

GRADE 1 KLB REVISED EDITION TUSOME ENGLISH LESSON PLANS TERM 2 2025

WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: Weather and Environment

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

- a) Talk about the pictures and discuss what they see.
- b) Pronounce the words with the sounds /f/, /i/ and /s/ in preparation for reading.
- c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning.

Key inquiry question

How do you pronounce the following words /f/, /i/ and /s/?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 51

- Flash cards
- Word cards
- Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	Introduction
20 minutes	<p>The teacher to introduce the lesson by asking a key inquiry question for example How do you pronounce the following words /f/, /i/ and /s/</p> <p>Lesson development</p> <p>Step 1</p> <ul style="list-style-type: none">• Learners to talk about the pictures on page 51 and discuss what they see. <p>Step 2</p> <ul style="list-style-type: none">• Learners to name different weather conditions displayed on chart and flashcards and discuss the activities they take part in. <p>Step 3</p> <ul style="list-style-type: none">• Learners to pronounce the words with the sounds /f/, /i/ and /s/ in preparation for reading. <p>Extended Activities</p> <p>Learners to draw, colour and name weather conditions <i>with the help of a parent/guardian at home.</i></p> <p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>
5 minutes	

Summary: Learners were able to read and use the terms *fat, fit and sat* correctly in a sentence or conversation.

Reflection in the lesson/self-remarks:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: Weather and Environment.

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Listen to the story being read by the teacher.
2. Recognize new words used in the themes to acquire a range of vocabulary and their meaning.
3. Appreciate importance of listening attentively

Key inquiry question

- What do the pictures tell us about the story?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 52

- Flash cards
- Word cards
- Pictures

Organization of Learning:

In the Classroom individual and group work.
 Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example <i>What do the pictures tell us about the story? Which weather is presented on the picture?</i></p>
20 minutes	<p>Lesson development</p> <p>Step 1 Learners to observe the picture on page 52 and discuss what they can see.</p> <p>Step 2 Learners to listen keenly to the story “<i>A Hill near the Park</i>” being read by the teacher. Learners to ask and answer questions from the passage.</p> <p>Step 3 Learners to read and recognise new words used in the themes to acquire a range of vocabulary and their meaning.</p> <p>Extended Activities Learners to read, construct sentences using <i>the</i> and <i>there</i> with the help of a parent/guardian at home.</p>
5 minutes	<p>Conclusion Teacher to ask learners questions from the story.</p>

Summary: Learners were able to ask and answer questions from the passage.

Reflection in the lesson/self-remarks:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: Weather and Environment

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Read the story, '*The Sun is Hot*'.
2. Explain the different activities done during a sunny day.
3. Appreciate the use of the heat from the sun.

Key inquiry question

What does the title tell us about the story?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 53

Flash cards
Word cards
Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	Introduction
20 minutes	<p>The teacher to introduce the lesson by asking a key inquiry question for example <i>What does the title tell us about the story?</i></p> <p>Lesson development</p> <p>Step 1</p> <p>Learners to listen and imitate after the teacher the pronunciation of sound /n/ and /f/.</p> <p>Step 2</p> <p>Learners to read the words used in the theme, find their meaning and orally construct sentences.</p> <p>Step 3</p> <p>Learners to look at the picture in learner's book page 53.</p> <p>Learners take turns to read the story, '<i>The Sun is Hot</i>'.</p> <p>Extended Activities</p> <p>Learners <i>with the help of a parent/guardian at home</i>, to write about the activities they take part in during a sunny day.</p>
5 minutes	Conclusion
	Teacher to ask learners questions from the story.

Summary: Learners were able to identify different activities they participate in during the sunny weather.

Reflection in the lesson/self-remarks:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: Weather and Environment

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Use the vocabulary in meaningful sentences for self-expression.
2. Spell words correctly for effective communication.
3. Enjoy retelling a story for comprehension.

Key inquiry question

What happens to plants when it rains?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 54

- Flash cards
- Word cards
- Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example <i>What happens to plants when it rains?</i></p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners to pronounce the name and sound of letter <i>N</i> and <i>F</i>.</p> <p>Learners to read words using sounds /n/ and /f/</p> <p>Step 2</p> <p>Learners to use the vocabulary in meaningful sentences for self-expression.</p> <p>Learners to spell words correctly for effective communication.</p> <p>Step 3</p> <p>Learners to observe the picture on page 54 and make a prediction from the title.</p> <p>Learners to listen to the story then ask and answer questions from the passage.</p> <p>Extended Activities</p> <p>Learners to retell the story read in school <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to take turns to narrate the story they have heard.

Reflection in the lesson/self-remarks:

WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: Weather and Environment

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Review the new words, such as fan, fit, and hen.
2. Use *verb + ing* to fill in the spaces.
3. Construct sentences using *verb + ing*.
4. Appreciate the uses of *verb + ing*.

Key inquiry question

How do you pronounce the word (chip, ship)?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 55

- Flash cards
- Word cards
- Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example How do you pronounce the word (chip, ship)?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners to say the names and sound of the letters <i>Ff</i> and <i>Nn</i>.</p> <p>Learners to read the new words, such as <i>fan, fit, hen</i>.</p> <p>Step 2</p> <p>Learners to read the sentences, identify the doing word, then add –ing to fill in the spaces.</p> <p>Step 3</p> <p>Learners to construct sentences using a verb+ ing i.e <i>walk +ing</i> <i>She is walking home.</i></p> <p>Extended Activities</p> <p>Learners to read, and construct sentences using <i>sun, rain and wind</i> with <i>the help of a parent/guardian at home</i>.</p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to neatly copy the words *sun, rain and wind*.

Reflection in the lesson/self-remarks:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: Weather and Environment.

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Make predictions based on the pictures and anticipate possible outcomes in the story.
2. Read the story, '*Nat's and Nana's Hat*' fluently.
3. Appreciate importance of listening attentively

Key inquiry question

Which clothing do you put on when the weather is sunny?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 56

- Flash cards
- Word cards
- Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example <i>Which clothing do you put on when the weather is sunny?</i></p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners to listen as the teacher pronounces the letter sound <i>h</i> and <i>n</i> then imitate.</p> <p>Step 2</p> <p>Learners to read the words on page 56, find out the meaning and construct sentences.</p> <p>Step 3</p> <ul style="list-style-type: none"> • Learners to observe the picture, make predictions based on the pictures and anticipate possible outcomes in the story. • Learners to take turns to read the story, <i>'Nat's and Nana's Hat'</i>. • Learners to ask and answer questions from the passage. <p>Extended Activities</p> <p>Learners to construct sentences using <i>'hat, hip and hen'</i> with the help of a parent/guardian at home.</p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to narrate the story *'Nat's and Nana's Hat'*.

Reflection in the lesson/self-remarks:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: Weather and Environment.

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Pronounce the sounds *H* and *N* correctly for effective communication.
2. Listen to the story being read by the teacher.
3. Use the vocabulary related to the theme correctly for effective communication.

Key inquiry question

What do we find in the night sky?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 57

Flash cards
Word cards
Pictures

Organization of Learning:

In the Classroom individual and group work.
Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example <i>What do we find in the night sky?</i></p>
20 minutes	<p>Lesson development</p> <p>Step 1 Review the previous lesson through question and answer.</p> <p>Step 2 Learners to pronounce the vocabulary related to the theme correctly for effective communication then find the meaning then construct sentences.</p> <p>Step 3 Learners to listen attentively as the teacher reads the passage, <i>'The Sky at Night'</i></p> <p>Extended Activities Learners to read and pronounce the sounds H and N words correctly <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion Teacher to ask learners questions from the story.</p>

Summary: Learners were able to identify that which is found in the night sky.

Reflection in the lesson/self-remarks:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: Weather and Environment.

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Talk about the pictures and discuss what they see.
2. Read the passage, '*Kola and Nola Play*'.
3. Appreciate importance of listening attentively.

Key inquiry question

What colours do you see in the sky?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 58

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example What colours do you see in the sky?</p>
20 minutes	<p>Lesson development</p> <p>Step 1 Learners to pronounce sound <i>Oo</i> and <i>Hh</i>. Learners to read words with sounds <i>Oo</i> and <i>Hh</i> on charts, flashcards and digital devices.</p> <p>Step 2 Learner to read the new words and construct sentences to show meaning of sound <i>o</i> and <i>h</i> words.</p> <p>Step 3 Learners to talk about the pictures and discuss what they see. Learners to listen to the story being read by the teacher as they follow with their fingers. Selected learners to read the story.</p> <p>Extended Activities Learners to spell colours correctly using particular objects <i>with the help of a parent/guardian at home</i>.</p>
5 minutes	<p>Conclusion Learners to ask and answer questions from the story.</p>

Summary: Learners were able to identify colours from charts, cards and real objects in the classroom.

Reflection in the lesson/self-remarks:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: Weather and Environment.

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Make predictions based on the picture and anticipate possible outcomes.
2. Listen and pronounce sounds and words correctly related to the theme.
3. Appreciate the importance of accurate pronunciation of words.

Key inquiry question

- Where does rain come from?
- How can we save rain water for future use?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg.

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example <i>Where does rain come from?</i> <i>How can we save rain water for future use?</i></p>
20 minutes	<p>Lesson development</p> <p>Step 1 Learners to listen to the recorded pronunciation of sound <i>Oo</i> and imitate. Learners to read words with sound <i>Oo</i> from chart, flashcards and digital devices.</p> <p>Step 2 Learners to find the meaning of the new words and construct sentences.</p> <p>Step 3 Learners to observe the pictures and make predictions based on the title. Learners to listen as the teacher reads the story then ask and answer questions from the passage.</p> <p>Extended Activities Learners to write sentences on ways to save rain water for future use <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion Teacher to ask learners questions from the story.</p>

Summary: Learners were able to neatly copy the sentence on page 59.

Reflection in the lesson/self-remarks:

WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: Weather and Environment

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Name the five weather conditions in the theme.
2. Read and write sentences using full stops correctly.
3. Have fun using new words in conversations for effective communication.

Key inquiry question

How many weather conditions do you remember?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 60

Flash cards
Word cards
Pictures

Organization of Learning:

In the Classroom individual and group work.
Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example <i>How many weather conditions do you remember?</i></p>
20 minutes	<p>Lesson development</p> <p>Step 1 Learners to listen to the pronunciation of sounds <i>Ff, Nn, Hh and Oo</i>.</p> <p>Step 2 Learners differentiate sounds <i>Ff, Nn, Hh and Oo</i> as they read the new words. Learners to construct sentences based on the theme using the new words.</p> <p>Step 3 Learners to add <i>-ing</i> to verbs to complete sentences. Learners in pairs read the sentences and recognize the correct place to place the full stops.</p> <p>Extended Activities Learners to neatly copy the sentences and place full stops correctly <i>with the help of a parent/guardian at home</i>.</p>
5 minutes	<p>Conclusion Teacher to ask learners questions from the story.</p>

Summary: Learners were able to identify recognize the correct place to place the full stops.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: HYGIENE

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Talk about the pictures and discuss what they see.
2. Pronounce the words with the sounds *Bb*, *Nn* and *Oo* in preparation for reading.
3. Recognize new words used in the themes to acquire a range of vocabulary and their meaning.

Key inquiry question

How do you pronounce the following words *say*, *mud*?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 61

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example <i>How do you pronounce the following words say, mud?</i></p>
20 minutes	<p>Lesson development</p> <p>Step 1 Learners are guided to define the meaning of hygiene.</p> <p>Step 2 Learners are guided to pronounce the words with the sounds <i>Bb, Nn</i> and <i>Oo</i> in preparation for reading.</p> <p>Step 3 Learners to talk about the pictures and discuss what they see. Learners to take turns to read the story ‘Let’s Hop’.</p> <p>Extended Activities Learners to recognize, read new words and find their meaning as used in the themes to acquire a range of vocabulary <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion Teacher to ask learners questions from the story.</p>

Summary: Learners were able to recognize new words used in the themes.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: HYGIENE

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Pronounce words beginning with sounds *Bb*, *Nn* and *Oo*.
2. Use simple dialogues to practice the pronunciation of the vocabulary.
3. Enjoy listening to connected texts in pairs for fluency.

Key inquiry question

What do you use to maintain your hygiene?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 62

Flash cards

Word cards

Pictures

Realia.

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
<p>5 minutes</p> <p>20 minutes</p> <p>5 minutes</p>	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example <i>What do you use to maintain your hygiene?</i></p> <p>Lesson development</p> <p>Step 1 Learners to pronounce words beginning with sound <i>Bb, Nn</i> and <i>Oo</i>.</p> <p>Step 2 Learners to recognize the word ‘here’ and take turns to construct sentences on the theme Hygiene.</p> <p>Step 3 Learners listen keenly as the teacher reads the story ‘<i>The Clean Handkerchief</i>’ Learners to ask and answer questions from the passage.</p> <p>Extended Activities Learners to use the word ‘<i>here</i>’ and take turns to construct sentences <i>with the help of a parent/guardian at home</i>.</p> <p>Conclusion Learners to role-play the story by using simple dialogues to practice the pronunciation of the vocabulary.</p>

Summary: Learners were able to identify the new vocabulary in the passage.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: HYGIENE

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Make predictions based on the pictures and anticipate possible outcomes in the story.
2. Read the story, 'Rob and Rose' fluently.
3. Appreciate the importance of greetings.

Key inquiry question

Why is it important to stay in a clean home?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 63

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT

5 minutes	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example <i>Why is it important to stay in a clean home?</i></p>
20 minutes	<p>Lesson development</p> <p>Step 1 Learners to listen to the recorded pronunciation of sounds <i>Rr, Bb</i> and <i>Oo</i> and imitate. Learners to read words with sound <i>Rr, Bb</i> and <i>Oo</i> from chart, flashcards and digital devices.</p> <p>Step 2 Learners to construct sentences to show the meaning of the new words.</p> <p>Step 3 Learners to observe the picture and make predictions based on the title. Learners to read the passage ‘Rob and Rose’</p> <p>Extended Activities Learners to neatly copy the letters R, B and O <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion Teacher to ask learners questions from the story.</p>

Summary: Learners were able to read the passage ‘Rob and Rose’

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
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	GRADE 1	ENGLISH ACTIVITIES			
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Strand: HYGIENE

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Listen to the passage, ‘Doctor Patricia the Dentist’.
2. Pronounce the sounds *Rr*, *Bb* and *Oo* correctly for effective communication.
3. Pronounce the vocabulary related to the theme correctly for effective communication.

Key inquiry question

What does the title ‘Doctor Patricia the Dentist’ tell us about the story?

What is the colour of healthy gums?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 64

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example What does the title ‘Doctor Patricia the Dentist’ tell us about the story? What is the colour of healthy gums?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners to pronounce the words with sounds <i>Rr</i>, <i>Bb</i> and <i>Oo</i> correctly for effective communication.</p> <p>Step 2</p> <p>Learners to pronounce the vocabulary related to the theme correctly for effective communication.</p> <p>Step 3</p> <p>Learners to listen as the teacher reads the passage, ‘Doctor Patricia the Dentist’</p> <p>Learners to identify the new vocabulary on the theme from the passage.</p> <p>Extended Activities</p> <p>Learners to write sentences about what work the dentist does, <i>with the help of a parent/guardian at home.</i></p> <p>Conclusion</p>
5 minutes	<p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to ask and answer questions from the passage.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: HYGIENE

Sub strand: Punctuation Marks: Listening and Speaking. Language Use (Adding –ed) Writing

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Construct sentences orally using the theme vocabulary, *home, big, here*.
2. Use verb + Ed to complete sentences.
3. Read and write words from the theme neatly; *towel, mat, handkerchief*.

Key inquiry question

I ____ my hands yesterday? (wash)

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 65

- Flash cards
- Word cards
- Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example <i>I ____ my hands yesterday? (wash)</i></p>
20 minutes	<p>Lesson development</p> <p>Step 1 Review the previous lesson on sounds <i>Rr, Bb</i> and <i>Oo</i> through question and answer.</p> <p>Step 2 Learners to pronounce the vocabulary related to the theme, find the meaning then construct sentences for effective communication.</p> <p>Step 3 Learners to change the sentences to past tense by adding <i>-ed</i> to the action word. Learners to write the theme vocabulary neatly in small letters.</p> <p>Extended Activities Learners to construct sentences in past tense by adding <i>-ed</i>, <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion Teacher to ask learners questions from the story.</p>

Summary: Learners were able to read and write *towel, mat* and *handkerchief* neatly.

Reflection in the lesson/self-remarks:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: HYGIENE

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Discriminate the sounds Gg, Bb and Rr in different spoken words for comprehension.
2. Construct sentences using words with letter Gg, Bb and Rr.
3. Appreciate the importance of pronouncing words correctly.

Key inquiry question

How do you read words with Gg, Bb and Rr?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 66

- Flash cards
- Word cards
- Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example How do you read words with Gg, Bb and Rr?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners to differentiate between the sounds Gg, Bb and Rr by reading different words on flashcards and charts for comprehension.</p> <p>Step 2</p> <p>Learners to construct sentences using words with letter Gg, Bb and Rr.</p> <p>Step 3</p> <p>Learners to observe the picture, read the title and make predictions about the story.</p> <p>In pairs, learners to read the passage ‘Hot Soup’.</p> <p>Extended Activities</p> <p>Learners to read and write words with sounds Gg, Bb and Rr with <i>the help of a parent/guardian at home</i>.</p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to ask and answer questions from the story.

Reflection in the lesson/self-remarks:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: HYGIENE

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Read short words with letter sound *Gg*, *Bb* and *Rr* correspondence in preparation for phrasal reading.
2. Respond to direct and indirect questions from the text ‘Stay Clean Every Day’ in short simple sentences to show comprehension.
3. Enjoy retelling the text read for comprehension.

Key inquiry question

Can you name the 5 steps to follow while washing your hands?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 67

- Flash cards
- Word cards
- Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example <i>Can you name the 5 steps to follow while washing your hands?</i></p>
20 minutes	<p>Lesson development</p> <p>Step 1 In groups, learners to discuss more words with letter sounds <i>Gg, Bb</i> and <i>Rr</i> in correspondence to preparation for phrasal reading.</p> <p>Step 2 Learners to read the new words on the theme Hygiene, and construct sentences to show meaning.</p> <p>Step 3 Learners to listen as the teacher reads the story then take turns to respond directly and indirectly to questions from the text ‘Stay Clean Every Day’ in short simple sentences to show comprehension.</p> <p>Extended Activities Learners to write down the steps to follow while washing hands <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion Teacher to ask learners questions from the story.</p>

Summary: Learners were able to read the story fluently.

Reflection in the lesson/self-remarks:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: HYGIENE

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Read the story, 'Rosa's Clean Mug'.
2. Identify words with the sound *Gg*, *Rr* and *Bb* in the story.
3. Have a desire to care and share with others.

Key inquiry question

What items do you use to clean utensils?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 68

Flash cards

Word cards

Pictures

Realia

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example What items do you use to clean utensils?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners to take turns to answer in simple sentences, items used to clean utensils e.g.</p> <ul style="list-style-type: none"> • <i>We rinse utensils using clean water.</i> • <i>We scrub cooking pots using steel wire, soap and water.</i> <p>Step 2</p> <p>Learners to read the story, <i>‘Rosa’s Clean Mug’</i></p> <p>Step 3</p> <p>Learners to identify words with the sound Gg, Rr and Bb in the story. Learners to ask and answer questions from the story.</p> <p>Extended Activities</p> <p>Learners to draw and name utensils <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to identify importance of using and cleaning utensils.

Reflection in the lesson/self-remarks:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: HYGIENE

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Pronounce words correctly for fluency
2. Read connected texts for fluency.
3. Enjoy publishing a descriptive text for self-expression.

Key inquiry question

Why should you read words clearly and correctly?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 69

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example <i>Why should you read words clearly and correctly?</i></p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners are guided to pronounce words with letter sounds <i>Uu, Gg</i> and <i>Rr</i> correctly for fluency.</p> <p>Step 2</p> <p>Learners to listen to the teacher read the passage ‘Grace Liked Everything Clean’.</p> <p>Step 3</p> <p>Learners to read new words, find their meaning and construct sentences.</p> <p>Learners to ask and answer questions from the connected texts for fluency.</p> <p>Extended Activities</p> <p>Learners to read new topical words, find their meaning and construct sentences, <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to identify and spell new words correctly.

Reflection in the lesson/self-remarks:

WEEK 4: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: HYGIENE

Sub strand: Punctuation Marks: Grammar

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Listen and pronounce sounds and words correctly related to the theme.
2. Use *verb + d* to change actions from present to past tense form.
3. Enjoy identifying sequence in a text for comprehension.

Key inquiry question

What is the difference between *use* and *used*?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 70

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example What is the difference between <i>use</i> and <i>used</i>?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners to discuss in groups then take turns to mention the importance of clean home and school environments.</p> <p>Step 2</p> <p>Learners to differentiate the letter sounds <i>Uu, Gg</i> and <i>Bb</i>.</p> <p>Learners to use the new words to construct sentences to show meaning.</p> <p>Step 3</p> <p>Learners to read the sentences, identify the action word then add –d to it to change the sentence to past tense.</p> <p>Learners to neatly copy letter sounds <i>Bb, Rr, Uu</i> and <i>Gg</i>.</p> <p>Extended Activities</p> <p>Learners to write verbs in past tense by adding –d, <i>with the help of a parent/guardian at home</i>.</p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to construct sentences using the new words,

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: PARTS OF THE BODY

Sub strand: Punctuation Marks: Pronunciation and Vocabulary

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Make predictions based on the picture and anticipate possible outcomes.
2. Read a text for information for self-expression spell words correctly for fluency.
3. Appreciate the importance of accurate pronunciation of words.

Key inquiry question

- How can we improve our pronunciation?
- Why should we listen attentively?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 71

Flash cards
Word cards
Pictures

Organization of Learning:

In the Classroom individual and group work.
Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example <i>How can we improve our pronunciation? Why should we listen attentively?</i></p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners are guided to differentiate between this and that.</p> <p>Learners in pairs to construct sentences using this and that.</p> <p>Step 2</p> <p>Learners to listen and pronounce sounds and words correctly related to the theme.</p> <p>Step 3</p> <p>Learners to make predictions based on the picture and anticipate possible outcomes from the title ‘Tom and his Pet’.</p> <p>Learners to read a text for information for self-expression spell words correctly for fluency</p> <p>Extended Activities</p> <p>Learners to write about their pet, <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to use *this* and *that* to fill in the gaps.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: PARTS OF THE BODY

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Explain vocabulary and use them in sentences for self-expression.
2. Read and identify names of body parts in connected text for comprehension.
3. Enjoy picture walk and prediction for comprehension.

Key inquiry question

- What can you see in the picture?
- What do you think will happen in the story?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 72

Flash cards

Word cards

Pictures

Body parts Song

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example What can you see in the picture?</p> <p>What do you think will happen in the story?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners are guided in singing with actions <i>'head, shoulder, knees and toes....'</i></p> <p>Learners to use sound g and c to fill in gaps on three letter words from digital devices, flash cards and charts.</p> <p>Step 2</p> <p>Learners are guided to find the meaning of the words are, left and sad from the pictorial dictionary.</p> <p>Learners take turns to construct sentences using the new words.</p> <p>Step 3</p> <p>Learners listen keenly as the teacher read the passage 'Our Body Parts'.</p> <p>Learners to ask and answer questions from the passage.</p> <p>Extended Activities</p> <p>Learners to draw and name body parts <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to identify and name parts of the body.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: PARTS OF THE BODY

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Pronounce the words with the sounds **Cc**, **Rr** and **Hh** in preparation for reading.
2. Talk about the pictures and discuss what they see.
3. Recognize new words used in the themes to acquire a range of vocabulary and their meaning.

Key inquiry question

Which words can you make with this letters **a h t c** ?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 73

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example <i>Which words can you make with this letters a h t c ?</i></p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>In groups, learners pronounce the words with the sounds <i>Cc</i>, <i>Rr</i> and <i>Hh</i> in preparation for reading.</p> <p>Step 2</p> <p>Learners to make words using the letters from the box and take turns to explain their meaning.</p> <p>Step 3</p> <ul style="list-style-type: none"> • Learners to talk about the pictures and discuss what they see. • Learners to recognize new words used in the themes to acquire a range of vocabulary and their meaning. • Learners to read and identify in sequence a text and answer questions.
5 minutes	<p>Extended Activities</p> <p>Learners to construct sentences using <i>cat, rub, can, hot</i>, with the help of a parent/guardian at home.</p> <p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to make words using the puzzle box.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: PARTS OF THE BODY

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Ask questions about use of different body parts.
2. Role play activities that will elicit use of body parts.
3. Appreciate the importance of body parts.

Key inquiry question

Which part do we use to smell?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 74

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example Which part do we use to smell?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>In pairs, learners to ask each other questions about parts of the body using <i>this, my</i> and <i>that</i>.</p> <p>Learners to read words with letter sounds <i>Dd, Cc</i> and <i>Uu</i>.</p> <p>Step 2</p> <p>Learners to listen as the teacher reads ‘<i>Tom and Mary</i>’.</p> <p>Learners to ask and answer questions from the passage.</p> <p>Step 3</p> <p>Learners to role play activities that will elicit use of body parts.</p> <p>Extended Activities</p> <p>Learners to construct sentences using <i>this, my</i> and <i>that</i> with the help of a parent/guardian at home.</p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to identify the use of *this* and *that*.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: PARTS OF THE BODY

Sub strand: Punctuation Marks: Listening and Speaking. Reading. Writing

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Read short words with letter sound /d/ correspondence in preparation for phrasal reading.
2. Use '*this*' or '*that*' to fill in the spaces.
3. Make simple correct words by re-arranging letters.

Key inquiry question

Can you name parts of the body found only on the face?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 75

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example Can you name parts of the body found only on the face?</p>
20 minutes	<p>Lesson development</p> <p>Step 1 Learners to imitate the pronunciation of sound <i>d</i> then list words beginning or ending with sound <i>d</i>.</p> <p>Step 2 Learners to read the words then use them to construct sentences. Individually, learners to use <i>this</i> and <i>that</i> to complete the sentences.</p> <p>Step 3 Learners to rearrange the letters to correctly spell parts of a face. Learners to write the correct spellings neatly and legibly.</p> <p>Extended Activities Learners to use this and that to complete sentences <i>with the help of a parent/guardian at home</i>.</p>
5 minutes	<p>Conclusion Teacher to ask learners questions from the story.</p>

Summary: Learners were able to spell correctly, neatly and legibly

Reflection in the lesson/self-remarks:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: PARTS OF THE BODY

Sub strand: Punctuation Marks: Pronunciation and Vocabulary

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Read the passage, '*Sam's Cap Falls*' and answer the questions.
2. Practise reading vocabulary and use correct grammar to complete the sentences.
3. Have fun reading the passage and vocabulary.

Key inquiry question

- How can we improve our pronunciation?
- Can you pronounce the word *C A P*?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg.

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example How can we improve our pronunciation? Can you pronounce the word <i>C A P</i>?</p>
20 minutes	<p>Lesson development</p> <p>Step 1 Learners to imitate the teacher as he/she pronounces the letter sounds <i>Dd</i> and <i>Cc</i>.</p> <p>Step 2 Learners to read the words on page 76, find out their meaning and construct sentences.</p> <p>Step 3 Learners to observe the picture and make predictions to anticipate possible outcomes in the story. Learners to read the story, ‘<i>Sam’s Cap Falls</i>’ then ask and answer questions from the passage.</p> <p>Extended Activities Learners to construct sentences using <i>hands, mud</i> and <i>head</i> with the help of a parent/guardian at home.</p>
5 minutes	<p>Conclusion Teacher to ask learners to neatly copy the words; <i>hands, mud</i> and <i>head</i>.</p>

Summary: Learners were able to read the passage and vocabulary fluently.

Reflection in the lesson/self-remarks:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: PARTS OF THE BODY

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Recognize new words used in the themes to acquire a range of vocabulary and their meaning.
2. Listen to the passage, 'Doctor Patricia Visits our Class' and answer questions.
3. Have fun and enjoy pronouncing words with a common sound.

Key inquiry question

Which body parts are found on the front of the body?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 77

Flash cards

Word cards

Pictures

Body parts chart.

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
<p>5 minutes</p> <p>20 minutes</p> <p>5 minutes</p>	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example Which body parts are found on the front of the body?</p> <p>Lesson development</p> <p>Step 1 Learners to pronounce sound <i>Dd</i> and <i>Cc</i>. Learners to read words with sounds <i>Dd</i> and <i>Cc</i> on charts, flashcards and digital devices.</p> <p>Step 2</p> <ul style="list-style-type: none"> • Learner to read the new words and construct sentences to show meaning. • Learners to talk about the pictures and discuss what they see. <p>Step 3</p> <ul style="list-style-type: none"> • Learners to listen to the story being read by the teacher as they follow with their fingers. • Selected learners to read the story. • Learners to ask and answer questions from the story. <p>Extended Activities Learners to write sentences about a visit to the Doctor <i>with the help of a parent/guardian at home</i>.</p> <p>Conclusion Teacher to ask learners questions from the story.</p>

Summary: Learners were able to pronounce words with sounds /d/ and /c/.

Reflection in the lesson/self-remarks:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: PARTS OF THE BODY

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Pronounce the words with the sounds **Ww**, **Dd** and **Cc** in preparation for reading.
2. Write and read the sentences using the new words from the theme.
3. Bodily read the sentences from the passage ‘*Wela and Wema*’.

Key inquiry question

Which organ is responsible for sense of touch?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 78

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example Which organ is responsible for sense of touch?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners to read and pronounce the sounds <i>Ww</i>, <i>Dd</i> and <i>Cc</i> correctly from charts and flash cards.</p> <p>Step 2</p> <p>Learners to pronounce the vocabulary related to the theme correctly for effective communication.</p> <p>Learners to use the meaning of the new words to construct sentences.</p> <p>Step 3</p> <p>Learners to take turns to read '<i>Wela</i> and <i>Wema</i>' fluently and at a good speed.</p> <p>Learners to ask and answer questions from the passage.</p> <p>Extended Activities</p> <p>Learners to use new words to construct sentences <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to identify *Ww*, *Dd* and *Cc* from charts and flash cards.

Reflection in the lesson/self-remarks:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: PARTS OF THE BODY

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Make predictions based on the pictures and anticipate possible in a story.
2. Listen to the teacher as he/she reads the story, *'How Many'*.
3. Appreciate the importance of listening to stories.

Key inquiry question

What is the plural of tooth?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 79

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example What is the plural of tooth?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Review the previous lesson through question and answer.</p> <p>Learners to read the words with sound <i>Ww</i> and <i>Dd</i> and uses them to construct sentences.</p> <p>Step 2</p> <p>Learners to construct sentences on body parts using the words <i>these, so, put</i> and <i>his</i></p> <p>Step 3</p> <p>Learners to make predictions based on the pictures and anticipate possible in a story.</p> <p>Learners to listen attentively as the teacher reads the passage, <i>'How Many'</i>.</p> <p>Extended Activities</p> <p>Learners to write singular and plural names of body parts <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to identify the number of each mentioned body part.

Reflection in the lesson/self-remarks:

WEEK 7: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: PARTS OF THE BODY

Sub strand: Punctuation Marks: Grammar

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Use '*these*' and '*those*' to describe body parts in singular and plural form.
2. Use selected letters to form simple words on the theme.
3. Appreciate the importance of parts of the body.

Key inquiry question

_____ are my ears. (*These, those*)?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 80

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example Which words should begin with a capital letter in the following sentence, ‘<i>njeri lives in nyeri</i>’?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners to say the names and sound of the letters <i>Ww, Dd and Cc</i>.</p> <p>Learners to read the new words; <i>win, cub, bed</i> then use them to construct sentences.</p> <p>Step 2</p> <p>Learners read the sentences then identify singular and plural forms of body part.</p> <p>Step 3</p> <p>Learners to use <i>these</i> and <i>those</i> to complete the sentences on body parts.</p> <p>Individually, learners to neatly copy the completed sentences.</p> <p>Extended Activities</p> <p>Learners to make words from the box on page 80 <i>with the help of a parent/guardian at home</i>.</p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to use *these* and *those* in sentences.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: MY FRIENDS

Sub strand: Punctuation Marks: Pronunciation and Vocabulary

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Identify words with sounds *Kk*, *Ww* and *Dd*.
2. Pronounce the words with sound *Kk*, *Ww* and *Dd* correctly.
3. Appreciate the correct use of Capital letters in a sentence.

Key inquiry question

Which words should begin with a capital letter in the following sentence, '*kamau lives in kampala*'?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 81

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example Which words should begin with a capital letter in the following sentence, ‘<i>kamau lives in kampala</i>’?</p>
20 minutes	<p>Lesson development</p> <p>Step 1 Learners to listen as the teacher pronounces the letter sounds <i>Kk</i>, <i>Ww</i> and <i>Dd</i>, then imitate. Learners to read the words on page 81 and construct sentences to show meanings.</p> <p>Step 2 Learners to observe the picture and make predictions of the story. Learners to take turns to read the story, ‘<i>Kim’s Kite</i>’ then ask and answer questions from the passage.</p> <p>Step 3 Learners are guided to identify the correct positions to place capital letters in a sentence i.e. beginning of proper nouns.</p> <p>Extended Activities Learners to punctuate sentences using capital letters at the beginning of proper nouns <i>with the help of a parent/guardian at home</i>.</p>
5 minutes	<p>Conclusion Teacher to ask learners questions from the story.</p>

Summary: Learners were able to identify words to start with a capital letters in a sentence.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: MY FRIENDS

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Identify short words with letter sounds **Kk** and **Ww** correspondence in preparation for phrasal reading.
2. Answer questions from the story, 'Grandfather and the Children' to show information comprehension.
3. Enjoy retelling the story for effective communication.

Key inquiry question

What things do you do with your friends at home?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 82

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example What things do you do with your friends at home?</p>
20 minutes	<p>Lesson development</p> <p>Step 1 Learners take turns to news tell about how they welcome their friends at their homes. Learners to list words with sounds Kk and Ww.</p> <p>Step 2 Learners to pronounce the vocabulary related to the theme correctly, find the meaning then construct sentences.</p> <p>Step 3 Learners to listen attentively as the teacher reads the passage, <i>‘Grandfather and the Children’</i> Learners to take turns to retell the story, highlighting on the used new words.</p> <p>Extended Activities Learners to write sentences about their grandparents <i>with the help of a parent/guardian at home</i>.</p>
5 minutes	<p>Conclusion Learners to ask and answer questions from the passage.</p>

Summary: Learners were able to retell the story ‘Grandfather and the children’.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: MY FRIENDS

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Spell and write words on the theme 'Friends' correctly.
2. Construct sentences using the words; *friend* and *fun*.
3. Enjoy reading grade level vocabulary for effective reading.

Key inquiry question

Which words can you use to describe your friend?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 83

Flash cards
Word cards
Pictures

Organization of Learning:

In the Classroom individual and group work.
Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example Which words can you use to describe your friend?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Review the previous lesson through question and answer.</p> <p>Step 2</p> <p>Learners to pronounce sound <i>Jj</i>.</p> <p>Learners to read words with sounds <i>Jj</i>, <i>Kk</i> and <i>Ww</i> on charts, flashcards and digital devices.</p> <p>Step 3</p> <p>Learners to talk about the pictures and discuss what they see.</p> <p>Learners to take turns to read the story ‘ Jema and Jim Jog’.</p> <p>Learners to ask and answer questions from the story.</p> <p>Extended Activities</p> <p>Learners to read the new words and construct sentences to show meaning <i>with the help of a parent/guardian at home</i>.</p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to read words with sounds *Jj*, *Kk* and *Ww*.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: MY FRIENDS

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Pronounce the words with the letter sounds **Jj** and **Kk** correctly and accurately.
2. Recognize new words used in the theme to acquire a range of vocabulary.
3. Appreciate the importance of accurate pronunciation of words.

Key inquiry question

Where do trees come from?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 84

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example <i>Where do trees come from?</i></p>
20 minutes	<p>Lesson development</p> <p>Step 1 Learners to listen to the recorded pronunciation of sound <i>Jj</i> and <i>Kk</i> and imitate. Learners to read words with sound <i>Jj</i> and <i>Kk</i> from chart, flashcards and digital devices.</p> <p>Step 2 Learners to use the terms <i>not</i> and <i>now</i> to construct sentences.</p> <p>Step 3 Learners to observe the picture and make predictions based on the title. Learners to listen as the teacher reads the story '<i>Kim Plants Seeds</i>' then ask and answer questions from the passage.</p> <p>Extended Activities Learners to construct sentences using the terms <i>not</i> and <i>now</i> <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion Teacher to ask learners questions from the story.</p>

Summary: Learners were able to identify the new words in the story 'Kim Plants Seeds'.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: MY FRIENDS

Sub strand: Punctuation Marks: Writing

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Read the new words used in the theme Friends such as *kind*.
2. Use capital letters to begin the names of people and places in a sentence.
3. Appreciate the use of punctuation (*full stop, Capital letters*) to show comprehension of information.

Key inquiry question

Which of these words is a proper noun; *Nairobi, cow, Njoroge?*)

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 85

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT

5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example Which of these words is a proper noun; <i>Nairobi, cow, Njoroge?</i>)</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners are guided to define the term proper noun using examples.</p> <p>Step 2</p> <p>Learners to read and identify proper nouns on the sentences on page 85.</p> <p>Learners to construct sentences based on the theme using the new words.</p> <p>Step 3</p> <p>In groups, learners to construct sentences using the words <i>Friend, kite</i> and <i>kind</i>.</p> <p>Learners to present their sentences before the class.</p> <p>Extended Activities</p> <p>Learners to identify and list proper nouns <i>with the help of a parent/guardian at home</i>.</p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to identify the meaning of the term proper nouns.

Reflection in the lesson/self-remarks:

WEEK 9: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
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	GRADE 1	ENGLISH ACTIVITIES			
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Strand: MY FRIENDS

Sub strand: Punctuation Marks: Pronunciation and Vocabulary

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Pronounce the letter sounds **Ll** and **Jj** words correctly and accurately.
2. Recognize new words used in the theme to acquire a range of vocabulary. E.g. outside, cold
3. Appreciate the importance of accurate pronunciation of words.

Key inquiry question

What play materials are available at the sandpit?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 86

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example What play materials are available at the sandpit?</p>
20 minutes	<p>Lesson development</p> <p>Step 1 Learners to name and discuss the play activities they take part in the homestead. Learners to pronounce the words with the sounds <i>Ll</i> and <i>Jj in</i> preparation for reading.</p> <p>Step 2 Learners are guided to recognize new words used in the themes to acquire a range of vocabulary and their meaning.</p> <p>Step 3</p> <ul style="list-style-type: none"> • Learners to talk about the pictures on page 86 and discuss what they see. • Learner to take turns to read the story '<i>Jim and Lena</i>'. • Learners to ask and answer questions from the passage. <p>Extended Activities Learners to construct sentences using the terms <i>outside, cold with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion Teacher to ask learners questions from the story.</p>

Summary: Learners were able to identify and use the vocabulary correctly in conversations.

Reflection in the lesson/self-remarks:

WEEK 9: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: MY FRIENDS

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Talk about the pictures and discuss what they see.
2. Listen to the story being read by the teacher.
3. Appreciate importance of listening attentively.

Key inquiry question

What help do your friends offer you at school?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 87

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example What help do your friends offer you at school?</p>
20 minutes	<p>Lesson development</p> <p>Step 1 Learners to observe the picture on page 87 and discuss what they can see.</p> <p>Step 2 Learners to listen to the story '<i>Going on a Picnic</i>' being read by the teacher as they follow with their fingers. Learners to ask and answer questions from the passage.</p> <p>Step 3 Learners to read and recognise new words used in the themes to acquire a range of vocabulary and their meaning. Learners to construct sentences using the new words.</p> <p>Extended Activities Learners to write sentences about food they share in school with their friends, <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion Teacher to ask learners questions from the story.</p>

Summary: Learners were able to identify and read words with sound /l/ and /j/.

Reflection in the lesson/self-remarks:

WEEK 9: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: MY FRIENDS

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Read fluently, sentences from the passage, *'The Dolls'*.
2. Identify vocabularies on the passage such as, *hugs*.
3. Have fun and enjoy reading the passage.

Key inquiry question

Which toys do you play with at home?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 88

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example Which toys do you play with at home?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners to imitate after the teacher, the pronunciation of sound <i>Ss</i> and <i>Ll</i>.</p> <p>Step 2</p> <p>Learners to read words used in the theme, find their meaning and construct sentences.</p> <p>Step 3</p> <p>Learners look at the picture on page 88 and share similar experiences on hugs.</p> <p>Learners take turns to read the story, <i>'The Dolls'</i>.</p> <p>Extended Activities</p> <p>Learners to write sentences about playing with dolls with friends, <i>with the help of a parent/guardian at home</i>.</p>
5 minutes	<p>Conclusion</p> <p>Learners to ask and answer questions about the passage.</p>

Summary: Learners were able to read words with sound /s/ and /l/.

Reflection in the lesson/self-remarks:

WEEK 9: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: MY FRIENDS

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Talk about the pictures and discuss what they see.
2. Recognize new words used in the themes to acquire a range of vocabulary and their meaning.
3. Display the ability to read vocabulary from written context.

Key inquiry question

Which words can we get from the following sounds? /s/, /i/, /o/, /e/ /t/ and /u/

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 89

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example</p>
20 minutes	<p>Lesson development</p> <p>Step 1 Learners to pronounce the name and sound of letter <i>Ss</i> and <i>Ll</i>. Learners to read words using sounds <i>Ss</i> and <i>Ll</i>.</p> <p>Step 2 Learners to use the vocabulary in meaningful sentences for self-expression. Learners to spell words correctly as dictated by the teacher.</p> <p>Step 3 Learners to observe the picture on page 89 and make a prediction from the title ‘Moving to a New Home’. Learners to listen to the story then ask and answer questions from the passage.</p> <p>Extended Activities Learners to narrate the story they have heard <i>with the help of a parent/guardian at home</i>.</p>
5 minutes	<p>Conclusion Teacher to ask learners questions from the story.</p>

Summary: Learners were able to identify words with /s/, /i/, /o/, /e/ /t/ and /u/

Reflection in the lesson/self-remarks:

WEEK 9: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: MY FRIENDS

Sub strand: Punctuation Marks: Grammar

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Say the name and the sound of the letter */Ll/*, */Jj/* and */Ss/*.
2. Read and write the words in the learner's book such as, *ready, home, today*.
3. Use gender set opposites to fill in the spaces.

Key inquiry question

What is the opposite word for *husband*?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 90

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example Learners to say the names and sound of the letters /Ll/, /Jj/ and /Ss/.</p>
20 minutes	<p>Lesson development</p> <p>Step 1 Learners to read the new words, find their meanings and construct sentences.</p> <p>Step 2 Learners to read the sentences and identify family names that represent either the male or female gender.</p> <p>Step 3 Learners to replace the name in the bracket with the opposite gender set. Learners to neatly copy the sentences on page 90.</p> <p>Extended Activities Learners to list family names in male and female, <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion Teacher to ask learners questions from the story.</p>

Summary: Learners were able to read new words and use them to construct sentences.

Reflection in the lesson/self-remarks:

WEEK 10: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: SAFETY

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Pronounce the words with the sounds *a-e*, *Ll* and *Ss* in isolation in preparation for reading.
2. Identify words with sounds *a-e*, *Ll* and *Ss*.
3. Appreciate the variation in meaning of similar sounding words that look different.

Key inquiry question

Which words rhyme with the word *cake*?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 91

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example Which words rhyme with the word <i>cake</i>?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners are guided to pronounce the words with the sounds <i>a-e</i>, <i>Ll</i> and <i>Ss</i> in isolation in preparation for reading.</p> <p>Learners to take turns to identify words with sounds <i>a-e</i>, <i>Ll</i> and <i>Ss</i> from charts, flashcards and digital devices.</p> <p>Step 2</p> <p>Learners look at the picture, read the title and share experiences about birthday cakes shared with friends.</p> <p>Learners to read the passage ‘Cate’s Big Cake’ and identify rhyming words with cake.</p> <p>Step 3</p> <p>Learners read and write the sentences to recognize the punctuation marks used and their meaning.</p> <p>Extended Activities</p> <p>Learners to compose a short rhyme using words with sound <i>a-e</i>, <i>with the help of a parent/guardian at home</i>.</p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to identify words with sound *a-e*.

Reflection in the lesson/self-remarks:

WEEK 10: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: SAFETY

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Talk about the pictures and discuss what they see.
2. Listen to the story read by the teacher to develop attentive listening.
3. Recognise new words used in the themes to acquire a range of vocabulary and their meaning.

Key inquiry question

What are the dangers of keeping the grass long in the compound?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 92

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction The teacher to introduce the lesson by asking a key inquiry question for example What are the dangers of keeping the grass long in the compound?</p>
20 minutes	<p>Lesson development</p> <p>Step 1 Review the previous lesson through asking and answering of questions. Learners are guided recognise new words used in the themes to acquire a range of vocabulary and their meaning.</p> <p>Step 2 Learners to orally construct sentences using the new words. Learners to neatly write the sentences.</p> <p>Step 3 Learners to talk about the pictures and discuss what they see. Learners to listen to the story being read by the teacher as they follow using their fingers.</p> <p>Extended Activities Learners to write about the dangers of long grass in a compound, <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion Teacher to ask learners questions from the story.</p>

Summary: Learners were able to retell the story told by the teacher.

Reflection in the lesson/self-remarks:

WEEK 10: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: SAFETY

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Discriminate the sounds *i-e*, *a-e* and *Ss* in different spoken words for comprehension.
2. Construct sentences using words with letter *i-e*, *a-e* and *Ss*
3. Appreciate the importance of pronouncing words correctly.

Key inquiry question

Why should there be an adult supervise you as you play outside at home or in school)?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 93

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT

5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example Why should there be an adult supervise you as you play outside at home or in school)?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners to listen to the recorded pronunciation of sounds <i>i-e</i>, <i>a-e</i> and <i>Ss</i> and imitate.</p> <p>Learners to read words with sound <i>i-e</i>, <i>a-e</i> and <i>Ss</i> from chart, flashcards and digital devices.</p> <p>Step 2</p> <p>Learners to construct sentences to show the meaning of the new words.</p> <p>Step 3</p> <p>Learners to observe the picture and make predictions based on the title.</p> <p>Learners to read the passage ‘Play Time’.</p> <p>Learners to complete the sentences on page 93 using <i>on</i> or <i>in</i>.</p> <p>Extended Activities</p> <p>Learners to write words using sounds <i>i-e</i>, <i>a-e</i> and <i>Ss</i>, <i>with the help of a parent/guardian at home</i>.</p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to identify words with sounds *i-e*, *a-e* and *Ss*.

Reflection in the lesson/self-remarks:

WEEK 10: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
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	GRADE 1	ENGLISH ACTIVITIES			
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Strand: SAFETY

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Talk about the pictures and discuss what they see.
2. Listen to and answer questions from the story read by the teacher for effective comprehension.
3. Appreciate importance of observing safety while in the classroom.

Key inquiry question

Why is it important to care for Library books?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 94

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example Why is it important to care for Library books?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners to take turns to share their experiences on caring for library books.</p> <p>Step 2</p> <p>Learners to pronounce the words with sounds <i>i-e</i> and <i>a-e</i> correctly for effective communication.</p> <p>Learners to pronounce the vocabulary related to the theme correctly for effective</p> <p>Step 3</p> <p>Learners to listen as the teacher reads the passage, <i>'The Big Red Storybook'</i>.</p> <p>Learners to identify the new vocabulary on the theme from the passage.</p> <p>Extended Activities</p> <p>Learners to construct words with sounds <i>i-e</i> and <i>a-e</i>, <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion</p> <p>Learners to ask and answer questions from the passage.</p>

Summary: Learners were able to identify words with sounds *i-e* and *a-e*.

Reflection in the lesson/self-remarks:

WEEK 10: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: SAFETY

Sub strand: Punctuation Marks: Grammar

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Construct sentences using words related to the theme safety.
2. Use capital letters to punctuate words and sentences.
3. Appreciate the use of *on* and *in* in sentences.

Key inquiry question

What places are dangerous to play near, that children should avoid?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 95

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example What places are dangerous to play near, that children should avoid?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Review the previous lesson on sounds <i>i-e</i>, <i>a-e</i> and <i>Ss</i> through question and answer.</p> <p>Step 2</p> <p>Learners to pronounce the vocabulary related to the theme, find the meaning then construct sentences for effective communication.</p> <p>Step 3</p> <p>Learners to write sentences using '<i>on</i>' or '<i>in</i>' to show position and location.</p> <p>Extended Activities</p> <p>Learners to construct sentences using '<i>on</i>' or '<i>in</i>' with the help of a parent/guardian at home.</p>
5 minutes	<p>Conclusion</p> <p>Learners to write the words small letters to capital letters.</p>

Summary: Learners were able to use '*on*' or '*in*' in a conversation

Reflection in the lesson/self-remarks:

WEEK 11: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: SAFETY

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Read the passage, 'My Dog' fluently.
2. Pronounce the sounds *i-e*, *a-e* and *o-e* correctly for effective communication.
3. Pronounce the vocabulary related to the theme correctly for effective communication.

Key inquiry question

Why should we play with pets outside and not inside the house?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 96

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example Why should we play with pets outside and not inside the house?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners to differentiate between the sounds <i>i-e</i>, <i>a-e</i> and <i>o-e</i> by reading different words on flashcards and charts for comprehension.</p> <p>Step 2</p> <p>Learners to construct sentences using words with letter sounds <i>i-e</i>, <i>a-e</i> and <i>o-e</i>.</p> <p>Step 3</p> <p>Learners to observe the picture, read the title and make predictions about the story.</p> <p>In pairs, learners to read the passage '<i>My Dog</i>'.</p> <p>Extended Activities</p> <p>Learners to write sentences on the topic <i>My Dog</i>, with the help of a parent/guardian at home.</p>
5 minutes	<p>Conclusion</p> <p>Learners to ask and answer questions from the story.</p>

Summary: Learners were able to identify words with sounds *i-e*, *a-e* and *o-e*

Reflection in the lesson/self-remarks:

WEEK 11: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: SAFETY

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Talk about the pictures and discuss what they see.
2. Listen keenly to passage, *'The Wet Floor'*.
3. Appreciate importance of listening attentively

Key inquiry question

Have you ever visited the zoo?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 97

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT

5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example Have you ever visited the zoo?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>In groups, learners to discuss more words with letter sounds <i>o-e</i> and <i>i-e</i> in correspondence to preparation for phrasal reading.</p> <p>Step 2</p> <p>Learners to read the new words on the theme Safety, and construct sentences to show meaning.</p> <p>Step 3</p> <p>Learners to listen as the teacher reads the story.</p> <p>Learners to take turns to respond directly and indirectly to questions from the text ‘The Wet Floor’ in short simple sentences to show comprehension.</p> <p>Extended Activities</p> <p>Learners to write down the dangers of a wet floor, <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to identify and use sounds *o-e* and *i-e words*.

Reflection in the lesson/self-remarks:

WEEK 11: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
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	GRADE 1	ENGLISH ACTIVITIES			
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Strand: SAFETY

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Discriminate the sounds *u-e*, *o-e* and *i-e* in different spoken words for comprehension.
2. Construct sentences using words with letter *u-e*, *i-e* and *i-e*
3. Appreciate the importance of pronouncing words correctly.

Key inquiry question

What is the word used to explain a hole in the bicycle tube?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 98

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example What is the word used to explain a hole in the bicycle tube?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners to take turns to answer in simple sentences, safety measures to observe while using the road i.e. as <i>cyclist, pedestrians or motorists</i>.</p> <p>Step 2</p> <p>Learners to pronounce letter sounds <i>u-e, o-e</i> and <i>i-e</i> then list words with the sounds from digital devices, flashcards and charts</p> <p>Step 3</p> <p>Learners to read the story, <i>'The Bike is not safe'</i>.</p> <p>Learners to identify words with the sound <i>u-e, o-e</i> and <i>i-e</i> in the story.</p> <p>Extended Activities</p> <p>Learners to write the dangers of riding a bicycle without safety items <i>with the help of a parent/guardian at home</i>.</p>
5 minutes	<p>Conclusion</p> <p>Learners to ask and answer questions from the story.</p>

Summary: Learners were able to differentiate between sounds *u-e, o-e* and *i-e*.

Reflection in the lesson/self-remarks:

WEEK 11: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: SAFETY

Sub strand: Punctuation Marks: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Pronounce words beginning with the sound *u-e* and *o-e*.
2. Use simple dialogues to practise the pronunciation of the vocabulary.
3. Enjoy reading connected texts in pairs for fluency.

Key inquiry question

Can you spell the items found in the First Aid Kit?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 99

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example Can you spell the items found in the First Aid Kit?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners to take turns to share their experiences using the First Aid Kit.</p> <p>Step 2</p> <p>Learners are guided to pronounce words with letter sounds <i>u-e</i> and <i>o-e</i> correctly for fluency</p> <p>Step 3</p> <p>Learners to listen to the teacher read the passage <i>‘Stella and Otieno’</i>.</p> <p>Learners to read new words, find their meaning and construct sentences.</p> <p>Extended Activities</p> <p>Learners to draw, colour and name items on the First Aid Kit, <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion</p> <p>Learners to ask and answer questions from the connected texts for fluency.</p>

Summary: Learners were able to identify items on the first aid kit.

Reflection in the lesson/self-remarks:

WEEK 11: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: SAFETY

Sub strand: Punctuation Marks: Grammar

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Say the name and the sound of the letter *a-e, i-e, o-e* and *u-e*.
2. Use prepositions '*inside, outside, behind*' to show positions and locations of items
3. Appreciate the use of punctuation in sentences.

Key inquiry question

How do you pronounce this words? (rake, tube)

Learning resources:

KL B Revised Edition Tusome English Activities Grade 1 Pg. 100

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example How do you pronounce this words? (rake, tube).</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners to discuss in groups then take turns to mention the importance of safety in the home and school environment.</p> <p>Step 2</p> <p>Learners to differentiate the letter sounds <i>a-e, i-e, o-e</i> and <i>u-e</i></p> <p>Learners to use the new words to construct sentences to show meaning.</p> <p>Step 3</p> <p>Learners to complete the sentences on page 100 by filling in the spaces with the terms <i>‘inside, outside, behind’</i>.</p> <p>Extended Activities</p> <p>Learners to construct sentences using <i>‘inside, outside, behind’</i>, with the help of a parent/guardian at home.</p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to pronounce sound *a-e, i-e, o-e* and *u-e*.

Reflection in the lesson/self-remarks:

WEEK 12: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH ACTIVITIES			

Strand: COMMUNITY LEADERS

Sub strand: Pronunciation and Vocabulary

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Make predictions based on the picture and anticipate possible outcomes.
2. Read a text for information for self-expression spell words correctly for fluency.
3. Appreciate the importance of accurate pronunciation of words.

Key inquiry question

Who is a community leader?

Learning resources:

KL B Revised Edition Tusome English Activities Grade 1 Pg. 101

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT

5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example Who is a community leader?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners are guided to define the term Community leader and give examples.</p> <p>Step 2</p> <p>Learners to listen and pronounce sounds and words with sounds <i>sh</i> and <i>u-e</i> correctly.</p> <p>Learners in pairs to construct sentences using letter sounds <i>sh</i> and <i>u-e</i>.</p> <p>Step 3</p> <p>Learners to make predictions based on the picture and anticipate possible outcomes from the title '<i>Visit to the Park</i>'.</p> <p>Learners to read the passage for information and for self-expression.</p> <p>Extended Activities</p> <p>Learners to write about a school trip <i>with the help of a parent/guardian at home</i>.</p>
5 minutes	<p>Conclusion</p> <p>Learners to listen to the teacher pronounce words, then spell them correctly.</p>

Summary: Learners were able to construct sentences using sounds /sh/ and /u-e/.

Reflection in the lesson/self-remarks:

WEEK 12: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
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	GRADE 1	ENGLISH ACTIVITIES			
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Strand: COMMUNITY LEADERS

Sub strand: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Explain vocabulary and use them in sentences for self-expression
2. Read and identify names of community leaders in connected text for comprehension.
3. Enjoy picture walk and prediction for comprehension.

Key inquiry question

Why the Village pastor is considered a community leader in the story?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 102

- Flash cards
- Word cards
- Pictures

Organization of Learning:

In the Classroom individual and group work.
Natural environment.

TIME	CONTENT

5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example Why the Village pastor is considered a community leader in the story?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>Learners to name the members of the School’s student government i.e. prefects</p> <p>Step 2</p> <p>Learners to use sound <i>sh</i> and <i>u-e</i> to form and read words from digital devices, flash cards and charts.</p> <p>Step 3</p> <p>Learners are guided to construct sentences to show the meaning of the words from the pictorial dictionary.</p> <p>Learners to listen keenly as the teacher reads the passage ‘<i>The Village Pastor</i>’.</p> <p>Extended Activities</p> <p>Learners identify the importance of the School’s student, <i>with the help of a parent/guardian at home.</i></p>
5 minutes	<p>Conclusion</p> <p>Learners to ask and answer questions from the passage.</p>

Summary: Learners were able to identify words with sounds /sh/ and /u-e/.

Reflection in the lesson/self-remarks:

WEEK 12: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
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	GRADE 1	ENGLISH ACTIVITIES			
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Strand: COMMUNITY LEADERS

Sub strand: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Differentiate between words with the sounds *ch* and *sh* in preparation for reading.
2. Talk about the pictures and discuss what they see.
3. Recognize new words used in the themes to acquire a range of vocabulary and their meaning.

Key inquiry question

Which words can you use to describe a leader?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 103

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT

5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example Which words can you use to describe a leader?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>In groups, learners pronounce the words with the sounds <i>ch</i> and <i>sh</i> in preparation for reading.</p> <p>Step 2</p> <p>Learners to read the sentences on page 103 and identify the words used to describe the people and animals</p> <p>Step 3</p> <ul style="list-style-type: none"> • Learners to talk about the pictures and discuss what they see. • Learners to read the text 'Our Chief' and answer questions. • Learners to recognize descriptive words used in the passage to acquire a range of vocabulary and their meaning.
5 minutes	<p>Extended Activities</p> <p>Learners to write sentences about a good leader, <i>with the help of a parent/guardian at home.</i></p> <p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to identify words with sounds *ch* and *sh*

Reflection in the lesson/self-remarks:

WEEK 12: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
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	GRADE 1	ENGLISH ACTIVITIES			
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Strand: COMMUNITY LEADERS

Sub strand: Listening and Speaking

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Construct simple sentences about community leaders.
2. Role play activities that will elicit importance of Community leaders.
3. Appreciate the importance of community leaders.

Key inquiry question

What are the qualities of a good leader?

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 104

- Flash cards
- Word cards
- Pictures

Organization of Learning:

In the Classroom individual and group work.
Natural environment.

TIME	CONTENT

5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example What are the qualities of a good leader?</p>
20 minutes	<p>Lesson development</p> <p>Step 1</p> <p>In pairs, learners to identify words they can use to describe leaders.</p> <p>Step 2</p> <p>Learners to read words with letter sounds <i>ch</i> and <i>sh</i> from digital devices, flashcards and charts.</p> <p>Step 3</p> <p>Learners to listen as the teacher reads ‘A trip to the Village’.</p> <p>Learners to ask and answer questions from the passage.</p> <p>Learners to role play activities that will elicit the importance of leaders.</p> <p>Extended Activities</p> <p>Learners to list words used to describe a leader <i>with the help of a parent/guardian at home</i>.</p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to role play leaders via different activities.

Reflection in the lesson/self-remarks:

WEEK 12: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
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	GRADE 1	ENGLISH ACTIVITIES			
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Strand: COMMUNITY LEADERS

Sub strand: Listening and Speaking. Reading. Writing

Specific learning outcome:

By the end of the lesson the learner should be able to:

1. Read short words with letter sounds *sh* and *ch* in correspondence to preparation for phrasal reading.
2. Use describing words to construct simple sentences.
3. Make correct sentences by re-arranging words.

Key inquiry question

Use these words to make one sentence' *book red this a?*

Learning resources:

KLB Revised Edition Tusome English Activities Grade 1 Pg. 105

Flash cards

Word cards

Pictures

Organization of Learning:

In the Classroom individual and group work.

Natural environment.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>The teacher to introduce the lesson by asking a key inquiry question for example Use these words to male one sentence’ <i>book red this a?</i></p>
20 minutes	<p>Lesson development</p> <p>Step 1 Learners to imitate the pronunciation of sounds <i>sh</i> and <i>ch</i> then list words beginning with sound <i>sh</i> and <i>ch</i>.</p> <p>Step 2 Learners to read the words then use them to construct sentences. Individually, learners to use <i>shop</i> and <i>chop</i> to construct sentences.</p> <p>Step 3 Learners to rearrange the words to form correct sentences describing items and people. Learners to write the correct sentences neatly and legibly.</p> <p>Extended Activities Learners to use sounds /sh/ and /ch/ to fill in gaps, <i>with the help of a parent/guardian at home</i>.</p>
5 minutes	<p>Conclusion</p> <p>Teacher to ask learners questions from the story.</p>

Summary: Learners were able to identify describing words.

Reflection in the lesson/self-remarks:

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