students use the words in sentences to express thoughts about their friends.

**Step 2:** Reading for Fluency
- Practice reading short stories or passages about friendship.
- Encourage students to read without pausing frequently, focusing on fluency.

**Step 3:** Word Blending for Fluency
- Use letter cards to create words related to play activities with friends.
- Have students blend the sounds together to read the words fluently.

**Step 4:** Writing Words and Sentences
- Provide prompts related to playing with friends.
- Ask students to write sentences describing their favorite games or activities with friends.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students share their sentences about playing with friends.
- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Grade-relevant extended activities could include:
- Creating a mini-book about friendship with illustrations and sentences.
- Acting out scenes of playing with friends and describing the actions in English.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 7: LESSON 3**

**Strand:** Listening, Speaking, Reading, and Writing (My Friends)

**Sub Strand:** Reading words, grammar, vocabulary, and writing words

**Specific Learning Outcomes:**

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

1.Identify letter names and sounds to read words for fluency.
2.Write words from dictation for self-expression.
3.Enjoy talking about things they have for effective communication.

**Key Inquiry Question(s):**
Learners will:

- Identify letter names and sounds.
- Read words and stories.
- Write words and sentences.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital Literacy**
 | * **Unity**
* **Respect**
* **Social Justice**
 | * **Life- skills (Self- awareness)**
* **Life skills (Self-esteem)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1, Pg. 85
- Letter cards
- Pocket chart

**Organisation of Learning:

Introduction (5 minutes):**

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

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Letter Names and Sounds
- Present letter cards to introduce letter names and sounds.
- Engage learners in activities to practice identifying and pronouncing each letter.

**Step 2:** Reading Words for Fluency

- Utilize the text from \*Revised Tusome English P/Bk 1\* Pg. 85 to practice reading words aloud.
- Encourage learners to read individually and then in pairs to build fluency.

**Step 3:** Writing Words from Dictation
- Dictate simple words related to the theme "My Friends" for learners to write down.
- Provide feedback and guidance on spelling and handwriting.

**Step 4:** Effective Communication About Friends
- Facilitate a discussion on things learners have and encourage them to talk about their friends.
- Emphasize the importance of effective communication skills.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity, such as a word matching game, to reinforce the main topics.
- Provide a preview of upcoming topics and questions to consider for the next session.

**Extended Activities:**

- Grade-relevant extended activities could include:
- Writing a short paragraph about a best friend.
- Creating a dialogue between two friends using the new vocabulary.
- Drawing a picture and labeling it with words related to friendship.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 8: LESSON 1**

**Strand:** Listening, Speaking, Reading, and Writing (Living together)

**Sub Strand:** Reading words, vocabulary, comprehension, fluency, grammar, and writing words
**Specific Learning Outcomes:**

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

1. Identify letter sounds to read words and stories for fluency.
2. Construct sentences using possessives for effective communication.
3. Enjoy blending sounds to read words for fluency.

**Key Inquiry Question(s):**- Learner to:

- Identify letters and sounds.
- Read words and stories.
- Answer questions.
- Make sentences.

- Write sentences.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Citizenship**
* **Collaboration**
* **Creativity and Imagination**
 | * **Unity**
* **Respect**
* **Responsibility**
* **Integrity**
 | * **Life- skills (Self- awareness)**
* **Learners support Programs ( Clubs and Societies)**
* **Comprehension skills**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1. Pg. 86
- Letter cards
- Pocket chart

**Organisation of Learning:**
**Introduction (5 minutes):**
1.Begin by Reviewing the previous lesson.
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.
 **Lesson Development (20 minutes):**

Based on learning experience: "What does your friend have?", lesson development will be split into 4 distinct steps below:

**Step 1:**
- Introduce letter sounds by using letter cards in the pocket chart.
- Engage learners in identifying and practicing the sounds of various letters.

**Step 2:**- Read a short story from the learning resources aloud.
- Encourage learners to follow along and identify words with the discussed letter sounds.

**Step 3:**- Discuss possessives (e.g., my, your, his, her) and how they are used in sentences.
- Guide learners in constructing sentences using possessives in context.

**Step 4:**
- Conduct a blending sounds activity where learners blend different sounds to read words fluently.
- Provide opportunities for learners to practice reading and blending sounds together.

**Conclusion (5 minutes):**

1. Summarize key points and learning objectives achieved during the lesson.
2. Conduct a brief interactive activity where learners answer questions and create sentences.
3. Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Create a worksheet or game for students to practice identifying letter sounds and possessives in sentences.
- Encourage students to write short stories or sentences using possessives and the letter sounds learned in class.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 8: LESSON 2**

**Strand:** Listening, Speaking, Reading, and Writing (Living together)

**Sub Strand:** Reading words, comprehension, fluency, and writing words

**Specific Learning Outcomes:**

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

1. Demonstrate the meaning of words for self-expression.
2. Read common words for fluency.
3. Enjoy blending sounds to read words for fluency.

**Key Inquiry Question(s):**

- Learner should be able to:

- Identify letter name and sound.
-Read words and stories.

-Review vocabulary words.
-Make sentences.
-Write sentences.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Citizenship**
* **Collaboration**
* **Creativity and Imagination**
 | * **Unity**
* **Respect**
* **Responsibility**
* **Integrity**
 | * **Life- skills (Self- awareness)**
* **Learners support Programs ( Clubs and Societies)**
* **Comprehension skills**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1, Pg. 87
- Letter cards
- Pocket chart

**Organization of Learning:**
**Introduction (5 minutes):**

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

**Lesson Development (20 minutes):**
Based on the learning experience: "What do you do when your friend is sad?", the lesson development will be divided into 4 distinct steps:

**Step 1:** Word Meaning
- Introduce new vocabulary related to emotions such as "sad", "happy", "angry", etc.
- Discuss the meaning of each word and provide examples.
- Encourage learners to express their own feelings using the new vocabulary.

**Step 2:** Reading Fluency
- Use letter cards to create simple words related to emotions.
- Have learners practice reading these words aloud for fluency.
- Provide feedback and guidance on pronunciation.

**Step 3:** Blending Sounds
- Introduce blending sounds to form words.
- Engage learners in a fun activity where they blend sounds to read new words related to emotions.
- Encourage them to practice this skill with different word combinations.

**Step 4:** Writing Sentences
- Guide learners to create sentences using the new vocabulary words.
- Encourage them to write sentences expressing how they feel or describing scenarios related to emotions.
- Provide support and feedback on sentence structure and grammar.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where learners share their sentences with the class.
- Provide positive reinforcement and feedback on their progress.
- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Have learners create a mini-story using the new vocabulary words about emotions.
- Encourage them to illustrate their stories with drawings to enhance comprehension.
- Conduct a peer-sharing session where learners read out their stories and provide feedback to each other.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 8: LESSON 3**

**Strand:** Listening, Speaking, Reading, and Writing (Living together)

**Sub Strand:** Reading words, comprehension, grammar, fluency, and writing words

**Specific Learning Outcomes:**

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

1.Identify letter names and sounds to read words for fluency.
2.Construct sentences using possessives for effective communication.
3.Enjoy blending sounds to read words for fluency.
 **Key Inquiry Question(s):**
Learner to:

- Identify letter names and sounds.
-Read words and story.

-Answer questions.
-Make sentences.
-Write sentences.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Citizenship**
* **Collaboration**
* **Creativity and Imagination**
 | * **Unity**
* **Respect**
* **Responsibility**
* **Integrity**
 | * **Life- skills (Self- awareness)**
* **Learners support Programs (Clubs and Societies)**
* **Comprehension skills**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1.
- Pg. 88 Letter cards, pocket chart

**Organisation of Learning:**
**Introduction (5 minutes):**

1. Review the previous lesson.
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

**Lesson Development (20 minutes):**
**Step 1:**
- Introduce the topic "What do you do when your friend is sick?"
- Discuss different ways to show care and concern for a sick friend.
- Model how to identify letter names and sounds using examples related to caring for others.

**Step 2:**
- Engage learners in a reading activity from the text or story provided.
- Encourage students to read aloud, focusing on fluency and comprehension.
- Discuss the key points of the story and answer related questions.

**Step 3:**- Teach how to construct sentences using possessives (e.g., "your," "my") for effective communication.
- Provide examples and guide students in creating their sentences related to the theme of caring for others.

**Step 4:**
- Practice blending sounds to read words for fluency using letter cards and a pocket chart.
- Engage students in interactive activities that involve blending sounds and forming words.
- Encourage active participation to enhance learning outcomes.

**Conclusion (5 minutes):**

1. Summarize key points and learning objectives achieved during the lesson.
2. Conduct a brief interactive activity to reinforce the main topics discussed.
3. Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Grade-relevant extended activities may include:
- Writing a short story about helping a sick friend using possessives.
- Creating a dialogue between two characters expressing care and concern.
- Engaging in a group discussion on the importance of empathy and support in friendships.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 9: LESSON 1**

**Strand:** Listening, Speaking, Reading, and Writing (Living together)

**Sub Strand:** Reading words, comprehension, fluency, and writing words

**Specific Learning Outcomes:**

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

1. Demonstrate the meaning of words for self-expression.
2. Read pupil's text for fluency.
3.Enjoy blending sounds to read words for fluency.

**Key Inquiry Question(s):**

 Learner to:

- Identify letter name and sound.
- Read words and stories.
- Answer questions.
- Make sentences.
- Write sentences.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Citizenship**
* **Collaboration**
* **Creativity and Imagination**
 | * **Unity**
* **Respect**
* **Responsibility**
* **Integrity**
 | * **Life- skills (Self- awareness)**
* **Learners support Programs (Clubs and Societies)**
* **Comprehension skills**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1, Pg. 88
- Letter cards
- Pocket chart

**Organization of Learning:**
**Introduction (5 minutes):**

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

**Lesson Development (20 minutes):**

- Based on learning experience: "What games do you play with your friends?", lesson development MUST be split into 3 or 4 distinct steps.

**Step 1:** Word Recognition Game
- Use letter cards and the pocket chart to create simple words related to games and activities.
- Have students identify the letters and sounds to form the words.
- Encourage students to read the words aloud for fluency practice.

**Step 2:** Reading Comprehension
- Introduce a short story or text about children playing games together.
- Guide students to read the text independently or in pairs.
- Ask comprehension questions to check understanding.

**Step 3:** Sentence Building
- Provide sentence starters related to games (e.g., "My favorite game is...", "I play with my friends...").
- Have students complete the sentences and share with their peers.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students can create sentences using new vocabulary.
- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Grade-relevant extended activities could include:
- Writing a short paragraph describing a favorite game.
- Creating a mini-book about different games.
- Role-playing game scenarios to practice speaking and listening skills.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 9: LESSON 2**

**Strand:** Listening, Speaking, Reading, and Writing (Living together)

**Sub Strand:** Reading words, grammar, vocabulary, and writing words

**Specific Learning Outcomes:**

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

1. Identify letter name and sound to read words for fluency
2. Write words from dictation for self-expression
3.Enjoy talking about things they have for effective communication

**Key Inquiry Question(s):** Learner to:

-Identify letter name and sound
-Read words and story
-Write words and sentences

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Citizenship**
* **Collaboration**
* **Creativity and Imagination**
 | * **Unity**
* **Respect**
* **Responsibility**
* **Integrity**
 | * **Life- skills (Self- awareness)**
* **Learners support Programs ( Clubs and Societies)**
* **Comprehension skills**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1, Pg. 89
- Letter cards
- Pocket chart

**Organisation of Learning:

Introduction (5 minutes):**
- Review the previous lesson with the class.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

**Lesson Development (20 minutes):**

Based on learning experience, the lesson development will be split into 3 or 4 distinct steps:

**Step 1:**
- Teach learners to identify letter names and sounds using letter cards.
- Practice reading words with the identified letters to enhance fluency.

**Step 2:**
- Introduce a dictation exercise where learners write down words spoken aloud to express themselves through writing.
- Provide individual support to ensure understanding and accuracy.

**Step 3:**- Engage learners in a discussion activity where they talk about possessions they have, focusing on effective communication and vocabulary usage.
- Encourage peer interaction and active participation.

**Step 4:**- Guide learners in writing sentences using the words they have learned during the lesson.
- Provide feedback and encouragement to enhance writing skills.

**Conclusion (5 minutes):**

- Summarize the key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity, such as a word matching game, to reinforce the main topics.
- Prepare learners for the next session by previewing upcoming topics and suggesting questions for consideration.

**Extended Activities:**

- Grade-relevant extended activities could include:
- Create a mini-story using the new words learned in the lesson.
- Conduct a group discussion on a related topic to practice effective communication skills.
- Play a vocabulary-building game to reinforce word recognition and spelling.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 9: LESSON 3**

**Strand:** Listening, Speaking, Reading, and Writing (Living together)

**Sub Strand:** Reading words, grammar, vocabulary, and writing words

**Specific Learning Outcomes:**

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

1. Identify letter names and sounds to read words for fluency.
2. Write words from dictation for self-expression.
3. Enjoy talking about things they have for effective communication.
 **Key Inquiry Question(s):**
- Learner to:

- Identify letter names and sounds.
- Read words and stories.
- Write words and sentences.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Citizenship**
* **Collaboration**
* **Creativity and Imagination**
 | * **Unity**
* **Respect**
* **Responsibility**
* **Integrity**
 | * **Life- skills (Self- awareness)**
* **Learners support Programs (Clubs and Societies)**
* **Comprehension skills**
 |

**Learning Resources:**- Revised Tusome English P/Bk 1
- Page 90
- Letter cards
- Pocket chart

**Organisation of Learning:

Introduction (5 minutes):**

1. Review the previous lesson.
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Letter Name and Sound Review
- Display letter cards and engage students in identifying and saying the names and sounds of each letter.
- Encourage students to practice distinguishing between similar sounds (e.g., "b" and "p").
 **Step 2:** Reading Words for Fluency
- Present a list of words on the board and ask students to read them aloud individually.
- Provide feedback on pronunciation and help students with any challenging words.

**Step 3:** Writing Words from Dictation
- Dictate a few words related to the lesson's theme and have students write them down.
- Encourage students to pay attention to spelling and neatness.

**Step 4:** Effective Communication Activity
- Divide students into pairs and provide them with prompts to facilitate a discussion about things they have.
- Encourage active listening and respectful communication between peers.

**Conclusion (5 minutes):**

1. Summarize key points and learning objectives achieved during the lesson.
2. Conduct a brief interactive activity where students can showcase their newly acquired skills in reading, writing, and speaking.
3. Provide a preview of upcoming topics to spark interest and curiosity for the next session.

**Extended Activities:**

- Assign students to write short paragraphs using the words they learned in the lesson.
- Encourage students to practice reading aloud at home and share their favorite stories with their classmates in the next session.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 9: LESSON 4**

**Strand:** Listening, Speaking, Reading, and Writing (Safety)
 **Sub Strand:** Attentive listening, reading words, comprehension

**Specific Learning Outcomes:**

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

1. Recognize sounds in spoken words
2. Blend sounds to read words for enjoyment and fluency
3.Explain the meaning of new words in a variety of contexts
4.Use "in" correctly in sentences for effective communication

**Key Inquiry Question(s):**

- How can we recognize the sound /s/ in words?
- How do we blend sounds to form words?
- Why is it important to understand the meaning of vocabulary words?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital literacy**
 | * **Unity**
* **Social justice**
* **Responsibility**
 | * **Life- skills (Self- esteem)**
* **Socio- economic issues (Safety and security)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1
- Pocket chart
- Letter cards

**Organization of Learning:

Introduction (5 minutes):**

- Review the previous lesson's key concepts.
- Engage learners in discussing relevant content from the learning resources to recap important points.

**Lesson Development (20 minutes):**

**Step1:** Sound Recognition
- Introduce the sound /s/ and provide examples.
- Practice identifying the sound in different words using letter cards on a pocket chart.

**Step 2:** Blending Sounds
- Demonstrate how to blend sounds to read words for enjoyment and fluency.
- Encourage learners to practice blending sounds together.

**Step 3:** Vocabulary Understanding
- Discuss the meaning of new vocabulary words in various contexts from the resource material.
- Have learners explain the meaning of these words in their own words.

**Step 4:** Correct Word Usage
- Teach learners how to use the preposition "in" correctly in sentences for effective communication.
- Provide examples and have students create their sentences using the word "in."

**Conclusion (5 minutes):**

- Recap the key points covered during the lesson.
- Conduct a brief interactive activity where students create sentences using the new concepts learned.
- Provide a preview of the upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Have students create a simple story using the sound /s/, blended words, new vocabulary words, and correct usage of "in."
- Conduct a word hunt activity where students find and identify words with the sound /s/ and preposition "in" in a given text.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 9: LESSON 5**

**Strand:** Listening, Speaking, Reading, and Writing (Safety)

**Sub Strand:** Attentive listening, reading words, fluency, comprehension

**Specific Learning Outcomes:**

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

1.Blend sounds to read words for fluency.
2. Make sentences with vocabulary words in a variety of contexts.
3.Listen to the teacher read aloud text and answer questions for enjoyment and comprehension.

**Key Inquiry Question(s):**

- Can you blend sounds to say words?
- What are some sweet fruits you know?
- How can we make sentences using our vocabulary words?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital literacy**
 | * **Unity**
* **Social justice**
* **Responsibility**
 | * **Life- skills (Self- esteem)**
* **Socio- economic issues (Safety and security)**
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**Learning Resources:**

- Revised Tusome English P/Bk 1.
- Page 92
- Pocket chart
- Letter cards

**Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson on blending sounds and vocabulary words.
- Engage learners in a discussion about sweet fruits and their characteristics using the learning resources.

**Lesson Development (20 minutes):**

 **Step 1:** Sound Blending and Vocabulary
- Engage students in a sound blending activity using letter cards to create and read words related to sweet fruits.
- Discuss vocabulary words related to the fruits and encourage students to make sentences using these words.

**Step 2:** Reading Connected Text
- Read aloud a short passage about sweet fruits from the textbook.
- Guide students in reading the text aloud, focusing on fluency and comprehension.
- Ask questions about the text to ensure understanding.

**Step 3:** Comprehension and Discussion
- Engage students in a discussion about the text they read.
- Encourage students to share their thoughts on the sweet fruits mentioned and their favorite fruits.
- Discuss the importance of healthy eating and the benefits of fruits.

**Step 4:** Interactive Activity
- Conduct a fun activity where students can create their fruit-themed sentences using the vocabulary words learned.
- Allow students to share their sentences with the class and provide positive feedback.

**Conclusion (5 minutes):**

- Review the key points learned during the lesson, such as sound blending, vocabulary words, and comprehension.
- Engage students in a quick recap activity to reinforce their understanding of sweet fruits and related vocabulary.
- Provide a preview of the upcoming lesson on a new topic or concept to generate curiosity.

**Extended Activities:**

- Encourage students to draw their favorite sweet fruits and write a sentence describing each fruit.
- Ask students to create a mini-story using the sweet fruits as characters and incorporating the vocabulary words learned in the lesson.
 **Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** Listening, Speaking, Reading, and Writing (Safety)

**Sub strand:** Attentive listening, reading words, fluency, comprehension, and writing words

**Specific Learning Outcomes:**

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

1.Recognize sounds in spoken words for fluency
2.Blend sounds to read words for enjoyment and fluency
3. Use vocabulary in meaningful sentences in a variety of contexts
4. Use 'on' and 'under' correctly in sentences for effective communication

**Key Inquiry Question(s):**

- How can we recognize the sound /l/ in words?
- What are the letter names and sounds that we need to blend to form words?
- Why is it important to understand the meaning of words?
- How can we use 'on' and 'under' correctly in making sentences?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital literacy**
 | * **Unity**
* **Social justice**
* **Responsibility**
 | * **Life- skills (Self- esteem)**
* **Socio- economic issues (Safety and security)**
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**Learning Resources:**

- Revised Tusome English P/Bk 1, Pg. 93
- Pocket chart
- Letter cards

**Organisation of Learning:**
**Introduction (5 minutes):**

- Review the previous lesson on sounds and blending letters to form words.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding key concepts.

**Lesson Development (20 minutes):**

 **Step 1:** Recognizing the Sound /l/
- Introduce the sound /l/ to the students.
- Practice identifying words that contain the /l/ sound.
- Engage students in activities to recognize and repeat words with the /l/ sound.

**Step 2:** Blending Sounds to Read Words
- Review letter names and sounds needed to blend words.
- Demonstrate blending sounds to read words.
- Provide practice exercises for students to blend sounds and read words fluently.

**Step 3:** Using Vocabulary in Sentences
- Introduce new vocabulary words.
- Encourage students to use the vocabulary words in meaningful sentences.
- Provide examples and guide students in forming sentences with the new words.

**Step 4:** Correct Usage of 'On' and 'Under' in Sentences
- Explain the concepts of 'on' and 'under' to the students.
- Model how to use 'on' and 'under' in sentences.
- Engage students in activities where they practice using 'on' and 'under' correctly in sentences.

**Conclusion (5 minutes):**

- Summarize key points learned during the lesson.
- Conduct a brief interactive activity where students demonstrate their understanding by using the /l/ sound, blending words, using vocabulary, and correctly using 'on' and 'under' in sentences.
- Preview upcoming topics and questions to consider for the next session.

**Extended Activities:**

- Provide worksheets or materials for students to practice blending sounds and reading words independently.
- Encourage students to create their sentences using the new vocabulary words and share them with the class.
- Play games or activities that reinforce the correct usage of 'on' and 'under' in sentences.

**Teacher Self-Evaluation:**

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|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 10: LESSON 2**

**Strand:** Listening, Speaking, Reading, and Writing (Safety)

**Sub Strand:** Attentive listening, reading words, fluency, comprehension

**Specific Learning Outcomes:**

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

1. Blend sounds to read words
2.Identify names and sounds of letters; L, T, E, S
3. Read with fluency
4.Make sentences with vocabulary words in a variety
5.Enjoy listening to the teacher read aloud a story and answer questions for comprehension.

**Key Inquiry Question(s):**Learner to:

-Blend sounds to say words
- Identify letter names and sounds
- Read connected text
-Discuss the meaning of vocabulary
-Listen to a text and answer questions.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital literacy**
 | * **Unity**
* **Social justice**
* **Responsibility**
 | * **Life- skills (Self- esteem)**
* **Socio- economic issues (Safety and security)**
 |

**Learning Resources:**

- Revised Tusome EnglishP/Bk 1. Pg. 94
- Pocket chart
- Letter cards

**Organisation of Learning:**

**Introduction (5 minutes):**

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

**Lesson Development (20 minutes):**

**Step 1:** Introduction to the story and prediction: Start by asking learners what they think will happen in the story based on the title or cover image.

**Step 2:** Reading and blending sounds: Have students take turns reading aloud parts of the story, focusing on blending sounds to read words correctly.

**Step 3:** Letter names and sounds: Introduce or review the letters 'L', 'T', 'E', 'S'. Practice identifying these letters and their sounds using letter cards.

**Step 4:** Comprehension and sentence making: After reading the story, discuss the meaning of new vocabulary words. Encourage students to make sentences using these words.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students can recall the main topics covered.
- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Create a simple story using the letter cards provided to practice blending sounds and reading.
- Have students draw a picture based on the story read in class and write a sentence about it using the new vocabulary words.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** Listening, Speaking, Reading, and Writing (Safety)

**Sub Strand:** Attentive listening, reading words, grammar and writing words

**Specific Learning Outcomes:**

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

1.Identify names and sounds of letters: Ss, Aa, Mm, Ee, T, t for fluency.
 2.Write words correctly for self-expression.
3. Discuss where objects are using simple prepositions for enjoyment.

**Key Inquiry Question(s):**

- How can learners segment words, say letter names and sounds, write words from dictations, review vocabulary, and make meaningful sentences in pairs?
- How can learners enjoy making correct sentences using simple prepositions in pairs?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital literacy**
 | * **Unity**
* **Social justice**
* **Responsibility**
 | * **Life- skills (Self- esteem)**
* **Socio- economic issues (Safety and security)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1
- Pocket chart
- Letter cards

**Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson and recap key concepts.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the identification of letter names and sounds.

**Lesson Development (20 minutes):**

**Step 1:** Letter Identification
- Introduce new letters: Ss, Aa, Mm, Ee, T, t.
- Engage learners in identifying and saying the names and sounds of each letter.
- Practice writing the letters on a mini whiteboard or paper.

**Step 2:** Writing Words
- Provide dictations of simple words containing the letters introduced.
- Encourage learners to write the words correctly for self-expression.
- Allow for peer review and correction.

**Step 3:** Discussing Spatial Relationships
- Introduce and explain simple prepositions such as 'in,' 'on,' 'under.'
- Engage learners in discussing where objects are using these prepositions.
- Encourage the use of complete sentences for communication.

**Step 4:** Making Sentences
- Pair up students and provide them with vocabulary words and prepositions.
- Task them with creating and sharing meaningful sentences, incorporating the new prepositions.
- Monitor and provide guidance as needed.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson, emphasizing letter identification, word writing, and simple prepositions.
- Conduct a brief interactive activity where learners practice using prepositions in sentences.
- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage students to create a mini story using the letters and prepositions learned in the lesson.
- Have students draw a picture of a scene and write a sentence describing the spatial relationships using prepositions.
- Play a listening game where students follow instructions involving prepositions and draw the results.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 4**

**Strand:** Listening, Speaking, Reading, and Writing (Safety)

**Sub Strand:** Attentive listening, reading words, comprehension
 **Specific Learning Outcomes:**

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

1. Recognize sounds in spoken words
2. Blend sounds to read words for enjoyment and fluency
3. Explain the meaning of new words in a variety of contexts
4. Use "in" correctly in sentences for effective communication

**Key Inquiry Question(s):**

- How can we recognize the sound /s/ in words?
- How do we blend sounds to read words?
- How can we use vocabulary words in sentences effectively?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital literacy**
 | * **Unity**
* **Social justice**
* **Responsibility**
 | * **Life- skills (Self- esteem)**
* **Socio- economic issues (Safety and security)**
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**Learning Resources:**

- Revised Tusome English P/Bk 1, Pg. 96
- Pocket chart
- Letter cards

**Organization of Learning:**
**Introduction (5 minutes):**
- Review the previous lesson on basic vocabulary and sounds.
- Engage learners in a discussion about the importance of attentive listening and comprehension in reading.

**Lesson Development (20 minutes):**
**Step 1:**
- Introduce the target sound /s/ and practice pronouncing words that contain it.
- Use letter cards to form words with the /s/ sound and have students identify and blend the sounds.

**Step 2:**
- Discuss the meaning of new vocabulary words related to the lesson theme of "Safety."
- Encourage students to use the new words in sentences to reinforce understanding.

**Step 3:**- Read a short passage or story with common words containing the /s/ sound.
- Have students read the text aloud, identify the words, and answer comprehension questions.

**Step 4:**
- Guide students in using the word "in" correctly in sentences related to safety scenarios.
- Provide examples for students to practice constructing meaningful sentences.

**Conclusion (5 minutes):**

- Review the key concepts learned during the lesson, including recognizing sounds, blending words, vocabulary usage, and sentence construction.
- Conduct a fun, interactive activity such as a word-building game or a short quiz to reinforce learning.
- Preview upcoming topics and questions for the next session to maintain interest and engagement.

**Extended Activities:**

- Provide students with a worksheet featuring pictures of safety-related objects for them to label with the correct word containing the /s/ sound.
- Encourage students to create a simple story using the vocabulary words and share it with their classmates.
- Incorporate a read-aloud session with a safety-themed children's book to further reinforce vocabulary and comprehension skills.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 5**

**Strand:** Listening, Speaking, Reading, and Writing (Safety)

**Sub-Strand:** Attentive listening, reading words, fluency, comprehension

**Specific Learning Outcomes:**

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

1.Blend sounds to read words for fluency.
2.Make sentences with vocabulary words in a variety of contexts.
3. Listen to the teacher read aloud text and answer questions for enjoyment and comprehension.

**Key Inquiry Question(s):**
Learner to:

 -Blend sounds to say words.
 -Identify letter names and sounds.

-Read connected text.
-Discuss the meaning of vocabulary.
-Listen to a text and answer questions.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital literacy**
 | * **Unity**
* **Social justice**
* **Responsibility**
 | * **Life- skills (Self- esteem)**
* **Socio- economic issues (Safety and security)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1, Pg. 97.
- Pocket chart.
- Letter cards.

**Organization of Learning:**
**Introduction (5 minutes):**

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

**Lesson Development (20 minutes):**

Based on learning experience: "What do you know about the sweet fruits?" The lesson development MUST be split into 3 or 4 distinct steps.

**Step 1:** Blending Sounds
- Introduce students to different letter cards representing sounds.
- Have students practice blending the sounds to form simple words related to fruits.
- Encourage students to read the words aloud for fluency.

**Step 2:** Vocabulary Building
- Introduce new vocabulary words related to fruits.
- Encourage students to make sentences using these words in different contexts.
- Discuss the meanings of the vocabulary words to ensure comprehension.

**Step 3:** Reading Aloud
- Read a text aloud to students about different fruits.
- Ask questions related to the text to gauge comprehension and enjoyment.
- Encourage students to answer the questions orally to ensure active participation.

**Step 4:** Interactive Activity
- Use the pocket chart to create simple sentences with words related to fruits.
- Have students rearrange the words to form different sentences, promoting creativity and understanding.
 **Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students share their favorite fruit and a sentence about it.
- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Create flashcards with images of different fruits and their names for students to practice vocabulary.
- Conduct a role-playing activity where students act out buying fruits at a market using the vocabulary learned in the lesson.

**Teacher Self-Evaluation**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 11: LESSON 1**

**Strand:** Listening, Speaking, Reading, and Writing (Safety)

**Sub Strand:** Attentive listening, reading words, fluency, comprehension, and writing words

**Specific Learning Outcomes:**

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

1.Recognise sounds in spoken words for fluency.
2. Blend sounds to read words for enjoyment and fluency.
3. Use vocabulary in meaningful sentences in a variety of contexts.
4. Use 'on and under' correctly in sentences for effective communication.

**Key Inquiry Question(s):**Learner to:

- Recognize sound /l/ in words.
- Identify letter names and sounds to blend sounds into words.
- Discuss the meaning of words.
- Read connected text.
-Use 'on and under' correctly in making sentences.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital literacy**
 | * **Unity**
* **Social justice**
* **Responsibility**
 | * **Life- skills (Self- esteem)**
* **Socio- economic issues (Safety and security)**
 |

**Learning Resources:**

- Revised Tusome EnglishP/Bk 1. Pg. 98
- Pocket chart
- Letter cards

Organisation of learning**:**
**Introduction (5 minutes):**

- Review the previous lesson on sound recognition and basic vocabulary usage.
- Introduce the topic of blending sounds to read words and correct usage of 'on and under.'
- Present relevant content from the learning resources and engage learners in discussion to ensure understanding of key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Sound Recognition and Blending
- Show a picture with various objects where the learners will identify words with the sound /l/.
- Introduce letter cards with 'l' and other relevant letters to form words.
- Guide learners in blending sounds to read words such as 'ball,' 'bell,' etc.

**Step 2:** Vocabulary Usage
- Provide examples of sentences using 'on' and 'under' in different contexts.
- Encourage learners to construct their own sentences using these prepositions correctly.

**Step 3:** Comprehension and Read-Aloud
- Read a short text aloud and ask comprehension questions related to the text.
- Guide students to read the text aloud, focusing on fluency and expression.

**Step 4:** Writing Practice
- Have learners practice writing sentences using the vocabulary words and prepositions learned.
- Provide individual support and feedback as needed.

**Conclusion (5 minutes):**

- Summarize the key points learned in the lesson, including sound recognition, vocabulary usage, and correct sentence structure.
- Conduct a brief interactive activity where students create sentences using 'on' and 'under.'
- Preview upcoming topics and questions to consider for the next session.

**Extended Activities:**

- Create flashcards with pictures and words for students to practice identifying sounds and blending.
- Play a game where students have to act out using 'on' and 'under' in different scenarios for reinforcement.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 11: LESSON 2**

**Strand:** Listening, Speaking, Reading, and Writing (Safety)

**Sub Strand:** Attentive listening, reading words, fluency, comprehension

 **Specific Learning Outcomes:**

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

1.Blend sounds to read words.
2. Identify names and sounds of letters: L, T, E, S
3. Demonstrate fluency in reading.
4. Make sentences with vocabulary words in a variety.
5.Enjoy listening to a teacher read aloud story and answer questions for comprehension.

**Key Inquiry Question(s):**

- How can you blend sounds to say words?
- Can you identify the letter names and sounds correctly?
- How can we discuss the meaning of new vocabulary words?
- Why is it important to listen attentively and answer questions about the story?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital literacy**
 | * **Unity**
* **Social justice**
* **Responsibility**
 | * **Life- skills (Self- esteem)**
* **Socio- economic issues (Safety and security)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1, Pg. 99
- Pocket chart
- Letter cards
 **Organization of Learning:

Introduction (5 minutes):**
- Review the previous lesson on blending sounds and identifying letter names and sounds.
- Engage learners by discussing the importance of attentive listening and comprehension in reading.

**Lesson Development (20 minutes):**
**Step 1:** Sound Blending Practice
- Introduce new vocabulary words containing the letters L, T, E, S.
- Encourage students to blend sounds to read the words aloud.
- Provide guidance and support as needed.

**Step 2:** Letter Names and Sounds
- Review the names and sounds of letters L, T, E, S.
- Allow students to practice identifying and pronouncing these letters.
- Use letter cards for a hands-on learning experience.

**Step 3:** Fluency and Sentence Making
- Guide students in reading connected text containing the target letters.
- Have students practice fluency by reading the text aloud.
- Encourage them to make sentences using the new vocabulary words.

**Step 4:** Story Reading and Comprehension
- Read a story aloud to the class.
- Stop at key points to ask comprehension questions.
- Encourage students to share their thoughts and opinions about the story.

**Conclusion (5 minutes):**

- Summarize the key concepts learned in the lesson.
- Conduct a quick interactive activity related to the lesson content.
- Provide a preview of the next session to prepare students for upcoming topics.

**Extended Activities:**

- Ask students to write their own short stories using the vocabulary words learned in class.
- Practice letter recognition and sound blending using interactive online resources.
- Encourage students to create simple sentences using a mix of familiar and new vocabulary words.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 11: LESSON 3**

**Strand:** Listening, Speaking, Reading, and Writing (Safety)

**Sub Strand:** Attentive listening, reading words, grammar, and writing words - 2

**Specific Learning Outcomes:**

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

1.Identify names and sounds of letters Ss, Aa, Mm, Ee, T, t for fluency.
2. Write words correctly for self-expression.
3. Discuss where objects are using simple prepositions for enjoyment.

**Key Inquiry Question(s):** Learner to:

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication**
* **Digital literacy**
 | * **Unity**
* **Social justice**
* **Responsibility**
 | * **Life- skills (Self- esteem)**
* **Socio- economic issues (Safety and security)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1.
- Pg. 100 pocket chart.
- Letter cards.

**Organisation of Learning:**
**Introduction (5 minutes):**

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

**Lesson Development (20 minutes):**

**Step 1:** Letter Recognition and Sounds
- Introduce the letters Ss, Aa, Mm, Ee, T, t.
- Practice saying the letter names and the sounds they make.

 **Step 2:** Word Building
- Use the letter cards to build simple words such as "sat," "mat," "ate," "see," "tall," etc.
- Practice writing these words on the board or individual whiteboards.

**Step 3:** Dictation and Sentence Construction
- Dictate simple words to the students for them to write down.
- Encourage students to work in pairs to create meaningful sentences using the words they have learned.

 **Step 4:** Prepositions and Object Placement
- Introduce simple prepositions like "in," "on," "under," "behind," etc.
- Have students describe where objects are using these prepositions in pairs.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students orally practice using the new words and prepositions.
- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Students can create their own sentence cards using the letters and prepositions learned in class.
- Pair students to play a preposition-based game where they take turns describing object placement using prepositions.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 11: LESSON 4**

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

**Sub Strand:** Attentive listening, reading words, comprehension and writing words

**Specific Learning Outcomes:**

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

1.Identify letter sound to read words and story for fluency.
2.Construct sentences using articles for effective communication.
3.Enjoy blending sounds to read words for fluency.

**Key Inquiry Question(s):** Learner to:

- Identify letter and sound.
- Read words and story.
- Answer questions.
- Make sentences.
- Correct sentences.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and creativity imagination**
* **Citizenship(leadership)**
 | * **Unity**
* **Social justice**
* **Respect**
 | * **Life- skills (Self- esteem)**
* **Learners support programs(clubs& societies)**
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**Learning Resources:**

- Revised Tusome English P/Bk 1.
- Page 101.
- Letter cards.
- Pocket chart.
- Realia.

**Organisation of Learning:**
**Introduction (5 minutes):**

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

**Lesson Development (20 minutes):**
**Step 1:** Introducing Community Leaders
- Display pictures or realia of different community leaders (e.g., a chief, a teacher, a doctor).
- Discuss the roles of each community leader with the learners.
- Introduce key vocabulary related to community leaders.

**Step 2:** Reading Words and Sentences
- Use letter cards and the pocket chart to build words related to community leaders.
- Have learners read the words aloud, focusing on letter sounds.
- Provide simple sentences related to community leaders for learners to read and understand.

**Step 3:** Sentence Construction
- Guide learners in constructing simple sentences using articles (i.e., a, an, the) to describe community leaders.
- Encourage learners to practice reading the sentences aloud for fluency.

**Step 4:** Comprehension and Writing
- Ask questions related to the community leaders discussed.
- Have learners write a short sentence describing their favorite community leader, using the vocabulary and sentence structures learned.

**Conclusion (5 minutes):**

- Summarize the key points about community leaders and the importance of effective communication.
- Conduct a brief interactive activity where learners can share their sentences and discuss them with their peers.
- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Homework assignment: Ask learners to draw a picture of a community leader and write a sentence describing their role.
- Role-play activity: Have learners act out the roles of different community leaders and engage in dialogue using the vocabulary and sentences learned.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 11: LESSON 5**

**Strand:** Listening, Speaking, Reading and Writing (Community Leaders)

**Sub Strand:** Attentive listening, reading words, comprehension, fluency, and writing

**Specific Learning Outcomes:**

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

1.Identify letter sounds to read words and stories fluently.
2. Enjoy listening to the teacher read aloud stories for comprehension.
3. Read pupil text fluently.

**Key Inquiry Question(s):**
 Learner to:

- Identify letter names and sounds.
- Read connected text fluently.
- Review vocabulary words.
- Listen to a text and answer questions.
- Correct sentences.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and creativity imagination**
* **Citizenship(leadership)**
 | * **Unity**
* **Social justice**
* **Respect**
 | * **Life- skills (Self- esteem)**
* **Learners support programs(clubs& societies)**
 |

**Learning Resources:**

- Revised Tusome English P/Bk 1, Pg. 102
- Letter cards
- Pocket chart
- Picture
- Realia

**Organisation of Learning:**
**Introduction (5 minutes):**

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

**Lesson Development (20 minutes)**

 **Step 1:** Introducing the Topic
- Present the topic of "Community Leaders" and discuss what learners already know about this concept.

**Step 2:** Letter Sound Identification
- Introduce letter cards and guide learners to identify letter sounds to read words related to community leaders.

**Step 3:** Story Reading for Fluency
- Engage learners in guided reading of a story about community leaders to practice fluency.

 **Step 4:** Comprehension and Writing
- Conduct a comprehension activity where learners listen to a text about community leaders and answer questions.
- Encourage learners to write or complete sentences related to the text.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where learners share their favorite part of the story or a fact they learned.
- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Students can create a poster showcasing different community leaders and their roles.
- Engage learners in a role-playing activity where they act out being community leaders and interact with each other.
- Have students write a short paragraph about a community leader they admire and share it with the class.

**Teacher Self-Evaluation:**

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|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 12: LESSON 1**

**Strand:** Listening, Speaking, Reading and Writing (Community Leaders)

**Sub-Strand:** Attentive listening, reading words, comprehension, and writing words

**Specific Learning Outcomes:**

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

1. Recognize sounds for oral communication.
2. Enjoy blending sounds to read words for fluency.
3. Explain the meaning of new words for self-expression.
4.Use articles (an, a) correctly for effective communication.

**Key Inquiry Question(s):**

- How can we recognize sounds like /d/, /r/, /f/ and discuss their meanings?
- How can we read common words fluently and answer questions about them?
- How do we use simple prepositions correctly in sentences?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and creativity imagination**
* **Citizenship(leadership)**
 | * **Unity**
* **Social justice**
* **Respect**
 | * **Life- skills (Self- esteem)**
* **Learners support programs (clubs& societies)**
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**Learning Resources:**

- Revised Tusome English P/Bk 1.
- Pg. 103
- Letter cards
- Pocket chart
- Realia

**Organisation of Learning:**
**Introduction (5 minutes):**

- Review the previous lesson on sounds and vocabulary words.
- Guide learners to engage with the learning resources, emphasizing understanding key concepts.

**Lesson Development (20 minutes):
Step 1:**- Introduce the topic: "What do you carry when you go for a trip?"
- Discuss different items learners might carry on a trip and their purposes.
- Practice recognizing and discussing the sounds /d/, /r/, /f/ in words related to trip items.

**Step 2:**
- Use letter cards and the pocket chart to create words related to the topic.
- Encourage learners to blend the sounds to read the words fluently.

**Step 3:**- Introduce new vocabulary words related to the theme of the lesson.
- Discuss the meanings of these words and how they can be used in sentences for self-expression.

**Step 4:**
- Teach the correct usage of articles "an" and "a" in sentences for effective communication.
- Practice using these articles with the new vocabulary words.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson.
- Conduct a brief interactive activity where learners form sentences using the new vocabulary and correct articles.
- Provide a preview of upcoming topics and questions for the next session.

**Extended Activities:**

- Ask learners to draw a picture of their favorite community leader and write a short sentence describing them using the vocabulary and concepts learned.
- Create a class story where each student contributes a sentence using the new words and correct articles.

**Teacher Self-Evaluation:**

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**WEEK 12: LESSON 2**

**Strand:** Listening, Speaking, Reading and Writing (Community Leaders)

**Sub Strand:** Attentive listening, reading words, comprehension, fluency, and writing

 **Specific Learning Outcomes:**

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

1.Identify letter sounds to read words and stories with fluency.
2. Enjoy listening to a teacher reading aloud stories for comprehension.
3.Read pupil text for fluency.

**Key Inquiry Question(s):**

- Can you identify letter names and sounds?
- How well can you read connected text fluently?
- Do you remember vocabulary words?
-Can you listen to a text and answer questions?
-Are you able to correct sentences?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and creativity imagination**
* **Citizenship(leadership)**
 | * **Unity**
* **Social justice**
* **Respect**
 | * **Life- skills (Self- esteem)**
* **Learners support programs(clubs& societies)**
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**Learning Resources:**

- Revised Tusome English P/Bk 1, Pg. 104
- Letter cards
- Pocket chart
- Picture resources

**Organisation of Learning:**
**Introduction (5 minutes):**

- Review the previous lesson content.
- Engage students in discussion using the learning resources to reinforce key concepts.

**Lesson Development (20 minutes):**
**Step 1:** Introduction to Community Leaders
- Show pictures of different community leaders and discuss their roles.
- Introduce the concept of a pastor and what their role is in the community.

**Step 2:** Letter Sound Identification
- Use letter cards to practice identifying letter sounds related to the story of a pastor.
- Match the letter sounds to create words associated with the pastor's role.

**Step 3**: Reading and Comprehension
- Read a short story about a pastor aloud to the students.
- Ask comprehension questions to check understanding and encourage active listening skills.

**Step 4:** Writing and Fluency Practice
- Have students practice reading a simple text about a pastor for fluency.
- Encourage them to write a sentence or two about what they learned.

**Conclusion (5 minutes):**

- Recap key points about community leaders and the role of a pastor.
- Conduct a fun interactive activity related to the lesson content.
- Provide a brief preview of the next lesson topic.

**Extended Activities:**

- Ask students to draw a picture of a community leader and write a sentence describing their role.
- Create a mini-book about different community leaders with illustrations and simple sentences.

**Teacher Self-Evaluation:**

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|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 12: LESSON 3**

**Strand:** Listening, Speaking, Reading and Writing (Community Leaders)

**Sub-Strand:** Attentive listening, reading words, grammar, and writing words

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to segment words for fluency and write words for self-expression.

**Key Inquiry Question(s):**

- How can we segment words?
- How do we identify letter names and sounds?
- Can we read words?
- What are some new vocabulary words?
- How do we write words and sentences?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and creativity imagination**
* **Citizenship(leadership)**
 | * **Unity**
* **Social justice**
* **Respect**
 | * **Life- skills (Self- esteem)**
* **Learners support programs(clubs& societies)**
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**Learning Resources:**

- Revised Tusome English P/Bk 1, Pg. 105
- Letter cards
- Pocket chart
- Realia

**Organization of Learning:**
**Introduction (5 minutes):**

- Review the previous lesson's key points.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding of key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Segmenting Words
- Use letter cards and a pocket chart to demonstrate how to segment words.
- Engage students in segmenting simple words together.

**Step 2:** Reading Words
- Introduce new vocabulary related to community leaders.
- Encourage students to read and identify the new words in context.

**Step 3:** Writing Words
- Provide opportunities for students to practice writing the vocabulary words they have learned.
- Offer guidance on proper letter formation and spelling.

**Step 4:** Review and Application
- Review the new words learned, emphasizing pronunciation and meaning.
- Allow students to write sentences using the new words.

**Conclusion (5 minutes):**

- Summarize the key learning points about segmenting, reading, and writing words.
- Conduct a brief interactive activity where students practice segmenting, reading, and writing words related to community leaders.
- Provide a preview of the next lesson's topics or questions to consider.

**Extended Activities:**

- Create a mini-book about community leaders, where students write sentences using the new vocabulary words.
- Conduct a role-playing activity where students take on the roles of different community leaders and speak about their responsibilities.

**Teacher Self-Evaluation:**

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**WEEK 12: LESSON 4**
**Strand:** Listening, Speaking, Reading and Writing (Community Leaders)

**Sub Strand:** Attentive listening, reading words, comprehension, and writing words

**Specific Learning Outcomes:**

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

1. Identify letter sounds to read words and story for fluency.
2.Construct sentences using articles for effective communication.
3.Enjoy blending sounds to read words for fluency.

**Key Inquiry Question(s):**

- Can you identify letter sounds and read words and stories?
- How do you answer questions about what you read?
- Can you make and correct sentences using articles?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and creativity imagination**
* **Citizenship(leadership)**
 | * **Unity**
* **Social justice**
* **Respect**
 | * **Life- skills (Self- esteem)**
* **Learners support programs (clubs& societies)**
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**Learning Resources:**

- Revised Tusome English P/Bk 1
- Page 106
- Letter cards
- Pocket chart
- Realia

**Organisation of Learning:

Introduction (5 minutes):**- Review the previous lesson with the learners to activate prior knowledge.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts related to community leaders.

**Lesson Development (20 minutes):**
- Based on the learners' experiences and knowledge:

**Step 1:** Introduce the concept of a "chief" as a community leader. Show realia or pictures to illustrate the role of a chief in a community.

**Step 2:** Discuss the characteristics and responsibilities of a chief. Have students identify letter sounds in words related to a chief, such as "community," "leader," and "help."

**Step 3:** Read a short story about a chief to the students. Help them answer questions about the story to assess comprehension.

**Step 4:** Engage students in a writing activity where they construct sentences using articles (e.g., "The chief helps the community"). Encourage them to correct any mistakes in their sentences.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, including identifying letter sounds, reading stories, answering questions, and constructing sentences.
- Conduct a brief interactive activity, such as a group discussion or writing task, to reinforce the main topics.
- Provide a preview of upcoming topics or questions to consider in the next session to prepare learners for future learning.

**Extended Activities:**

- Encourage students to draw a picture of a community leader and write a sentence describing the leader's role.
- Have students create a simple story about a community leader using the letter cards to construct words and sentences.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** |  **ENGLISH** |  |  |  |

**WEEK 12: LESSON 5**

**Strand:** Listening, Speaking, Reading and Writing (Community Leaders)

**Sub Strand:** Attentive listening, reading words, comprehension, fluency, and writing

**Specific Learning Outcomes:**

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

1. Identify letter sounds to read words and story for fluency
2. Enjoy listening to the teacher read aloud story for comprehension
3.Read pupil text for fluency

**Key Inquiry Question(s):**

- Can you identify letter names and sounds?
- How well can you read connected text fluently?
- Are you able to review vocabulary words?
- Can you listen to a text and answer questions correctly?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and creativity imagination**
* **Citizenship(leadership)**
 | * **Unity**
* **Social justice**
* **Respect**
 | * **Life- skills (Self- esteem)**
* **Learners support programs (clubs& societies)**
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**Learning Resources:**

- Revised Tusome English P/Bk 1. Pg. 107
- Letter cards
- Pocket chart
- Picture
- Realia

**Organisation of Learning:**

**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to the Topic - Discuss the concept of community leaders. Introduce key vocabulary related to community leaders and their roles.

**Step 2:** Letter Sound Recognition - Use letter cards and encourage learners to identify letter sounds and discuss words related to community leaders.

**Step 3:** Reading Fluency Practice - Engage learners in reading aloud from the pupil text to improve fluency. Provide guidance and feedback as needed.

**Step 4:** Comprehension Activity - Read a story aloud to the class and ask comprehension questions related to community leaders. Encourage learners to actively listen and respond.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where learners can review vocabulary words or engage in a quick reading exercise related to the lesson.
- Preview upcoming topics and questions to consider for the next session.

**Extended Activities:**

- To deepen understanding, students can create their own mini-book about a community leader they admire, including illustrations and short descriptions.
- Have students practice writing sentences about community leaders using the vocabulary learned in the lesson.
- Encourage students to share their mini-books or sentences with the class in a short presentation.

**Teacher Self-Evaluation:**