

School	PP/Grade	Learning Area	Term	Year
	2	English Activities	2	2020

TERM 2

Week	Lesson	Strand/ Theme	Sub Strand/Sub theme	Specific Learning Outcomes	Key Inquiry Question(S)	Learning Experience	Learning Resources	Assessment	Remarks
1	1	Reading Accidents	Connected text Reading and Fluency	By the end of the sub strand, the learner should be able to: a) Recognise the consonant blends /fl/ in different spoken words. b) Answer simple direct and indirect questions based on a text they have read, c) Read a text transitioning from word by word to	1. How can we tell where events have taken place?	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 pronounce the sounds /fl/ by taking turns, and as a whole class as modeled by the teacher, or	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. 56	Oral questions, Portfolio, Observation	

				phrasal reading.		audio record. 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 (poem, story)			
	2	Listening and Speaking Accidents	Language structures and functions Past continuous tense	By the end of the sub strand, the learner should be able to: a) Respond to questions using the past continuous tense about hygiene, simple injuries and first aid.	1. What was your neighbor doing when you got home?	1. Learners respond to simple questions using the past continuous tense. 2. Learners Construct sentences based on pictures.	Charts, pictures/ photographs, realia and audio-visual recordings of dialogues/ dramatization depicting the past continuous tense. Oxford New Progressive	Oral questions, Portfolio, Observation	

				b) Appreciate the importance of communicating ideas using the past continuous tense.			Primary English Learners Book/Grade 2 pg. 54-55		
	3	Writing	Guided Writing	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Copy the pattern fl in his/her exercise book correctly, neatly and legibly.</p> <p>b) Recognise the correct form and meaning of the words to be used in filling in gaps.</p>	1. When do we use small letters?	<p>1. Learners engage in group practice exercises write using capital and small letters correctly.</p> <p>2. Learners match pictures with words and simple sentences.</p> <p>3. Learners respond to the prompts presented to them and write the words correctly.</p> <p>4. Learners fill in the gaps correctly</p>	<p>Realia, slate and stylus, charts, word slides</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 57</p>	Oral questions, Portfolio, Observation	
2	1	Reading Classroom	Connected text Reading and Fluency	By the end of the sub strand, the learner should be able to:	1.How can we pronounce the letters gl/?	1. In pairs, learners comprehend information through looking at pictures and title of	Realia, flash cards, pictures/ photographs and, computer devices for audio-visual	Oral questions, Portfolio, Observation	

				<p>a) Recognise the consonant blends /gl/ in different spoken words.</p> <p>b) Answer simple direct and indirect questions based on a text they have read,</p> <p>c) Make predictions and anticipate possible outcomes of a story.</p>		<p>a text and say what will happen in the story.</p> <p>2. Learners pronounce the sounds /gl/ by taking turns, and as a whole class as modeled by the teacher, or audio record.</p> <p>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 (poem, story)</p>	<p>recordings of words without letter sound</p> <p>Correspondence</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 60</p>		
	2	Listening and Speaking	Language Structures and Functions.	By the end of the sub strand, the learner should	1) How many months are there in a year?	1. In pairs, learners use ordinal and cardinal numbers to construct correct sentences	Pictures/ photographs, realia, charts, flash cards and computer devices with audio-visual	Oral questions, portfolio, observation	

		Classroom	Numbers (Cardinal and ordinal numbers)	<p>be able to:</p> <p>a) use ordinal and cardinal numbers to construct correct sentences for effective communication</p> <p>b) Appreciate the importance of cardinal and ordinal numbers in communication.</p>		<p>2. Learners use objects that are in the classroom and the school compound to demonstrate the correct use of ordinal and cardinal numbers.</p> <p>3. Learners group objects in terms of number.</p>	<p>recordings of dialogues/ dramatization depicting cardinal and ordinal numbers.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 58-59</p>		
	3	Writing	Guided Writing	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Copy the given words correctly, legibly and neatly.</p> <p>b) Recognise the</p>	1) Why should we write legibly, and correctly?	<p>1. Learners engage in group practice exercises write using capital and small letters correctly.</p> <p>2. Learners to play the puzzle in pairs.</p>	<p>Realia, slate and stylus, charts, word slides.</p> <p>Oxford New Progressive Primary English Learners</p>	Oral questions, Portfolio, Observation.	

				correct form and meaning of the words to be used in filling in gaps.		3. Learners respond to the prompts presented to them and write the words correctly.	Book/Grade 2 pg. 61		
3	1	Reading Classroom	Connected text Reading and Fluency.	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Recognise the consonant blends /dr/ in different spoken words.</p> <p>b) Answer simple direct and indirect questions based on a text they have read.</p> <p>c) Use common context clues to increase comprehension of a text.</p>	1. How can we pronounce the letters /dr/?	<p>1. In pairs, learners comprehend information through looking at pictures and title of a text and say what will happen in the story.</p> <p>2. Learners pronounce the sounds /dr/ by taking turns, and as a whole class as modeled by the teacher, or audio record.</p>	<p>Realia, flash cards, pictures/ photographs and, computer devices for audio-visual recordings of words without letter sound</p> <p>Correspondence.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 64-65</p>	Oral questions, Portfolio, Observation	

						<p>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 (poem, story)</p> <p>4. Learners can track text using their fingers.</p>			
	2	Listening and Speaking Classroom	Language structures and functions Numbers (Cardinal and ordinal numbers)	By the end of the sub strand, the learner should be able to: a) Use ordinal and cardinal numbers to group objects that are in the classroom for effective communication. b) Appreciate the	1. Which is the tenth month of the year?	<p>1. Learners talk about the number of objects in the classroom in groups, pairs. and individually</p> <p>2. Learners identify things in the environment and count them.</p>	Pictures/ photographs, realia, charts, flash cards and computer devices with audio-visual recordings of dialogues/ dramatization depicting cardinal and ordinal numbers. Oxford New Progressive	Oral questions, Portfolio, Observation	

				importance of cardinal and ordinal numbers in communication.		3. Learners listen to a poem, story or text containing cardinal and ordinal numbers.	Primary English Learners Book/Grade 2 pg. 62-63		
	3	Writing	Guided Writing	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Write words from a prompt to demonstrate mastery of vocabulary,</p> <p>b) Recognise the correct form and meaning of the words to be used in filling in gaps.</p> <p>c) Appreciate the importance of writing correct</p>	1. When do we use small letters?	<p>1. Learners engage in group practice exercises write using capital and small letters correctly.</p> <p>2. Learners match pictures with words and simple sentences.</p> <p>3. Learners respond to the prompts presented to them and write the words correctly.</p> <p>4. Learners fill in the gaps correctly.</p>	<p>Realia, slate and stylus, charts, word slides.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg.66</p>	Oral questions, Portfolio, Observation	

				meaningful words, phrases and sentences.					
4	1	Reading The farm	Connected text Reading and Fluency.	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Recognise the consonant blends /pr/ in different spoken words.</p> <p>b) Answer simple direct and indirect questions based on a text they have read.</p> <p>c) Use common context clues to increase comprehension of a text.</p>	1. How can we pronounce the letters /pr/?	<p>1. In pairs, learners comprehend information through looking at pictures and title of a text and say what will happen in the story.</p> <p>2. Learners pronounce the sounds /pr/ by taking turns, and as a whole class as modeled by the teacher, or audio record.</p> <p>3. Learners are guided to get meaning of words and respond orally (in pairs or groups)</p>	<p>Realia, flash cards, pictures/ photographs and, computer devices for audio-visual recordings of words without letter sound</p> <p>Correspondence.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 70-71</p>	Oral questions, Portfolio, Observation	

						to questions based on a text they have read (poem, story) 4. Learners can track text using their fingers.			
	2	Listening and Speaking The Farm	Language Structure and Functions Word sets: gender sets for animals/people Opposites.	By the end of the sub strand, the learner should be able to: a) Identify the gender sets of animals correctly in a conversation. b) Enjoy a word game using gender sets and opposites in communicating ideas.	1. Can a bull/ox give us milk?	1. In groups, learners discuss the males and females of domestic animals. 2. Learners construct sentences using words for male and female animals that are familiar and are guided to use those that are unfamiliar.	Charts, pictures/ photographs, realia and audio-visual recordings of dialogues/ dramatization showing the use of opposites. Oxford New Progressive Primary English Learners Book/Grade 2 pg. 68-69	Oral questions, Portfolio, Observation.	
	3	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) Copy the pattern pr	1) Why should we write legibly, and correctly?	1. Learners write meaningful sentences and paragraphs with the guidance of the teacher.	Realia, slate and stylus, charts, word slides. Oxford New Progressive	Oral questions, Portfolio, Observation.	

				<p>correctly, neatly and legibly.</p> <p>b) Appreciate the importance of writing correct meaningful words, phrases and sentences.</p>		<p>2. Learners write the pattern /pr/ correctly.</p>	<p>Primary English Learners Book/Grade 2 pg. 71</p>		
5	1	Reading	Connected text Reading and Fluency.	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Recognise the consonant blends /cr/ in different spoken words.</p> <p>b) Answer simple direct and indirect questions based on a text they have read.</p> <p>c) Enjoy reading the poem with the word pattern /cr/</p>	<p>1. How can we pronounce the letters /cr/?</p>	<p>1. In pairs, learners comprehend information through looking at pictures and title of a text and say what will happen in the story.</p> <p>2. Learners pronounce the sounds /cr/ by taking turns, and as a whole class as modeled by the</p>	<p>Realia, flash cards, pictures/ photographs and, computer devices for audio-visual recordings of words without letter sound</p> <p>Correspondence.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 74-76</p>	<p>Oral questions, Portfolio, Observation</p>	

						<p>teacher, or audio record.</p> <p>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 (poem, story)</p> <p>4. Learners can track text using their fingers.</p>			
	2	Listening and Speaking	Language Structure and Functions	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Use the opposites to discuss animals and people at the farm.</p>	1) When do you go to sleep?	<p>1) Learners work with pictures to show opposites.</p> <p>2) Learners draw pictures to show Gender.</p>	Charts, pictures/ photographs, realia and audio-visual recordings of dialogues/ dramatization showing the use of opposites.	Oral questions, Portfolio, Observation.	

				b) Enjoy a word game using gender sets and opposites in communicating ideas.		3) Learners construct sentences using words for male and female animals that are familiar, and are guided to use those that are unfamiliar.	Oxford New Progressive Primary English Learners Book/Grade 2 pg. 72-73		
	3	Writing	Guided Writing	By the end of the sub strand, the learner should be able to:	1) Why is it important to write words in the correct order?	1) Learners match pictures with words and simple sentences. 2) Learners to draw simple pictures of farm animals.	Realia, slate and stylus, charts, word slides. Oxford New Progressive Primary English Learners Book/Grade 2 pg. 77	Oral questions, Portfolio, Observation.	
6	1	Reading	Connected text Reading and Fluency.	By the end of the sub strand, the learner should be able to: a) Recognise the consonant blends /fr/ in different spoken words.	1. How can we pronounce the letters /fr/?	1. In pairs, learners comprehend information through looking at pictures and title of a text and say what will	Realia, flash cards, pictures/ photographs and, computer devices for audio-visual recordings of words without letter sound	Oral questions, Portfolio, Observation	

				<p>b) Answer simple direct and indirect questions based on a text they have read.</p> <p>c) Read a text transitioning from word by word to phrasal reading.</p>		<p>happen in the story.</p> <p>2. Learners pronounce the sounds /fr/ by taking turns, and as a whole class as modeled by the teacher, or audio record.</p> <p>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 (poem, story)</p> <p>4. Learners can track text using their fingers.</p>	<p>Correspondence.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 80-81</p>		
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	2	Listening and Speaking. Positions and Directions.	Language Structure and Functions. Prepositions (Beside above, over, through, below, across, to, at)	By the end of the sub strand, the learner should be able to: a) Use simple prepositions accurately to describe the position, location and direction of things. b) Appreciate use of prepositions to describe the position and location of people, places and things.	1) Where do you keep Your books/cups?	Learners listen to and answer oral questions from stories 1) Learners work in groups to demonstrate various positions involving the prepositions learnt. 2) Learners sing short songs/rhymes. 3) In pairs, learners construct sentences orally using pre-positions.	Charts, pictures/ photographs, realia, and audio-visual recordings of dialogues/ dramatization of scenarios with prepositions. Oxford New Progressive Primary English Learners Book/Grade 2 pg. 78-79	Oral questions, Portfolio, Observation	
	3	Writing	Punctuation	By the end of the sub strand, the learner should be able to: a) Use full stops, capital and small letters, question marks and	1) When do we use capital letters? 2) When do we use small letters?	1) Learners engage in group practice exercises write using capital and small letters correctly. 2) Learners to write sentences given in	1) Realia, charts, posters on different punctuation marks. Oxford New Progressive Primary English Learners	Oral questions, Portfolio, Observation	

				<p>exclamation marks correctly.</p> <p>b) Recognise appropriate punctuation marks in a text.</p> <p>c) Appreciate use of capital letters, small letters, full stops, exclamation marks and question marks in writing.</p>		<p>their exercise books correctly while observing the punctuation marks.</p>	<p>Book/Grade 2 pg. 81</p>		
7	1	Reading	Word Reading	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Read more complex grade level vocabulary without letter sound correspondence</p>	<p>1) How can you read many words in a given text?</p>	<p>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.</p>	<p>Word slides, word wheels, realia, charts, pictures/ photographs and models of blends, audio-visual recordings of consonant Blends.</p>	<p>Oral questions, Portfolio, Observation.</p>	

				<p>in different formats.</p> <p>b) Appreciate reading simple, short narratives and informational texts in a variety of genres.</p> <p>c) Read words with the sound /sp/ accurately, correctly and fluently.</p>		<p>2) Learners play word ladder game by placing words on top of one another as they pronounce words or listen to audio/visual recording of words without letter sound correspondence</p>	<p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 85-86</p>		
	2	<p>Listening and Speaking.</p> <p>Positions and directions</p>	<p>Language Structure and Functions.</p> <p>Prepositions (Beside above, over, through, below, across, to, at)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Use simple prepositions accurately to describe the position, location and direction of things.</p> <p>b) Appreciate use of prepositions to</p>	<p>1) Where are the school toilets?</p> <p>2) Where do you play?</p>	<p>1) Learners play language games containing prepositions</p> <p>2) Learners listen to a story, poem or conversation containing prepositions.</p> <p>3) Learners work in groups to demonstrate various positions</p>	<p>Charts, pictures/ photographs, realia, and audio-visual recordings of dialogues/ dramatization of scenarios with prepositions.</p> <p>Oxford New Progressive Primary English Learners</p>	<p>Oral questions, Portfolio, Observation.</p>	

				<p>describe the position and location of people, places and things.</p> <p>c) Use the correct prepositions to fill in the gaps in the sentences given.</p>		involving the prepositions learnt.	Book/Grade 2 pg. 82-84		
	3	Writing	Spelling	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Spell and write the words learnt in the vocabulary lesson correctly for effective communication.</p> <p>b) Write the words dictated by the teacher accurately and correctly.</p> <p>c) Write the word patterns sp correctly, legibly and neatly.</p>	a) Why is it important to spell words correctly?	<p>1) Learners listen and repeat words as modeled, name the letters that make a word and write the word legibly and correctly.</p> <p>2) Learners to copy the word patterns sp in their exercise books.</p>	<p>Realia, charts, posters on neatly written words, jigsaw puzzles, pictorial and digital children's dictionary.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 86</p>	Oral questions, portfolio, observation	

8	1	Reading Environment	Comprehension By the end of the sub strand, the learner should be able to: a) Read the sound /sm/ correctly in preparation to reading. b) Identify the people/animals, where action takes place or the information in a text for comprehension. c) Answer simple direct and indirect questions based on a text they have read.	1) How can we tell where events have taken place?	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 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	Realia, charts, posters and audio-visual materials on direct and indirect questions. Oxford New Progressive Primary English Learners Book/Grade 2 pg. 90-91	Oral questions, Portfolio, Observation	
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						have read (poem, story)			
	2	Listening and Speaking. Environment	Language Structure and Functions. <i>a, an and the</i>	By the end of the sub strand, the learner should be able to: a) use <i>a, an</i> correctly in conversations. b) Appreciate the use of articles in effective communication. c) Use a and an to complete sentences correctly.	1) What do you buy at the school/market?	a) Learners name objects in the school environment and attach appropriate articles to them b) Learners observe objects in a picture or the immediate environment and use correct articles to talk about them.	Realia, charts, pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting the use of articles. Oxford New Progressive Primary English Learners Book/Grade 2 pg. 88-89	Oral questions, Portfolio, Observation.	
	3	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) appreciate the importance of writing correct	1) How do you write words starting with sm?	1. Learners re-arrange words to make short phrases and sentences. 2. Learners write meaningful sentences in pairs	Realia, slate and stylus, charts, word slides. Oxford New Progressive Primary English Learners	Oral questions, Portfolio, Observation.	

				<p>meaningful words, phrases and sentences.</p> <p>b) write words from a prompt to demonstrate mastery of vocabulary.</p>		<p>from simple substitution table.</p> <p>3. Learners respond to a prompt and write paragraph of 2 meaningful simple sentences on a visit to a park.</p>	Book/Grade 2 pg. 91		
9	1	Listening and Speaking	Pronunciation and Vocabulary	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Recognise the consonant blends dr, bl, fl, gl, in different spoken words.</p> <p>b) Recognise new words used in the theme to acquire a range of vocabulary and their meaning.</p> <p>c) Pronounce the vocabulary related to the theme</p>	<p>1) What new words have you learnt?</p> <p>2) What are the meanings of the words you have learnt?</p>	<p>1) Learners pronounce the sounds by taking turns, and as a whole class as modeled by the teacher, or audio record.</p> <p>2) In pairs, learners use meaningful phrases and simple sentences with words that have the learnt sounds.</p>	<p>Realia, charts, pictures/ photographs and models of learnt sounds, audio-visual recordings of minimal pairs, dialogues, stories and poems with new words.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 92-93</p>	Oral questions, Portfolio, Observation.	

				correctly for effective communication.					
	2	Listening and Speaking Environment	Language structure and functions <i>a, an and the</i>	By the end of the sub strand, the learner should be able to: a) Use <i>a, an</i> and <i>the</i> correctly in conversations, b) Identify and talk about things in the environment using articles correctly in longer conversations. c) Appreciate the use of articles in effective communication.	1. What do you buy at the market?	1. Learners engage in question and answer dialogues to talk about some objects/items in the neighborhood using the correct articles. 2. Learners name objects in the school environment and attach appropriate articles to them. 3. Learners fill the cloze word puzzle with the correct use of <i>a, an</i> or <i>the</i> in pairs.	Realia, charts, pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting the use of articles. Oxford New Progressive Primary English Learners Book/Grade 2 pg. 93-94	Oral questions, Portfolio, Observation.	
	3	Reading	Word reading	By the end of the sub strand, the learner should be able to:	1. How do we pronounce the sounds /b/ /f/	1. Learners recognise and read more short	Story books, poems, newspaper cutting	Oral questions, portfolio, observation	

		Environment		<p>a) Read more complex grade level vocabulary without letter sound correspondence in different formats,</p> <p>b) Read a decodable text containing non-decodable words fluently.</p> <p>c) Enjoy reading grade level vocabulary in a variety of genre.</p>	/dr/ /gl/ /fr/ /cl/ /sp/?	<p>words as modeled, in groups, pairs and individually through various word</p> <p>attack skills such as look and say, exposure, context clues etc.</p> <p>2. Learners play word ladder game by placing words on top of one another as they pronounce words or listen to audio/visual recording of words without letter sound correspondence</p> <p>3. Learners to join scrambled words to make correct words in pairs.</p>	<p>on children's stories.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 94-96</p>		
10.	1	Writing	Guided Writing	By the end of the sub strand, the	1. Why should we write legibly, correctly and	1. Learners to write the word patterns correctly.	Realia, slate and stylus, charts, word slides.	Oral questions,	

				<p>learner should be able to:</p> <p>a) Copy the pattern br dr fl and gl correctly, neatly and legibly in their exercise books.</p> <p>b) Recognise the correct form and meaning of the words to be used in filling in gaps,</p> <p>c) Appreciate the importance of writing correct meaningful words, phrases and sentences.</p>	correctly?	<p>2. Learners fill in the gaps correctly.</p> <p>3. Learners write meaningful sentences and paragraphs with the guidance of the teacher by looking at the given picture.</p>	Oxford New Progressive Primary English Learners Book/Grade 2 pg. 96	Portfolio, Observation.	
	2	<p>Listening and Speaking.</p> <p>Technology</p>	<p>Language structure and Functions.</p> <p>Possessives</p> <p>Mine, yours, ours,</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Use possessives correctly to show ownership.</p>	Whose pen is this?	<p>1. Learners role play ownership of items and objects.</p> <p>2. In pairs/ small groups, learners construct sentences using possessives based on the role play.</p>	Pictures/ photographs, realia, charts and computer devices with audio-visual recordings of dialogues/ dramatization	Oral questions, portfolio, observation	

			hers, his.	b) Enjoy asking and answering questions about technology using possessives.			depicting possessives. Oxford New Progressive Primary English Learners Book/Grade 2 pg. 98-99		
	3	Reading	Connected text reading and fluency.	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Read the sounds /fr/ /sp/ and /tr/ audibly and correctly.</p> <p>b) Observe basic punctuation marks as they read.</p> <p>c) Appreciate reading simple, short narratives and informational texts in a variety of genres.</p>	1. How can you read many words in a given text?	<p>1. Learners read while observing commas, full stops and question marks in pairs.</p> <p>2. Learners practise reading unfamiliar sentences containing decodable and non-decodable words from printed text, charts, tablets, mobile phone, laptops, computers or overhead</p>	<p>Realia, flash cards, pictures/ photographs and , computer devices for audio-visual recordings of words without letter sound Correspondence.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 100-101</p>	Oral questions, Portfolio, Observation.	

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11	1	Listening and Speaking Technology	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) recognise the consonant blend nk in different spoken words, b) Recognise 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, vocabulary.		1. Learners pronounce the sounds nk taking turns, and as a whole class as modeled by the teacher, or audio record. 2. Learners are guided to practise 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. 102, 105	Oral questions, portfolio, observation.	

	2	Listening and Speaking Technology	Language structure and Functions. Possessives Mine, yours, ours, hers, his	By the end of the sub strand, the learner should be able to: a) Recognise the correct use of possessives in oral communication. b) Enjoy asking and answering questions about technology using possessives.	1. Whose book is this?	1. Learners talk about the things that they/ their parents/guardians/ own, using possessives. 2. Learners to fill in the gaps correctly with the correct form of possessive.	Pictures/ photographs, realia, charts and computer devices with audio-visual recordings of dialogues/ dramatization depicting possessives. Oxford New Progressive Primary English Learners Book/Grade 2 pg. 103-104	Oral questions, portfolio, observation	
	3	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) Copy the pattern nk neatly and legibly in their exercise books. b) Write words from a prompt to	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. 106-107	Oral questions, Portfolio, Observation.	

				demonstrate mastery of vocabulary.					
12	1	Reading	Connected text reading and fluency.	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Observe basic punctuation marks as they read.</p> <p>b) Read 65 words accurately per minute from a text.</p> <p>c) Read a text transitioning from word by word to phrasal reading.</p>	a) How can you read many words in a given text.	<p>a) Learners read while observing commas, full stops and question marks in pairs.</p> <p>b) Learners read aloud in groups, pairs and individually as modeled, and pick out decodable (phonic) and non-decodable words (sight words).</p>	<p>Realia, flash cards, pictures/ photographs and, computer devices for audio-visual recordings of words without letter sound</p> <p>Correspondence.</p> <p>Story Book</p>	Oral questions, portfolio, observation	
	2	Listening and Speaking.	Attentive listening	<p>By the end of the sub strand, the learner should be able to:</p> <p>1) Listen attentively during</p>	1. Why should we listen attentively when other people are	1. Learners practice correct sitting posture, good eye contact, appropriate facial expressions and gestures in	Realia, charts, pictures/ photographs and models of attentive listening, audio-visual recordings of	Oral questions, Portfolio, Observation.	

				<p>Storytelling.</p> <p>2) Respond to specific simple two directional instructions in oral communication,</p> <p>3) Appreciate the importance of listening attentively for effective communication.</p>	<p>talking?</p> <p>2) Why should we obey instructions from our elders?</p>	<p>small groups and in pairs.</p> <p>2. Learners respond to instructions, listen without interrupting as modeled.</p>	<p>pictures on attentive</p> <p>Listening.</p>		
	3	Writing	Spelling	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Spell and write the words learnt in the vocabulary lesson correctly for effective communication.</p> <p>b) Appreciate the importance of writing words</p>	<p>1. Why is it important to spell words correctly?</p>	<p>1. Learners listen and repeat words as modeled, name the letters that make a word and write the word legibly and correctly.</p> <p>2. Learners use a letter box to make more words.</p>	<p>Realia, charts, posters on neatly written words, jigsaw puzzles, pictorial and digital children's dictionary.</p>	<p>Oral questions, Portfolio, Observation.</p>	

				<p>clearly, legibly and correctly for different purposes.</p> <p>c) Write the word pattern sn neatly and legibly.</p>					
13	1	Listening and Speaking	Pronunciation and Vocabulary	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Recognise and pronounce correctly words with the consonant blends dr, pr, nk, tr, fl, st, cl in different spoken words.</p> <p>b) Enjoy using the vocabulary by participating in dialogues, rhymes, tongue twisters, language games and songs.</p>	<p>1. What new words have you learnt?</p>	<p>1. Learners pronounce the words with the given sounds by taking turns, and as a whole class as modeled by the teacher, or audio record.</p> <p>2. In pairs, learners use meaningful phrases and simple sentences with words that have the learnt sounds.</p>	<p>Realia, charts, pictures/ photographs and models of learnt sounds, audio-visual recordings of minimal pairs, dialogues, stories and poems with new words.</p> <p>Revision Questions</p>	<p>Oral questions, Portfolio, Observation</p>	

	2	Reading	Connected text reading and fluency.	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Observe basic punctuation marks as they read.</p> <p>b) Read 65 words accurately per minute from a text.</p> <p>c) Read a text transitioning from word by word to phrasal reading.</p>	a) How can you read many words in a given text.	<p>a) Learners read while observing commas, full stops and question marks in pairs.</p> <p>b) Learners read aloud in groups, pairs and individually as modeled, and pick out decodable (phonic) and non-decodable words (sight words).</p>	<p>Realia, flash cards, pictures/ photographs and , computer devices for audio-visual recordings of words without letter sound</p> <p>Correspondence.</p> <p>Story Book</p>	Oral questions, portfolio, observation	
	3	Writing	Handwriting	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Demonstrate legible handwriting for effective communication,</p>	1. What do you consider to be a good handwriting?	<p>1. Learners copy letters of the alphabet, letter patterns and words as modelled.</p> <p>2. Learners observe peer demonstrations of well-shaped letters.</p>	Realia, charts, posters on handwriting.		

				b) Appreciate the importance of writing legibly for different purposes.		3. Learners draw, label objects, practice writing their names from left to right and use a digital device to see correct letter formation.			
14	ASSESSMENT								