

| WEEK | LESSON | STRANDS | S-STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQUIRY QUESTIONS | CORE COMPETENCE | VALUES | LEARNING EXPERIENCES | LEARNING RESOURCES | ASSESSMENT | REF L |
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| 1 | 1 | | | | | | | | | | |
| 2 | 1-5 | LISTENING | Common greetings and farewell related to relationship | By the end of the sub-strand, the learner should be able to: a) Respond appropriately to greetings with reference to relationship in and out of school. b) Respond appropriately to farewell with reference to relationship in and out of school. c) Enjoy responding to greetings and farewell with reference to relationship in and out of school | 1) What opportunities arise for responding to greetings with reference to relationship at home and at school? 2) What opportunities arise for responding to farewell with reference to relationship at home and at school? 3) Whose greetings do you respond to at home and at school? 4) Whose farewell do you respond to at home and at school? | Critical thinking and problem solving Communication and collaboration Self efficacy | Love Respect Unity Peace Patience | Learners could respond to greetings and farewell with reference to relationship. <input type="checkbox"/> In pairs or small groups, learners could practise responding to greetings and farewell with reference to relationship. <input type="checkbox"/> Learners could respond to other learners' greetings and farewell with reference to relationship using verbal and non-verbal language. <input type="checkbox"/> Learners could be guided to respond to visitors' greetings and farewell with reference to relationship using appropriate words. <input type="checkbox"/> Learners could be encouraged to respond to visitors and family members' greetings and farewell at home with reference to relationship using appropriate words. <input type="checkbox"/> Learners could view recorded clips on responding to greetings and farewell with reference to relationship and imitate the same Learners could respond to greetings and farewell with reference to relationship. | Realia Charts | 1.Observation 2.Oral questions | |

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| | | | | | | | | <input type="checkbox"/> In pairs or small groups, learners could practise responding to greetings and farewell with reference to relationship. <input type="checkbox"/> Learners could respond to other learners' greetings and farewell with reference to relationship using verbal and non-verbal language. <input type="checkbox"/> Learners could be guided to respond to visitors' greetings and farewell with reference to relationship using appropriate words. <input type="checkbox"/> Learners could be encouraged to respond to visitors and family members' greetings and farewell at home with reference to relationship using appropriate words. <input type="checkbox"/> Learners could view recorded clips on responding to greetings and farewell with reference to relationship and imitate the same | | | |
| 3 | 1-5 | LISTENING | Listening for comprehension | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Answer questions correctly after a listening experience in class.</p> <p>b) Solve simple riddles in and out of school.</p> <p>c) Sing songs with actions in and out of school.</p> <p>d) Recite poems and rhymes with actions in</p> | <p>1. How does a child develop comprehension skills?</p> <p>2. How does a child demonstrate comprehension?</p> <p>3. What daily opportunities require listening for comprehension?</p> | <p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> | Patience Responsibility | <p>Learners could respond to simple verbal instructions.</p> <input type="checkbox"/> Learners could be engaged in listening to a story and be encouraged to answer questions. <input type="checkbox"/> Learners could answer simple questions after listening to a recorded story. <input type="checkbox"/> Learners could be guided to solve simple riddles. <input type="checkbox"/> Learners could be | Realia | .Observation 2.Oral questions | |

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| | | | | and out of school. e) Take pleasure in activities that involve listening for comprehension. | 4. What makes listening comprehension fun | | | guided to solve oral language puzzles. <input type="checkbox"/> Learners could be guided to recite poems and rhymes with actions. <input type="checkbox"/> Learners could practise singing songs with actions. <input type="checkbox"/> Learners could listen to audio-visual digital comics and answer simple questions. <input type="checkbox"/> In pairs, learners could practise solving simple riddles | | | |
| 4 | 1-5 | | Active listening | By the end of the sub-strand, the learners should be able to: a) Pay attention to conversations in and out of school. b) Answer questions after listening to a story. c) Respond to simple instructions in and out of school. d) Appreciate the contribution of others during conversations | 1. How do you show interest during a conversation? 2. When should you speak during a conversation? 3. How do you seek clarification in a conversation? 4. How do people respond to instructions? 5. How do people respond during a conversation | Communication and collaboration Critical thinking and problem solving | Patience Responsibility | In pairs or small groups, learners could tell stories and poems while others listen. They could be encouraged to ask and answer questions. <input type="checkbox"/> Learners could be encouraged to retell stories told by the teacher and other learners. <input type="checkbox"/> Learners could listen to and solve riddles. <input type="checkbox"/> Learners could view recorded content and imitate. <input type="checkbox"/> Learners could be given simple instructions and encouraged to respond. <input type="checkbox"/> In pairs or small groups, learners could be guided to take turns in conversations and answer simple questions. <input type="checkbox"/> Learners could view recorded clips of their own conversations as they are appreciated and corrected. <input type="checkbox"/> Learners could be guided to | Realia charts | .Observation 2.Oral questions | |

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| | | | | | | | | <p>appreciate the contribution of others during conversations.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In small groups, learners could be involved in verbal games, songs, poems and rhymes that involve turn taking. <input type="checkbox"/> Learners could demonstrate an activity involving turn taking | | | |
| 5 | 1-5 | <p>Passing information</p> <p>Auditory discrimination</p> | <p>By the end of the sub-strand, the learners should be able to:</p> <p>a) Convey verbal messages effectively in and out of school.</p> <p>b) Retell short stories in and out of school.</p> <p>c) Engage in dialogue in and out of school.</p> <p>d) Take pleasure in passing verbal messages and retelling short stories in and out of school</p> <p>a) Identify all letter sounds in the classroom environment.</p> <p>b) Differentiate closely related letter sounds in and out of school.</p> | <p>What opportunities arises for learners to pass information to and from parents?</p> <p>2. What could learners tell their teachers about their parents?</p> <p>3. What could learners tell their parents about teachers</p> | Communication and collaboration | Love Respect | <ul style="list-style-type: none"> <input type="checkbox"/> Learners could be asked to deliver verbal messages to and from parents/guardians. <input type="checkbox"/> In pairs and small groups, learners could tell and retell news and short stories. <input type="checkbox"/> Learners could be appreciated when they convey verbal messages effectively. <input type="checkbox"/> Learners could be encouraged to engage in dialogue with parents. <input type="checkbox"/> Learners could be engaged in short discussions and encouraged to ask and answer questions. <input type="checkbox"/> Learners could be engaged in activities where they listen to an audio clip and then talk about it in pairs or in small groups <p>Learners could be guided to articulate letter sounds.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners could listen to audio clips depicting articulation of letter sounds and identify the articulated sounds | Realia charts | Observation | | |

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| 6 | 1-5 | | <p>Auditory discrimination</p> <p>Auditory memor</p> | <p>By the end of the sub-strand, the learners should be able to:</p> <p>a) Identify all letter sounds in the classroom environment.</p> <p>b) Differentiate closely related letter sounds in and out of school.</p> <p>c) Experience pleasure through play in and out of school.</p> <p>d) Say letter sounds after the teacher in class.</p> <p>e) Recall letter sounds in and out of class.</p> <p>f) Enjoy playing auditory memory games in and out of class.</p> | <p>1. What are some of the closely related letter sounds?</p> <p>2. What experiences could enhance letter sound discrimination</p> | <p>Communication and collaboration</p> | <p>Responsibility</p> | <p>Learners could be guided to articulate letter sounds.</p> <p><input type="checkbox"/> Learners could listen to audio clips depicting articulation of letter sounds and identify the articulated sounds.</p> <p><input type="checkbox"/> Learners could articulate closely related letter sounds as demonstrated. e.g. /p/ and /b/, /t/ and /d/, /k/ and /c/, /l/ and /r/, /f/ and /v/, /s/ and /z/, /w/ and /y/, /k/and /q/.</p> <p><input type="checkbox"/> Learners could listen to recorded audio clips of closely related sounds and recognize the sounds.</p> <p><input type="checkbox"/> In pairs and small groups, learners could be involved in letter sound games.</p> <p><input type="checkbox"/> Learners could sing songs and recite letter sound rhymes.</p> <p><input type="checkbox"/> Learners could be guided to use interactive programmes on letter sounds</p> | <p>Realia charts</p> | <p>.Observation</p> <p>2.Oral questions</p> |
| 7 | 1-5 | SPEAKING | <p>Common greetings and farewell related to relationship</p> | <p>By the end of the sub-strand, the learners should be able to:</p> <p>a) Use vocabulary related to greetings with reference to relationship in and out of school.</p> <p>b) Use vocabulary related to bidding farewell with reference to relationship in and out of school.</p> | <p>How do you greet people at home and at school?</p> <p>2. How do you respond to greetings at school and at home?</p> <p>3. How do you bid farewell at home and at school?</p> | <p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Self efficacy</p> | <p>Love</p> <p>Respect</p> <p>Responsibility</p> | <p>Learners could imitate greetings and farewell with reference to relationship.(e.g <i>good morning teacher, good evening mother, Good night father</i>)</p> <p><input type="checkbox"/> In pairs or small groups, learners could practise greetings and farewell with reference to relationship.</p> <p><input type="checkbox"/> Learners could be</p> | <p>Realia charts</p> | <p>.Observation</p> <p>2.Oral questions</p> |

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| | | | | <p>c) Greet people appropriately with reference to relationship in and out of school</p> <p>d) Bid people farewell appropriately with reference to relationship in and out of school.</p> <p>e) Appreciate greeting and bidding people farewell with reference to relationship in and out of school.</p> | | | | <p>guided to greet as well as bid farewell to visitors who come to class with reference to relationship.</p> <p><input type="checkbox"/> Learners could be encouraged to greet and bid farewell to</p> <p>family members at home with reference to time and relationship using appropriate words.</p> <p><input type="checkbox"/> Learners could listen to recorded clips on greetings and farewell with reference to relationship and imitate.</p> <p><input type="checkbox"/> Learners could practise greetings and bidding farewell with reference to relationship through role playing.</p> <p><input type="checkbox"/> Learners could sing interactive songs on greetings and farewell with reference to relationship</p> | | | |
| 8 | 1-5 | SPEAKING | <p>Self-expression</p> <p>Polite Language</p> | <p>By the end of the sub-strand, the learners should be able to:</p> <p>a) Express their needs and ideas verbally in and out of school.</p> <p>b) Use appropriate vocabulary to express their needs and ideas in and out of school.</p> <p>c) Take pleasure in expressing their ideas and needs verbally and non-verbally at home and in school</p> <p>d) Use appropriate</p> | <p>What can you say about yourself?</p> <p>3. What do you do when someone wrongs you</p> <p>What do you say when you want to make a request?</p> <p>. What do you say when you want to be excused to go somewhere?</p> <p>. What do you say when you have wronged someone?</p> | <p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Self efficacy</p> | <p>Love</p> <p>Respect</p> <p>Responsibility</p> | <p>Learners could be encouraged to express their needs, ideas and thoughts freely.</p> <p><input type="checkbox"/> Learners could be encouraged to sing songs that express their needs.</p> <p><input type="checkbox"/> Learners could be appreciated when they express their needs and ideas.</p> <p><input type="checkbox"/> In pairs and small groups, learners could tell each other news and stories.</p> <p><input type="checkbox"/> Learners could be encouraged to participate in conversations on topics</p> | <p>Realia</p> | <p>.Observation</p> <p>2.Oral questions</p> | |

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| | | | <p>vocabulary when making requests in and out of school.</p> <p>e) Use appropriate vocabulary to excuse self and apologize in and out of school.</p> <p>f) State the appropriate vocabulary for excusing self</p> | | | <p>of their choice.</p> <ul style="list-style-type: none"><input type="checkbox"/> Learners could be engaged in discussions involving problem solving tasks such as puzzles, riddles among others.<input type="checkbox"/> Learners could be encouraged to express themselves verbally in school and at home.<input type="checkbox"/> Learners could be encouraged to use appropriate means when expressing needs.<input type="checkbox"/> The learners could be encouraged to talk about what they are doing during activities.<input type="checkbox"/> Learners could be encouraged to talk about themselves.<input type="checkbox"/> Learners could be engaged in short discussions and encouraged to answer questions <p>Learners could demonstrate making requests, excusing self and apologizing. e.g. (<i>'May I', 'Excuse me' and 'I am sorry,'</i>)</p> <ul style="list-style-type: none"><input type="checkbox"/> In pairs or small groups, learners could practise and role play making requests, excusing self and apologizing?<input type="checkbox"/> Learners could listen to stories that incorporate making requests, excusing self and apologizing.<input type="checkbox"/> Learners could view video | | | |
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| 9 | 1-5 | SPEAKING | Audience awareness | By the end of the sub-strand, the learners should be able to: a) Speak clearly when talking to others in and out of class. b) Speak loud enough for the audience to hear in school and at home. c) Demonstrate ability to speak confidently in and out of class. d) Enjoy speaking to others in and out of class. | How should I speak to be heard? 2. What should I do to make myself clear e.g when narrating a story, reciting a poem or rhyme | Communication and collaboration Critical thinking and problem solving Self efficacy | Love Respect Responsibility | Learners could be encouraged to listen to recorded pieces of their own voice. <input type="checkbox"/> Learners could be encouraged to sing songs, tell stories and recite poems and rhymes with clarity. <input type="checkbox"/> Learners could be engaged in conversations whenever opportunities arise. <input type="checkbox"/> In pairs and small groups, learners could be encouraged to retell stories told by adults and other learners. <input type="checkbox"/> Individually and in groups, learners could be involved in presenting songs, poems and rhymes in class and during parade. <input type="checkbox"/> Learners could be encouraged to make presentations and be appreciated. <input type="checkbox"/> Learners could be given opportunities to dramatise. | Realia | .Observation 2.Oral questions | |
| 10 | 1-5 | | Passing information | By the end of the sub-strand, the learners should be able to: a) Convey messages effectively at home and in school. b) Retell short stories in and out of school. c) Use relevant vocabulary when engaging in dialogue. d) Take pleasure in | 1. What opportunities arise for learners to pass information to and from parents? 2. What do learners like to tell teachers about their parents? 3. What do learners like to tell parents about teachers? | Communication and collaboration | Love Respect Peace Responsibility | Learners could deliver verbal messages to and from home. <input type="checkbox"/> In pairs and small groups learners could tell and retell news and short stories. <input type="checkbox"/> Learners could be encouraged to convey verbal messages effectively. <input type="checkbox"/> Learners could be engaged in dialogue with parents. | Realia | .Observation 2.Oral questions | |

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| | | | | passing verbal messages and retelling stories in and out of school | | | | <input type="checkbox"/> Learners could be engaged in short discussions and encouraged to answer questions. <input type="checkbox"/> Learners could be asked to ask and respond to questions. <input type="checkbox"/> Learners could be engaged in activities where they view a video clip and then talk about it in pairs or in small groups. <input type="checkbox"/> Learners could be encouraged to talk about what they saw in a field trip or nature walk | | |
| 1 1 | 1- 5 | | Naming | <p>By the end of the sub-strand, the learners should be able to:</p> <p>a) Name objects, animals, people and colours in the immediate environment.</p> <p>b) Name safe objects in the immediate environment.</p> <p>c) Name unsafe objects in the immediate environment.</p> <p>d) Experience pleasure in naming colours, objects and people in the immediate environmen</p> | <p>1. What objects, colours and people are we likely to find in our neighbourhood?</p> <p>2. What safe and unsafe objects are we likely to find our environment?</p> <p>3. How do you integrate new words into the child's play and daily experiences by naturally weaving them in and out of conversations and vocabulary games?</p> | Communication and collaboration Critical thinking and problem solving Imaginative and creative | Love Respect Unity Peace Patience Responsibility | <p>Learners could name objects, animals, people and colours.</p> <input type="checkbox"/> Learners could recite poems and rhymes related to colours. <input type="checkbox"/> Learners could be involved in naming colours with reference to relevant objects. <input type="checkbox"/> Learners could be taken for a nature walk and encouraged to identify colours, safe and unsafe objects in the immediate environment. <input type="checkbox"/> Learners could be guided to name concrete objects and pictures using ICT devices | Realia | .Observation 2.Oral questions |
| 1 2 | 1- 5 | | Articulation of letter | <p>By the end of the sub-strand, the learners should be able to:</p> <p>a) Articulate vowels and</p> | <p>1. What is the sound corresponding to</p> | Communication and collaboration Critical thinking | Love Respect Unity Peace | <p>Learners could observe charts and flashcards with all the letters of the</p> | Realia | .Observation 2.Oral question |

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| | | | <p>consonants correctly in and out of class</p> <p>b) Demonstrate awareness of letter-sound correspondence in and out of class.</p> <p>c) Take pleasure in activities relating to letter sounds in and out of class</p> | <p>each upper case (capital) letter and its equivalent lower case (small) letter</p> | <p>and problem solving Imaginative and creative</p> | <p>Patience Responsibility</p> | <p>alphabet.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners could be guided to articulate consonant sounds <p>Learners could be guided to recite letters of the alphabet.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners could be encouraged to practise articulating vowel sounds. <input type="checkbox"/> Learners could be engaged in singing songs and reciting poems and rhymes relating to all letter sounds. <input type="checkbox"/> Learners could be engaged in activities e.g. fishing games, skittle games, dice games among others to enhance sound articulation. <input type="checkbox"/> Learners could be encouraged to integrate letter sounds into the learner's play and daily experiences. <input type="checkbox"/> Learners could be encouraged to use flash cards and charts to enhance articulation of all letter sounds. <input type="checkbox"/> Learners could be involved in viewing and listening to sound and video clips that enhance letter sound articulation. <input type="checkbox"/> Learners could be guided to relate the upper case (capital) letters and the lower case (small) letters with the corresponding sounds. <input type="checkbox"/> Learners could be encouraged to articulate closely related letter | <p>s</p> <p>3.written questions</p> | |
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