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| **School** | **Grade** | **Learning Area** | **Term** | **Year** |
|  | **2** | **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** | **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. | What makes  us happy? | 1) Learners interact  with audio and  audio-visual teaching aids to relate to the  experiences and  feelings of others  2) Learners listen to songs and poems related to feelings | Audio-recording  devices, learners  KLB Visionary English Activities Grade 2 pg. 108-  109 | Question and  answer, Observation of non-verbal  cues as the learners share  experiences,  Role play (drills) |  |
|  | **2** | **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. | What makes  us happy? | 1) Learners interact  with audio and  audio-visual teaching aids to relate to the  experiences and feelings of others  2) Learners listen to songs and poems related to feelings | Audio-recording  devices, learners  KLB Visionary English Activities Grade 2 pg. 108-  110 | Question and  answer, Observation of non-verbal  cues as the learners share experiences,  Role play (drills) |  |
|  | **3** | **Speaking** | **Presentation skills** | By the end of the sub-  strand, the learner should be able to:  a) Express self  appropriately using acquired vocabulary to communicate effectively  b) Relate various community activities in | What does a  good presenter  do? | 1) Learners express  personal feelings orally using the learnt  vocabulary  2) Learners are  encouraged to participate in  speaking competitions | Audio visual aids,  role models, pictures of various  events  KLB Visionary English Activities Grade 2 pg. 111-  112 | Matching  pictures with events,  question/answer |  |

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|  |  |  |  | order in which they  occur |  |  |  |  |  |
|  | **4** | **Reading** | **Answering**  **comprehension questions** | By the end of the sub-  strand, the learner should be able to:  a) Locate specific details  in response to questions from texts read | Why is it  important to understand the meaning of what you read? | 1. Learners respond to  comprehension questions from texts on varied themes  2. Learners relate personal experiences  to a story read. | Readers,  newspapers, magazines, journals  KLB Visionary English Activities Grade 2 pg. 112-  113 | Question/answer,  filling in blanks |  |
|  | **5** | **Writing** | **Handwriting** | By the end of the sub-  strand, the learner should be able to:  a) Use conventional spacing between words b) Use basic punctuation  appropriately. | Why should  I write  Well? | 1. Learners write  dictated sentences, paying attention to the spacing (between and within words), punctuation and legibility.  2. Learners use a variety of handwriting  activities to practice  letter patterns, word patterns, and sentence patterns  3. Learners observe and practice  handwriting as is displayed | Books, pencils,  crayons, word puzzles, story books  KLB Visionary English Activities Grade 2 pg. 114-  115 | teacher to  provide a written text modelling good  handwriting for the learners to  copy in their book |  |
| **2** | **1** | **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. | What makes  us happy? | 1) Learners interact  with audio and  audio-visual teaching aids to relate to the  experiences and  feelings of others  2) Learners listen to songs and poems | Audio-recording  devices, learners  KLB Visionary English Activities Grade 2 pg. 108 | Question and  answer, Observation of  non-verbal cues as the  learners share experiences,  Role play (drills) |  |

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|  |  |  |  |  |  | related to feelings |  |  |  |
|  | **2** | **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. | What makes  us happy? | 1) Learners interact  with audio and  audio-visual teaching aids to relate to the experiences and feelings of others  2) Learners listen to songs and poems  related to feelings | Audio-recording  devices, learners  KLB Visionary English Activities Grade 2 pg. 110 | Question and  answer, Observation of  non-verbal  cues as the learners share  experiences,  Role play (drills) |  |
|  | **3** | **Speaking** | **Presentation skills** | By the end of the sub-  strand, the  learner should be able to:  a) Express self appropriately using acquired vocabulary to communicate effectively  b) Relate various community activities in order in which they occur | What does a  good presenter  do? | 1) Learners express  personal feelings orally using the learnt  vocabulary  2) Learners are  encouraged to participate in  speaking competitions | Audio visual aids,  role models, pictures of various  events  KLB Visionary English Activities Grade 2 pg. 111 | Matching  pictures with events,  question/answer |  |
|  | **4** | **Reading** | **Answering comprehension questions** | By the end of the sub-  strand, the learner should be able to:  a) Locate specific details in response to questions  from texts read | Why is it  important to understand  the meaning of what you  read? | 1. Learners respond to  comprehension questions from texts  on varied themes  2. Learners relate personal experiences  to a story read. | Readers,  newspapers, magazines,  journals  KLB Visionary English Activities Grade 2 pg. 110-  114 | Question/answer,  filling in blanks |  |
|  | **5** | **Writing** | **Handwriting** | By the end of the sub-  strand, the learner should be able to:  a) Use conventional  spacing between words | Why should  I write  Well? | 1. Learners write  dictated sentences, paying attention to the  spacing (between and  within words), | Books, pencils,  crayons, word puzzles, story  books | teacher to  provide a written text modelling  good  handwriting for |  |

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|  |  |  |  | b) Use basic punctuation  appropriately. |  | punctuation and  legibility.  2. Learners use a variety of handwriting  activities to practice letter patterns, word  patterns, and sentence patterns  3. Learners observe  and practice handwriting as is displayed | KLB Visionary  English Activities  Grade 2 pg.114-  115 | the learners to  copy in their book |  |
| **3** | **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 | Who do we  talk to? | 1. Learners role play  or dramatize a conversation involving issues relating to the theme my home  2. Learners participate in collaborative conversation on different themes (check on Fluency, accuracy with words and pronunciation,  turn taking skills, in pairs and small groups | Audio tapes,  videos on conversations related to theme, Phones  KLB Visionary English Activities Grade 2 pg. 116-  117 | Question and  answer, role play, dramatization |  |
|  | **2** | **Speaking** | **Presentation skills** | By the end of the sub-  strand, the learner should be able to:  a) Relate various community  activities in order in which they occur  b) Use appropriate tonal  variation, articulation |  | 1) Learners identify  good and poor presentation  skills(videos recording of presentations or  role playing by teacher)  2) Learners present  poems and sing songs | Audio visual aids,  role models, pictures of various  events  KLB Visionary English Activities Grade 2 pg.118 | matching  pictures with events,  question/answer |  |

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|  |  |  |  | and stress to express  self-confidently. |  | on various themes. |  |  |  |
|  | **3** | **Reading** | **Answering**  **comprehension questions** | By the end of the sub-  strand, the learner should be able to:  a) Summarise texts read  by identifying main ideas.  c) Determine the meaning of unknown  words in context | Why is it  important to understand the meaning of what you read? | 1. Learners use  context clues to determine word meanings  2. Learners are guided to summarize texts  by retelling or identifying the main  ideas | Readers,  newspapers, magazines, journals  KLB Visionary English Activities Grade 2 pg.118 | Question/answer,  filling in blanks |  |
|  | **4** | **Writing** | **Creative writing** | By the end of the sub-  strand, the learner should be able to:  a) Apply knowledge of  creative writing process to write own texts.  b) Exhibit artistic  expression through writing. | How do we  organize ideas to  make a  story interesting? | 1. Learners are guided  on the writing process through picture  stories in scrapbooks/  journals (planning, drafting, edited, proofreading, publishing)  2. Learners give  feedback on their classmate's writing | Newspaper  cutting, story maps, print  materials, books,  glue, scissors, sentence strips  KLB Visionary English Activities Grade 2 pg.119-  120 | Learners write a  story based on a given picture  story. |  |
|  | **5** | **Writing** | **Creative writing** | By the end of the sub-  strand, the learner should be able to:  a) Apply knowledge of  creative writing process to write own texts.  b) Exhibit artistic  expression through writing. | How do we  organize ideas to  make a  story interesting? | 1. Learners are guided  on the writing process through picture  stories in scrapbooks/  journals (planning, drafting, edited,  proofreading,  publishing)  2. Learners give  feedback on their classmate's writing | Newspaper  cutting, story maps, print  materials, books,  glue, scissors, sentence strips  KLB Visionary English Activities Grade 2 pg.121-  122 | Learners write a  story based on a given picture  story. |  |
| **4** | **1** | **Listening** | **Conversation** | By the end of the sub-  strand, the learner should | Who do we  talk to? | 1. Learners role play  or dramatize a | Audio tapes,  videos on | Question and  answer, role |  |

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|  |  |  |  | be able to:  a) listen attentively and actively participate in conversations in different contexts |  | conversation  involving issues relating to the theme my home  2. Learners participate in collaborative  conversation on different themes (check on Fluency,  accuracy with words and pronunciation,  turn taking skills, in pairs and small groups | conversations  related to theme, Phones  KLB Visionary English Activities Grade 2 pg.116-  117 | play,  dramatisation |  |
|  | **2** | **Speaking** | **Presentation skills** | By the end of the sub-  strand, the learner should be able to:  a) Relate various community  activities in order in which they occur  b) Use appropriate tonal  variation, articulation and stress to express self-confidently. | What does a  good presenter  do? | 1) Learners identify  good and poor presentation  skills(videos recording of presentations or  role playing by teacher)  2) Learners present  poems and sing songs on various themes. | Audio visual aids,  role models, pictures of various  events  KLB Visionary English Activities Grade 2 pg.118 | matching  pictures with events,  question/answer |  |
|  | **3** | **Reading** | **Answering**  **comprehension questions** | By the end of the sub-  strand, the learner should be able to:  a) Summarise texts read by identifying main ideas.  c) Determine the meaning of unknown  words in context | Why is it  important to understand the meaning of what you read? | 1. Learners use  context clues to determine word meanings  2. Learners are guided to summarize texts  by retelling or identifying the main  ideas | Readers,  newspapers, magazines, journals  KLB Visionary English Activities Grade 2 pg. 118 | Question/answer,  filling in blanks |  |
|  | **4** | **Writing** | **Creative**  **writing** | By the end of the sub-  strand, the learner should be able to: | How do we  organize ideas to | 1. Learners are guided  on the writing process through picture | Newspaper  cutting, story maps, print | Learners write a  story based on a given picture |  |

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|  |  |  |  | a) Apply knowledge of  creative writing process to write own texts.  b) Exhibit artistic  expression through writing. | make a  story interesting? | stories in scrapbooks/  journals (planning, drafting, edited, proofreading, publishing)  2. Learners give  feedback on their classmate's writing | materials, books,  glue, scissors, sentence strips  KLB Visionary English Activities Grade 2 pg.119-  120 | story. |  |
|  | **5** | **Writing** | **Creative writing** | By the end of the sub-  strand, the learner should be able to:  a) Apply knowledge of  creative writing process to write own texts.  b) Exhibit artistic  expression through writing. | How do we  organize ideas to  make a  story interesting? | 1. Learners are guided  on the writing process through picture  stories in scrapbooks/  journals (planning, drafting, edited,  proofreading,  publishing)  2. Learners give  feedback on their classmate's writing | Newspaper  cutting, story maps, print  materials, books,  glue, scissors, sentence strips  KLB Visionary English Activities Grade 2 pg.121 | Learners write a  story based on a given picture  story. |  |
| **5** | **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. | Who do we  talk to? | Learners role play or  dramatize a conversation  involving issues relating to the theme  my home.  2. Learners participate  in collaborative conversation on different themes(check on Fluency, accuracy with words and pronunciation, turn taking skills, in pairs and small | Audio tapes,  videos on conversations  related to theme, Phones  KLB Visionary English Activities Grade 2 pg.122 | Question and  answer, role play,  dramatisation |  |

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|  |  |  |  |  |  | groups. |  |  |  |
|  | **2** | **Speaking** | **Presentation skills** | By the end of the sub-  strand, the learner should be able to:  a) Use appropriate tonal  variation, articulation and stress to express self  confidently  b) Recall ideas on the themes in a logical manner. | What does a  good presenter  do? | 1. Learners are  encouraged to participate in  speaking competitions  2. Learners practice  making connections using transition words (relating to months, special days e.g birthdays, cultural events, planting seasons, religious festivals)  3. Learners identify  good and poor presentation skills (videos recording of presentations or role playing by teacher) | audio visual aids,  role models, pictures of various  events  KLB Visionary English Activities Grade 2 pg.123-  124 | Matching  pictures with events,  question/answer |  |
|  | **3** | **Reading** | **Answering comprehension**  **questions** | By the end of the sub-  strand, the learner should be able to:  a) Summarize texts read  by identifying main ideas  c) Determine the  meaning of unknown words in context. | Why is it  important to understand  the meaning  of what you read? | 1. Learners use  context clues to determine word  meanings  2. Learners are guided  to summarize texts by retelling or identifying the main ideas. | Readers,  newspapers, magazines,  journals  KLB Visionary English Activities Grade 2 pg.125-  126 | Question/answer,  filling in blanks |  |
|  | **4** | **Writing** | **Creative writing** | By the end of the sub-  strand, the learner should be able to:  a) Write clearly with a  variety in sentence structure, length, and | How do we  organize ideas to  make a  story interesting? | 1. Learners practice  sequencing sentences to form  creative texts in  pairs and groups  2. Learners are | Newspaper  cutting, story maps, print  materials, books,  glue, scissors, sentence strips | Learners write a  story based on a given picture  story |  |

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|  |  |  |  | pattern  c) Use appropriate connecting words to sequence sentences d) Exhibit artistic expression through writing. |  | provided with pictures  as a trigger to creative writing  3. Learners  imagination could be stimulated through games e.g. | KLB Visionary English Activities Grade 2 pg.127 |  |  |
|  | **5** | **Writing** | **Creative**  **writing** | By the end of the sub-  strand, the learner should be able to:  a) Write clearly with a variety in sentence structure, length, and  pattern  c) Use appropriate connecting words to  sequence sentences  d) Exhibit artistic expression through  writing. | How do we  organize ideas to make a story interesting? | 1. Learners practice  sequencing sentences to form creative texts in pairs and groups  2. Learners are provided with pictures  as a trigger to creative  writing  3. Learners  imagination could be stimulated through games e.g. | Newspaper  cutting, story maps, print materials, books, glue, scissors, sentence strips  KLB Visionary English Activities Grade 2 pg.128 | Learners write a  story based on a given picture story |  |
| **6** | **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. | Who do we  talk to? | Learners role play or  dramatize a conversation  involving issues  relating to the theme my home.  2. Learners participate  in collaborative conversation on different themes(check on Fluency, accuracy with words and pronunciation, turn taking skills, in | Audio tapes,  videos on conversations  related to theme,  Phones  KLB Visionary English Activities Grade 2 pg.122 | Question and  answer, role play,  dramatisation |  |

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|  |  |  |  |  |  | pairs and small  groups. |  |  |  |
|  | **2** | **Speaking** | **Presentation**  **skills** | By the end of the sub-  strand, the learner should be able to:  a) Use appropriate tonal  variation, articulation and stress to express self confidently  b) Recall ideas on the themes in a logical  manner. | What does a  good presenter do? | 1. Learners are  encouraged to participate in  speaking competitions  2. Learners practice  making connections using transition words (relating to months, special days e.g birthdays, cultural events, planting seasons, religious festivals)  3. Learners identify  good and poor presentation skills (videos recording of presentations or role playing by teacher) | audio visual aids,  role models, pictures of various events  KLB Visionary English Activities Grade 2 pg.123-  124 | Matching  pictures with events, question/answer |  |
|  | **3** | **Reading** | **Answering**  **comprehension questions** | By the end of the sub-  strand, the learner should be able to:  a) Summarize texts read by identifying main ideas  c) Determine the meaning of unknown  words in context. | Why is it  important to understand the meaning of what you read? | 1. Learners use  context clues to determine word meanings  2. Learners are guided  to summarize texts by retelling or identifying the main ideas. | Readers,  newspapers, magazines, journals  KLB Visionary English Activities Grade 2 pg.125 | Question/answer,  filling in blanks |  |
|  | **4** | **Writing** | **Creative**  **writing** | By the end of the sub-  strand, the learner should be able to:  a) Write clearly with a variety in sentence | How do we  organize ideas to make a story | 1. Learners practice  sequencing sentences to form creative texts in pairs and groups | Newspaper  cutting, story maps, print materials, books, glue, scissors, | Learners write a  story based on a given picture story |  |

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|  |  |  |  | structure, length, and  pattern  c) Use appropriate connecting words to  sequence sentences d) Exhibit artistic  expression through writing. | interesting? | 2. Learners are  provided with pictures as a trigger to creative writing  3. Learners  imagination could be stimulated through games e.g. | sentence strips  KLB Visionary English Activities Grade 2 pg.127 |  |  |
|  | **5** | **Writing** | **Creative writing** | By the end of the sub-  strand, the learner should be able to:  a) Write clearly with a  variety in sentence structure, length, and  pattern  c) Use appropriate connecting words to sequence sentences d) Exhibit artistic expression through writing. | How do we  organize ideas to  make a  story interesting? | 1. Learners practice  sequencing sentences to form  creative texts in  pairs and groups  2. Learners are provided with pictures as a trigger to creative Writing.  3. Learners  imagination could be stimulated through games e.g. | Newspaper  cutting, story maps, print  materials, books,  glue, scissors, sentence strips  KLB Visionary English Activities Grade 2 pg.128 | Learners write a  story based on a given picture  story |  |
| **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? | Learners participate in  collaborative conversation on different themes(check  on Fluency, accuracy with words and  pronunciation, turn  taking skills, in  pairs and small groups  2. Learners associate  the keywords displayed with those in the conversation | Audio tapes,  videos on conversations related to theme, Phones  KLB Visionary English Activities Grade 2 pg.129-  130 | Question and  answer, role play, dramatization. |  |

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|  |  |  |  |  |  | listened to. |  |  |  |
|  | **2** | **Speaking** | **Presentation skills** | By the end of the sub-  strand, the learner should be able to:  a) Express self  appropriately using acquired vocabulary  to communicate  effectively  b) Relate various community activities in  order in which they occur. | What does a  good presenter  do? | 1. Learners express  personal feelings orally using the learnt  vocabulary  2. Learners are  encouraged to participate in speaking competitions.  3. Learners present poems and sing songs on various themes. | Audio visual aids,  role models, pictures of various  events  KLB Visionary English Activities Grade 2 pg. 131-  132 | Matching  pictures with events,  question/answer |  |
|  | **3** | **Reading** | **Answering**  **comprehension questions** | By the end of the sub-  strand, the learner should be able to:  a) Locate specific details  in response to questions from texts read.  b) Summarize texts read by identifying main ideas.  c) Determine the meaning of unknown  words in context. | Why is it  important to understand the meaning of what you read? | 1. Learners respond to  comprehension questions from texts on varied themes  2. Learners relate personal experiences  to a story read  3. Learners use context clues to  determine word meanings  4. Learners are guided to summarise texts by  retelling or identifying the main ideas. | Question/answer,  filling in blanks  KLB Visionary English Activities Grade 2 pg.133-  134 | Readers,  newspapers, magazines, journals |  |
|  | **4** | **Writing** | **Creative**  **writing** | By the end of the sub-  strand, the learner should be able to:  a) Write clearly with a variety in sentence  structure, length, and pattern. | How do we  organize ideas to make a story interesting? | a) Learners practice  sequencing sentences to form creative texts in pairs and groups  b) Learners are  provided with | Newspaper  cutting, story maps, print materials, books, glue, scissors, sentence strips | Learners write a  story based on a given picture story |  |

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|  |  |  |  | b) Use appropriate  connecting  words to sequence sentences  c) Exhibit artistic expression  through writing choice activities |  | pictures as a trigger to  creative writing  c) Learners  imagination could be stimulated through games e.g. story train as a basis for writing, picture spark | KLB Visionary  English Activities  Grade 2 pg.135-  136 |  |  |
|  | **5** | **Writing** | **Creative**  **writing** | By the end of the sub-  strand, the learner should be able to:  a) Write clearly with a variety in sentence structure, length, and  pattern.  b) Use appropriate connecting  words to sequence sentences  c) Exhibit artistic expression  through writing choice activities | How do we  organize ideas to make a story interesting? | a) Learners practice  sequencing sentences to form creative texts in pairs and groups  b) Learners are  provided with  pictures as a trigger to creative writing  c) Learners  imagination could be stimulated through games e.g. story train as a basis for writing, picture spark | Newspaper  cutting, story maps, print materials, books, glue, scissors, sentence strips  KLB Visionary English Activities Grade 2 pg.137 | Learners write a  story based on a given picture story |  |
| **8** | **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 | What do we  talk about? | Learners participate in  collaborative conversation on different themes(check  on Fluency, accuracy with words and pronunciation, turn taking skills, in | Audio tapes,  videos on conversations related to theme, Phones  KLB Visionary English Activities Grade 2 pg.129- | Question and  answer, role play, dramatization. |  |

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|  |  |  |  | collaborative  conversations. |  | pairs and small groups  2. Learners associate  the keywords displayed with those in the conversation listened to. | 130 |  |  |
|  | **2** | **Speaking** | **Presentation skills** | By the end of the sub-  strand, the learner should be able to:  a) Express self  appropriately using acquired vocabulary to communicate effectively  b) Relate various community activities in  order in which they  occur. | What does a  good presenter  do? | 1. Learners express  personal feelings orally using the learnt  vocabulary  2. Learners are  encouraged to participate in speaking competitions.  3. Learners present poems and sing songs on various themes. | Audio visual aids,  role models, pictures of various  events  KLB Visionary English Activities Grade 2 pg.131-  132 | Matching  pictures with events,  question/answer |  |
|  | **3** | **Reading** | **Answering comprehension**  **questions** | By the end of the sub-  strand, the learner should be able to:  a) Locate specific details  in response to questions from texts read.  b) Summarise texts read  by identifying main ideas.  c) Determine the meaning of unknown  words in context. | Why is it  important to understand  the meaning  of what you read? | 1. Learners respond to  comprehension questions from texts  on varied themes  2. Learners relate personal experiences  to a story read  3. Learners use context clues to determine word meanings  4. Learners are guided to summarise texts by  retelling or identifying  the main ideas. | Question/answer,  filling in blanks  KLB Visionary English Activities Grade 2 pg.133 | Readers,  newspapers, magazines,  journals |  |
|  | **4** | **Writing** | **Creative**  **writing** | By the end of the sub-  strand, the learner should | How do we  organize | a) Learners practice  sequencing | Newspaper  cutting, story | Learners write a  story based on a |  |

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|  |  |  |  | be able to:  a) Write clearly with a variety in sentence structure, length, and pattern.  b) Use appropriate connecting  words to sequence  sentences  c) Exhibit artistic expression  through writing choice activities | ideas to  make a story interesting? | sentences to form  creative texts in pairs and groups b) Learners are  provided with  pictures as a trigger to creative writing  c) Learners  imagination could be stimulated through games e.g. story train as a basis for writing, picture spark | maps, print  materials, books, glue, scissors, sentence strips  KLB Visionary English Activities Grade 2 pg.135-  136 | given picture  story |  |
|  | **5** | **Writing** | **Creative**  **writing** | By the end of the sub-  strand, the learner should be able to:  a) Write clearly with a variety in sentence  structure, length, and  pattern.  b) Use appropriate connecting  words to sequence  sentences  c) Exhibit artistic expression  through writing choice activities | How do we  organize ideas to make a story interesting? | a) Learners practice  sequencing sentences to form creative texts in pairs and groups  b) Learners are  provided with  pictures as a trigger to creative writing  c) Learners  imagination could be stimulated through games e.g. story train as a basis for writing, picture spark | Newspaper  cutting, story maps, print materials, books, glue, scissors, sentence strips  KLB Visionary English Activities Grade 2 pg.137 | Learners write a  story based on a given picture story |  |
| 9 | ASSESMENT/REVISION | | | | | | | |  |