**WEEK 11**

**REVISION**

Name of School: ……………………………………………………………………………….……..

Name of Teacher: ……………………………………………………………………………………

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| **Week Ending:** | | **DAY:** MONDAY | | | **Subject:** English Language | | |
| **Duration:** 60mins | | | | | **Strand:** Oral Language | | |
| **Class:** B1 | | **Class Size:** | | | **Sub Strand:** Presentation | | |
| **Content Standard:**  B1.1.10.1: Plan and present information and ideas for a variety of purposes | | | **Indicator:**  B1.1.10.1.2-3. Generate and select ideas on a given topic for presentation and Speak with confidence before different audiences | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can | | | | **Core Competencies:**  Communication and Collaboration, Personal Development | | | |
| **References:** English Language Curriculum For Primary Schools Pg. 15 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to sing familiar songs. E.g. One little finger  Ask learners;   * Whether they enjoyed singing the song? * What words did you hear in the song? * Are these words food, animals, objects?   Share performance indicators with learners and introduce the lesson. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Introduce the activity and as learners listen and observe, talk about the topic, e.g. “My friend”.  Briefly discuss your presentation. Let learners take turns to talk about their friends.  Encourage others to ask questions after each presentation.  Have learners draw members of their nuclear family.  Through think-pair-share strategy, let learners show and talk about their family members in pairs, smaller groups and as a class.  Use probing questions to have learners talk more about their family members. e.g. i. Who is this one? ii. Why did you draw him or her first?  Encourage shy learners to speak. | | | | | Word cards, sentence cards, letter cards. | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |

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| **Week Ending:** | | | **DAY:** Tuesday | | **Subject:** English Language | | |
| **Duration:** 60mins | | | | | **Strand:** Reading | | |
| **Class:** B1 | | | **Class Size:** | | **Sub Strand:** Fluency | | |
| **Content Standard:**  B1.2.9.1: Read texts with good speed, accuracy and expression | | | | **Indicator:**  B1.2.9.1.2. Recognise one hundred and twenty sight words including content words | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can recognize and read at least 10–15 sight words correctly and use sight words in oral sentences. | | | | | **Core Competencies:**  Communication and Collaboration, Personal | | |
| **Key words** | Said, Because, Before, people, Could | | | | | | |
| **References:** English Language Curriculum For Primary Schools Pg. 27 | | | | | | | |
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| Phase/Duration | | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | | Show flashcards and have students clap or stomp while saying each word aloud.  Display the 10–15 focus sight words on the board or word wall.  Briefly review pronunciation and meaning using short sample sentences.  Ask learners to repeat each word after you and act out simple sentences where possible.  E.g., “He could run fast.” (Run in place)  “People are happy.” (Smile and wave) | | | |  | |
| PHASE 2: **NEW LEARNING** | | Let learners play vocabulary games for vocabulary consolidation, e.g. Lucky Dip game, Pick and Say, Word Hunt.  Model how to play the three vocabulary games:  **Lucky Dip**: Pull a word from a box, read it aloud, and use it in a sentence.  **Pick and Say**: Pick a card from a bag, say the word aloud, then stick it on the board.  **Word Hunt**: Look for sight words in a passage and circle them.  Divide class into 3 small groups. Each group rotates between the following games every 5 minutes:  **Station 1: Lucky Dip**   * Learners dip into a box, pull out a word card, and read it aloud. * Bonus: Use the word in a sentence to earn a sticker.   **Station 2: Pick and Say**   * Learners pick a word card from a bag and say the word loudly. * Match it to a word on the classroom word wall.   **Station 3: Word Hunt**   * Learners receive a mini-passage and circle all sight words they recognize.   Assessment  Provide learners with a short passage with sight words.  Ask learners to;   * Circle all the sight words in the passage. * Choose 2 words and write sentences with them. | | | | Word cards, sentence cards, letter cards.  Sight word chart | |
| PHASE 3: **REFLECTION** | | Assessment  Pass a soft toy around in a circle.  When music stops, the learner holding the toy picks a flashcard and reads the sight word.  Class repeats it and claps once.  Ask: “Which word did you find easiest? Hardest? Why?”  Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | |  | |

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| **Week Ending:** | | | **DAY:** WEDNESDAY | | | **Subject:** English Language | |
| **Duration:** 60mins | | | | | | **Strand:** Writing | |
| **Class:** B1 | | | **Class Size:** | | | **Sub Strand:** Descriptive Writing | |
| **Content Standard:**  B1.4.12.1: Demonstrate Knowledge of description in writing | | | | **Indicator:**  B1.4.12.1.1 use words and simple sentences to describe self | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can use words and simple sentences to describe self | | | | | **Core Competencies:**  Communication and Collaboration, Personal Development . | | |
| **Key words** | Tall, short, happy, brown eyes, black hair | | | | | | |
| **References:** English Language Curriculum Pg. 33 | | | | | | | |
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| Phase/Duration | | Learners Activities | | | | | Resources |
| PHASE 1: **STARTER** | | Begin with the question: “Who are you?” and “What do you look like?”  Show a mirror to one student and say: “Tell me something about what you see.”  Say: “Today we’re going to learn how to describe ourselves!” | | | | |  |
| PHASE 2: **NEW LEARNING** | | Display and read 3–4 sample sentences aloud:   * “I am a girl.” * “I have black hair.” * “I like mangoes.” * “I am tall and happy.”   Ask the class: “Who also has black hair? Who likes mangoes?”  Introduce the word bank with simple adjectives (happy, tall, short, brown eyes, funny)  Write your own description on the board:   * “My name is Miss Ama. I have brown eyes. I am short. I like to smile. I love rice.”   Read it aloud and point to each sentence.  Show how to turn words into simple sentences using “I am,” “I have,” and “I like.”  Assessment  Pupils say one thing about themselves orally using a sentence frame:   * “I am \_\_\_\_\_\_.” * “I have \_\_\_\_\_\_.” * “I like \_\_\_\_\_\_.”   Practice in pairs: students take turns describing themselves. | | | | | Word cards, paper, letter cards, |
| PHASE 3: **REFLECTION** | | Assessment  Have learners write 3–4 short sentences using the prompts:   * “My name is \_\_\_\_\_\_.” * “I have \_\_\_\_\_\_.” * “I am \_\_\_\_\_\_.” * “I like \_\_\_\_\_\_.”   Give learners task to complete while you go round the class to support those who might need extra help. | | | | |  |

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| **Week Ending:** | | | | **DAY:** THURSDAY | | **Subject:** English Language | | | |
| **Duration:** 60mins | | | | | | **Strand:** Grammar usage | | | |
| **Class:** B1 | | | **Class Size:** | | | **Sub Strand:** Spelling | | | |
| **Content Standard:**  B1.5.10.1: Use phonics knowledge to spell words | | | | | **Indicator:**  B1.5.10.1.2 fill in blank spaces in simple words | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can fill in blank spaces in simple words | | | | | | | **Core Competencies:**  Communication and Collaboration, Personal Development | | |
| **Key words** | | see, low, bow | | | | | | | |
| **References:** English Language Curriculum Pg. 36 | | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | | Resources | |
| PHASE 1: **STARTER** | Call learners randomly to write their names on the board.  Ask learners;   * Why is the letter beginning your name different from the others? * Why do we begin a name with a capital letter? * Write your name in all capitals.   Share performance indicators and introduce the lesson. | | | | | | |  | |
| PHASE 2: **NEW LEARNING** | Help learners to write two letter words correctly e. g. go, so, in, on.  Using word cards, help learners to write three letter words correctly, e. g. see, low, bow.  Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words. | | | | | | | Word cards, sentence cards, letter cards. | |
| PHASE 3: **REFLECTION** | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson | | | | | | |  | |

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| **Week Ending:** | | **DAY:** Friday | | **Subject:** English Language | | |
| **Duration:** 60mins | | | | **Strand:** Extensive Reading | | |
| **Class:** B1 | | **Class Size:** | | **Sub Strand:** Reading | | |
| **Content Standard:**  B1.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area. | | | **Indicator:**  B1.6.1.1.1. Read a variety of age – appropriate books and texts from print | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can read a variety of age – appropriate books and texts from print. | | | | **Core Competencies:**  Communication and Collaboration, Personal | | |
| **References:** English Language Curriculum For Primary Schools Pg. 37 | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to sing familiar songs. E.g. Five little ducks  Ask learners;   * Whether they enjoyed singing the song? * What words did you hear in the song? * Are these words food, animals, objects?   Share performance indicators with learners and introduce the lesson. | | | |  | |
| PHASE 2: **NEW LEARNING** | Using book tease or book talk, introduce the reading/ library time.  Have a variety of age appropriate books for learners to make a choice from.  Introduce picture or wordless books, pop-up and flip-the-page texts to learners.  Encourage them to read individually and in pairs, and provide support and encouragement.  Assessment  Using think-pair-share, learners retell their story books to their partners.  Have learners draw parts of the story they read. | | | | Word cards, sentence cards, letter cards. | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | |  | |