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| **School** | **Grade** | **Learning Area** | **Term** | **Year** |
|  | **1** | **Literacy 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 | **READING** | **Reading****phrases****and sentences** | By the end of thesub-strand, the learner should be able to:a) Read aloud short phrases andsentences accurately b) Read unfamiliarwords based on phonic knowledge c) Develop aninterest in reading new words, phrasesand sentences. | Why is itimportant to read? | Learners are assistedin reading and predicting the meaning of new wordsLearners re-arrange jumbled words tomakemeaningful sentences Learners should be exposed to a variety of reading materialsto practice reading for fluency. | ChartsKLB Visionary English Literacy Activities Grade1 pg. 177-179 | Read short wordsand phrases |  |
|  | 2 | **READING** | **Reading****phrases****and sentences** | By the end of thesub-strand, the learner should be able to:a) Read aloud short phrases andsentences accurately b) Read unfamiliarwords based onphonic knowledge c) Develop an interest in reading new words, phrases and sentences. | Why is itimportant to read? | Learners are assistedin reading and predicting the meaning of new wordsLearners re-arrange jumbled words tomakemeaningful sentencesLearners should be exposed to a variety of reading materials to practice reading for fluency. | ChartsKLB Visionary English Literacy Activities Grade1 pg. 180-182 | Read short wordsand phrases |  |

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|  | 3 | **WRITING** | **Spelling****instruction** | By the end of thesub-strand, the learner should be able to:a) Apply the knowledge ofblending and segmenting to write words.b) Use proper letter formation withcorrect spacing to write words correctly c) Develop aninterest in spelling and writing newwords. | Why is itimportant to spell words correctly? | 1. Learners makenew words by playing spelling games (spelling bee, flash cards) in pairs and groups2. Learners practice formation and spelling of new words by using various strategies (onset and rime, letter-sound correspondence)3. Learners areguided to use various forms of media tospell and writewords.4. Learners write dictated wordscorrectly. | Picture cards,computer, flash cards, containing words, pencils, stencils,reading chartsKLB Visionary English Literacy Activities Grade1 pg.183 | Dictation,spelling competition |  |
|  | 4 | **WRITING** | **Spelling****instruction** | By the end of thesub-strand, the learner should be able to:a) Apply the knowledge ofblending and segmenting to writewords.b) Use proper letter formation withcorrect spacing to write words correctlyc) Develop an | Why is itimportant to spell words correctly? | 1. Learners makenew words by playing spelling games (spelling bee, flash cards) in pairs and groups2. Learners practice formation and spelling of new words by using various strategies (onset and rime, letter-sound correspondence) | Picture cards,computer, flash cards, containing words, pencils, stencils,reading chartsKLB Visionary English Literacy Activities Grade1 pg.184 | Dictation,spelling competition |  |

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|  |  |  |  | interest in spellingand writing new words. |  | 3. Learners areguided to use various forms of media to spell and writewords.4. Learners write dictated wordscorrectly. |  |  |  |
|  | 5 | **LISTENING** | **Story Telling** | By the end of thesub-strand, the learnershould be able to:a) Listen attentively and confidentlyrespond to storiesb) Use a variety of thematic vocabularyc) Develop aninterest in listening to oralstories. | What dostories teach us? | 1. Learners listen to avariety of stories about self, family,health, hygiene, and home from differentsources (self, peers, teacher, a resource person (if available),audio recorded stories2. Learners respond to oral questionsrelated to the storylearned or orally recreate a story | Props forstorytelling, picture cards,story books, audio andvideo-recorded stories,resource personKLB Visionary English Literacy Activities Grade1 pg.185 | Retelling stories,question and answer |  |
| 2 | 1 | **SPEAKING** | **Talk About** | By the end of thesub-strand, the learner should beable to:a) Use acquired vocabulary to talk about self appropriatelyb) Identify themselves withpeople, objects andplaces in their environment. | Who/whatdo you like? | 1. Learners practicerules on social interactions (turn-taking, respectingothers opinions)2. Learners engage in conversations to talkabout self (name, class, age andgender), home, and community, in pairs and groups. | Audio-visualaids(recorders), Charts bearing names of people, places, and objectsKLB Visionary English Literacy Activities Grade1 pg.186 | Oralpresentations, question/answer |  |

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|  | 2 | **READING** | **Reading****phrases****and sentences** | By the end of thesub-strand, the learner should be able to:a) Read aloud short phrases andsentences accurately b) Read unfamiliar words basedon phonic knowledge c) Develop aninterest in reading new words, phrases and sentences. | Why is itimportant to read? | 1. Learners should beexposed to a variety ofreading materials topractice reading for fluency.2. Learners participate in reading games (lucky dip,fishing game), in pairs and groups.3. Learners mimic words and phrases to produceright intonation. | ChartsKLB Visionary English Literacy Activities Grade1 pg.187-189 | read short wordsand phrases |  |
|  | 3 | **READING** | **Reading****phrases****and sentences** | By the end of thesub-strand, the learner should be able to:a) Read aloud short phrases andsentences accurately b) Read unfamiliarwords basedon phonic knowledge c) Develop aninterest in readingnew words, phrases and sentences. | Why is itimportant to read? | 1. Learners should beexposed to a variety ofreading materials to practice reading forfluency.2. Learners participate in reading games (lucky dip, fishing game), in pairs and groups.3. Learners mimic words and phrases toproduceright intonation. | ChartsKLB Visionary English Literacy Activities Grade1 pg.190-192 | read short wordsand phrases |  |
|  | 4 | **WRITING** | **Creative****Writing** | By the end of thesub-strand, the learner should beable to:a) Plan and organize ideas. | Why do wewrite? | 1. Learners createstories from pictures provided (picturespark)2. Learners are guided to write key | Pencils,organizers, reading cards,pictures,newspaper cuttings, story | Learnersorganize pictures in sequence totell a story andwrite words to caption the |  |

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|  |  |  |  | b) Learn from oraland reading activities to enrich theirwritten words. |  | words in the story | books, stencil,crayons.KLB Visionary English Literacy Activities Grade1 pg.193 | pictures |  |
|  | 5 | **WRITING** | **Creative****Writing** | By the end of thesub-strand, the learner should beable to:a) Apply knowledge of writing organizerto write a coherentstory.b) Apply knowledge of writing conventions to aid meaning and presentation. | What do wewrite? | 1. Learners areguided to develop a storyline by filling inblanks or sequencing jumbledsentences (on the themes myself, my family ormy home) in pairs and groups2. Learners are guided to constructsimple sentences for fluency and Meaning. | Pencils,organizers, reading cards,pictures, newspapercuttings, story books, stencil, crayons.KLB Visionary English Literacy Activities Grade1 pg.193 | Learnersorganize pictures in sequence totell a story and write words tocaption the pictures |  |
| 3 | 1 | **LISTENING** | **Story Telling** | By the end of thesub-strand, the learner should beable to:a) Listen attentively and confidently respond to stories.b) Use a variety of thematic vocabulary.c) Empathize with familiar people in stories. | Who tells usStories? | 1. Learners listen to avariety of stories about self, family,health, hygiene, andhome from different sources (self,peers, teacher, aresource person (if available), audio recorded stories.2. Learners respond to oral questionsrelated to the story learned or orally | Props forstorytelling, picture cards,story books,audio andvideo-recorded stories,resource personKLB Visionary English Literacy Activities Grade1 pg.194 | Retelling stories,question and answer |  |

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|  |  |  |  |  |  | recreate a story. |  |  |  |
|  | 2 | **SPEAKING** | **Talk About** | By the end of thesub-strand, the learner should beable to:a) Demonstrate interest to use namesof people, places,and objects within the environmentb) Express personalemotions, feelings, and opinions about people, places, and objects | Who/whatdo you like? | 1. Interactions (turn-taking, respecting others opinions)2. Learners engage inconversations to talk about self (name,class, age andgender), home, and community, in pairs and groups. | Audio-visualaids(recorders), Charts bearing names of people, places, and objectsKLB Visionary English Literacy Activities Grade1 pg.195 | Oralpresentations, question/answer |  |
|  | 3 | **SPEAKING** | **Talk About** | By the end of thesub-strand, the learner should beable to:a) Demonstrate interest to use namesof people, places,and objects within the environment.b) Express personalemotions, feelings, and opinions about people, places, and objects. | Why do youlike him/her/it? | 1. Learners observethe teacher modelling effective speakingskills2. Learners record their speech andlisten as teacherobserves | Audio-visualaids(recorders), Charts bearingnames ofpeople, places, and objectsKLB Visionary English Literacy Activities Grade1 pg.196 | Oralpresentations, question/answer |  |
|  | 4 | **READING** | **Reading****phrases****and sentences** | By the end of thesub-strand, the learner should be able to:a) Read aloud short phrases andsentences accurately | Why is itimportant to read? | 1. Learners should beexposed to a variety of reading materials to practice reading for fluency2. Learners participate in reading | ChartsKLB Visionary English Literacy Activities Grade1 pg.197-198 | read short wordsand phrases |  |

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|  |  |  |  | b) Read unfamiliarwords based on phonic knowledge c) Develop an interest in reading new words, phrases and sentences |  | games (lucky dip,fishing game), in pairs and groups3. Learners mimicwords and phrases to produce right intonation. |  |  |  |
|  | 5 | **READING** | **Reading****phrases****and sentences** | By the end of thesub-strand, the learner should be able to:a) Read aloud short phrases and sentences accurately b) Read unfamiliar words based on phonic knowledgec) Develop an interest inreading new words,phrases and sentences | Why is itimportant to read? | 1. Learners should beexposed to a variety of reading materials to practice reading for fluency2. Learners participate in readinggames (lucky dip,fishing game), in pairs and groups3. Learners mimicwords and phrases to produce right intonation. | ChartsKLB Visionary English Literacy Activities Grade1 pg.199-200 | read short wordsand phrases |  |
| 4 | 1 | **WRITING** | **Creative****Writing** | By the end of thesub-strand, the learner should be able to:a) Plan and organize ideas.b) Apply knowledge of writing organizer to write a coherentstory. | What do wewrite? | 1. Learners areguided to write key words in the story.2. Learners are guided to develop astoryline by filling in blanks orsequencing jumbledsentences (on the themes myself, my family ormy home) in pairs and groups | Pencils,organizers, reading cards, pictures, newspaper cuttings, story books, stencil, crayonsKLB Visionary English Literacy Activities Grade1 pg.201 | Learnersorganize pictures in sequence totell a story and write words tocaption the pictures |  |
|  | 2 | **WRITING** | **Creative** | By the end of the | Why do we | 1. Learners create | Learners | Pencils, |  |

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|  |  |  | **Writing** | sub-strand, thelearner should be able to:a) Learn from oraland reading activities to enrich theirwritten words.b) Apply knowledge of writingconventions to aid meaning andpresentation. | write? | stories from picturesprovided (picture spark)2. Learners areguided to write key words in the story.3. Learners are guided to construct simple sentences forfluency and meaning | organizepictures in sequence to tell a story and write words to caption the picturesKLB Visionary English Literacy Activities Grade1 pg.202 | organizers,reading cards, pictures, newspaper cuttings, story books, stencil, crayons |  |
|  | 3 | **LISTENING** | **Effective****Communication** | By the end of thesub-strand, the learner should beable to:a) Acquire a variety of vocabulary to talkabout own andothers’ experiences. b) Show appreciation ofothers’ feelings asthey share their experiences | What makesus happy? | 1. Learners sharetheir experiences and feelings (texts onhealth and hygiene), in pairs, groups andwhole class2. Learners are guided to ask andrespond to questionsto clarify information on experiences. | Question andanswer, Observation ofnon-verbal cues as thelearners share experiences,Role play(drills)KLB Visionary English Literacy Activities Grade1 pg.203 | audio-recordingdevices, learners |  |
|  | 4 | **SPEAKING** | **Talk About** | By the end of thesub-strand, the learner should beable to:a) Use acquired vocabulary to talk about self appropriatelyb) Identify themselves with | Why do youlike him/her/it? | 1. Learners practicerules on social interactions (turn-taking, respectingothers opinions)2. Learners engage in conversations to talkabout self (name, class, age andgender), home, and | Audio-visualaids(recorders), Charts bearing names of people, places, and objectsKLB VisionaryEnglish Literacy | Oralpresentations, question/answer |  |

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|  |  |  |  | people, objects andplaces in their environment. |  | community, in pairsand groups, | Activities Grade1 pg.204 |  |  |
|  | 5 | **SPEAKING** | **Talk About** | By the end of thesub-strand, the learner should beable to:a) Demonstrate interest to use namesof people, places, and objectswithin the environmentb) Express personal emotions, feelings, and opinions aboutpeople, places, and objects | Who/whatdo you like? | 1. Learners practicerules on social interactions (turn-taking, respecting others opinions)2. Learners engage in conversations to talkabout self (name,class, age and gender), home, and community, in pairs and groups, | Audio-visualaids(recorders), Charts bearingnames ofpeople, places, and objectsKLB Visionary English Literacy Activities Grade1 pg.205 | Oralpresentations, question/answer |  |
| 5 | 1 | **READING** | **Reading phrases****and sentences** | By the end of thesub-strand, the learner should beable to:a) Read aloud short phrases andsentences accurately.b) Develop an interest in reading new words, phrases and sentences. | Why is itimportant to read? | 1. Learners areassisted in reading and predicting themeaning of newwords2. Learners re- arrange jumbled words to make meaningful sentences3. Learners should be exposed to a variety of reading materialsto practice reading for fluency | ChartsKLB Visionary English Literacy Activities Grade1 pg.206 | Read short wordsand phrases |  |
|  | 2 | **READING** | **Reading phrases****and sentences** | By the end of thesub-strand, the learner should beable to: | Why is itimportant to read? | 1. Learners areassisted in reading and predicting themeaning of new | ChartsKLB VisionaryEnglish Literacy | Read short wordsand phrases |  |

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|  |  |  |  | a) Read aloud shortphrases andsentences accurately. b) Develop aninterest in reading new words, phrasesand sentences. |  | words2. Learners re- arrange jumbled words to make meaningful sentences3. Learners should be exposed to a varietyof reading materialsto practice reading for fluency | Activities Grade1 pg.207 |  |  |
|  | 3 | **WRITING** | **Creative****Writing** | By the end of thesub-strand, the learner should be able to:a) Plan and organize ideas.b) Apply knowledge of writing organizerto write a coherent story.c) Apply knowledgeof writing conventions to aid meaning and presentation. | What do wewrite? | 1. Learners areguided to write key words in the story2. Learners are guided to develop a storyline by filling inblanks or sequencing jumbledsentences (onthe themes myself, my family or myhome) in pairs and groups | Pencils,organizers, reading cards, pictures, newspaper cuttings, story books, stencil, crayonsKLB Visionary English Literacy Activities Grade1 pg.208 | Learnersorganize pictures in sequence totell a story and write words to caption thepictures |  |
|  | 4 | **LISTENING** | **Effective****Communication** | By the end of thesub-strand, the learner should beable to:a) Use non-verbal cues in oralcommunication toexpress feelings and experiencesb) Show appreciationof others’ feelings as | How do werespond whensomeone issad? | 1. Learners sharetheir experiences and feelings (texts onhealth and hygiene),in pairs, groups and whole class2. Learners listen tosongs and poems related to feelings | audio-recordingdevices, learnersKLB Visionary English Literacy Activities Grade1 pg.209 | Question andanswer, Observation ofnon-verbalcues as the learners shareexperiences,Role play (drills |  |

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|  |  |  |  | they share theirexperiences. |  |  |  |  |  |
|  | 5 | **LISTENING** | **Effective****Communication** | By the end of thesub-strand, the learner should be able to:a) Use non-verbal cues in oralcommunication to express feelings andexperiencesb) Use non-verbal cues in oral communication to express feelings and experiences. | How do werespond when someone is sad? | 1. Learners sharetheir experiences and feelings (texts on health and hygiene), in pairs, groups and whole class2. Learners listen to songs and poems related to feelings | audio-recordingdevices, learnersKLB Visionary English Literacy Activities Grade1 pg.209 | Question andanswer, Observation of non-verbalcues as the learners shareexperiences, Role play (drills |  |
| 6 | 1 | **SPEAKING** | **Talk About** | By the end of thesub-strand, the learner should beable to:a) Demonstrate interest to use names of people, places,and objects within the environmentb) Express personal emotions, feelings,and opinions about people, places, and objects | Who/whatdo you like? | 1. Learners practicerules on social interactions (turn-taking, respectingothers opinions)2. Learners engage in conversations to talkabout self (name, class, age andgender), home, and community, in pairsand groups, | Audio-visualaids(recorders), Charts bearing names of people, places, and objectsKLB Visionary English Literacy Activities Grade1 pg.210 | Oralpresentations, question/answer |  |
|  | 2 | **SPEAKING** | **Talk About** | By the end of thesub-strand, the learner should beable to:a) Use acquired vocabulary to talk | Why do youlike him/her/it? | 1. Learners practicerules on social interactions (turn-taking, respectingothers opinions)2. Learners engage in | Audio-visualaids(recorders), Charts bearing names of people, places, | Oralpresentations, question/answer |  |

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|  |  |  |  | about selfappropriately b) Identify themselves with people, objects and places in their environment. |  | conversations to talkabout self (name, class, age and gender), home, and community, in pairs and groups, | and objectsKLB Visionary English Literacy Activities Grade1 pg.211 |  |  |
|  | 3 | **READING** | **Reading****phrases****and sentences** | By the end of thesub-strand, the learner should be able to:a) Read aloud short phrases andsentences accurately. b) Read unfamiliar words based onphonic knowledge c) Develop aninterest in reading new words, phrasesand sentences. | Why is itimportant to read? | 1. Learners should beexposed to a variety of reading materials to practice reading for fluency2. Learners participate in readinggames (lucky dip,fishing game), in pairs and groups3. Learners mimicwords and phrases to produce right intonation. | ChartsKLB Visionary English Literacy Activities Grade1 pg.212 | Read short wordsand phrases |  |
|  | 4 | **WRITING** | **Creative****Writing** | By the end of thesub-strand, the learner should beable to:a) Plan and organize ideasb) Learn from oral and reading activities to enrich theirwritten words. | Why do wewrite? | 1. Learners areguided to write key words in the story2. Learners areguided to develop a storyline by filling in blanks orsequencing jumbled sentences (on thethemes myself, my family or my home)in pairs and groups3. Learners are guided to constructsimple sentences for | Pencils,organizers, reading cards,pictures,newspaper cuttings, story books, stencil, crayonsKLB Visionary English Literacy Activities Grade1 pg.213 | Learnersorganize pictures in sequence totell a story andwrite words to caption the pictures |  |

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|  |  |  |  |  |  | fluency and meaning. |  |  |  |
|  | 5 | **WRITING** | **Creative****Writing** | By the end of thesub-strand, the learner should beable to:a) Apply knowledge of writing organizerto write a coherentstoryb) Apply knowledge of writingconventions to aid meaning andpresentation | Why do wewrite? | 1. Learners areguided to write key words in the story2. Learners areguided to develop a storyline by filling inblanks orsequencing jumbled sentences (on the themes myself, my family or my home) in pairs and groups3. Learners are guided to construct simple sentences for fluency and meaning. | Pencils,organizers, reading cards,pictures,newspaper cuttings, storybooks, stencil,crayonsKLB Visionary English Literacy Activities Grade1 pg.214 | Learnersorganize pictures in sequence totell a story andwrite words to caption thepictures |  |
| 7 | 1 | **LISTENING** | **Conversation** | By the end of thesub-strand, the learner should be able to:a) Listen attentively and activelyparticipate in conversations indifferent contexts.b) Appreciate taking turns while engagedin collaborativeconversations. | What do wetalk about? | 1. Learners associatethe keywords displayed with those in the conversation listened to?2. Learners record audios ofconversations andlisten to them.3. Learners watch videos of differentconversations. | Audio tapes,videos on conversations related to theme, PhonesKLB Visionary English Literacy Activities Grade1 pg.215-216 | Question andanswer, role play, dramatization |  |
|  | 2 | **LISTENING** | **Conversation** | By the end of thesub-strand, the learner should beable to:a) Recognize and use vocabulary related to | What do wetalk about? | 1. Learners associatethe keywords displayed with thosein the conversationlistened to?2. Learners record | Audio tapes,videos on conversationsrelated totheme, Phones | Question andanswer, role play,dramatization |  |

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|  |  |  |  | the themes myself,my family, my school, and my home b) Appreciate taking turns whileengaged in collaborativeconversations. |  | audios ofconversations and listen to them.3. Learners watchvideos of different conversations. | KLB VisionaryEnglish LiteracyActivities Grade1 pg.217 |  |  |
|  | 3 | **SPEAKING** | **Presentation skills** | By the end of thesub-strand, the learner should be able to:a) Use a variety of vocabulary toexpress selfappropriately.b) Use appropriate tonal variation, articulation and stress to express self confidentlyc) Appreciate the use of transition words to sequence events. | What does agood presenter do? | 1. Learners areguided to brainstorm on activities for each day of the week, individually, in pairs and groups.2. Learners attempt to respond toquestions related to sequencing ofactivities for each day of the week (before, after, then)3. Learners sing songs, rhymes andrecite poems related to routine activities | Story maps(graphic organizers), list of transition (signal words), Fairy tales and fables, charts, calendar about eventsKLB Visionary English Literacy Activities Grade1 pg.218 | Narration (checkuse of signal words), question/answer |  |
|  | 4 | **SPEAKING** | **Presentation skills** | By the end of thesub-strand, the learner should beable to:a) Use a variety of vocabulary to express self appropriately.b) Use appropriate | What does agood presenterdo? | 1. Learners areguided to brainstorm on activities for eachday of the week,individually, in pairs and groups.2. Learners attemptto respond to questions related to | Story maps(graphic organizers), listof transition(signal words), Fairy tales and fables, charts, calendar about events | Narration (checkuse of signal words),question/answer |  |

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|  |  |  |  | tonal variation,articulation and stress to express self confidentlyc) Appreciate the use of transition words tosequence events. |  | sequencing ofactivities for each day of the week (before, after, then)3. Learners sing songs, rhymes andrecite poems related to routine activities | KLB Visionary English Literacy Activities Grade1 pg.219-220 |  |  |
|  | 5 | **READING** | **Reading comprehension** | By the end of thesub-strand, the learner should beable to:a) Read simple texts fluently andwith understandingb) Read aloud short texts and stories accurately | Why is itimportant to understandwhat youread? | 1. Learners areexposed to a variety of texts for reading2. Learners areguided to read sentences aloud for meaning3. Learners ask and answer simplequestions related to materials read | Readingmaterials, flashcards,library, readersKLB Visionary English Literacy Activities Grade1 pg.221 | Listening,Question/Answer |  |
| 8 | 1 | **READING** | **Reading comprehension** | By the end of thesub-strand, the learner should beable to:a) Read at an appropriate speed forenjoyment.b) Develop an interest in reading short stories with comprehension. | Why is itimportant to understandwhat you read? | 1. Learners areprompted to predict meaning frompictures2.Learners uselearned vocabulary to constructsimple sentences3. Learners identify and name charactersfrom pictures | Readingmaterials, flashcards,library, readersKLB Visionary English Literacy Activities Grade1 pg.221 | Listening,Question/Answer |  |
|  | 2 | **WRITING** | **Creative****Writing** | By the end of thesub-strand, the learner should be able to:a) Apply knowledge | What do wewrite? | 1. Learners areguided to write key words in the story2. Learners are guided to develop a | Pencils,organizers, reading cards, pictures, newspaper | Learnersorganize pictures in sequence totell a story and write words to |  |

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|  |  |  |  | of writing organizerto write a coherent storyb) Apply knowledgeof writing conventions to aid meaning and presentation. |  | storyline by filling inblanks or sequencing jumbled sentences (on the themes myself, my family or my home) in pairs and groups3. Learners are guided to constructsimple sentences for fluency andmeaning | cuttings, storybooks, stencil, crayonsKLB Visionary English Literacy Activities Grade1 pg.222 | caption thepictures |  |
|  | 3 | **WRITING** | **Creative****Writing** | By the end of thesub-strand, the learner should be able to:a) Plan and organize ideas.b) Learn from oral and reading activitiesto enrich theirwritten words.c) Apply knowledge of writing organizerto write a coherentstory. | Why do wewrite? | 1. Learners areguided to write key words in the story2. Learners areguided to develop a storyline by filling in blanks or sequencing jumbled sentences (on the themes myself, my family or my home) in pairs and groups3. Learners are guided to constructsimple sentences forfluency and meaning. | Learnersorganize pictures in sequence to tell a story and write words to caption the picturesKLB Visionary English Literacy Activities Grade1 pg.222 | Pencils,organizers, reading cards, pictures, newspaper cuttings, story books, stencil, crayons |  |
|  | 4 | **WRITING** | **Creative****Writing** | By the end of thesub-strand, the learner should beable to:a) Plan and organize ideas.b) Learn from oraland reading activities | Why do wewrite? | 1. Learners areguided to write key words in the story2. Learners areguided to develop a storyline by filling in blanks or sequencing jumbled sentences | Learnersorganize pictures insequence to tella story and write words to caption the pictures | Pencils,organizers, reading cards,pictures,newspaper cuttings, story books, stencil, crayons |  |

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|  |  |  |  | to enrich theirwritten words.c) Apply knowledge of writing organizerto write a coherent story. |  | (on the themesmyself, my family or my home) in pairs and groups3. Learners are guided to constructsimple sentences for fluency and meaning. | KLB Visionary English Literacy Activities Grade1 pg.222 |  |  |
|  | 5 | **READING** | **Reading phrases****and sentences** | By the end of thesub-strand, the learner should beable to:a) Read aloud short phrases andsentences accurately.b) Read unfamiliar words based onphonic knowledgec) Develop an interest in reading new words, phrases and sentences. | Why is itimportant to read? | 1. Learners should beexposed to a variety of reading materialsto practice reading for fluency2. Learners participate in reading games (lucky dip,fishing game), in pairs and groups3. Learners mimic words and phrases toproduce rightintonation. | ChartsKLB Visionary English Literacy Activities Grade1 pg.212 | Read short wordsand phrases |  |
| 14 | **ASSESMENT** |  |