FIRST TERM LESSON PLAN – BASIC FIVE

**WEEK 1**

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

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

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| **Week Ending:** | | | **DAY:** Tuesday | | **Subject:** English Language | | | |
| **Duration:** 60mins | | | | | **Strand:** Oral Language | | | |
| **Class:** B5 | | | **Class Size:** | | **Sub Strand:** Songs | | | |
| **Content Standard:**  B5.1.1.1: Demonstrate understanding of a variety of songs | | | | **Indicator:**  B5.1.1.1.1 explain the central messages in songs | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can explain the central messages in songs | | | | | | **Core Competencies:**  Communication and Collaboration | | |
| **Key words** | sequentially | | | | | | | |
| **References:** English Language Curriculum For Primary Schools Pg. 71 | | | | | | | | |
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| Phase/Duration | | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | | Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings.  The group to read first wins.   * Did you enjoy the game? * What new words have you learn? * Form two sentences with your new words.   Share performance indicators and introduce the lesson | | | | | Music box | |
| PHASE 2: **NEW LEARNING** | | Have learners sing some familiar patriotic songs.  Have learners listen to you sing a selected song.  Guide learners to sing lines of the song with appropriate stress and rhythm.  Let them sing individually and in groups.  Using questions discuss the central message of the target song: Who composed this song? What is the song telling us?  Invite individuals to explain the central message(s) of the song. | | | | | 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.  Next Lesson: relate values in songs to real life experiences | | | | |  | |

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| **Week Ending:** | | | **DAY:** Wednesday | | **Subject:** English Language | | | |
| **Duration:** 60mins | | | | | **Strand:** Reading | | | |
| **Class:** B5 | | **Class Size:** | | | **Sub Strand:** Phonics | | | |
| **Content Standard:**  B5.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write | | | | **Indicator:**  B5.2.2.1.1 apply common phonic generalizations (e.g. hard and soft “c” and “g”) when reading continuous texts. | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can apply common phonic generalizations (e.g. hard and soft “c” and “g”) when reading continuous texts. | | | | | | **Core Competencies:**  Communication and Collaboration, Personal Development | | |
| **References:** English Language Curriculum For Primary Schools Pg. 91 | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings.  The group to read first wins.   * Did you enjoy the game? * What new words have you learn? * Form two sentences with your new words.   Share performance indicators and introduce the lesson | | | | | | flashcards | |
| PHASE 2: **NEW LEARNING** | Review the hard form of the sound, e.g. “c” as in cut; “g” as in get.  Introduce the soft form using lots of examples, e.g. “c” as in center, cent, circle; “g” as in gent, gin, etc.  In groups, encourage learners to come out with words in which the sounds occur.  Have each group read their words to the class and then publish it on the walls of the classroom for learners to go round to read. | | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: **REFLECTION** | Ask learners to do the following by ways of reflecting on the lesson:  1. Tell the class what you learnt during the lesson.  2. Tell the class how you will use the knowledge they acquire during the lesson.  3. Which aspects of the lesson did you not understand?  Next Lesson: Use common minimal pairs to decode words. e.g. – sash, wash | | | | | |  | |

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| **Week Ending:** | | | **DAY:** Thursday | | | **Subject:** English Language | | |
| **Duration:** 60mins | | | | | | **Strand:** Grammar | | |
| **Class:** B5 | | **Class Size:** | | | | **Sub Strand:** Nouns | | |
| **Content Standard:**  B5.3.1.1: Apply knowledge of different types of nouns in communication | | | | **Indicator:**  B5.3.1.1.1 identify and use nouns or noun phrases to refer to quantities or units | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can identify and use nouns or noun phrases to refer to quantities or units | | | | | **Core Competencies:**  Communication and Collaboration, Personal Development and Leadership | | | |
| **New words** | | Imperative, knowledge | | | | | | |
| **References:** English Language Curriculum Pg. 105 | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | Write down a couple of words on cards. Make sure learners are familiar with the words.  Divide the class in to groups. One person from each group comes up in front to pick and act the word.  The group to get the highest score wins!  Share performance indicators and introduce the lesson. | | | | | |  | |
| PHASE 2: **NEW LEARNING** | Revise nouns briefly.  Introduce quantities and units in context.  e.g.: − Please, give me a piece of paper. − I have a pair of trousers.  Have learners identify more examples of these in text and use them in sentences.  Learners make up their own noun phrases and use them in sentences. | | | | | | Word cards, paper, letter cards, | |
| PHASE 3: **REFLECTION** | Ask learners to do the following by ways of reflecting on the lesson:  1. Tell the class what you learnt during the lesson.  2. Tell the class how you will use the knowledge they acquire during the lesson.  3. Which aspects of the lesson did you not understand?  Next Lesson: identify and use proper nouns | | | | | |  | |

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| **Week Ending:** | | | **DAY:** Friday | | **Subject:** English Language | | | |
| **Duration:** 60mins | | | | | **Strand:** Writing | | | |
| **Class:** B5 | | **Class Size:** | | | **Sub Strand:** Penmanship | | | |
| **Content Standard:**  B5.4.2.1: Copy and rewrite sentences correctly | | | | **Indicator:**  B5.4.2.1.1 copy sentences clearly in joint script maintaining legible handwriting | | | | **Lesson:**  1 of 2 |
| **Performance Indicator:**  Learners can copy sentences clearly in joint script maintaining legible handwriting | | | | | | **Core Competencies:**  Communication and Collaboration, | | |
| **References:** English Language Curriculum Pg. 120 | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | Have learners recite familiar rhymes.   * Would you love to sing more songs? * What words did you hear in the song? * Write some of the words you heard.   Share the performance indicators and introduce the lesson. | | | | | |  | |
| PHASE 2: **NEW LEARNING** | Select sentences from texts learners have read and write them on the board, using joint script. e.g.    Have learners read out the sentence. (in pairs, small groups, large groups)  Have learners copy the sentences into their exercise books.  Go round to support struggling learners | | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: **REFLECTION** | Ask learners to do the following by ways of reflecting on the lesson:  1. Tell the class what you learnt during the lesson.  2. Tell the class how you will use the knowledge they acquire during the lesson.  3. Which aspects of the lesson did you not understand?  Next Lesson: Choose appropriate ways and modes of writing for a variety of purposes | | | | | |  | |