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| **School** | **Grade** | **Learning Area** | **Term** | **Year** |
|  | **1** | **English Activities** | **3** |  |

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| **Week** | **Lesson** | **Strand/****Theme** | **Sub Strand/Sub****theme** | **Specific Learning****Outcomes** | **Key Inquiry****Question(S)** | **Learning****Experience** | **Learning****Resources** | **Assessment** | **Remarks** |
| **1** | **1** | **Listening****and****Speaking**LivingTogether | **Pronunciation and Vocabulary** | By the end of thesub strand, the learner should be able to:a) Talk about thepictures and discuss what they see.b) Pronounce the words with the sounds /i/ /ea/ in preparation for reading.c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning. | 1. How do youpronounce the followingwords tin, Pin.. | 1. Learnerspronounce the sounds/i/ /ea/ by taking turns as modeled by the teacher or audio record.2. Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in pairs and in groups to practice vocabulary.3. Learners practice matching simple short words with pictures and objects.4. Learners say words beginning with a common sound.5. Learners use simple dialogues to practisethe pronunciation of the vocabulary. | Plasticine or claymodels of objects, realia,pictures/photographs, charts, posters,computer devicesand flash cards bearing pictures of learnt words. New Progressive Primary English Learners Book Grade 1 by OxfordPg. 94-95 | Oralquestions, portfolio,observation |  |
|  | **2** | **Listening** | **Language** | By the end of the sub | 1. Whose shoe | 1. Learners role play | Realia, **c**harts, | Oral |  |

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|  |  | **and****Speaking**LivingTogether | **Structures and****Functions**Use of possessives; Her, their, his, its. | strand, the learnershould be able to:a) Use possessives to talk about socialcohesion in various contexts.b) Recognise possessives in oral communication.c) Appreciate the use of possessiveness to showownership in speech. | isit? | ownership ofitems/objects.2. In groups, learners use phrases toillustrate ownership.3. Learners identify objects in theclassroom and attachappropriate possessives to them. | pictures/photographs showing ownership, audio-visual recordings of dialogues with sentence structures on Possessives.New Progressive Primary English Learners Book Grade 1 by OxfordPg. 95 | questions,portfolio, observation |  |
|  | **3** | **Reading**LivingTogether | **Comprehension** | By the end of the substrand, the learner should be able to:a) Read short wordswith letter -sound /s/ /z/correspondence in preparation for phrasal reading.b) Respond to direct and indirect questionsfrom the text Visitors ata school’ of about 60words in short simple sentences to show comprehension.c) Read about thirty(30) words accurately per minute for fluency. | 1. What do thepictures tell us about the story?3) What doesthe title tell us about the story? | 1. In small groups,learners practice reading unfamiliarSentences containingdecodable and non- decodable words.2. Learners observe pictures and ingroups, discuss where the action could behappening, identifythe people or animals they can see.3. Learners readwritings on the school walls, posters and bill boards in the surrounding environment. | Realia, charts,pictures/photographs, newspaper cuttings.New Progressive Primary English Learners Book Grade 1 by OxfordPg. 96 | Oralquestions, portfolio,observation |  |

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|  |  |  |  |  |  | 4. Learners read orlisten to a text then answer questions. |  |  |  |
| **2** | **1** | **Writing** | **Guided Writing** | By the end of the substrand, the learner should be able to:a) Recognize the correct form andmeaning of the words to be used in filling in gaps.b) Copy the letter patterns s, z, e, a, h, y, k correctly and neatly in their exercise books. | How do youwrite the letters:s, z, e, a, h, y, k | 1. Learners observeand respond to picture promptsappropriately.2. Learners practice writing letters and words from leftto right.3. Learners write a three-word sentenceusing the prompts.4. Learners are guided in filling inthe gaps correctly andmeaningfully. | Realia, charts,pictures/photographs that prompt learners to write.New Progressive Primary English Learners Book Grade 1 by OxfordPg. 93&97 | Oralquestions, portfolio,observation |  |
|  | **2** | **Listening****and****Speaking**Technology (Mobile Phone**)** | **Pronunciation****and Vocabulary** | By the end of thesub strand, the learner should be able to:a) Talk about the pictures and discuss what they see.b) Pronounce the words with the sounds /oo//ea/ in preparation for reading.c) Recognize newwords used in the themes to acquire a range of vocabulary and their meaning. | 1. How do yousay these words book, spoon. | 1. Learnerspronounce the sounds/i/ /ea/ by taking turns as modeled by theteacher or audiorecord.2. Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in pairs and in groups to practice vocabulary.3. Learners practice matching simple short words with pictures and objects.4. Learners say words | Plasticine or claymodels of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearingpictures of learnt words.New Progressive Primary English Learners Book Grade 1 by OxfordPg. 98-99 | Oralquestions, portfolio, observation |  |

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|  |  |  |  |  |  | beginning with acommon sound.5. Learners use simple dialogues topractise the pronunciation of thevocabulary. |  |  |  |
|  | **3** | **Listening****and****Speaking**Technology (Mobile Phone | **Language****Structures and****Functions**WH questionsWhat, Who. | By the end of the substrand, the learner should be able to:a) Ask questions abouttechnology phone using‘what’ and ‘who’b) Appreciate the use of what, who and where to seek information. | 1.What is thename of your friend?2. Where istheir home? | 1. Learners role playactivities that will elicit use of where, who and what.2. Learners ask questions using the terms who, what and where in pairs/small groups3. Learners use songs/short poems to practice the use ofthe questions with who, what and where. | Pictures,photographs and models of people using mobile phones, audio- visual recordings of dialogues with telephone conversationsthat have “Wh”questions.New Progressive Primary English Learners Book Grade 1 by OxfordPg. 99 | Oralquestions, portfolio, observation |  |
| **3** | **1** | **Reading**Technology (Mobile Phone | **Comprehension** | By the end of the substrand, the learner should be able to:a) Read short wordswith letter -sound /oo/ correspondence in preparation for phrasal reading.b) Respond to direct and indirect questionsfrom the text Visitors ata school’ of about 60 | 1. What do thepictures tell us about the story?3) What doesthe title tell us about the story? | 1. In small groups,learners practice reading unfamiliar Sentences containing decodable and non- decodable words.2. Learners observe pictures and ingroups, discuss wherethe action could be happening, identifythe people or animals | Realia, charts,pictures/ photographs, newspaper cuttings.New Progressive Primary English Learners Book Grade 1 by OxfordPg. 100 | Oralquestions, portfolio, observation |  |

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|  |  |  |  | words in short simplesentences to show comprehension.c) Read about thirty(30) words accurately per minute for fluency. |  | they can see.3. Learners read writings on the school walls, postersand bill boards in the surroundingenvironment.4. Learners read or listen to a text then answer questions. |  |  |  |
|  | **2** | **Listening****and****Speaking**Technology (Mobile Phone**)** | **Pronunciation and Vocabulary** | By the end of thesub strand, the learner should be able to:a) Talk about thepictures and discuss what they see.b) Pronounce the words with the sounds /m//n//ng/ in preparationfor reading.c) Recognize new words used in thethemes to acquire a range of vocabularyand their meaning. | 1. How do yousay these words.Monkey, Nut | 1. Learnerspronounce the sounds/m/ /n/ /ng/ by taking turns as modeled by the teacher or audio record.2. Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in pairs and in groups to practice vocabulary.3. Learners practice matching simple short words with pictures and objects.4. Learners say words beginning with a common sound.5. Learners use simple dialogues to practise the pronunciation of the vocabulary. | Plasticine or claymodels of objects, realia,pictures/photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words.New Progressive Primary English Learners Book Grade 1 by OxfordPg. 102-103 | Oralquestions, portfolio,observation |  |
|  | **3** | **Listening** | **Language** | By the end of the sub | 1.What is the | 1. Learners role play | Pictures, | Oral |  |

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|  |  | **and****Speaking**Technology (Mobile Phone | **Structures and****Functions**WH questionsWhere? | strand, the learnershould be able to:a) Ask questions about technology phone using‘where’b) use what, who and where to denote person,object, and place.c) Appreciate the use of what, who andwhere to seekinformation. | name of yourfriend?2. Where is their home? | activities that willelicit use of where, who and what.2. Learners askquestions using the terms who, what and where in pairs/small groups3. Learners use simple questions anddialogues Repeatsentence structures containing WH- questions from a story, poem or conversation they have listened to. | photographs andmodels of people using mobile phones, audio- visual recordings of dialogues with telephone conversationsthat have “Wh”questions.New Progressive Primary English Learners Book Grade 1 by OxfordPg. 103 | questions,portfolio, observation |  |
| **4** | 1 | **Reading**Technology (Mobile Phone) | **Comprehension** | By the end of the substrand, the learner should be able to:a) Read short wordswith letter -sound /m//n/ /ng/ correspondence in preparation for phrasal reading.b) Respond to direct and indirect questionsfrom the text ‘Use my mobile Phone’ of about60 words in short simple sentences to show comprehension.c) Read about thirty(30) words accurately per minute for fluency. | 1. What do thepictures tell us about the story?3) What doesthe title tell us about the story? | 1. In small groups,learners practice reading unfamiliarSentences containingdecodable and non- decodable words.2. Learners observe pictures and ingroups, discuss where the action could behappening, identifythe people or animals they can see.3. Learners readwritings on the school walls, posters and bill boards in the surrounding environment. | Realia, charts,pictures/photographs, newspaper cuttings.New Progressive Primary English Learners Book Grade 1 by OxfordPg. 104 | Oralquestions, portfolio,observation |  |

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|  |  |  |  |  |  | 4. Learners read orlisten to a text then answer questions. |  |  |  |
|  | **2** | **Writing** | **Guided Writing** | By the end of the substrand, the learner should be able to:a) Recognize the correct form andmeaning of the words to be used in filling in gaps.b) Copy the sentencesgiven correctly.c) Write questions with their answers correctly. | How do youwrite a question? | 1. Learners observeand respond to picture promptsappropriately.2. Learners practice writing letters and words from leftto right.3. Learners write a three-word sentenceusing the prompts.4. Learners are guidedin filling in the gapscorrectly and meaningfully. | Realia, charts,pictures/photographs that prompt learners to write.New Progressive Primary English Learners Book Grade 1 by OxfordPg. 101&105 | Oralquestions, portfolio,observation |  |
|  | **3** | **Listening****and****Speaking**Numbers and Our Classroom | **Pronunciation and Vocabulary** | By the end of thesub strand, the learner should be able to:a) Talk about thepictures and discuss what they see.b) Pronounce the words with the sounds /th/ /q/ in preparation for reading.c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning. | 1. How do yousay these sounds?/th/ /q/ | 1. Learnerspronounce the sounds/q/ /th/ by taking turns as modeled by the teacher or audio record.2.. Learners are guided to get the meaning of new words by looking atpictures, from a story, and demonstration.3. Learners practice matching simple short words withpictures and objects.4. Learners say words | Plasticine or claymodels of objects, realia,pictures/photographs, charts, posters,computer devicesand flash cards bearing pictures of learnt words.New Progressive Primary English Learners Book Grade 1 by OxfordPg.106-107 | Oralquestions, portfolio,observation |  |

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|  |  |  |  |  |  | beginning with acommon sound.5. Learners use simple dialogues topractise the pronunciation of thevocabulary. |  |  |  |
| **5** | **1** | **Listening****and****Speaking**Numbers and Our Classroom | **Language****Structures and functions**Describing words (colour, number values in tens, cardinalnumbers from 1-9) | By the end of the substrand, the learner should be able to:a) Use describing wordsto talk about cardinal numbers, shapes and colours.b) Appreciate the use of colour, size andnumber to describe nouns. | 1) What thingsdoyou see outside the classroom?2) What colour are they? | 1. Learners groupobjects according to their size big/ small, colour- red, orange, yellow and numbers.2. Learners describe objects in theclassroom usingsize, colour and numbers.3. Learners colourpictures of various objects.4. Learners identifythings in the environment that have different colours. | Realia, charts,pictures/ photographs and models of objects with different colours and sizes, audio-visual recordings of dialogues with sentence structures on colours, sizes and shapes.New Progressive Primary English Learners Book Grade 1 by OxfordPg. 107 | Oralquestions, portfolio, observation |  |
|  | **2** | **Reading**Numbers and Our Classroom | **Comprehension** | By the end of the substrand, the learner should be able to:a) Read short wordswith letter -sound /q//th/ correspondence in preparation for phrasalreading.b) Respond to direct | 1. What do thepictures tell us about the story?3) What doesthe title tell us about the story? | 1. In small groups,learners practice reading unfamiliarSentences containingdecodable and non- decodable words.2. Learners observe pictures and ingroups, discuss where | Realia, charts,pictures/photographs, newspaper cuttings.New Progressive Primary English Learners Book | Oralquestions, portfolio,observation |  |

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|  |  |  |  | and indirect questionsfrom the text ‘Use my mobile Phone’ of about60 words in shortsimple sentences to show comprehension. c) Observe basic punctuation marks (comma, full stop and question marks as they read for coherence. |  | the action could behappening, identify the people or animals they can see.3. Learners read writings on theschool walls, posters and bill boards in the surroundingenvironment.4. Learners read or listen to a text then answer questions. | Grade 1 byOxfordPg. 108 |  |  |
|  | **3** | **Listening****and****Speaking**Numbers and Our Classroom | **Pronunciation****and Vocabulary** | By the end of thesub strand, the learner should be able to:a) Talk about thepictures and discuss what they see.b) Pronounce the words with the sounds /bl/ /fl//fr/ /gr/ /dr/ inpreparation for reading. c) Recognize newwords used in the themes to acquire a range of vocabularyand their meaning. | 1. Which wordscan we get from the following sounds?/bl/ /gr/ /dr/ | 1. Learnerspronounce the sounds/bl/ /gr/ /dr/ by taking turns asmodeled by the teacher or audiorecord.2.. Learners are guided to get the meaning of new words by looking atpictures, from a story, and demonstration.3. Learners practice matching simple short words withpictures and objects.4. Learners say words beginning with a common sound.5. Learners use simple dialogues to practise the | Plasticine or claymodels of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words.New Progressive Primary English Learners Book Grade 1 by OxfordPg. 110-111 | Oralquestions, portfolio, observation |  |

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|  |  |  |  |  |  | pronunciation of thevocabulary. |  |  |  |
| **6** | **1** | **Listening****and****Speaking**Numbers and Our Classroom | **Language****Structures and functions**Describing wordssize & shape | By the end of the substrand, the learner should be able to:a) Use describing wordsto talk about cardinal numbers, shapes and colours.b) Describe the shapes, sizes of objects in theclassroom using adjectives.c) Appreciate the use of colour, size and number to describenouns. | 1) What thingsdoyou see outside the classroom?2) What colour are they? | 1. Learners constructsentences in pairs about the size of different objects.2. Learners describe objects in theclassroom using size, colour and numbers.3. Learners colourpictures of various objects.4. Repeat sentence structures containing describing wordsfrom a story, poem or conversation theyhave listened to. | Realia, charts,pictures/ photographs and models of objects with different colours and sizes, audio-visual recordings of dialogues with sentence structures on colours, sizes and shapes.New Progressive Primary English Learners Book Grade 1 by OxfordPg. 111 | Oralquestions, portfolio, observation |  |
|  | **2** | **Reading**Numbers and Our Classroom | **Comprehension** | By the end of the substrand, the learner should be able to:a) Read short wordswith letter -sound /bl//fr/ /fl/ /gr/correspondence in preparation for phrasalreading.b) Respond to direct and indirect questions from the text ‘Use my mobile Phone’ of about60 words in short | 1. What do thepictures tell us about the story?3) What doesthe title tell us about the story? | 1. In small groups,learners practice reading unfamiliarSentences containingdecodable and non- decodable words.2. Learners observe pictures and ingroups, discuss where the action could be happening, identify the people or animals they can see.3. Learners read | Realia, charts,pictures/photographs, newspaper cuttings.New Progressive Primary English Learners Book Grade 1 by OxfordPg. 112 | Oralquestions, portfolio,observation |  |

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|  |  |  |  | simple sentences toshow comprehension. c) Observe basic punctuation marks (comma, full stop and question marks as they read for coherence. |  | writings on theschool walls, posters and bill boards in the surrounding environment.4. Learners read or listen to a text then answer questions. |  |  |  |
|  | **3** | **Writing** | **Guided Writing** | By the end of the substrand, the learner should be able to: a) Recognize the correct form and meaning of thewords to be used infilling in gaps.b) Copy the sentences given correctly.c)Copy the letter patterns Q, q, th, bl, fl, fr, gr, correctly neatly and legibly. | Which wordscontain the letter patterns bl, fr, gr? | 1. Learners observeand respond to picture prompts appropriately.2. Learners practice writing letters andwords from leftto right.3. Learners write a three-word sentence using the prompts.4. Learners are guidedin filling in the gaps correctly andmeaningfully. | Realia, charts,pictures/ photographs that prompt learners to write.New Progressive Primary English Learners Book Grade 1 by OxfordPg. 109&113 | Oralquestions, portfolio, observation |  |
| **7** | **1** | **Listening****and****Speaking**Do NotWaste | **Pronunciation****and Vocabulary** | By the end of thesub strand, the learner should be able to:a) Talk about thepictures and discuss what they see.b) Pronounce the words with the sounds /gl/ /fl//pl/ /cl/ /gr/ /dr/ /tr/ in preparation for reading.c) Recognize new | 1. Which wordscan we get from the following sounds?/gl/ /fl/ /pl/ /cl//gr/ /dr/ /tr/ | 1. Learnerspronounce the sounds//gl/ /fl/ /pl/ /cl/ /gr//dr/ /tr/ by taking turns as modeled bythe teacher or audiorecord.2.. Learners are guided to get the meaning of new words by looking at | Plasticine or claymodels of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing.pictures of learnt words. | Oralquestions, portfolio, observation |  |

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|  |  |  |  | words used in thethemes to acquire a range of vocabulary and their meaning. |  | pictures, from a story,and demonstration.3. Learners practice matching simple short words with pictures and objects.4. Learners say words beginning with a common sound.5. Learners use simple dialogues to practise the pronunciation of the vocabulary. | New Progressive Primary English Learners Book Grade 1 by OxfordPg. 114-115 |  |  |
|  | **2** | **Listening****and****Speaking**Do NotWaste | **Language structures and****functions** | By the end of the substrand, the learner should be able to:a) Use imperatives forreceiving and giving instructions/commands against wastage.b) Respond to specific instructions for effective oral communication.c) Appreciate the use of imperatives. | 1) What doesthePolice officer say when arresting a criminal? | 1. Learners listen to ashort dialogue containingimperatives2. Learners respondto simple imperatives3. Learners practice the use of familiarimperatives in roleplay (parent-child) | Realia, charts,pictures/photographs and models of common imperatives, audio-visual recordings of dialogues with sentence structures on imperatives.New Progressive Primary English Learners Book Grade 1 by OxfordPg. 115 | Oralquestions, portfolio,observation |  |
|  | **3** | **Reading**Do NotWaste | **Comprehension** | By the end of the substrand, the learner should be able to:a) Read short words | 1. What do thepictures tell us about the story?3) What does | 1. In small groups,learners practice reading unfamiliar Sentences containing | Realia, charts,pictures/ photographs, newspaper | Oralquestions, portfolio, observation |  |

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|  |  |  |  | with letter -sound /cl//pl/ /fl/ /gr/ correspondence in preparation for phrasal reading.b) Respond to direct and indirect questionsfrom the text ‘Use mymobile Phone’ of about60 words in short simple sentences to show comprehension. c) Observe basic punctuation marks (comma, full stop and question marks as they read for coherence. | the title tell usabout the story? | decodable and non-decodable words.2. Learners observe pictures and ingroups, discuss wherethe action could be happening, identify the people or animals they can see.3. Learners read writings on theschool walls, postersand bill boards in the surrounding environment.4. Learners read or listen to a text then answer questions. | cuttings.New Progressive Primary English Learners Book Grade 1 by OxfordPg. 116 |  |  |
| **8** | **1** | **Listening and****Speaking**Do NotWaste | **Language structures and functions** | By the end of the substrand, the learner should be able to:a) Use imperatives for receiving and givinginstructions/commands against wastage.b) Respond to specificinstructions for effective oral communication. c) Recogniseimperatives in day today communication. | 1) What doesthePolice officer say whenarresting acriminal? | 1. Learners listen to ashort dialogue containingimperatives2. Learners respondto simple imperatives3. Learners practice the use of familiarimperatives in role play (parent-child) | Realia, charts,pictures/photographs and models ofcommonimperatives, audio-visual recordings of dialogues with sentence structures on imperatives.New Progressive Primary English Learners Book Grade 1 by | Oralquestions, portfolio,observation |  |

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|  | **2** | **Reading**Do NotWaste | **Comprehension** | By the end of the substrand, the learner should be able to:a) Read short wordswith letter -sound /Pp//Bb/ /Tt/ /Kk/ /Qq/ Gg//Ff/ Vv/ /Ss/ /Jj/ /Mm//Nn/ Ll/ /Rr/ Ww/ /Yy/correspondence in preparation for phrasalreading.b) Respond to direct and indirect questions from the text ‘Use my mobile Phone’ of about60 words in short simple sentences toshow comprehension. c) Observe basicpunctuation marks(comma, full stop and question marks as theyread for coherence. | 1. What do thepictures tell us about the story?3) What doesthe title tell us about the story? | 1. In small groups,learners practice reading unfamiliar Sentences containing decodable and non- decodable words.2. Learners observe pictures and ingroups, discuss where the action could behappening, identify the people or animalsthey can see.3. Learners read writings on theschool walls, posters and bill boards in thesurrounding environment.4. Learners read or listen to a text then answer questions. | Realia, charts,pictures/ photographs, newspaper cuttings.New Progressive Primary English Learners Book Grade 1 by OxfordPg. 120 | Oralquestions, portfolio, observation |  |
|  | **3** | **WRITING** | **Guided Writing**Do Not Waste | By the end of the substrand, the learner should be able to: a) Recognize the correct form and meaning of thewords to be used infilling in gaps.b) Copy the sentences | Which wordscontain the letter patterns bl, fr, gr? | 1. Learners observeand respond to picture prompts appropriately.2. Learners practice writing letters andwords from left toright.3. Learners write a | Realia, charts,pictures/ photographs that prompt learners to write.New Progressive Primary English Learners Book | Oralquestions, portfolio, observation |  |

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|  |  |  |  | given correctly. |  | three-word sentenceusing the prompts.4. Learners are guided in filling inthe gaps correctly and meaningfully. | Grade 1 byOxfordPg. 117&121 |  |  |
| 9 | ASSESMENT |  |