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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 cuesin oral communication to express feelings andexperiences. | What makesus happy? | 1) Learners interactwith audio andaudio-visual teaching aids to relate to theexperiences andfeelings of others2) Learners listen to songs and poems related to feelings | Audio-recordingdevices, learnersKLB Visionary English Activities Grade 2 pg. 108-109 | Question andanswer, Observation of non-verbalcues as the learners shareexperiences,Role play (drills) |  |
|  | **2** | **Listening** | **Effective****Communication** | By the end of the sub-strand, the learner should be able to:a) Use non-verbal cuesin oral communication to express feelings and experiences. | What makesus happy? | 1) Learners interactwith audio andaudio-visual teaching aids to relate to theexperiences and feelings of others2) Learners listen to songs and poems related to feelings | Audio-recordingdevices, learnersKLB Visionary English Activities Grade 2 pg. 108-110 | Question andanswer, Observation of non-verbalcues 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 selfappropriately using acquired vocabulary to communicate effectivelyb) Relate various community activities in | What does agood presenterdo? | 1) Learners expresspersonal feelings orally using the learntvocabulary2) Learners areencouraged to participate inspeaking competitions | Audio visual aids,role models, pictures of variouseventsKLB Visionary English Activities Grade 2 pg. 111-112 | Matchingpictures with events,question/answer |  |

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|  |  |  |  | order in which theyoccur |  |  |  |  |  |
|  | **4** | **Reading** | **Answering****comprehension questions** | By the end of the sub-strand, the learner should be able to:a) Locate specific detailsin response to questions from texts read | Why is itimportant to understand the meaning of what you read? | 1. Learners respond tocomprehension questions from texts on varied themes2. Learners relate personal experiencesto a story read. | Readers,newspapers, magazines, journalsKLB 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 punctuationappropriately. | Why shouldI writeWell? | 1. Learners writedictated sentences, paying attention to the spacing (between and within words), punctuation and legibility.2. Learners use a variety of handwritingactivities to practiceletter patterns, word patterns, and sentence patterns3. Learners observe and practicehandwriting as is displayed | Books, pencils,crayons, word puzzles, story booksKLB Visionary English Activities Grade 2 pg. 114-115 | teacher toprovide a written text modelling goodhandwriting for the learners tocopy 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 cuesin oral communication to express feelings andexperiences. | What makesus happy? | 1) Learners interactwith audio andaudio-visual teaching aids to relate to theexperiences andfeelings of others2) Learners listen to songs and poems | Audio-recordingdevices, learnersKLB Visionary English Activities Grade 2 pg. 108 | Question andanswer, Observation ofnon-verbal cues as thelearners 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 cuesin oral communication to express feelings andexperiences. | What makesus happy? | 1) Learners interactwith audio andaudio-visual teaching aids to relate to the experiences and feelings of others2) Learners listen to songs and poemsrelated to feelings | Audio-recordingdevices, learnersKLB Visionary English Activities Grade 2 pg. 110 | Question andanswer, Observation ofnon-verbalcues as the learners shareexperiences,Role play (drills) |  |
|  | **3** | **Speaking** | **Presentation skills** | By the end of the sub-strand, thelearner should be able to:a) Express self appropriately using acquired vocabulary to communicate effectivelyb) Relate various community activities in order in which they occur | What does agood presenterdo? | 1) Learners expresspersonal feelings orally using the learntvocabulary2) Learners areencouraged to participate inspeaking competitions | Audio visual aids,role models, pictures of variouseventsKLB Visionary English Activities Grade 2 pg. 111 | Matchingpictures 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 questionsfrom texts read | Why is itimportant to understandthe meaning of what youread? | 1. Learners respond tocomprehension questions from textson varied themes2. Learners relate personal experiencesto a story read. | Readers,newspapers, magazines,journalsKLB 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 conventionalspacing between words | Why shouldI writeWell? | 1. Learners writedictated sentences, paying attention to thespacing (between andwithin words), | Books, pencils,crayons, word puzzles, storybooks | teacher toprovide a written text modellinggoodhandwriting for |  |

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|  |  |  |  | b) Use basic punctuationappropriately. |  | punctuation andlegibility.2. Learners use a variety of handwritingactivities to practice letter patterns, wordpatterns, and sentence patterns3. Learners observeand practice handwriting as is displayed | KLB VisionaryEnglish ActivitiesGrade 2 pg.114-115 | the learners tocopy in their book |  |
| **3** | **1** | **Listening** | **Conversation** | By the end of the sub-strand, the learner should be able to:a) listen attentively andactively participate in conversations in different contexts | Who do wetalk to? | 1. Learners role playor dramatize a conversation involving issues relating to the theme my home2. 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, PhonesKLB Visionary English Activities Grade 2 pg. 116-117 | Question andanswer, role play, dramatization |  |
|  | **2** | **Speaking** | **Presentation skills** | By the end of the sub-strand, the learner should be able to:a) Relate various communityactivities in order in which they occurb) Use appropriate tonalvariation, articulation |  | 1) Learners identifygood and poor presentationskills(videos recording of presentations orrole playing by teacher)2) Learners presentpoems and sing songs | Audio visual aids,role models, pictures of variouseventsKLB Visionary English Activities Grade 2 pg.118 | matchingpictures with events,question/answer |  |

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|  |  |  |  | and stress to expressself-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 readby identifying main ideas.c) Determine the meaning of unknownwords in context | Why is itimportant to understand the meaning of what you read? | 1. Learners usecontext clues to determine word meanings2. Learners are guided to summarize textsby retelling or identifying the mainideas | Readers,newspapers, magazines, journalsKLB 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 ofcreative writing process to write own texts.b) Exhibit artisticexpression through writing. | How do weorganize ideas tomake astory interesting? | 1. Learners are guidedon the writing process through picturestories in scrapbooks/journals (planning, drafting, edited, proofreading, publishing)2. Learners givefeedback on their classmate's writing | Newspapercutting, story maps, printmaterials, books,glue, scissors, sentence stripsKLB Visionary English Activities Grade 2 pg.119-120 | Learners write astory based on a given picturestory. |  |
|  | **5** | **Writing** | **Creative writing** | By the end of the sub-strand, the learner should be able to:a) Apply knowledge ofcreative writing process to write own texts.b) Exhibit artisticexpression through writing. | How do weorganize ideas tomake astory interesting? | 1. Learners are guidedon the writing process through picturestories in scrapbooks/journals (planning, drafting, edited,proofreading,publishing)2. Learners givefeedback on their classmate's writing | Newspapercutting, story maps, printmaterials, books,glue, scissors, sentence stripsKLB Visionary English Activities Grade 2 pg.121-122 | Learners write astory based on a given picturestory. |  |
| **4** | **1** | **Listening** | **Conversation** | By the end of the sub-strand, the learner should | Who do wetalk to? | 1. Learners role playor dramatize a | Audio tapes,videos on | Question andanswer, role |  |

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|  |  |  |  | be able to:a) listen attentively and actively participate in conversations in different contexts |  | conversationinvolving issues relating to the theme my home2. Learners participate in collaborativeconversation on different themes (check on Fluency,accuracy with words and pronunciation,turn taking skills, in pairs and small groups | conversationsrelated to theme, PhonesKLB 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 communityactivities in order in which they occurb) Use appropriate tonalvariation, articulation and stress to express self-confidently. | What does agood presenterdo? | 1) Learners identifygood and poor presentationskills(videos recording of presentations orrole playing by teacher)2) Learners presentpoems and sing songs on various themes. | Audio visual aids,role models, pictures of variouseventsKLB Visionary English Activities Grade 2 pg.118 | matchingpictures 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 unknownwords in context | Why is itimportant to understand the meaning of what you read? | 1. Learners usecontext clues to determine word meanings2. Learners are guided to summarize textsby retelling or identifying the mainideas | Readers,newspapers, magazines, journalsKLB 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 weorganize ideas to | 1. Learners are guidedon the writing process through picture | Newspapercutting, story maps, print | Learners write astory based on a given picture |  |

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|  |  |  |  | a) Apply knowledge ofcreative writing process to write own texts.b) Exhibit artisticexpression through writing. | make astory interesting? | stories in scrapbooks/journals (planning, drafting, edited, proofreading, publishing)2. Learners givefeedback on their classmate's writing | materials, books,glue, scissors, sentence stripsKLB 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 ofcreative writing process to write own texts.b) Exhibit artisticexpression through writing. | How do weorganize ideas tomake astory interesting? | 1. Learners are guidedon the writing process through picturestories in scrapbooks/journals (planning, drafting, edited,proofreading,publishing)2. Learners givefeedback on their classmate's writing | Newspapercutting, story maps, printmaterials, books,glue, scissors, sentence stripsKLB Visionary English Activities Grade 2 pg.121 | Learners write astory based on a given picturestory. |  |
| **5** | **1** | **Listening** | **Conversation** | By the end of the sub-strand, the learner should be able to:a) Listen attentively and actively participate inconversations in different contexts.b) Appreciate takingturns while engaged in collaborative conversations. | Who do wetalk to? | Learners role play ordramatize a conversationinvolving issues relating to the thememy home.2. Learners participatein collaborative conversation on different themes(check on Fluency, accuracy with words and pronunciation, turn taking skills, in pairs and small | Audio tapes,videos on conversationsrelated to theme, PhonesKLB Visionary English Activities Grade 2 pg.122 | Question andanswer, 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 tonalvariation, articulation and stress to express selfconfidentlyb) Recall ideas on the themes in a logical manner. | What does agood presenterdo? | 1. Learners areencouraged to participate inspeaking competitions2. Learners practicemaking connections using transition words (relating to months, special days e.g birthdays, cultural events, planting seasons, religious festivals)3. Learners identifygood and poor presentation skills (videos recording of presentations or role playing by teacher) | audio visual aids,role models, pictures of variouseventsKLB Visionary English Activities Grade 2 pg.123-124 | Matchingpictures 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 readby identifying main ideasc) Determine themeaning of unknown words in context. | Why is itimportant to understandthe meaningof what you read? | 1. Learners usecontext clues to determine wordmeanings2. Learners are guidedto summarize texts by retelling or identifying the main ideas. | Readers,newspapers, magazines,journalsKLB 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 avariety in sentence structure, length, and | How do weorganize ideas tomake astory interesting? | 1. Learners practicesequencing sentences to formcreative texts inpairs and groups2. Learners are | Newspapercutting, story maps, printmaterials, books,glue, scissors, sentence strips | Learners write astory based on a given picturestory |  |

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|  |  |  |  | patternc) Use appropriate connecting words to sequence sentences d) Exhibit artistic expression through writing. |  | provided with picturesas a trigger to creative writing3. Learnersimagination 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, andpatternc) Use appropriate connecting words tosequence sentencesd) Exhibit artistic expression throughwriting. | How do weorganize ideas to make a story interesting? | 1. Learners practicesequencing sentences to form creative texts in pairs and groups2. Learners are provided with picturesas a trigger to creativewriting3. Learnersimagination could be stimulated through games e.g. | Newspapercutting, story maps, print materials, books, glue, scissors, sentence stripsKLB Visionary English Activities Grade 2 pg.128 | Learners write astory 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 andactively participate in conversations in different contexts.b) Appreciate taking turns while engaged incollaborative conversations. | Who do wetalk to? | Learners role play ordramatize a conversationinvolving issuesrelating to the theme my home.2. Learners participatein collaborative conversation on different themes(check on Fluency, accuracy with words and pronunciation, turn taking skills, in | Audio tapes,videos on conversationsrelated to theme,PhonesKLB Visionary English Activities Grade 2 pg.122 | Question andanswer, role play,dramatisation |  |

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|  |  |  |  |  |  | pairs and smallgroups. |  |  |  |
|  | **2** | **Speaking** | **Presentation****skills** | By the end of the sub-strand, the learner should be able to:a) Use appropriate tonalvariation, articulation and stress to express self confidentlyb) Recall ideas on the themes in a logicalmanner. | What does agood presenter do? | 1. Learners areencouraged to participate inspeaking competitions2. Learners practicemaking connections using transition words (relating to months, special days e.g birthdays, cultural events, planting seasons, religious festivals)3. Learners identifygood and poor presentation skills (videos recording of presentations or role playing by teacher) | audio visual aids,role models, pictures of various eventsKLB Visionary English Activities Grade 2 pg.123-124 | Matchingpictures 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 ideasc) Determine the meaning of unknownwords in context. | Why is itimportant to understand the meaning of what you read? | 1. Learners usecontext clues to determine word meanings2. Learners are guidedto summarize texts by retelling or identifying the main ideas. | Readers,newspapers, magazines, journalsKLB 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 weorganize ideas to make a story | 1. Learners practicesequencing sentences to form creative texts in pairs and groups | Newspapercutting, story maps, print materials, books, glue, scissors, | Learners write astory based on a given picture story |  |

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|  |  |  |  | structure, length, andpatternc) Use appropriate connecting words tosequence sentences d) Exhibit artisticexpression through writing. | interesting? | 2. Learners areprovided with pictures as a trigger to creative writing3. Learnersimagination could be stimulated through games e.g. | sentence stripsKLB 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 avariety in sentence structure, length, andpatternc) Use appropriate connecting words to sequence sentences d) Exhibit artistic expression through writing. | How do weorganize ideas tomake astory interesting? | 1. Learners practicesequencing sentences to formcreative texts inpairs and groups2. Learners are provided with pictures as a trigger to creative Writing.3. Learnersimagination could be stimulated through games e.g. | Newspapercutting, story maps, printmaterials, books,glue, scissors, sentence stripsKLB Visionary English Activities Grade 2 pg.128 | Learners write astory based on a given picturestory |  |
| **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 indifferent contexts.b) Appreciate taking turns while engaged incollaborativeconversations. | What do wetalk about? | Learners participate incollaborative conversation on different themes(checkon Fluency, accuracy with words andpronunciation, turntaking skills, inpairs and small groups2. Learners associatethe keywords displayed with those in the conversation | Audio tapes,videos on conversations related to theme, PhonesKLB Visionary English Activities Grade 2 pg.129-130 | Question andanswer, 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 selfappropriately using acquired vocabularyto communicateeffectivelyb) Relate various community activities inorder in which they occur. | What does agood presenterdo? | 1. Learners expresspersonal feelings orally using the learntvocabulary2. Learners areencouraged to participate in speaking competitions.3. Learners present poems and sing songs on various themes. | Audio visual aids,role models, pictures of variouseventsKLB Visionary English Activities Grade 2 pg. 131-132 | Matchingpictures 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 detailsin response to questions from texts read.b) Summarize texts read by identifying main ideas.c) Determine the meaning of unknownwords in context. | Why is itimportant to understand the meaning of what you read? | 1. Learners respond tocomprehension questions from texts on varied themes2. Learners relate personal experiencesto a story read3. Learners use context clues todetermine word meanings4. Learners are guided to summarise texts byretelling or identifying the main ideas. | Question/answer,filling in blanksKLB 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 sentencestructure, length, and pattern. | How do weorganize ideas to make a story interesting? | a) Learners practicesequencing sentences to form creative texts in pairs and groupsb) Learners areprovided with | Newspapercutting, story maps, print materials, books, glue, scissors, sentence strips | Learners write astory based on a given picture story |  |

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|  |  |  |  | b) Use appropriateconnectingwords to sequence sentencesc) Exhibit artistic expressionthrough writing choice activities |  | pictures as a trigger tocreative writingc) Learnersimagination could be stimulated through games e.g. story train as a basis for writing, picture spark | KLB VisionaryEnglish ActivitiesGrade 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, andpattern.b) Use appropriate connectingwords to sequence sentencesc) Exhibit artistic expressionthrough writing choice activities | How do weorganize ideas to make a story interesting? | a) Learners practicesequencing sentences to form creative texts in pairs and groupsb) Learners areprovided withpictures as a trigger to creative writingc) Learnersimagination could be stimulated through games e.g. story train as a basis for writing, picture spark | Newspapercutting, story maps, print materials, books, glue, scissors, sentence stripsKLB Visionary English Activities Grade 2 pg.137 | Learners write astory 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 inconversations in different contexts.b) Appreciate takingturns while engaged in | What do wetalk about? | Learners participate incollaborative conversation on different themes(checkon Fluency, accuracy with words and pronunciation, turn taking skills, in | Audio tapes,videos on conversations related to theme, PhonesKLB Visionary English Activities Grade 2 pg.129- | Question andanswer, role play, dramatization. |  |

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|  |  |  |  | collaborativeconversations. |  | pairs and small groups2. Learners associatethe 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 selfappropriately using acquired vocabulary to communicate effectivelyb) Relate various community activities inorder in which theyoccur. | What does agood presenterdo? | 1. Learners expresspersonal feelings orally using the learntvocabulary2. Learners areencouraged to participate in speaking competitions.3. Learners present poems and sing songs on various themes. | Audio visual aids,role models, pictures of variouseventsKLB Visionary English Activities Grade 2 pg.131-132 | Matchingpictures 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 detailsin response to questions from texts read.b) Summarise texts readby identifying main ideas.c) Determine the meaning of unknownwords in context. | Why is itimportant to understandthe meaningof what you read? | 1. Learners respond tocomprehension questions from textson varied themes2. Learners relate personal experiencesto a story read3. Learners use context clues to determine word meanings4. Learners are guided to summarise texts byretelling or identifyingthe main ideas. | Question/answer,filling in blanksKLB 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 weorganize | a) Learners practicesequencing | Newspapercutting, story | Learners write astory 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 connectingwords to sequencesentencesc) Exhibit artistic expressionthrough writing choice activities | ideas tomake a story interesting? | sentences to formcreative texts in pairs and groups b) Learners areprovided withpictures as a trigger to creative writingc) Learnersimagination could be stimulated through games e.g. story train as a basis for writing, picture spark | maps, printmaterials, books, glue, scissors, sentence stripsKLB Visionary English Activities Grade 2 pg.135-136 | given picturestory |  |
|  | **5** | **Writing** | **Creative****writing** | By the end of the sub-strand, the learner should be able to:a) Write clearly with a variety in sentencestructure, length, andpattern.b) Use appropriate connectingwords to sequencesentencesc) Exhibit artistic expressionthrough writing choice activities | How do weorganize ideas to make a story interesting? | a) Learners practicesequencing sentences to form creative texts in pairs and groupsb) Learners areprovided withpictures as a trigger to creative writingc) Learnersimagination could be stimulated through games e.g. story train as a basis for writing, picture spark | Newspapercutting, story maps, print materials, books, glue, scissors, sentence stripsKLB Visionary English Activities Grade 2 pg.137 | Learners write astory based on a given picture story |  |
| 9 | ASSESMENT/REVISION |  |