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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 the  sub-strand, the learner should be able to:  a) Read aloud short phrases and  sentences accurately b) Read unfamiliar  words based on phonic knowledge c) Develop an  interest in reading new words, phrases  and sentences. | Why is it  important to read? | Learners are assisted  in reading and predicting the meaning of new words  Learners re-arrange jumbled words to  make  meaningful sentences Learners should be exposed to a variety of reading materials  to practice reading for fluency. | Charts  KLB Visionary English Literacy Activities Grade  1 pg. 177-179 | Read short words  and phrases |  |
|  | 2 | **READING** | **Reading**  **phrases**  **and sentences** | By the end of the  sub-strand, the learner should be able to:  a) Read aloud short phrases and  sentences accurately b) Read unfamiliar  words based on  phonic knowledge c) Develop an interest in reading new words, phrases and sentences. | Why is it  important to read? | Learners are assisted  in reading and predicting the meaning of new words  Learners re-arrange jumbled words to  make  meaningful sentences  Learners should be exposed to a variety of reading materials to practice reading for fluency. | Charts  KLB Visionary English Literacy Activities Grade  1 pg. 180-182 | Read short words  and phrases |  |

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|  | 3 | **WRITING** | **Spelling**  **instruction** | By the end of the  sub-strand, the learner should be able to:  a) Apply the knowledge of  blending and segmenting to write words.  b) Use proper letter formation with  correct spacing to write words correctly c) Develop an  interest in spelling and writing new  words. | Why is it  important to spell words correctly? | 1. Learners make  new words by playing spelling games (spelling bee, flash cards) in pairs and groups  2. Learners practice formation and spelling of new words by using various strategies (onset and rime, letter-sound correspondence)  3. Learners are  guided to use various forms of media to  spell and write  words.  4. Learners write dictated words  correctly. | Picture cards,  computer, flash cards, containing words, pencils, stencils,  reading charts  KLB Visionary English Literacy Activities Grade  1 pg.183 | Dictation,  spelling competition |  |
|  | 4 | **WRITING** | **Spelling**  **instruction** | By the end of the  sub-strand, the learner should be able to:  a) Apply the knowledge of  blending and segmenting to write  words.  b) Use proper letter formation with  correct spacing to write words correctly  c) Develop an | Why is it  important to spell words correctly? | 1. Learners make  new words by playing spelling games (spelling bee, flash cards) in pairs and groups  2. 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 charts  KLB Visionary English Literacy Activities Grade  1 pg.184 | Dictation,  spelling competition |  |

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|  |  |  |  | interest in spelling  and writing new words. |  | 3. Learners are  guided to use various forms of media to spell and write  words.  4. Learners write dictated words  correctly. |  |  |  |
|  | 5 | **LISTENING** | **Story Telling** | By the end of the  sub-strand, the learner  should be able to:  a) Listen attentively and confidently  respond to stories  b) Use a variety of thematic vocabulary  c) Develop an  interest in listening to oral  stories. | What do  stories teach us? | 1. Learners listen to a  variety of stories about self, family,  health, hygiene, and home from different  sources (self, peers, teacher, a resource person (if available),  audio recorded stories  2. Learners respond to oral questions  related to the story  learned or orally recreate a story | Props for  storytelling, picture cards,  story books, audio and  video-recorded stories,  resource person  KLB Visionary English Literacy Activities Grade  1 pg.185 | Retelling stories,  question and answer |  |
| 2 | 1 | **SPEAKING** | **Talk About** | By the end of the  sub-strand, the learner should be  able to:  a) Use acquired vocabulary to talk about self appropriately  b) Identify themselves with  people, objects and  places in their environment. | Who/what  do you like? | 1. Learners practice  rules on social interactions (turn-  taking, respecting  others opinions)  2. Learners engage in conversations to talk  about self (name, class, age and  gender), home, and community, in pairs and groups. | Audio-visual  aids  (recorders), Charts bearing names of people, places, and objects  KLB Visionary English Literacy Activities Grade  1 pg.186 | Oral  presentations, question/answer |  |

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|  | 2 | **READING** | **Reading**  **phrases**  **and sentences** | By the end of the  sub-strand, the learner should be able to:  a) Read aloud short phrases and  sentences accurately b) Read unfamiliar words based  on phonic knowledge c) Develop an  interest in reading new words, phrases and sentences. | Why is it  important to read? | 1. Learners should be  exposed to a variety of  reading materials to  practice reading for fluency.  2. Learners participate in reading games (lucky dip,  fishing game), in pairs and groups.  3. Learners mimic words and phrases to produce  right intonation. | Charts  KLB Visionary English Literacy Activities Grade  1 pg.187-189 | read short words  and phrases |  |
|  | 3 | **READING** | **Reading**  **phrases**  **and sentences** | By the end of the  sub-strand, the learner should be able to:  a) Read aloud short phrases and  sentences accurately b) Read unfamiliar  words based  on phonic knowledge c) Develop an  interest in reading  new words, phrases and sentences. | Why is it  important to read? | 1. Learners should be  exposed to a variety of  reading materials to practice reading for  fluency.  2. Learners participate in reading games (lucky dip, fishing game), in pairs and groups.  3. Learners mimic words and phrases to  produce  right intonation. | Charts  KLB Visionary English Literacy Activities Grade  1 pg.190-192 | read short words  and phrases |  |
|  | 4 | **WRITING** | **Creative**  **Writing** | By the end of the  sub-strand, the learner should be  able to:  a) Plan and organize ideas. | Why do we  write? | 1. Learners create  stories from pictures provided (picture  spark)  2. Learners are guided to write key | Pencils,  organizers, reading cards,  pictures,  newspaper cuttings, story | Learners  organize pictures in sequence to  tell a story and  write words to caption the |  |

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|  |  |  |  | b) Learn from oral  and reading activities to enrich their  written words. |  | words in the story | books, stencil,  crayons.  KLB Visionary English Literacy Activities Grade  1 pg.193 | pictures |  |
|  | 5 | **WRITING** | **Creative**  **Writing** | By the end of the  sub-strand, the learner should be  able to:  a) Apply knowledge of writing organizer  to write a coherent  story.  b) Apply knowledge of writing conventions to aid meaning and presentation. | What do we  write? | 1. Learners are  guided to develop a storyline by filling in  blanks or sequencing jumbled  sentences (on the themes myself, my family or  my home) in pairs and groups  2. Learners are guided to construct  simple sentences for fluency and Meaning. | Pencils,  organizers, reading cards,  pictures, newspaper  cuttings, story books, stencil, crayons.  KLB Visionary English Literacy Activities Grade  1 pg.193 | Learners  organize pictures in sequence to  tell a story and write words to  caption the pictures |  |
| 3 | 1 | **LISTENING** | **Story Telling** | By the end of the  sub-strand, the learner should be  able 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 us  Stories? | 1. Learners listen to a  variety of stories about self, family,  health, hygiene, and  home from different sources (self,  peers, teacher, a  resource person (if available), audio recorded stories.  2. Learners respond to oral questions  related to the story learned or orally | Props for  storytelling, picture cards,  story books,  audio and  video-recorded stories,  resource person  KLB Visionary English Literacy Activities Grade  1 pg.194 | Retelling stories,  question and answer |  |

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|  |  |  |  |  |  | recreate a story. |  |  |  |
|  | 2 | **SPEAKING** | **Talk About** | By the end of the  sub-strand, the learner should be  able to:  a) Demonstrate interest to use names  of people, places,  and objects within the environment  b) Express personal  emotions, feelings, and opinions about people, places, and objects | Who/what  do you like? | 1. Interactions (turn-  taking, respecting others opinions)  2. Learners engage in  conversations to talk about self (name,  class, age and  gender), home, and community, in pairs and groups. | Audio-visual  aids  (recorders), Charts bearing names of people, places, and objects  KLB Visionary English Literacy Activities Grade  1 pg.195 | Oral  presentations, question/answer |  |
|  | 3 | **SPEAKING** | **Talk About** | By the end of the  sub-strand, the learner should be  able to:  a) Demonstrate interest to use names  of people, places,  and objects within the environment.  b) Express personal  emotions, feelings, and opinions about people, places, and objects. | Why do you  like him/her/it? | 1. Learners observe  the teacher modelling effective speaking  skills  2. Learners record their speech and  listen as teacher  observes | Audio-visual  aids  (recorders), Charts bearing  names of  people, places, and objects  KLB Visionary English Literacy Activities Grade  1 pg.196 | Oral  presentations, question/answer |  |
|  | 4 | **READING** | **Reading**  **phrases**  **and sentences** | By the end of the  sub-strand, the learner should be able to:  a) Read aloud short phrases and  sentences accurately | Why is it  important to read? | 1. Learners should be  exposed to a variety of reading materials to practice reading for fluency  2. Learners participate in reading | Charts  KLB Visionary English Literacy Activities Grade  1 pg.197-198 | read short words  and phrases |  |

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|  |  |  |  | b) Read unfamiliar  words based on phonic knowledge c) Develop an interest in reading new words, phrases and sentences |  | games (lucky dip,  fishing game), in pairs and groups  3. Learners mimic  words and phrases to produce right intonation. |  |  |  |
|  | 5 | **READING** | **Reading**  **phrases**  **and sentences** | By the end of the  sub-strand, the learner should be able to:  a) Read aloud short phrases and sentences accurately b) Read unfamiliar words based on phonic knowledge  c) Develop an interest in  reading new words,  phrases and sentences | Why is it  important to read? | 1. Learners should be  exposed to a variety of reading materials to practice reading for fluency  2. Learners participate in reading  games (lucky dip,  fishing game), in pairs and groups  3. Learners mimic  words and phrases to produce right intonation. | Charts  KLB Visionary English Literacy Activities Grade  1 pg.199-200 | read short words  and phrases |  |
| 4 | 1 | **WRITING** | **Creative**  **Writing** | By the end of the  sub-strand, the learner should be able to:  a) Plan and organize ideas.  b) Apply knowledge of writing organizer to write a coherent  story. | What do we  write? | 1. Learners are  guided to write key words in the story.  2. Learners are guided to develop a  storyline by filling in blanks or  sequencing jumbled  sentences (on the themes myself, my family or  my home) in pairs and groups | Pencils,  organizers, reading cards, pictures, newspaper cuttings, story books, stencil, crayons  KLB Visionary English Literacy Activities Grade  1 pg.201 | Learners  organize pictures in sequence to  tell a story and write words to  caption 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, the  learner should be able to:  a) Learn from oral  and reading activities to enrich their  written words.  b) Apply knowledge of writing  conventions to aid meaning and  presentation. | write? | stories from pictures  provided (picture spark)  2. Learners are  guided to write key words in the story.  3. Learners are guided to construct simple sentences for  fluency and meaning | organize  pictures in sequence to tell a story and write words to caption the pictures  KLB Visionary English Literacy Activities Grade  1 pg.202 | organizers,  reading cards, pictures, newspaper cuttings, story books, stencil, crayons |  |
|  | 3 | **LISTENING** | **Effective**  **Communication** | By the end of the  sub-strand, the learner should be  able to:  a) Acquire a variety of vocabulary to talk  about own and  others’ experiences. b) Show appreciation of  others’ feelings as  they share their experiences | What makes  us happy? | 1. Learners share  their experiences and feelings (texts on  health and hygiene), in pairs, groups and  whole class  2. Learners are guided to ask and  respond to questions  to clarify information on experiences. | Question and  answer, Observation of  non-verbal cues as the  learners share experiences,  Role play  (drills)  KLB Visionary English Literacy Activities Grade  1 pg.203 | audio-recording  devices, learners |  |
|  | 4 | **SPEAKING** | **Talk About** | By the end of the  sub-strand, the learner should be  able to:  a) Use acquired vocabulary to talk about self appropriately  b) Identify themselves with | Why do you  like him/her/it? | 1. Learners practice  rules on social interactions (turn-  taking, respecting  others opinions)  2. Learners engage in conversations to talk  about self (name, class, age and  gender), home, and | Audio-visual  aids  (recorders), Charts bearing names of people, places, and objects  KLB Visionary  English Literacy | Oral  presentations, question/answer |  |

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|  |  |  |  | people, objects and  places in their environment. |  | community, in pairs  and groups, | Activities Grade  1 pg.204 |  |  |
|  | 5 | **SPEAKING** | **Talk About** | By the end of the  sub-strand, the learner should be  able to:  a) Demonstrate interest to use names  of people, places, and objects  within the environment  b) Express personal emotions, feelings, and opinions about  people, places, and objects | Who/what  do you like? | 1. Learners practice  rules on social interactions (turn-  taking, respecting others opinions)  2. Learners engage in conversations to talk  about self (name,  class, age and gender), home, and community, in pairs and groups, | Audio-visual  aids  (recorders), Charts bearing  names of  people, places, and objects  KLB Visionary English Literacy Activities Grade  1 pg.205 | Oral  presentations, question/answer |  |
| 5 | 1 | **READING** | **Reading phrases**  **and sentences** | By the end of the  sub-strand, the learner should be  able to:  a) Read aloud short phrases and  sentences accurately.  b) Develop an interest in reading new words, phrases and sentences. | Why is it  important to read? | 1. Learners are  assisted in reading and predicting the  meaning of new  words  2. Learners re- arrange jumbled words to make meaningful sentences  3. Learners should be exposed to a variety of reading materials  to practice reading for fluency | Charts  KLB Visionary English Literacy Activities Grade  1 pg.206 | Read short words  and phrases |  |
|  | 2 | **READING** | **Reading phrases**  **and sentences** | By the end of the  sub-strand, the learner should be  able to: | Why is it  important to read? | 1. Learners are  assisted in reading and predicting the  meaning of new | Charts  KLB Visionary  English Literacy | Read short words  and phrases |  |

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|  |  |  |  | a) Read aloud short  phrases and  sentences accurately. b) Develop an  interest in reading new words, phrases  and sentences. |  | words  2. Learners re- arrange jumbled words to make meaningful sentences  3. Learners should be exposed to a variety  of reading materials  to practice reading for fluency | Activities Grade  1 pg.207 |  |  |
|  | 3 | **WRITING** | **Creative**  **Writing** | By the end of the  sub-strand, the learner should be able to:  a) Plan and organize ideas.  b) Apply knowledge of writing organizer  to write a coherent story.  c) Apply knowledge  of writing conventions to aid meaning and presentation. | What do we  write? | 1. Learners are  guided to write key words in the story  2. Learners are guided to develop a storyline by filling in  blanks or sequencing jumbled  sentences (on  the themes myself, my family or my  home) in pairs and groups | Pencils,  organizers, reading cards, pictures, newspaper cuttings, story books, stencil, crayons  KLB Visionary English Literacy Activities Grade  1 pg.208 | Learners  organize pictures in sequence to  tell a story and write words to caption the  pictures |  |
|  | 4 | **LISTENING** | **Effective**  **Communication** | By the end of the  sub-strand, the learner should be  able to:  a) Use non-verbal cues in oral  communication to  express feelings and experiences  b) Show appreciation  of others’ feelings as | How do we  respond when  someone is  sad? | 1. Learners share  their experiences and feelings (texts on  health and hygiene),  in pairs, groups and whole class  2. Learners listen to  songs and poems related to feelings | audio-recording  devices, learners  KLB Visionary English Literacy Activities Grade  1 pg.209 | Question and  answer, Observation of  non-verbal  cues as the learners share  experiences,  Role play (drills |  |

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|  |  |  |  | they share their  experiences. |  |  |  |  |  |
|  | 5 | **LISTENING** | **Effective**  **Communication** | By the end of the  sub-strand, the learner should be able to:  a) Use non-verbal cues in oral  communication to express feelings and  experiences  b) Use non-verbal cues in oral communication to express feelings and experiences. | How do we  respond when someone is sad? | 1. Learners share  their experiences and feelings (texts on health and hygiene), in pairs, groups and whole class  2. Learners listen to songs and poems related to feelings | audio-recording  devices, learners  KLB Visionary English Literacy Activities Grade  1 pg.209 | Question and  answer, Observation of non-verbal  cues as the learners share  experiences, Role play (drills |  |
| 6 | 1 | **SPEAKING** | **Talk About** | By the end of the  sub-strand, the learner should be  able to:  a) Demonstrate interest to use names of people, places,  and objects within the environment  b) Express personal emotions, feelings,  and opinions about people, places, and objects | Who/what  do you like? | 1. Learners practice  rules on social interactions (turn-  taking, respecting  others opinions)  2. Learners engage in conversations to talk  about self (name, class, age and  gender), home, and community, in pairs  and groups, | Audio-visual  aids  (recorders), Charts bearing names of people, places, and objects  KLB Visionary English Literacy Activities Grade  1 pg.210 | Oral  presentations, question/answer |  |
|  | 2 | **SPEAKING** | **Talk About** | By the end of the  sub-strand, the learner should be  able to:  a) Use acquired vocabulary to talk | Why do you  like him/her/it? | 1. Learners practice  rules on social interactions (turn-  taking, respecting  others opinions)  2. Learners engage in | Audio-visual  aids  (recorders), Charts bearing names of people, places, | Oral  presentations, question/answer |  |

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|  |  |  |  | about self  appropriately b) Identify themselves with people, objects and places in their environment. |  | conversations to talk  about self (name, class, age and gender), home, and community, in pairs and groups, | and objects  KLB Visionary English Literacy Activities Grade  1 pg.211 |  |  |
|  | 3 | **READING** | **Reading**  **phrases**  **and sentences** | By the end of the  sub-strand, the learner should be able to:  a) Read aloud short phrases and  sentences accurately. b) Read unfamiliar words based on  phonic knowledge c) Develop an  interest in reading new words, phrases  and sentences. | Why is it  important to read? | 1. Learners should be  exposed to a variety of reading materials to practice reading for fluency  2. Learners participate in reading  games (lucky dip,  fishing game), in pairs and groups  3. Learners mimic  words and phrases to produce right intonation. | Charts  KLB Visionary English Literacy Activities Grade  1 pg.212 | Read short words  and phrases |  |
|  | 4 | **WRITING** | **Creative**  **Writing** | By the end of the  sub-strand, the learner should be  able to:  a) Plan and organize ideas  b) Learn from oral and reading activities to enrich their  written words. | Why do we  write? | 1. Learners are  guided to write key words in the story  2. Learners are  guided to develop a storyline by filling in blanks or  sequencing jumbled sentences (on the  themes myself, my family or my home)  in pairs and groups  3. Learners are guided to construct  simple sentences for | Pencils,  organizers, reading cards,  pictures,  newspaper cuttings, story books, stencil, crayons  KLB Visionary English Literacy Activities Grade  1 pg.213 | Learners  organize pictures in sequence to  tell a story and  write words to caption the pictures |  |

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|  |  |  |  |  |  | fluency and meaning. |  |  |  |
|  | 5 | **WRITING** | **Creative**  **Writing** | By the end of the  sub-strand, the learner should be  able to:  a) Apply knowledge of writing organizer  to write a coherent  story  b) Apply knowledge of writing  conventions to aid meaning and  presentation | Why do we  write? | 1. Learners are  guided to write key words in the story  2. Learners are  guided to develop a storyline by filling in  blanks or  sequencing jumbled sentences (on the themes myself, my family or my home) in pairs and groups  3. Learners are guided to construct simple sentences for fluency and meaning. | Pencils,  organizers, reading cards,  pictures,  newspaper cuttings, story  books, stencil,  crayons  KLB Visionary English Literacy Activities Grade  1 pg.214 | Learners  organize pictures in sequence to  tell a story and  write words to caption the  pictures |  |
| 7 | 1 | **LISTENING** | **Conversation** | By the end of the  sub-strand, the learner should be able to:  a) Listen attentively and actively  participate in conversations in  different contexts.  b) Appreciate taking turns while engaged  in collaborative  conversations. | What do we  talk about? | 1. Learners associate  the keywords displayed with those in the conversation listened to?  2. Learners record audios of  conversations and  listen to them.  3. Learners watch videos of different  conversations. | Audio tapes,  videos on conversations related to theme, Phones  KLB Visionary English Literacy Activities Grade  1 pg.215-216 | Question and  answer, role play, dramatization |  |
|  | 2 | **LISTENING** | **Conversation** | By the end of the  sub-strand, the learner should be  able to:  a) Recognize and use vocabulary related to | What do we  talk about? | 1. Learners associate  the keywords displayed with those  in the conversation  listened to?  2. Learners record | Audio tapes,  videos on conversations  related to  theme, Phones | Question and  answer, role play,  dramatization |  |

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|  |  |  |  | the themes myself,  my family, my school, and my home b) Appreciate taking turns while  engaged in collaborative  conversations. |  | audios of  conversations and listen to them.  3. Learners watch  videos of different conversations. | KLB Visionary  English Literacy  Activities Grade  1 pg.217 |  |  |
|  | 3 | **SPEAKING** | **Presentation skills** | By the end of the  sub-strand, the learner should be able to:  a) Use a variety of vocabulary to  express self  appropriately.  b) Use appropriate tonal variation, articulation and stress to express self confidently  c) Appreciate the use of transition words to sequence events. | What does a  good presenter do? | 1. Learners are  guided to brainstorm on activities for each day of the week, individually, in pairs and groups.  2. Learners attempt to respond to  questions related to sequencing of  activities for each day of the week (before, after, then)  3. Learners sing songs, rhymes and  recite poems related to routine activities | Story maps  (graphic organizers), list of transition (signal words), Fairy tales and fables, charts, calendar about events  KLB Visionary English Literacy Activities Grade  1 pg.218 | Narration (check  use of signal words), question/answer |  |
|  | 4 | **SPEAKING** | **Presentation skills** | By the end of the  sub-strand, the learner should be  able to:  a) Use a variety of vocabulary to express self appropriately.  b) Use appropriate | What does a  good presenter  do? | 1. Learners are  guided to brainstorm on activities for each  day of the week,  individually, in pairs and groups.  2. Learners attempt  to respond to questions related to | Story maps  (graphic organizers), list  of transition  (signal words), Fairy tales and fables, charts, calendar about events | Narration (check  use of signal words),  question/answer |  |

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|  |  |  |  | tonal variation,  articulation and stress to express self confidently  c) Appreciate the use of transition words to  sequence events. |  | sequencing of  activities for each day of the week (before, after, then)  3. Learners sing songs, rhymes and  recite poems related to routine activities | KLB Visionary English Literacy Activities Grade  1 pg.219-220 |  |  |
|  | 5 | **READING** | **Reading comprehension** | By the end of the  sub-strand, the learner should be  able to:  a) Read simple texts fluently and  with understanding  b) Read aloud short texts and stories accurately | Why is it  important to understand  what you  read? | 1. Learners are  exposed to a variety of texts for reading  2. Learners are  guided to read sentences aloud for meaning  3. Learners ask and answer simple  questions related to materials read | Reading  materials, flashcards,  library, readers  KLB Visionary English Literacy Activities Grade  1 pg.221 | Listening,  Question/Answer |  |
| 8 | 1 | **READING** | **Reading comprehension** | By the end of the  sub-strand, the learner should be  able to:  a) Read at an appropriate speed for  enjoyment.  b) Develop an interest in reading short stories with comprehension. | Why is it  important to understand  what you read? | 1. Learners are  prompted to predict meaning from  pictures  2.Learners use  learned vocabulary to construct  simple sentences  3. Learners identify and name characters  from pictures | Reading  materials, flashcards,  library, readers  KLB Visionary English Literacy Activities Grade  1 pg.221 | Listening,  Question/Answer |  |
|  | 2 | **WRITING** | **Creative**  **Writing** | By the end of the  sub-strand, the learner should be able to:  a) Apply knowledge | What do we  write? | 1. Learners are  guided to write key words in the story  2. Learners are guided to develop a | Pencils,  organizers, reading cards, pictures, newspaper | Learners  organize pictures in sequence to  tell a story and write words to |  |

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|  |  |  |  | of writing organizer  to write a coherent story  b) Apply knowledge  of writing conventions to aid meaning and presentation. |  | storyline by filling in  blanks or sequencing jumbled sentences (on the themes myself, my family or my home) in pairs and groups  3. Learners are guided to construct  simple sentences for fluency and  meaning | cuttings, story  books, stencil, crayons  KLB Visionary English Literacy Activities Grade  1 pg.222 | caption the  pictures |  |
|  | 3 | **WRITING** | **Creative**  **Writing** | By the end of the  sub-strand, the learner should be able to:  a) Plan and organize ideas.  b) Learn from oral and reading activities  to enrich their  written words.  c) Apply knowledge of writing organizer  to write a coherent  story. | Why do we  write? | 1. Learners are  guided to write key words in the story  2. Learners are  guided to develop a storyline by filling in blanks or sequencing jumbled sentences (on the themes myself, my family or my home) in pairs and groups  3. Learners are guided to construct  simple sentences for  fluency and meaning. | Learners  organize pictures in sequence to tell a story and write words to caption the pictures  KLB Visionary English Literacy Activities Grade  1 pg.222 | Pencils,  organizers, reading cards, pictures, newspaper cuttings, story books, stencil, crayons |  |
|  | 4 | **WRITING** | **Creative**  **Writing** | By the end of the  sub-strand, the learner should be  able to:  a) Plan and organize ideas.  b) Learn from oral  and reading activities | Why do we  write? | 1. Learners are  guided to write key words in the story  2. Learners are  guided to develop a storyline by filling in blanks or sequencing jumbled sentences | Learners  organize pictures in  sequence to tell  a 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 their  written words.  c) Apply knowledge of writing organizer  to write a coherent story. |  | (on the themes  myself, my family or my home) in pairs and groups  3. Learners are guided to construct  simple sentences for fluency and meaning. | KLB Visionary English Literacy Activities Grade  1 pg.222 |  |  |
|  | 5 | **READING** | **Reading phrases**  **and sentences** | By the end of the  sub-strand, the learner should be  able to:  a) Read aloud short phrases and  sentences accurately.  b) Read unfamiliar words based on  phonic knowledge  c) Develop an interest in reading new words, phrases and sentences. | Why is it  important to read? | 1. Learners should be  exposed to a variety of reading materials  to practice reading for fluency  2. Learners participate in reading games (lucky dip,  fishing game), in pairs and groups  3. Learners mimic words and phrases to  produce right  intonation. | Charts  KLB Visionary English Literacy Activities Grade  1 pg.212 | Read short words  and phrases |  |
| 14 | **ASSESMENT** | | | | | | | |  |