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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**  Living  Together | **Pronunciation and Vocabulary** | By the end of the  sub strand, the learner should be able to:  a) Talk about the  pictures 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 you  pronounce the following  words tin, Pin.  . | 1. Learners  pronounce 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 practise  the pronunciation of the vocabulary. | Plasticine or clay  models 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 Oxford  Pg. 94-95 | Oral  questions, 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**  Living  Together | **Structures and**  **Functions**  Use of possessives; Her, their, his, its. | strand, the learner  should be able to:  a) Use possessives to talk about social  cohesion in various contexts.  b) Recognise possessives in oral communication.  c) Appreciate the use of possessiveness to show  ownership in speech. | is  it? | ownership of  items/objects.  2. In groups, learners use phrases to  illustrate ownership.  3. Learners identify objects in the  classroom and attach  appropriate 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 Oxford  Pg. 95 | questions,  portfolio, observation |  |
|  | **3** | **Reading**  Living  Together | **Comprehension** | By the end of the sub  strand, the learner should be able to:  a) Read short words  with letter -sound /s/ /z/  correspondence in preparation for phrasal reading.  b) Respond to direct and indirect questions  from the text Visitors at  a school’ of about 60  words in short simple sentences to show comprehension.  c) Read about thirty  (30) words accurately per minute for fluency. | 1. What do the  pictures tell us about the story?  3) What does  the 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 in  groups, discuss where the action could be  happening, identify  the people or animals they can see.  3. Learners read  writings 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 Oxford  Pg. 96 | Oral  questions, portfolio,  observation |  |

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|  |  |  |  |  |  | 4. Learners read or  listen to a text then answer questions. |  |  |  |
| **2** | **1** | **Writing** | **Guided Writing** | By the end of the sub  strand, the learner should be able to:  a) Recognize the correct form and  meaning 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 you  write the letters:  s, z, e, a, h, y, k | 1. Learners observe  and respond to picture prompts  appropriately.  2. Learners practice writing letters and words from left  to right.  3. Learners write a three-word sentence  using the prompts.  4. Learners are guided in filling in  the gaps correctly and  meaningfully. | Realia, charts,  pictures/  photographs that prompt learners to write.  New Progressive Primary English Learners Book Grade 1 by Oxford  Pg. 93&97 | Oral  questions, portfolio,  observation |  |
|  | **2** | **Listening**  **and**  **Speaking**  Technology (Mobile Phone**)** | **Pronunciation**  **and Vocabulary** | By the end of the  sub 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 new  words used in the themes to acquire a range of vocabulary and their meaning. | 1. How do you  say these words book, spoon. | 1. Learners  pronounce 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 | Plasticine or clay  models 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 Oxford  Pg. 98-99 | Oral  questions, portfolio, observation |  |

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|  |  |  |  |  |  | beginning with a  common sound.  5. Learners use simple dialogues to  practise the pronunciation of the  vocabulary. |  |  |  |
|  | **3** | **Listening**  **and**  **Speaking**  Technology (Mobile Phone | **Language**  **Structures and**  **Functions**  WH questions  What, Who. | By the end of the sub  strand, the learner should be able to:  a) Ask questions about  technology phone using  ‘what’ and ‘who’  b) Appreciate the use of what, who and where to seek information. | 1.What is the  name of your friend?  2. Where is  their home? | 1. Learners role play  activities that will elicit use of where, who and what.  2. Learners ask questions using the terms who, what and where in pairs/small groups  3. Learners use songs/short poems to practice the use of  the questions with who, what and where. | Pictures,  photographs and models of people using mobile phones, audio- visual recordings of dialogues with telephone conversations  that have “Wh”  questions.  New Progressive Primary English Learners Book Grade 1 by Oxford  Pg. 99 | Oral  questions, portfolio, observation |  |
| **3** | **1** | **Reading**  Technology (Mobile Phone | **Comprehension** | By the end of the sub  strand, the learner should be able to:  a) Read short words  with letter -sound /oo/ correspondence in preparation for phrasal reading.  b) Respond to direct and indirect questions  from the text Visitors at  a school’ of about 60 | 1. What do the  pictures tell us about the story?  3) What does  the 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 in  groups, discuss where  the action could be happening, identify  the people or animals | Realia, charts,  pictures/ photographs, newspaper cuttings.  New Progressive Primary English Learners Book Grade 1 by Oxford  Pg. 100 | Oral  questions, portfolio, observation |  |

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|  |  |  |  | words in short simple  sentences 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, posters  and bill boards in the surrounding  environment.  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 the  sub strand, the learner should be able to:  a) Talk about the  pictures and discuss what they see.  b) Pronounce the words with the sounds /m/  /n//ng/ in preparation  for reading.  c) Recognize new words used in the  themes to acquire a range of vocabulary  and their meaning. | 1. How do you  say these words.  Monkey, Nut | 1. Learners  pronounce 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 clay  models 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 Oxford  Pg. 102-103 | Oral  questions, 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 questions  Where? | strand, the learner  should 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 and  where to seek  information. | name of your  friend?  2. Where is their home? | activities that will  elicit use of where, who and what.  2. Learners ask  questions using the terms who, what and where in pairs/small groups  3. Learners use simple questions and  dialogues Repeat  sentence structures containing WH- questions from a story, poem or conversation they have listened to. | photographs and  models of people using mobile phones, audio- visual recordings of dialogues with telephone conversations  that have “Wh”  questions.  New Progressive Primary English Learners Book Grade 1 by Oxford  Pg. 103 | questions,  portfolio, observation |  |
| **4** | 1 | **Reading**  Technology (Mobile Phone) | **Comprehension** | By the end of the sub  strand, the learner should be able to:  a) Read short words  with letter -sound /m/  /n/ /ng/ correspondence in preparation for phrasal reading.  b) Respond to direct and indirect questions  from the text ‘Use my mobile Phone’ of about  60 words in short simple sentences to show comprehension.  c) Read about thirty  (30) words accurately per minute for fluency. | 1. What do the  pictures tell us about the story?  3) What does  the 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 in  groups, discuss where the action could be  happening, identify  the people or animals they can see.  3. Learners read  writings 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 Oxford  Pg. 104 | Oral  questions, portfolio,  observation |  |

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|  |  |  |  |  |  | 4. Learners read or  listen to a text then answer questions. |  |  |  |
|  | **2** | **Writing** | **Guided Writing** | By the end of the sub  strand, the learner should be able to:  a) Recognize the correct form and  meaning of the words to be used in filling in gaps.  b) Copy the sentences  given correctly.  c) Write questions with their answers correctly. | How do you  write a question? | 1. Learners observe  and respond to picture prompts  appropriately.  2. Learners practice writing letters and words from left  to right.  3. Learners write a three-word sentence  using the prompts.  4. Learners are guided  in filling in the gaps  correctly and meaningfully. | Realia, charts,  pictures/  photographs that prompt learners to write.  New Progressive Primary English Learners Book Grade 1 by Oxford  Pg. 101&105 | Oral  questions, portfolio,  observation |  |
|  | **3** | **Listening**  **and**  **Speaking**  Numbers and Our Classroom | **Pronunciation and Vocabulary** | By the end of the  sub strand, the learner should be able to:  a) Talk about the  pictures 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 you  say these sounds?  /th/ /q/ | 1. Learners  pronounce 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 at  pictures, from a story, and demonstration.  3. Learners practice matching simple short words with  pictures and objects.  4. Learners say words | Plasticine or clay  models 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 Oxford  Pg.106-107 | Oral  questions, portfolio,  observation |  |

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|  |  |  |  |  |  | beginning with a  common sound.  5. Learners use simple dialogues to  practise the pronunciation of the  vocabulary. |  |  |  |
| **5** | **1** | **Listening**  **and**  **Speaking**  Numbers and Our Classroom | **Language**  **Structures and functions**  Describing words (colour, number values in tens, cardinal  numbers from 1-  9) | By the end of the sub  strand, the learner should be able to:  a) Use describing words  to talk about cardinal numbers, shapes and colours.  b) Appreciate the use of colour, size and  number to describe nouns. | 1) What things  do  you see outside the classroom?  2) What colour are they? | 1. Learners group  objects according to their size big/ small, colour- red, orange, yellow and numbers.  2. Learners describe objects in the  classroom using  size, colour and numbers.  3. Learners colour  pictures of various objects.  4. Learners identify  things 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 Oxford  Pg. 107 | Oral  questions, portfolio, observation |  |
|  | **2** | **Reading**  Numbers and Our Classroom | **Comprehension** | By the end of the sub  strand, the learner should be able to:  a) Read short words  with letter -sound /q/  /th/ correspondence in preparation for phrasal  reading.  b) Respond to direct | 1. What do the  pictures tell us about the story?  3) What does  the 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 in  groups, discuss where | Realia, charts,  pictures/  photographs, newspaper cuttings.  New Progressive Primary English Learners Book | Oral  questions, portfolio,  observation |  |

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|  |  |  |  | and indirect questions  from the text ‘Use my mobile Phone’ of about  60 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 action could be  happening, identify the people or animals they can see.  3. Learners read writings on the  school walls, posters and bill boards in the surrounding  environment.  4. Learners read or listen to a text then answer questions. | Grade 1 by  Oxford  Pg. 108 |  |  |
|  | **3** | **Listening**  **and**  **Speaking**  Numbers and Our Classroom | **Pronunciation**  **and Vocabulary** | By the end of the  sub strand, the learner should be able to:  a) Talk about the  pictures and discuss what they see.  b) Pronounce the words with the sounds /bl/ /fl/  /fr/ /gr/ /dr/ in  preparation for reading. c) Recognize new  words used in the themes to acquire a range of vocabulary  and their meaning. | 1. Which words  can we get from the following sounds?  /bl/ /gr/ /dr/ | 1. Learners  pronounce the sounds  /bl/ /gr/ /dr/ by taking turns as  modeled by the teacher or audio  record.  2.. Learners are guided to get the meaning of new words by looking at  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 | Plasticine or clay  models 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 Oxford  Pg. 110-111 | Oral  questions, portfolio, observation |  |

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|  |  |  |  |  |  | pronunciation of the  vocabulary. |  |  |  |
| **6** | **1** | **Listening**  **and**  **Speaking**  Numbers and Our Classroom | **Language**  **Structures and functions**  Describing words  size & shape | By the end of the sub  strand, the learner should be able to:  a) Use describing words  to talk about cardinal numbers, shapes and colours.  b) Describe the shapes, sizes of objects in the  classroom using adjectives.  c) Appreciate the use of colour, size and number to describe  nouns. | 1) What things  do  you see outside the classroom?  2) What colour are they? | 1. Learners construct  sentences in pairs about the size of different objects.  2. Learners describe objects in the  classroom using size, colour and numbers.  3. Learners colour  pictures of various objects.  4. Repeat sentence structures containing describing words  from a story, poem or conversation they  have 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 Oxford  Pg. 111 | Oral  questions, portfolio, observation |  |
|  | **2** | **Reading**  Numbers and Our Classroom | **Comprehension** | By the end of the sub  strand, the learner should be able to:  a) Read short words  with letter -sound /bl/  /fr/ /fl/ /gr/  correspondence in preparation for phrasal  reading.  b) Respond to direct and indirect questions from the text ‘Use my mobile Phone’ of about  60 words in short | 1. What do the  pictures tell us about the story?  3) What does  the 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 in  groups, 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 Oxford  Pg. 112 | Oral  questions, portfolio,  observation |  |

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|  |  |  |  | simple sentences to  show comprehension. c) Observe basic punctuation marks (comma, full stop and question marks as they read for coherence. |  | writings on the  school 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 sub  strand, the learner should be able to: a) Recognize the correct form and meaning of the  words to be used in  filling 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 words  contain the letter patterns bl, fr, gr? | 1. Learners observe  and respond to picture prompts appropriately.  2. Learners practice writing letters and  words from left  to right.  3. Learners write a three-word sentence using the prompts.  4. Learners are guided  in filling in the gaps correctly and  meaningfully. | Realia, charts,  pictures/ photographs that prompt learners to write.  New Progressive Primary English Learners Book Grade 1 by Oxford  Pg. 109&113 | Oral  questions, portfolio, observation |  |
| **7** | **1** | **Listening**  **and**  **Speaking**  Do Not  Waste | **Pronunciation**  **and Vocabulary** | By the end of the  sub strand, the learner should be able to:  a) Talk about the  pictures 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 words  can we get from the following sounds?  /gl/ /fl/ /pl/ /cl/  /gr/ /dr/ /tr/ | 1. Learners  pronounce the sounds  //gl/ /fl/ /pl/ /cl/ /gr/  /dr/ /tr/ by taking turns as modeled by  the teacher or audio  record.  2.. Learners are guided to get the meaning of new words by looking at | Plasticine or clay  models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing.  pictures of learnt words. | Oral  questions, portfolio, observation |  |

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|  |  |  |  | words used in the  themes 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 Oxford  Pg. 114-115 |  |  |
|  | **2** | **Listening**  **and**  **Speaking**  Do Not  Waste | **Language structures and**  **functions** | By the end of the sub  strand, the learner should be able to:  a) Use imperatives for  receiving and giving instructions/commands against wastage.  b) Respond to specific instructions for effective oral communication.  c) Appreciate the use of imperatives. | 1) What does  the  Police officer say when arresting a criminal? | 1. Learners listen to a  short dialogue containing  imperatives  2. Learners respond  to simple imperatives  3. Learners practice the use of familiar  imperatives in role  play (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 Oxford  Pg. 115 | Oral  questions, portfolio,  observation |  |
|  | **3** | **Reading**  Do Not  Waste | **Comprehension** | By the end of the sub  strand, the learner should be able to:  a) Read short words | 1. What do the  pictures tell us about the story?  3) What does | 1. In small groups,  learners practice reading unfamiliar Sentences containing | Realia, charts,  pictures/ photographs, newspaper | Oral  questions, 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 questions  from the text ‘Use my  mobile Phone’ of about  60 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 us  about the story? | decodable and non-  decodable words.  2. Learners observe pictures and in  groups, discuss where  the action could be happening, identify the people or animals they can see.  3. Learners read writings on the  school walls, posters  and 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 Oxford  Pg. 116 |  |  |
| **8** | **1** | **Listening and**  **Speaking**  Do Not  Waste | **Language structures and functions** | By the end of the sub  strand, the learner should be able to:  a) Use imperatives for receiving and giving  instructions/commands against wastage.  b) Respond to specific  instructions for effective oral communication. c) Recognise  imperatives in day today communication. | 1) What does  the  Police officer say when  arresting a  criminal? | 1. Learners listen to a  short dialogue containing  imperatives  2. Learners respond  to simple imperatives  3. Learners practice the use of familiar  imperatives in role play (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 | Oral  questions, portfolio,  observation |  |

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|  |  |  |  |  |  |  | Oxford  Pg. 118-119 |  |  |
|  | **2** | **Reading**  Do Not  Waste | **Comprehension** | By the end of the sub  strand, the learner should be able to:  a) Read short words  with letter -sound /Pp/  /Bb/ /Tt/ /Kk/ /Qq/ Gg/  /Ff/ Vv/ /Ss/ /Jj/ /Mm/  /Nn/ Ll/ /Rr/ Ww/ /Yy/  correspondence in preparation for phrasal  reading.  b) Respond to direct and indirect questions from the text ‘Use my mobile Phone’ of about  60 words in short simple sentences to  show comprehension. c) Observe basic  punctuation marks  (comma, full stop and question marks as they  read for coherence. | 1. What do the  pictures tell us about the story?  3) What does  the 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 in  groups, discuss where the action could be  happening, identify the people or animals  they can see.  3. Learners read writings on the  school walls, posters and bill boards in the  surrounding 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 Oxford  Pg. 120 | Oral  questions, portfolio, observation |  |
|  | **3** | **WRITING** | **Guided Writing**  Do Not Waste | By the end of the sub  strand, the learner should be able to: a) Recognize the correct form and meaning of the  words to be used in  filling in gaps.  b) Copy the sentences | Which words  contain the letter patterns bl, fr, gr? | 1. Learners observe  and respond to picture prompts appropriately.  2. Learners practice writing letters and  words from left to  right.  3. Learners write a | Realia, charts,  pictures/ photographs that prompt learners to write.  New Progressive Primary English Learners Book | Oral  questions, portfolio, observation |  |

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|  |  |  |  | given correctly. |  | three-word sentence  using the prompts.  4. Learners are guided in filling in  the gaps correctly and meaningfully. | Grade 1 by  Oxford  Pg. 117&121 |  |  |
| 9 | ASSESMENT | | | | | | | |  |