**WEEK 11**

**REVISION**

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

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

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| **Week Ending:** | | **DAY:** MONDAY | | **Subject:** English Language | | | |
| **Duration: 6**0mins | | | | **Strand:** Oral Language | | | |
| **Class:** B2 | | **Class Size:** | | **Sub Strand:** Presentation | | | |
| **Content Standard:**  B2.1.9.1: Demonstrate understanding in commands, instructions, directions and requests | | | **Indicator:**  B2.1.10.1.2 maintain appropriate posture, eye contact and use appropriate verbal and non-verbal cues to convey meaning | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can maintain appropriate posture, eye contact and use appropriate verbal and non-verbal cues to convey meaning | | | | | **Core Competencies:**  Communication and Collaboration, and Personal Development | | |
| **References:** English Language Curriculum For Primary Schools Pg. 43 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to sing familiar rhymes.  Ask learners;   * Whether they enjoyed singing the songs? * What words did you hear in the songs? * Are these words food, animals, objects?   Share performance indicators with learners and introduce the lesson. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Model appropriate posture, eye contact and use verbal and non-verbal clues.  Let learners observe and do same.  Discuss when to use various postures, eye contact, verbal and non-verbal clues when talking to different people e.g. teacher, friend.  Have learners role-play how to maintain appropriate posture, verbal and non-verbal clues in communication. e.g. crossed arms and unblinking eye gaze to indicate disapproval. | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| 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:** B2 | | **Class Size:** | | | | **Sub Strand:** Fluency | | |
| **Content Standard:**  B2.2.9.1: Read texts fluently | | | | **Indicator:**  B2.2.9.1.3 use contextual clues to confirm or self-correct pronunciation while reading aloud. | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**   * Learners can use contextual clues to confirm or self-correct pronunciation while reading aloud. | | | | | **Core Competencies:**  Communication and Collaboration, and Personal | | | |
| **References:** English Language Curriculum For Primary Schools Pg. 55 | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to sing familiar rhymes.  Ask learners;   * Whether they enjoyed singing the songs? * What words did you hear in the songs? * Are these words food, animals, objects?   Share performance indicators with learners and introduce the lesson. | | | | | | flashcards | |
| PHASE 2: **NEW LEARNING** | Introduce learners to more sight words in context  Have them identify and use at least 120 sight-words  Have learners use the context in which words are found to confirm or self-correct pronunciation of words while they read aloud.  Check intonation as they read to make meaning | | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: **REFLECTION** | Ask learners to draw two smileys to express how they feel about the lesson  Have learners to present their smileys to whole class for discussion.  Take feedback from learners and summarize the lesson. | | | | | |  | |

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| **Week Ending:** | | **DAY:** WEDNESDAY | | **Subject:** English Language | | |
| **Duration: 6**0mins | | | | **Strand:** Writing | | |
| **Class:** B2 | | **Class Size:** | | **Sub Strand:** DescriptiveWriting | | |
| **Content Standard:**  B2.4.12.1: Demonstrate knowledge of description in writing | | | **Indicator:**  B2.4.12.1.1 use simple sentences to describe feelings | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can use simple sentences to describe feelings | | | **Core Competencies:**  Communication and Collaboration, and Personal Development | | | |
| **References:** English Language Curriculum Pg. 63 | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Flash letter cards to learners for them to make its sounds.  Ask pupils to write some letters in the air as you mention them.   * What letters have been able to write today? * What other letters can you write? * Write the first letter of your name on the floor.   Share performance indicators and introduce the lesson. | | | |  | |
| PHASE 2: **NEW LEARNING** | Let learners name and describe common objects using adjectives.  Let learners name various objects in the classroom.  Explain what they have to do.  Demonstrate the activity by describing an object in 3-5 sentences. Write the sentences on the board.  Let individuals choose objects and describe them orally and then in writing. | | | | Word cards, paper, letter cards, | |
| PHASE 3: **REFLECTION** | Give learners task to complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson.  Next lesson: use simple sentences to describe feelings | | | |  | |

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| **Week Ending:** | | | **DAY:** THURSDAY | | **Subject:** English Language | | | |
| **Duration: 6**0mins | | | | | **Strand:** Grammar usage | | | |
| **Class:** B2 | | **Class Size:** | | | **Sub Strand:** Spelling | | | |
| **Content Standard:**  B2.5.10.1: Use phonics knowledge to spell words | | | | **Indicator:**  B2.5.10.1.1 use phonics knowledge to spell words with irregular phonic letter pattern | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can use phonics knowledge to spell words with irregular phonic letter pattern | | | | | | **Core Competencies:**  Communication and Collaboration, and Personal Development | | |
| **References:** English Language Curriculum Pg. 67 | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to sing familiar rhymes.  Ask learners;   * Whether they enjoyed singing the songs? * What words did you hear in the songs? * Are these words food, animals, objects?   Share performance indicators with learners and introduce the lesson. | | | | | |  | |
| PHASE 2: **NEW LEARNING** | Have learners play the pick and spell game to spell phonetically irregular words. e. g. the, face  Have learners use these words in oral and written sentences.  Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought.  Dictate the words for learners to spell. Have learners use these words in oral and written sentences.  Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell.  e.g. (bought, answer, because, enough)  ii. I drink ------- water.  iii. Your ................. is wrong.  iv. I miss the class ................ I was late.  v. My father ................... chocolate | | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: **REFLECTION** | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Take feedback from what have learnt and summarize the lesson.  Next lesson: use phonics knowledge to spell words with irregular phonic letter pattern | | | | | |  | |

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| **Week Ending:** | | **DAY:** Friday | | **Subject:** English Language | | |
| **Duration:** 60mins | | | | **Strand:** Extensive Reading | | |
| **Class:** B2 | | **Class Size:** | | **Sub Strand:** Reading | | |
| **Content Standard:**  B2.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area | | | **Indicator:**  B2.6.1.1.1. 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. 74 | | | | | | |
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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. | | | |  | |