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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**CulturalActivities | **Pronunciation****and****Vocabulary** | By the end of thesub 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 doyoupronounce thefollowing sound sn?2. Which wordsHave /sn/sound inThem. | 1. Learnerspronounce the sounds by taking turns, and as a whole class as modeled by the teacher, or audio record.2. Learners are guided to practicenew words with the learnt soundsin pairs inresponse to picture cues,sound prompts and lists of words with the sounds. | Realia, charts,pictures/ photographs and models of learnt sounds, audio- visualrecordings ofminimal pairs, dialogues,stories and poems with new words.Oxford New Progressive Primary English Learners Book/Grade 2 pg. 108, | Oralquestions, Portfolio, Observation |  |

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|  | **2** | **Reading**CulturalActivities | **Comprehension** | By the end of thesub strand, the learner should be able to:1) Identify the people/animals, where actiontakes place or the information in atext forcomprehension.2) Use common context clues to increasecomprehension of a text.3) Answer simple direct andindirect questionsbased on a text they have read. | 1. How canwe tell where events have taken place?3) How we tell the characters in a story? | 1. In pairs, learnerscomprehendinformation through looking at pictures and titleof a text and say what will happen in the story.2. Learners are guided to get meaning of words and respond orally (in pairs orgroups) 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 | Oralquestions, Portfolio, Observation. |  |
|  | **3** | **Listening****and****Speaking**CulturalActivities | **Language****Structure and****Functions.**Wh questions -- | By the end of thesub strand, the learner shouldbe able to:a) Ask questions | 1. When doyou wake up? | 1. Learners roleplay activities thatlead to the use of what, where,when, whose.2. Answer | Charts, pictures/photographs, flash cards with prompts for Wh- questions and computerdevices with | Oralquestions, Portfolio, Observation. |  |

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|  |  |  | w*hat,**where, when, whose* | using ‘what’,‘when’ ‘whose’ and ‘where’ correctly toget information about simple ceremonies likea wedding.b) Appreciate the use of what, where, when andwhose to seek information. |  | questions on *What,**where, when, whose* appropriately.3. Learners engage in meaningfulquestion and answer dialoguesusing what, where, when, and whosein pairs/smallgroups | relevantaudio/visualrecordings 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 thesubstrand, the learnershould be able to:a) write words from a prompt todemonstrate mastery of vocabulary.b) Write the pattern sn correctly, legibly | 1. Why is itimportant to write wordsin the correct order? | 1. Learnersrespond to the prompts presented to them and write the words correctly.2. Learners write meaningful sentences andparagraphs about themselves withthe guidance of the teacher. | Realia, slate andstylus, charts, word slides.Oxford New Progressive Primary English Learners Book/Grade 2 pg. 111 | Oralquestions, Portfolio, Observation |  |

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|  |  |  |  | and neatly. |  |  |  |  |  |
|  | **2** | **Reading**CulturalActivities | **Connected text****reading and fluency** | By the end of thesub strand, the learner shouldbe able to:a) Read the sound/sw/correctly in preparation to reading.a) Read 65 words accurately perminute from atext.b) Read a text transitioningfrom word by word to phrasal reading, | 1. Do yousometimesstart to read and stop in the middlebecause you cannot continue? | 1. Learners readthe sound /sw/ audibly and correctly and words with the sound /sw/2) Learners read while observingcommas, full stops and questionmarks in pairs.3) Learners practice reading unfamiliarsentences containing decodable andnon-decodable words from printed text, charts, tablets, mobile phone,laptops, computers or overheadprojector. | Realia, flashcards, pictures/ photographs and, computer devices for audio-visual recordings of words without letter soundCorrespondence.Oxford New Progressive Primary English Learners Book/Grade 2 pg. 115-117 | Oralquestions, Portfolio, Observation |  |
|  | **3** | **Listening****and** | **Language** | By the end of thesub strand, the | 1. Where is | 1. Take part ingames that allow | Charts, pictures/photographs, | Oralquestions, |  |

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|  |  | **Speaking**CulturalActivities | **Structure and****Functions.**Wh questions -- w*hat,**where, when, whose* | learner shouldbe able to:a) Use what, when, whereand whose to denote, object, time, place andownership,b) Appreciate the use of what, where, when andwhose to seek information. | your Home?2. When do you wake up? | them to askquestions using the wh- words2. Sing / recite short poems topractice the use of the use of what, where, when and whose.3. In groups, learners re-order jumbled upsentences to logical order. | flash cards withprompts for Wh- questions and computerdevices with relevant audio/visualrecordings 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 thesub strand, the learner should be able to:a) Write the pattern sw correctly, legibly and neatly.b) Recognise appropriate | 1. Why is itimportant to write wordsin the correctorder? | 1. Learnersrespond to the prompts presented to them and write the words correctly.2. Learners write meaningful sentences andparagraphs about | Realia, slate andstylus, charts, word slides.Oxford New Progressive Primary English Learners Book/Grade 2 pg. 116 | Oralquestions, Portfolio, Observation |  |

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|  |  |  |  | punctuationmarks in a text.c) Use full stops, capital and small letters, question marks and exclamation marks correctly.. |  | themselves withthe guidance of the teacher. |  |  |  |
|  | **2** | **Reading**ChildLabour. | **Comprehension** | By the end of thesub strand,the learnershould be able to:a) Read the sound /tw/ accurately and coorectly.b) Answer simple direct andindirect questionsbased on a text they have read.c) Enjoy talking about a text they have read. | 1. How wetell thecharacters in a story? | 1. Learnersinteract with a printed or digitaltext, listen and follow a story, poem or conversation and locate sentences(in pairs or groups) containing answers to direct questions, for informationand 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 | Oralquestions, Portfolio, Observation |  |
|  | **3** | **Listening****and** | **Language** | By the end of thesub strand, the | 1. What | 1. Learners groupobjects in terms | Flash cards,realia, charts, | Oralquestions, |  |

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|  |  | **Speaking**ChildLabour. | **Structure and****Functions.**Describing words(size, colour, shape) | learner should beable to:a) Use describing words in relationto size, colourand shape.b) Appreciate the use of colour, size, shape and number to talk about child labour. | things canyou see outside?2. What colour arethey? | Size-(big/small), colours - ( red, orange, yellow,green, blue, black, white, pink, purple, grey),and number2. In groups, learners describe objects in theclassroom using size, colour and number3. Learners colour pictures of various objects. | pictures/photographs and audio-visual recordings of dialogues/ dramatization depicting theuse of wordsdescribing 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 thesub strand, the learner should be able to:1. Write words from a prompt to demonstrate mastery of vocabulary.2. Write the | 1. Why is itimportant to write wordsin the correctorder? | 1. Learnersrespond to the prompts presentedto them and write the words correctly.2. Learners match pictures with words andsimple sentences. | Realia, slate andstylus, charts, word slides.Oxford New Progressive Primary English Learners Book/Grade 2 pg. 121 | Oralquestions, Portfolio, Observation. |  |

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|  |  |  |  | pattern tw legiblyand neatly. |  |  |  |  |  |
|  | **2** | **Listening****and****Speaking**ChildLabour | **Pronunciation****and****Vocabulary**Child Labour | By the end of thesub 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 vocabularyrelated to thetheme correctly for effectivecommunication. | 1. Whichwordsstart or end with the sound /x/ /q/?2. What new words haveyou learnt? | 1. Learnerspronounce the sounds by taking turns, and as a whole classas modeled by the teacher, or audio record.2. Learners are guided to practicenew words with the learnt soundsin pairs inresponse to picture cues, sound prompts and listsof 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 | Oralquestions, Portfolio, Observation. |  |
|  | **3** | **Listening****and****Speaking**Child | **Language****structure and functions**Describing | By the end of thesub strand, the learner should be able to:a) Identify different colours | 1) Whatthings canyou see outside?2) How many | 1. Learnersidentify things in the environment that have different colours.2. Learners | Flash cards,realia, charts, pictures/ photographs and audio-visual recordings of dialogues/ | Oralquestions, Portfolio, Observation |  |

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|  |  | Labour | words(size, colour, shape) | of objects foundin the environment,b) Appreciate the use of colour, size, shape and number to talkabout child labour. | are they?3) What do they looklike? | constructsentences in pairs using thedifferent objects3. Colour different shapes of objects and describe.them appropriately4. Listen to a text containing describing words. | dramatizationdepicting 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 thesub strand, the learner shouldbe able to:a) Observe basic punctuation marks as they read,b) Read a text transitioningfrom word byword to phrasal reading.c) Answer questions directly or indirectly | 1. How canyou readmany words in a given text? | 1. Learners readwhile observingcommas, full stops and questionmarks in pairs.2. Learners read aloud the story a windy day in groups, pairs and individually as modeled, andpick out decodable(phonic) andnon-decodable | Realia, flashcards, pictures/photographs.Oxford New Progressive Primary English Learners Book/Grade 2 pg. 124 - 126 | Oralquestions, Portfolio, Observation |  |

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|  |  |  |  | related to thestory read. |  | words (sightwords) |  |  |  |
|  | **2** | **Writing** | **Guided****Writing** | By the end of thesub strand, the learner should be able to:a) write words from a prompt todemonstrate mastery of vocabulary.b) Recognise the correct form and meaning of thewords to be used in filling in gaps. | 1. Why is itimportant to guess the meaning of something? | 1 In groups,learners re-order jumbled upsentences to logical order and write twocoherent paragraphs of about 5-10sentences.2. Learners match pictures with words and simple sentences. | Realia, slate andstylus, charts, word slides.Oxford New Progressive Primary English Learners Book/Grade 2 pg. 126-127 | Oralquestions, Portfolio, Observation |  |
|  | **3** | **Listening****and****Speaking** | **Attentive****listening** | By the end of thesub strand, the learner should be able to:a) Listen attentively duringa conversation about a visit to the hospital.b) Respond to specific simple | 1. Whyshould we obey instructionsfrom our elders? | 1. Learnerspractice interpreting facialexpressions and gestures in smallgroups and pairs as illustrated inposters, pictures and actualdemonstration | Realia, charts,pictures/ photographs and models of attentive listening, audio- visualrecordings of pictures on attentiveListening. | Oralquestions, Portfolio, Observation |  |

classroom room

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|  |  |  |  | two directionalinstructions in oralcommunication, c) Appreciate theimportance of listeningattentively for effective communication. |  | through role play.2. Sit upright (without sliding/slouching or fidgeting) andmaintain focus on the speaker foreffective communication.3. Learners respond to instructions,listen without interrupting asmodeled. | 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 thesub strand, the learner should be able to:a) Use conjunctions to join words and short sentencesduring in a conversation.b) Appreciate the differences in people and things | 1) Why wasthe baby crying? | 1. Group items andtalk about them using the conjunction“and”2. Contrast objects or people in theusing ‘but’ inpairs/small groups. | Realia, charts,pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting theuse of *and, but,**because*.Oxford NewProgressive | Oralquestions, Portfolio, Observation |  |

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|  |  |  |  | in theirenvironment. |  |  | Primary EnglishLearners Book/Grade 2 pg.129-130 |  |  |
|  | **2** | **Reading** | **Word reading** | By the end of thesub strand,the learnershould be able to:a) Read more complex gradelevel vocabulary with theletter sound /br//st/ /fl/ /dr/correspondencein different formats.b) Enjoy reading grade levelvocabulary in a variety ofgenres. | 1) How doyou try to read new words? | 1. Learnersrecognise and read more shortwords as modeled, in groups, pairsand individuallythrough 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 | Oralquestions, Portfolio, Observation |  |
|  | **3** | **Reading** | **Comprehension** | By the end of thesub strand, the learner should be able to:a) Identify the | 1. How canwe predict how a story, poem orconversation | 1. In pairs, learnerscomprehendinformation through looking at pictures and title | Realia, flashcards, pictures/ photographs and, computer devices for audio-visual | Oralquestions, Portfolio, Observation. |  |

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|  |  |  |  | people/ animals,where action takes place or theinformation in a text forcomprehension. b) Use commoncontext clues toincreasecomprehension of a text,d) Answer simple direct andindirect questionsbased on a text they have read. | will end?2. How we tell thecharacters in a story? | of a text and saywhat will happen in the story.2. Learners read while observingcommas, full stops and questionmarks in pairs.3. Learners answer questions relatedto the comprehension. | recordings ofwords without letter soundCorrespondence.Oxford New Progressive Primary English Learners Book/Grade 2 pg.131-132 |  |  |
| **7** | **1** | **Writing** | **Guided****Writing** | By the end of thesub strand, the learner should be able to:a) Write words from a prompt to demonstrate mastery of vocabulary. | 1) When dowe use capitalletters?2) When do we use small letters? | 1. Learnersrespond to the prompts presentedto them and write the words correctly.2. Learners write meaningful sentences andparagraphs withthe guidance of the | Realia, slate andstylus, charts, word slides.Oxford New Progressive Primary English Learners Book/Grade 2 pg. 132 | Oralquestions, 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 thesub strand,the learnershould be able to:a) Use conjunctions to talk about caring for the sick,hungry, the elderly andpeople with special needs,b) Appreciate the differences in people and things in their environment. | 1) Who wasplaying hide and find? | 1. Sing and recitepoems.2. Listen to a story, poem orconversation and answer oral questions. | Realia, charts,pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting theuse of *and, but,**Because.*Oxford New Progressive Primary English Learners Book/Grade 2 pg.129-130 | Oralquestions, Portfolio, Observation. |  |
|  | **3** | **Listening****and****Speaking** | **Pronunciation****and****Vocabulary** | By the end of thesub strand,the learnershould be able to:a) Recognize the consonant blends | How arethese words pronounced?Train, Spoon, | 1. Learnersobserve the picture and discuss what is happening.2. Learners pronounce the | Realia, charts,pictures/ photographs and models of learnt sounds, audio- visualrecordings of | Oralquestions, Portfolio, Observation. |  |

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|  |  |  |  | tr, sp, tw indifferent spoken words.b) Pronounce the vocabulary related to the theme correctly for effectivecommunication. c) Appreciatereadingwords with the consonant blendstr, sp, tw in avariety of genres. | Twenty. | sounds by takingturns, and as a whole class as modeled by the teacher, oraudio 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 thesub strand, the learner should be able to:a) Identify the people/ animals, where actiontakes place or the information in atext forcomprehension.b) Answer simple | 1) How canwe tell where events have taken place?3) How we tell thecharacters in a story? | 1. In pairs, learnerscomprehendinformation through looking at pictures and titleof a text and say what willhappen 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 | Oralquestions, Portfolio, Observation. |  |

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|  |  |  |  | direct andindirect questionsbased on a text they have read.**c) E**njoy talking about a text they have read. |  | place, who isinvolved, using clues from pictures and the text.3. Learners are guided to get meaning ofwords and respond orally (in pairs orgroups) 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 thesub strand, the learner should be able to:a) Use the conjunction because to joinwords and short sentencesduring in a conversation.b) Appreciate the differences in people and things in their | 1. Why wasthe dog barking? | 1. Group items andtalk aboutthem using the conjunction“because”2. Sing and recite poems. | Realia, charts,pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting theuse of *and, but,**because*.Oxford New Progressive Primary English Learners Book/Grade 2 | Oralquestions, Portfolio, Observation. |  |

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|  |  |  |  | environment. |  |  | pg.135-136 |  |  |
|  | **3** | **Writing** | **Guided****Writing** | By the end of thesub 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 correctmeaningful words, phrases and sentences. | 1. How do wewrite q and x? | 1. Learners matchpictures with words andsimple sentences2. Learners write meaningful sentences andparagraphs withthe guidance of the teacher. | Realia, slate andstylus, charts, word slides.Oxford New Progressive Primary English Learners Book/Grade 2 pg. 138 | Oralquestions, portfolio, observation |  |
| **9** | ASSESMENT |  |