# Schemes of Work – GRADE 2

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

**English Language Activities**

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

. | Revised English Language PB 2, Pg. 91, pocket chart, letter cards, and picture. | Checklist, written and oral exercises, observation |  |
|  | 4 |  | Attentive listening, reading words, fluency, grammar, comprehension  | By the end of the lesson the Learner should be able to:* blend sounds to read words for fluency
* explain vocabulary and use them in a variety of context
* read connected text in pairs for comprehension and enjoyment
* use prepositions correctly for effective communication.
 | Where do you look for your pencil if you can’t fi nd it? Which words do you know that ends with sound / ng/?What new words have you learnt? | Learners to:* make words by joining sounds
* Say names and sounds of letters
* blend sounds silently to read words
* review the vocabulary and use them in making meaningful sentences
* read text to partners fluently
* Write correct sentences from a table.
 | Revised English Language PB 2, Pg. 91-92, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 5 |  | Attentive listening, reading words, fluency,  | By the end of the lesson the Learner should be able to:* recognise letter names and sounds for fluency
* blend sounds to read words for fluency
* explain vocabulary and use them in a variety of context
 | Where do we hang our pictures? What is in the picture?What do you think will happen in the story? | Learners to:* identify given sounds
* Say names and sounds of letters
* blend sounds to read words
* explain vocabulary and use them in meaningful sentences
 | Revised English Language PB 2, Pg. 93, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
| 10 | 1 |  | Attentive listening, reading words, fluency, grammar, comprehension  | By the end of the lesson the Learner should be able to:* blend sounds to read words for fluency
* explain vocabulary and use them in a variety of context
* read connected text in pairs for comprehension and enjoyment
* use prepositions correctly for effective communication.
 | What sound did you learn? Which words in the story end with the sound /nt/ and /nk/? | Learners to:* make words by joining sounds
* Say names and sounds of letters
* blend sounds silently to read words
* review the vocabulary and use them in making meaningful sentences
* read text to partners fluently
* Write correct sentences from a table.
 | Revised English Language PB 2, Pg. 93-94, pocket chart, letter cards, picture.  | Checklist, written and oral exercises, observation |  |
|  | 2 |  | Attentive listening, reading words, fluency, grammar, comprehension and handwriting | By the end of the lesson the Learner should be able to:* write words correctly for effective communication
* use the vocabulary in a variety of context
* listen to the text and answer questions for oral comprehension
* use prepositions correctly for effective communication.
* Write legibly
 | Where do rats live? What can you see in the picture? What do you think will happen in the story? | Learners to:* write words correctly
* review use of vocabulary in sentences
* read the text fluently and answer questions
* Review gender set: male/female
* Write a sentence that tells what the problem/issue was in the story.
 | Revised English Language PB 2, Pg. 95, pocket chart, letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Positions and directions | Attentive listening, reading words, fluency,  | By the end of the lesson the Learner should be able to:* recognise letter names and sounds for fluency
* blend sounds to read words for fluency
* explain vocabulary and use them in a variety of context
 | Where is your black board? What can you see in the picture? What do you think will happen in the story? | Learners to:* identify given sounds
* Say names and sounds of letters
* blend sounds to read words
* explain vocabulary and use them in meaningful sentences

. | Revised English Language PB 2, Pg. 96, pocket chart, letter cards, and picture. | Checklist, written and oral exercises, observation |  |
|  | 4 |  | Attentive listening, reading words, fluency, grammar, comprehension  | By the end of the lesson the Learner should be able to:* blend sounds to read words for fluency
* explain vocabulary and use them in a variety of context
* read connected text in pairs for comprehension and enjoyment
* use prepositions correctly for effective communication.
 | Where do you look for your pencil if you can’t fi nd it? Which words do you know that ends with sound / ng/?What new words have you learnt? | Learners to:* make words by joining sounds
* Say names and sounds of letters
* blend sounds silently to read words
* review the vocabulary and use them in making meaningful sentences
* read text to partners fluently
* Write correct sentences from a table.
 | Revised English Language PB 2, Pg. 96-97, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
|  | 5 |  | Attentive listening, reading words, fluency,  | By the end of the lesson the Learner should be able to:* recognise letter names and sounds for fluency
* blend sounds to read words for fluency
* explain vocabulary and use them in a variety of context
 | Where do we hang our pictures? What is in the picture?What do you think will happen in the story? | Learners to:* identify given sounds
* Say names and sounds of letters
* blend sounds to read words
* explain vocabulary and use them in meaningful sentences
 | Revised English Language PB 2, Pg. 98, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation and monitoring |  |
| 11 | 1 |  | Attentive listening, reading words, fluency, grammar, comprehension  | By the end of the lesson the Learner should be able to:* blend sounds to read words for fluency
* explain vocabulary and use them in a variety of context
* read connected text in pairs for comprehension and enjoyment
* use prepositions correctly for effective communication.
 | What sound did you learn? Which words in the story end with the sound /nt/ and /nk/? | Learners to:* make words by joining sounds
* Say names and sounds of letters
* blend sounds silently to read words
* review the vocabulary and use them in making meaningful sentences
* read text to partners fluently
* Write correct sentences from a table.
 | Revised English Language PB 2, Pg. 98-99, pocket chart, letter cards, picture.  | Checklist, written and oral exercises, observation |  |
|  | 2 |  | Attentive listening, reading words, fluency, grammar, comprehension and handwriting | By the end of the lesson the Learner should be able to:* write words correctly for effective communication
* use the vocabulary in a variety of context
* listen to the text and answer questions for oral comprehension
* use prepositions correctly for effective communication.
* Write legibly using an exclamation mark.
 | Where do rats live? What can you see in the picture? What do you think will happen in the story? | Learners to:* write words correctly
* review use of vocabulary in sentences
* read the text fluently and answer questions
* Review gender set: male/female
* Write a sentence that tells what the problem/issue was in the story.
 | Revised English Language PB 2, Pg. 100, pocket chart, letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3 | Listening, Speaking, Reading and Writing**(Environment)** | Attentive listening, reading words, fluency, comprehension and handwriting | By the end of the lesson the Learner should be able to:* recognize letter names and sounds for fluency
* blend sounds to read words for fluency
* explain vocabulary and use them in a variety of context
* read connected text fluently for comprehension.
 | What can you see in the picture? What do you think will happen in the story? | Learners to:* identify given sounds
* say names and sounds of letters
* blend sounds to read words
* explain vocabulary and use them in meaningful sentences
* do picture walk, prediction and read the text fluently
* write a sentence using words given.
 | Revised English Language PB 2, Pg. 101-102, pocket chart, letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 4 |  | Attentive listening, reading words, fluency, comprehension and handwriting | By the end of the lesson the Learner should be able to:* recognize letter names and sounds for fluency
* blend sounds to read words for fluency
* explain vocabulary and use them in a variety of context
* read connected text fluently for comprehension.
 | What can you see in the picture? What do you think will happen in the story? | Learners to:* identify given sounds
* say names and sounds of letters
* blend sounds to read words
* explain vocabulary and use them in meaningful sentences
* do picture walk, prediction and read the text fluently
* write a sentence using words given.
 | Revised English Language PB 2, Pg. 101-102, pocket chart, letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 5 | Listening, Speaking, Reading and Writing**(Environment)** | Attentive listening, reading words, fluency, grammar, comprehension and handwriting | By the end of the lesson the Learner should be able to:* blend sounds to read words for fluency
* explain vocabulary and use them in a variety of context
* read connected text in pairs for comprehension and enjoyment
* use the articles; a, an, the correctly for eff ective.
 | How do we keep our environment clean?What new words have you learnt? How do you use these words in sentences? | Learners to:* make words by joining sounds
* say names and sounds of letters
* blend sounds silently to read words
* review the vocabulary and use them in making meaningful sentences
* read text to partners fluently
* rewrite sentences given correctly.
 | Revised English Language PB 2, Pg. 103-104, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation |  |
| 12 | 1 |  | Attentive listening, reading words, fluency, grammar, comprehension and handwriting | By the end of the lesson the Learner should be able to:* blend sounds to read words for fluency
* explain vocabulary and use them in a variety of context
* read connected text in pairs for comprehension and enjoyment
* use the articles; a, an, the correctly for eff ective.
 | How do we keep our environment clean?What new words have you learnt? How do you use these words in sentences? | Learners to:* make words by joining sounds
* say names and sounds of letters
* blend sounds silently to read words
* review the vocabulary and use them in making meaningful sentences
* read text to partners fluently
* rewrite sentences given correctly.
 | Revised English Language PB 2, Pg. 103-104, pocket chart, letter cards, picture. | Checklist, written and oral exercises, observation |  |
|  | 2 | Listening, Speaking, Reading and Writing**(Environment)** | Attentive listening, reading words, fluency, comprehension and handwriting | By the end of the lesson the Learner should be able to:* recognise letter names and sounds for fluency
* blend sounds to read words for fluency
* explain vocabulary and use them in a variety of context
* read connected text fluently for comprehension
 | What can you see in the picture? What do you think will happen in the picture? | Learners to:* identify given sounds
* say names and sounds of letters
* blend sounds to read words
* explain vocabulary and use them in meaningful sentences
* do picture walk, prediction, read text and answer questions
* rewrite sentences given correctly.
 | Revised English Language PB 2, Pg. 105, pocket chart, letter cards, picture | Checklist, written and oral exercises, observation and monitoring |  |
|  | 3-5 | **revision** |
| 13 |  | **assessment/closing** |