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| **School** | **Grade** | **Learning Area** | **Term** | **Year** |
|  | **2** | **English Activities** | **3** |  |

**TERM 3**

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| **Week** | **Lesson** | **Strand/**  **Theme** | **Sub**  **Strand/Sub theme** | **Specific**  **Learning**  **Outcomes** | **Key Inquiry**  **Question(S)** | **Learning**  **Experience** | **Learning**  **Resources** | **Assessment** | **Remarks** |
| **1** | **1** | **Listening**  **and**  **Speaking**  Cultural  Activities | **Pronunciation**  **and**  **Vocabulary** | By the end of the  sub strand, the learner should be able to:  a) Look at the picture and describe the event taking place.  b) Recognise the consonant blends sn in different spoken words. | 1. How do  you  pronounce the  following sound sn?  2. Which words  Have /sn/  sound in  Them. | 1. Learners  pronounce the sounds by taking turns, and as a whole class as modeled by the teacher, or audio record.  2. Learners are guided to practice  new words with the learnt sounds  in pairs in  response to picture cues,  sound prompts and lists of words with the sounds. | Realia, charts,  pictures/ photographs and models of learnt sounds, audio- visual  recordings of  minimal pairs, dialogues,  stories and poems with new words.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 108, | Oral  questions, Portfolio, Observation |  |

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|  | **2** | **Reading**  Cultural  Activities | **Comprehension** | By the end of the  sub strand, the learner should be able to:  1) Identify the people/animals, where action  takes place or the information in a  text for  comprehension.  2) Use common context clues to increase  comprehension of a text.  3) Answer simple direct and  indirect questions  based on a text they have read. | 1. How can  we tell where events have taken place?  3) How we tell the characters in a story? | 1. In pairs, learners  comprehend  information through looking at pictures and title  of a text and say what will happen in the story.  2. Learners are guided to get meaning of words and respond orally (in pairs or  groups) to questions based on a text they have read. | Realia, charts,  posters and audio-visual materials on direct and indirect questions.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 110 | Oral  questions, Portfolio, Observation. |  |
|  | **3** | **Listening**  **and**  **Speaking**  Cultural  Activities | **Language**  **Structure and**  **Functions.**  Wh questions -- | By the end of the  sub strand, the learner should  be able to:  a) Ask questions | 1. When do  you wake up? | 1. Learners role  play activities that  lead to the use of what, where,  when, whose.  2. Answer | Charts, pictures/  photographs, flash cards with prompts for Wh- questions and computer  devices with | Oral  questions, Portfolio, Observation. |  |

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|  |  |  | w*hat,*  *where, when, whose* | using ‘what’,  ‘when’ ‘whose’ and ‘where’ correctly to  get information about simple ceremonies like  a wedding.  b) Appreciate the use of what, where, when and  whose to seek information. |  | questions on *What,*  *where, when, whose* appropriately.  3. Learners engage in meaningful  question and answer dialogues  using what, where, when, and whose  in pairs/small  groups | relevant  audio/visual  recordings of dialogues/ dramatization depicting the use of Wh- questions.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 108-109 |  |  |
| **2** | **1** | **Writing** | **Guided**  **Writing** | By the end of the  sub  strand, the learner  should be able to:  a) write words from a prompt to  demonstrate mastery of vocabulary.  b) Write the pattern sn correctly, legibly | 1. Why is it  important to write words  in the correct order? | 1. Learners  respond to the prompts presented to them and write the words correctly.  2. Learners write meaningful sentences and  paragraphs about themselves with  the guidance of the teacher. | Realia, slate and  stylus, charts, word slides.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 111 | Oral  questions, Portfolio, Observation |  |

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|  |  |  |  | and neatly. |  |  |  |  |  |
|  | **2** | **Reading**  Cultural  Activities | **Connected text**  **reading and fluency** | By the end of the  sub strand, the learner should  be able to:  a) Read the sound  /sw/correctly in preparation to reading.  a) Read 65 words accurately per  minute from a  text.  b) Read a text transitioning  from word by word to phrasal reading, | 1. Do you  sometimes  start to read and stop in the middle  because you cannot continue? | 1. Learners read  the sound /sw/ audibly and correctly and words with the sound /sw/  2) Learners read while observing  commas, full stops and question  marks in pairs.  3) Learners practice reading unfamiliar  sentences containing decodable and  non-decodable words from printed text, charts, tablets, mobile phone,  laptops, computers or overhead  projector. | Realia, flash  cards, pictures/ photographs and, computer devices for audio-visual recordings of words without letter sound  Correspondence.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 115-117 | Oral  questions, Portfolio, Observation |  |
|  | **3** | **Listening**  **and** | **Language** | By the end of the  sub strand, the | 1. Where is | 1. Take part in  games that allow | Charts, pictures/  photographs, | Oral  questions, |  |

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|  |  | **Speaking**  Cultural  Activities | **Structure and**  **Functions.**  Wh questions -- w*hat,*  *where, when, whose* | learner should  be able to:  a) Use what, when, where  and whose to denote, object, time, place and  ownership,  b) Appreciate the use of what, where, when and  whose to seek information. | your Home?  2. When do you wake up? | them to ask  questions using the wh- words  2. Sing / recite short poems to  practice the use of the use of what, where, when and whose.  3. In groups, learners re-order jumbled up  sentences to logical order  . | flash cards with  prompts for Wh- questions and computer  devices with relevant audio/visual  recordings of dialogues/ dramatization depicting the use of Wh- questions.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 113-114 | Portfolio,  Observation. |  |
| **3** | **1** | **Writing** | **Punctuation** | By the end of the  sub strand, the learner should be able to:  a) Write the pattern sw correctly, legibly and neatly.  b) Recognise appropriate | 1. Why is it  important to write words  in the correct  order? | 1. Learners  respond to the prompts presented to them and write the words correctly.  2. Learners write meaningful sentences and  paragraphs about | Realia, slate and  stylus, charts, word slides.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 116 | Oral  questions, Portfolio, Observation |  |

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|  |  |  |  | punctuation  marks in a text.  c) Use full stops, capital and small letters, question marks and exclamation marks correctly.  . |  | themselves with  the guidance of the teacher. |  |  |  |
|  | **2** | **Reading**  Child  Labour. | **Comprehension** | By the end of the  sub strand,  the learner  should be able to:  a) Read the sound /tw/ accurately and coorectly.  b) Answer simple direct and  indirect questions  based on a text they have read.  c) Enjoy talking about a text they have read. | 1. How we  tell the  characters in a story? | 1. Learners  interact with a printed or digital  text, listen and follow a story, poem or conversation and locate sentences  (in pairs or groups) containing answers to direct questions, for information  and enjoyment.  2. Learners read out words that have the sounds  /tw/ aloud as a class and alone. | Realia, charts,  posters and audio-visual materials on direct and indirect questions.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 120-121 | Oral  questions, Portfolio, Observation |  |
|  | **3** | **Listening**  **and** | **Language** | By the end of the  sub strand, the | 1. What | 1. Learners group  objects in terms | Flash cards,  realia, charts, | Oral  questions, |  |

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|  |  | **Speaking**  Child  Labour. | **Structure and**  **Functions.**  Describing words  (size, colour, shape) | learner should be  able to:  a) Use describing words in relation  to size, colour  and shape.  b) Appreciate the use of colour, size, shape and number to talk about child labour. | things can  you see outside?  2. What colour are  they? | Size-  (big/small), colours - ( red, orange, yellow,  green, blue, black, white, pink, purple, grey),  and number  2. In groups, learners describe objects in the  classroom using size, colour and number  3. Learners colour pictures of various objects. | pictures/  photographs and audio-visual recordings of dialogues/ dramatization depicting the  use of words  describing size, shape and colour.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 118-119 | Portfolio,  Observation |  |
| **4** | **1** | **Writing** | **Guided**  **Writing** | By the end of the  sub strand, the learner should be able to:  1. Write words from a prompt to demonstrate mastery of vocabulary.  2. Write the | 1. Why is it  important to write words  in the correct  order? | 1. Learners  respond to the prompts presented  to them and write the words correctly.  2. Learners match pictures with words and  simple sentences. | Realia, slate and  stylus, charts, word slides.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 121 | Oral  questions, Portfolio, Observation. |  |

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|  | **2** | **Listening**  **and**  **Speaking**  Child  Labour | **Pronunciation**  **and**  **Vocabulary**  Child Labour | By the end of the  sub strand, the learner should be able to:  a) Pronounce the sounds /q/ /x/  a) Recognize new words used in the theme to acquire a range of vocabulary and their meaning.  c) Pronounce the vocabulary  related to the  theme correctly for effective  communication. | 1. Which  words  start or end with the sound /x/ /q/?  2. What new words have  you learnt? | 1. Learners  pronounce the sounds by taking turns, and as a whole class  as modeled by the teacher, or audio record.  2. Learners are guided to practice  new words with the learnt sounds  in pairs in  response to picture cues, sound prompts and lists  of words with the sounds | Realia, charts,  pictures/ photographs and models of learnt sounds.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 122-123 | Oral  questions, Portfolio, Observation. |  |
|  | **3** | **Listening**  **and**  **Speaking**  Child | **Language**  **structure and functions**  Describing | By the end of the  sub strand, the learner should be able to:  a) Identify different colours | 1) What  things can  you see outside?  2) How many | 1. Learners  identify things in the environment that have different colours.  2. Learners | Flash cards,  realia, charts, pictures/ photographs and audio-visual recordings of dialogues/ | Oral  questions, Portfolio, Observation |  |

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|  |  | Labour | words  (size, colour, shape) | of objects found  in the environment,  b) Appreciate the use of colour, size, shape and number to talk  about child labour. | are they?  3) What do they look  like? | construct  sentences in pairs using the  different objects  3. Colour different shapes of objects and describe.  them appropriately  4. Listen to a text containing describing words. | dramatization  depicting the use of words describing size, shape and colour.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 123-124 |  |  |
| **5** | **1** | **Reading** | **Connected text**  **reading and fluency** | By the end of the  sub strand, the learner should  be able to:  a) Observe basic punctuation marks as they read,  b) Read a text transitioning  from word by  word to phrasal reading.  c) Answer questions directly or indirectly | 1. How can  you read  many words in a given text? | 1. Learners read  while observing  commas, full stops and question  marks in pairs.  2. Learners read aloud the story a windy day in groups, pairs and individually as modeled, and  pick out decodable  (phonic) and  non-decodable | Realia, flash  cards, pictures/  photographs.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 124 - 126 | Oral  questions, Portfolio, Observation |  |

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|  |  |  |  | related to the  story read. |  | words (sight  words) |  |  |  |
|  | **2** | **Writing** | **Guided**  **Writing** | By the end of the  sub strand, the learner should be able to:  a) write words from a prompt to  demonstrate mastery of vocabulary.  b) Recognise the correct form and meaning of the  words to be used in filling in gaps. | 1. Why is it  important to guess the meaning of something? | 1 In groups,  learners re-order jumbled up  sentences to logical order and write two  coherent paragraphs of about 5-10  sentences.  2. Learners match pictures with words and simple sentences. | Realia, slate and  stylus, charts, word slides.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 126-127 | Oral  questions, Portfolio, Observation |  |
|  | **3** | **Listening**  **and**  **Speaking** | **Attentive**  **listening** | By the end of the  sub strand, the learner should be able to:  a) Listen attentively during  a conversation about a visit to the hospital.  b) Respond to specific simple | 1. Why  should we obey instructions  from our elders? | 1. Learners  practice interpreting facial  expressions and gestures in small  groups and pairs as illustrated in  posters, pictures and actual  demonstration | Realia, charts,  pictures/ photographs and models of attentive listening, audio- visual  recordings of pictures on attentive  Listening. | Oral  questions, Portfolio, Observation |  |

classroom room

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|  |  |  |  | two directional  instructions in oral  communication, c) Appreciate the  importance of listening  attentively for effective communication. |  | through role play.  2. Sit upright (without sliding/slouching or fidgeting) and  maintain focus on the speaker for  effective communication.  3. Learners respond to instructions,  listen without interrupting as  modeled. | Oxford New Progressive Primary English Learners Book/Grade 2 pg. 128-129 |  |  |
| **6** | **1** | **Listening**  **and**  **Speaking**  Caring for others | **Language**  **structures and functions**  Conjunctions  ‘and’, ‘but’,  ‘because’ | By the end of the  sub strand, the learner should be able to:  a) Use conjunctions to join words and short sentences  during in a conversation.  b) Appreciate the differences in people and things | 1) Why was  the baby crying? | 1. Group items and  talk about them using the conjunction  “and”  2. Contrast objects or people in the  using ‘but’ in  pairs/small groups. | Realia, charts,  pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting the  use of *and, but,*  *because*.  Oxford New  Progressive | Oral  questions, Portfolio, Observation |  |

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|  |  |  |  | in their  environment. |  |  | Primary English  Learners Book/Grade 2 pg.129-130 |  |  |
|  | **2** | **Reading** | **Word reading** | By the end of the  sub strand,  the learner  should be able to:  a) Read more complex grade  level vocabulary with the  letter sound /br/  /st/ /fl/ /dr/  correspondence  in different formats.  b) Enjoy reading grade level  vocabulary in a variety of  genres. | 1) How do  you try to read new words? | 1. Learners  recognise and read more short  words as modeled, in groups, pairs  and individually  through various word attack skills such as look and say, exposure, context clues etc.  2. Learners read words without letter sound correspondence from either print. | Story books,  poems, newspaper cutting on children’s stories.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 130 | Oral  questions, Portfolio, Observation |  |
|  | **3** | **Reading** | **Comprehension** | By the end of the  sub strand, the learner should be able to:  a) Identify the | 1. How can  we predict how a story, poem or  conversation | 1. In pairs, learners  comprehend  information through looking at pictures and title | Realia, flash  cards, pictures/ photographs and, computer devices for audio-visual | Oral  questions, Portfolio, Observation. |  |

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|  |  |  |  | people/ animals,  where action takes place or the  information in a text for  comprehension. b) Use common  context clues to  increase  comprehension of a text,  d) Answer simple direct and  indirect questions  based on a text they have read. | will end?  2. How we tell the  characters in a story? | of a text and say  what will happen in the story.  2. Learners read while observing  commas, full stops and question  marks in pairs.  3. Learners answer questions related  to the comprehension. | recordings of  words without letter sound  Correspondence.  Oxford New Progressive Primary English Learners Book/Grade 2 pg.131-132 |  |  |
| **7** | **1** | **Writing** | **Guided**  **Writing** | By the end of the  sub strand, the learner should be able to:  a) Write words from a prompt to demonstrate mastery of vocabulary. | 1) When do  we use capital  letters?  2) When do we use small letters? | 1. Learners  respond to the prompts presented  to them and write the words correctly.  2. Learners write meaningful sentences and  paragraphs with  the guidance of the | Realia, slate and  stylus, charts, word slides.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 132 | Oral  questions, Portfolio, Observation |  |

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|  |  |  |  |  |  | teacher.  3. Learners match pictures with words and simple sentences. |  |  |  |
|  | **2** | **Listening**  **and**  **Speaking**  Caring for others | **Language**  **structures and functions**  Conjunctions  ‘and’, ‘but’,  ‘because’ | By the end of the  sub strand,  the learner  should be able to:  a) Use conjunctions to talk about caring for the sick,  hungry, the elderly and  people with special needs,  b) Appreciate the differences in people and things in their environment. | 1) Who was  playing hide and find? | 1. Sing and recite  poems.  2. Listen to a story, poem or  conversation and answer oral questions. | Realia, charts,  pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting the  use of *and, but,*  *Because.*  Oxford New Progressive Primary English Learners Book/Grade 2 pg.129-130 | Oral  questions, Portfolio, Observation. |  |
|  | **3** | **Listening**  **and**  **Speaking** | **Pronunciation**  **and**  **Vocabulary** | By the end of the  sub strand,  the learner  should be able to:  a) Recognize the consonant blends | How are  these words pronounced?  Train, Spoon, | 1. Learners  observe the picture and discuss what is happening.  2. Learners pronounce the | Realia, charts,  pictures/ photographs and models of learnt sounds, audio- visual  recordings of | Oral  questions, Portfolio, Observation. |  |

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|  |  |  |  | tr, sp, tw in  different spoken words.  b) Pronounce the vocabulary related to the theme correctly for effective  communication. c) Appreciate  reading  words with the consonant blends  tr, sp, tw in a  variety of genres. | Twenty. | sounds by taking  turns, and as a whole class as modeled by the teacher, or  audio record. | minimal pairs,  dialogues,  stories and poems with new words.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 136 |  |  |
| **8** | **1** | **Reading** | **Comprehension** | By the end of the  sub strand, the learner should be able to:  a) Identify the people/ animals, where action  takes place or the information in a  text for  comprehension.  b) Answer simple | 1) How can  we tell where events have taken place?  3) How we tell the  characters in a story? | 1. In pairs, learners  comprehend  information through looking at pictures and title  of a text and say what will  happen in the story.  2. In pairs and groups, learners talk about where the action is taking | Realia, charts,  posters and audio-visual materials on direct and indirect questions.  Oxford New Progressive Primary English Learners Book/Grade 2 | Oral  questions, Portfolio, Observation. |  |

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|  |  |  |  | direct and  indirect questions  based on a text they have read.  **c) E**njoy talking about a text they have read. |  | place, who is  involved, using clues from pictures and the text.  3. Learners are guided to get meaning of  words and respond orally (in pairs or  groups) to questions based on a text they have read (story) | pg.137-138 |  |  |
|  | **2** | **Listening**  **and**  **Speaking** | **Language**  **structures and functions Caring for others** Conjunctions  ‘because’ | By the end of the  sub strand, the learner should be able to:  a) Use the conjunction because to join  words and short sentences  during in a conversation.  b) Appreciate the differences in people and things in their | 1. Why was  the dog barking? | 1. Group items and  talk about  them using the conjunction  “because”  2. Sing and recite poems. | Realia, charts,  pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting the  use of *and, but,*  *because*.  Oxford New Progressive Primary English Learners Book/Grade 2 | Oral  questions, Portfolio, Observation. |  |

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|  |  |  |  | environment. |  |  | pg.135-136 |  |  |
|  | **3** | **Writing** | **Guided**  **Writing** | By the end of the  sub strand, the learner should be able to:  a) Copy the pattern q and x neatly and legibly in their exercise books.  b) Appreciate the importance of writing correct  meaningful words, phrases and sentences. | 1. How do we  write q and x? | 1. Learners match  pictures with words and  simple sentences  2. Learners write meaningful sentences and  paragraphs with  the guidance of the teacher. | Realia, slate and  stylus, charts, word slides.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 138 | Oral  questions, portfolio, observation |  |
| **9** | ASSESMENT | | | | | | | |  |