School	Grade	Learning Area	Term	Year
	2	**Literacy Activities**	**2**	**2020**

Week	Lesson	Strand/ Theme	Sub Strand/Sub theme	Specific Learning Outcomes	Key Inquiry Question(S)	Learning Experience	Learning Resources	Assessment	Remarks
1	**1**	**Listening**	**Phonological Awareness**	By the end of the sub-strand, the learner should be able to: a) Orally pronounce, blend syllables in spoken words and onset- rimes of single-syllable words. b) Add or substitute individual sounds in simple, one-syllable words to make new words. c) Recognize and sound the commonly used letter sounds and syllables d) Appreciate the sounds and syllables in rhymes, songs, poems, tongue twisters and riddles.	How do we say those sounds?	1. Learners segment, blend and produce initial, middle and final sounds (use colours and objects in their surrounding) 2. Learners listen to letter sounds and the syllables formed from Them (depends on each language) 3. Learners observe the displayed letters as they listen to the sounds. 4. Learners participate in language games e.g. guess- the word game, change- a name game as they manipulate phonemes.	Sound recordings**,** a collection of riddles and tongue twisters, resource persons KLB Visionary English Activities Grade 2 pg. 59	Oral questions	
	2	**Speaking**	**Phonological Awareness**	By the end of the sub-strand, the learner should be able to:	What are some of the	1. Learners blend syllables to form words and	Audio and Audiovisual aids**,**	Form words and sentences	

				a) Recognize and say multiple letter-sounds to make syllables and words b) Blend and segment syllables correctly to form words. c) Use appropriate words to make short, meaningful sentences d) Appreciate the role of blending and segmenting in forming sentences	sounds we hear?	sentences(blending and segmenting drills) individually, in pairs and groups, 2. Learners play auditory discrimination games to enable them to listen to different sounds 3. Learners give words that rhyme 4. Learners are guided to make a list of all the sounds they can hear from the environment (My home, my community)	Storybooks, Charts, Pictures KLB Visionary English Activities Grade 2 pg. 60-61		
	3	**Reading**	**Group Reading**	By the end of the sub-strand, the learner should be able to: a) Read texts collectively with accuracy, fluency, and comprehension. b) Develop peer learning skills of self-assessment c) Improve confidence through peer support in group reading.	What is the importance of reading in groups?	1. Learners find answers to questions from texts read using think-pair-share. 2. Learners are divided into reading teams to facilitate peer learning and support 3. Learners retell story, events read in pairs and small groups.	Readers, newspapers, journals KLB Visionary English Activities Grade 2 pg.62	Peer Assessment, question/answer, retelling a story read	
	4	**Writing**	**Spelling instruction**	By the end of the sub-strand, the learner should be able to:	Why is it important to spell words correctly?	1. Learners write newly learned words on a word tree 2. Learner should be guided on the use of	Flash cards, word trees, writing materials, stencil	learners participate in spelling challenge, dictation	

				a) write an increasing number of words and spell them correctly b)) Use phonic knowledge to spell and write familiar and unfamiliar words		spelling strategies including knowledge of letter, sound correspondences, and common letter patterns	KLB Visionary English Activities Grade 2 pg. 63-64		
	5	**Writing**	**Spelling instruction**	By the end of the sub-strand, the learner should be able to: a) write an increasing number of words and spell them correctly b)) Use phonic knowledge to spell and write familiar and unfamiliar words	Why is it important to spell words correctly?	1. Learners write newly learned words on a word tree 2. Learner should be guided on the use of spelling strategies including knowledge of letter, sound correspondences, and common letter patterns	Flash cards, word trees, writing materials, stencil KLB Visionary English Activities Grade 2 pg. 65-66	learners participate in spelling challenge, dictation	
2	**1**	**Listening**	**Phonological Awareness**	By the end of the sub-strand, the learner should be able to: a) Orally pronounce, blend syllables in spoken words and onset- rimes of single-syllable words. b) Add or substitute individual sounds in simple, one-syllable words to make new words.	How do we say those sounds?	1. Learners segment, blend and produce initial, middle and final sounds (use colours and objects in their surrounding) 2. Learners listen to letter sounds and the syllables formed from Them (depends on each language) 3. Learners observe the displayed letters as they listen to the sounds.	Sound recordings**,** a collection of riddles and tongue twisters, resource persons KLB Visionary English Activities	Oral questions	

				c) Recognize and sound the commonly used letter sounds and syllables d) Appreciate the sounds and syllables in rhymes, songs, poems, tongue twisters and riddles.		4. Learners participate in language games e.g. guess- the word game, change- a name game as they manipulate phonemes.	Grade 2 pg. 59		
	2	**Speaking**	**Phonological Awareness**	By the end of the sub-strand, the learner should be able to: a) Recognize and say multiple letter-sounds to make syllables and words b) Blend and segment syllables correctly to form words. c) Use appropriate words to make short, meaningful sentences d) Appreciate the role of blending and segmenting in forming sentences	What are some of the sounds we hear?	1. Learners blend syllables to form words and sentences(blending and segmenting drills) individually, in pairs and groups, 2. Learners play auditory discrimination games to enable them to listen to different sounds 3. Learners give words that rhyme 4. Learners are guided to make a list of all the sounds they can hear from the environment (My home, my community)	Audio and Audiovisual aids**,** Storybooks, Charts, Pictures KLB Visionary English Activities Grade 2 pg. 60-61	Form words and sentences	
	3	**Reading**	**Group Reading**	By the end of the sub-strand, the learner should be able to: a) Read texts collectively with	What is the importance of reading in groups?	1. Learners find answers to questions from texts read using think-pair-share.	Readers, newspapers, journals KLB Visionary	Peer Assessment, question/answer, retelling a story read	

				accuracy, fluency, and comprehension. b) Develop peer learning skills of self-assessment c) Improve confidence through peer support in group reading.		2. Learners are divided into reading teams to facilitate peer learning and support 3. Learners retell story, events read in pairs and small groups.	English Activities Grade 2 pg.62		
	4	**Writing**	**Spelling instruction**	By the end of the sub-strand, the learner should be able to: a) Spell words with short and long vowel sounds and consonant clusters. b) Use phonic knowledge to spell and write familiar and unfamiliar words	Why is it important to spell words correctly?	1. Learners write newly learned words on a word tree 2. Learner should be guided on the use of spelling strategies including knowledge of letter, sound correspondences, and common letter patterns	Flash cards, word trees, writing materials, stencil KLB Visionary English Activities Grade 2 pg. 63-64	learners participate in spelling challenge, dictation	
	5	**Writing**	**Spelling instruction**	By the end of the sub-strand, the learner should be able to: a) Spell words with short and long vowel sounds and consonant clusters. b) Use phonic knowledge to spell and write familiar and unfamiliar words	Why is it important to spell words correctly?	1. Learners write newly learned words on a word tree 2. Learner should be guided on the use of spelling strategies including knowledge of letter, sound correspondences, and common letter patterns	Flash cards, word trees, writing materials, stencil KLB Visionary English Activities Grade 2 pg. 65-66	learners participate in spelling challenge, dictation	

3	**1**	**Listening**	**Story Telling**	By the end of the sub-strand, the learner should be able to: a) listen attentively and confidently respond to stories	Who tells us stories?	1. Learners listen to a variety of stories about self, family, health, hygiene, and home from different sources (self, peers, teacher, a resource person (if available), audio recorded stories. 2. Learners respond to oral questions related to the story learned or orally recreate a story.	Props for storytelling, picture cards, story books, audio and video-recorded stories, resource person KLB Visionary English Activities Grade 2 pg.66	retelling stories, question and answer	
	2	**Speaking**	**Phonological Awareness**	By the end of the sub-strand, the learner should be able to: a) Recognize and say multiple letter-sounds to make syllables and words b) Blend and segment syllables correctly to form words. c) Use appropriate words to make short, meaningful sentences d) Appreciate the role of	What are some of the sounds we hear?	1. Learners blend syllables to form words and Sentences (blending and segmenting drills) individually, in pairs and groups, 2. Learners play auditory discrimination games to enable them to listen to different sounds 3. Learners give words that rhyme 4. Learners are guided to make a list of all the sounds they can hear from the environment	Audio and Audiovisual aids**,** Storybooks, Charts, Pictures KLB Visionary English Activities Grade 2 pg. 67	Form words and sentences	

				blending and segmenting in forming sentences		(My home, my community)			
	3	**Reading**	**Group Reading**	By the end of the sub-strand, the learner should be able to: a) Read texts collectively with accuracy, fluency, and comprehension. b) Develop peer learning skills of self-assessment c) Improve confidence through peer support in group reading.	What is the importance of reading in groups?	1. Learners find answers to questions from texts read using think-pair-share. 2. Learners are divided into reading teams to facilitate peer learning and support 3. Learners retell story, events read in pairs and small groups.	Readers, newspapers, journals KLB Visionary English Activities Grade 2 pg. 69-70	Peer Assessment, question/answer, retelling a story read	
	4	**Writing**	**Spelling instruction**	By the end of the sub-strand, the learner should be able to: a) Use phonic knowledge to spell and write familiar and unfamiliar words. b) Use simple editing strategies to correct spelling in simple sentences. c) Appreciate the importance of correct spelling in writing.	Why is it important to spell words correctly?	1. Learners identify spelling errors in own writing or unknown texts and provide correct spelling (spacing, punctuation, and spelling) 2. Learners practice spelling sight words 3. Learners participate in spelling challenge contest, individually, in pairs and groups.	Flash cards, word trees, writing materials, stencil KLB Visionary English Activities Grade 2 pg.71-72	learners participate in spelling challenge, dictation	

	5	**Writing**	**Spelling instruction**	By the end of the sub-strand, the learner should be able to: a) Use phonic knowledge to spell and write familiar and unfamiliar words. b) Use simple editing strategies to correct spelling in simple sentences. c) Appreciate the importance of correct spelling in writing.	Why is it important to spell words correctly?	1. Learners identify spelling errors in own writing or unknown texts and provide correct spelling (spacing, punctuation, and spelling) 2. Learners practice spelling sight words 3. Learners participate in spelling challenge contest, individually, in pairs and groups.	Flash cards, word trees, writing materials, stencil KLB Visionary English Activities Grade 2 pg. 73	learners participate in spelling challenge, dictation	
4	**1**	**Listening**	**Story Telling**	By the end of the sub-strand, the learner should be able to: a) listen attentively and confidently respond to stories	Who tells us stories?	1. Learners listen to a variety of stories about self, family, health, hygiene, and home from different sources (self, peers, teacher, a resource person (if available), audio recorded stories. 2. Learners respond to oral questions related to the story learned or orally recreate a story.	Props for storytelling, picture cards, story books, audio and video-recorded stories, resource person KLB Visionary English Activities Grade 2 pg. 66	retelling stories, question and answer	

	2	**Speaking**	**Phonological Awareness**	By the end of the sub-strand, the learner should be able to: a) Recognize and say multiple letter-sounds to make syllables and words b) Blend and segment syllables correctly to form words. c) Use appropriate words to make short, meaningful sentences d) Appreciate the role of blending and segmenting in forming sentences	What are some of the sounds we hear?	1. Learners blend syllables to form words and Sentences (blending and segmenting drills) individually, in pairs and groups, 2. Learners play auditory discrimination games to enable them to listen to different sounds 3. Learners give words that rhyme 4. Learners are guided to make a list of all the sounds they can hear from the environment (My home, my community)	Audio and Audiovisual aids**,** Storybooks, Charts, Pictures KLB Visionary English Activities Grade 2 pg. 67-68	Form words and sentences	
	3	**Reading**	**Group Reading**	By the end of the sub-strand, the learner should be able to: a) Read texts collectively with accuracy, fluency, and comprehension. b) Develop peer learning skills of self-assessment c) Improve confidence through peer support in group reading.	What is the importance of reading in groups?	1. Learners find answers to questions from texts read using think-pair-share. 2. Learners are divided into reading teams to facilitate peer learning and support 3. Learners retell story, events read in pairs and small groups.	Readers, newspapers, journals KLB Visionary English Activities Grade 2 pg. 69-70	Peer Assessment, question/answer, retelling a story read	

	4	**Writing**	**Spelling instruction**	By the end of the sub-strand, the learner should be able to: a) Use phonic knowledge to spell and write familiar and unfamiliar words. b) Use simple editing strategies to correct spelling in simple sentences. c) Appreciate the importance of correct spelling in writing.	Why is it important to spell words correctly?	1. Learners identify spelling errors in own writing or unknown texts and provide correct spelling (spacing, punctuation, and spelling) 2. Learners practice spelling sight words 3. Learners participate in spelling challenge contest, individually, in pairs and groups.	Flash cards, word trees, writing materials, stencil KLB Visionary English Activities Grade 2 pg.71-72	learners participate in spelling challenge, dictation	
	5	**Writing**	**Spelling instruction**	By the end of the sub-strand, the learner should be able to: a) Use phonic knowledge to spell and write familiar and unfamiliar words. b) Use simple editing strategies to correct spelling in simple sentences. c) Appreciate the importance of correct spelling in writing.	Why is it important to spell words correctly?	1. Learners identify spelling errors in own writing or unknown texts and provide correct spelling (spacing, punctuation, and spelling) 2. Learners practice spelling sight words 3. Learners participate in spelling challenge contest, individually, in pairs and groups.	Flash cards, word trees, writing materials, stencil KLB Visionary English Activities Grade 2 pg.73-74	learners participate in spelling challenge, dictation	

5	**1**	**Listening**	**Story Telling**	By the end of the sub-strand, the learner should be able to: a) Listen attentively and confidently respond to stories. b) Appreciate their culture and values as taught through oral stories c) Empathize with familiar people in stories d) Develop their creative and imaginative power as they create mental images of the oral stories.	When are stories told?	1. Learners record their stories and listen to them 2. Learners respond to oral questions related to the story learned or orally recreate a story 3. Learners role play, ask questions, tell stories and sing songs related to the story learnt (themes: self, family, and home), in pairs and small groups.	Props for storytelling, picture cards, story books, audio and video-recorded stories, resource person KLB Visionary English Activities Grade 2 pg. 74	Retelling stories, question and answer	
	2	**Speaking**	**Phonological Awareness**	By the end of the sub-strand, the learner should be able to: a) Appreciate the role of blending and segmenting in forming sentences	What are some of the sounds we hear?	1. Learners blend syllables to form words and Sentences (blending and segmenting drills) individually, in pairs and groups. 2. Learners play auditory discrimination games to enable them to listen to different sounds. 3. Learners give words that rhyme.	Audio and Audiovisual aids**,** Storybooks, Charts, Pictures KLB Visionary English Activities Grade 2 pg. 75-76	Form words and sentences	

	3	**Speaking**	**Phonological Awareness**	By the end of the sub-strand, the learner should be able to: a) Appreciate the role of blending and segmenting in forming sentences	What are some of the sounds we hear?	1. Learners blend syllables to form words and Sentences (blending and segmenting drills) individually, in pairs and groups. 2. Learners play auditory discrimination games to enable them to listen to different sounds. 3. Learners give words that rhyme.	Audio and Audiovisual aids**,** Storybooks, Charts, Pictures KLB Visionary English Activities Grade 2 pg. 75-76	Form words and sentences	
	4	**Reading**	**Silent reading**	By the end of the sub-strand, the learner should be able to: a) Read texts and passages silently b) Read silently showing sustained focus for longer periods (15-20 minutes)	When do we read silently?	1. Learners are assisted in developing silent reading skills for efficient Reading (through guiding questions, timing reading) 2. Learners discuss questions after silent reading in pairs and groups	Readers, magazines, newspapers, journals, story books, class readers KLB Visionary English Activities Grade 2 pg. 77-78	Question/answer, filling gaps	
	5	**Writing**	**Handwriting**	By the end of the sub-strand, the learner should be able to: a) use conventional spacing between words b) use basic punctuation	Why should I write well?	1. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns 2. Learners observe and practice handwriting as is displayed	Books, pencils, crayons, word puzzles, story books	teacher to provide a written text modelling good handwriting for the learners to copy in their book	

				appropriately			KLB Visionary English Activities Grade 2 pg.79		
6	**1**	**Listening**	**Story Telling**	By the end of the sub-strand, the learner should be able to: a) Listen attentively and confidently respond to stories. b) Appreciate their culture and values as taught through oral stories c) Empathize with familiar people in stories d) Develop their creative and imaginative power as they create mental images of the oral stories.	When are stories told?	1. Learners record their stories and listen to them 2. Learners respond to oral questions related to the story learned or orally recreate a story 3. Learners role play, ask questions, tell stories and sing songs related to the story learnt (themes: self, family, and home), in pairs and small groups.	Props for storytelling, picture cards, story books, audio and video-recorded stories, resource person KLB Visionary English Activities Grade 2 pg.74	Retelling stories, question and answer	
	2	**Speaking**	**Phonological Awareness**	By the end of the sub-strand, the learner should be able to: a) Appreciate the role of blending and segmenting in forming sentences	What are some of the sounds we hear?	1. Learners blend syllables to form words and Sentences (blending and segmenting drills) individually, in pairs and groups. 2. Learners play auditory discrimination games to	Audio and Audiovisual aids**,** Storybooks, Charts, Pictures KLB Visionary	Form words and sentences	

						enable them to listen to different sounds. 3. Learners give words that rhyme.	English Activities Grade 2 pg. 75-76		
	3	**Speaking**	**Phonological Awareness**	By the end of the sub-strand, the learner should be able to: a) Appreciate the role of blending and segmenting in forming sentences	What are some of the sounds we hear?	1. Learners blend syllables to form words and Sentences (blending and segmenting drills) individually, in pairs and groups. 2. Learners play auditory discrimination games to enable them to listen to different sounds. 3. Learners give words that rhyme.	Audio and Audiovisual aids**,** Storybooks, Charts, Pictures KLB Visionary English Activities Grade 2 pg. 77	Form words and sentences	
	3	**Reading**	**Silent reading**	By the end of the sub-strand, the learner should be able to: a) Read texts and passages silently b) Read silently showing sustained focus for longer periods (15-20 minutes)	When do we read silently?	1. Learners are assisted in developing silent reading skills for efficient Reading (through guiding questions, timing reading) 2. Learners discuss questions after silent reading in pairs and groups	Readers, magazines, newspapers, journals, story books, class readers KLB Visionary English Activities Grade 2 pg.78	Question/answer, filling gaps	
	4	**Writing**	**Handwriting**	By the end of the sub-strand, the learner should be able to:	Why should I write well?	1. Learners use a variety of handwriting activities to practice letter patterns,	Books, pencils, crayons, word	teacher to provide a written text modelling good	

				a) use conventional spacing between words b) use basic punctuation appropriately		word patterns, and sentence patterns 2. Learners observe and practice handwriting as is displayed	puzzles, story books KLB Visionary English Activities Grade 2 pg.79	handwriting for the learners to copy in their book	
7	**1**	**Listening**	**Story Telling**	By the end of the sub-strand, the learner should be able to: a) Appreciate their culture and values as taught through oral stories b) Empathise with familiar people in stories	What do stories teach us?	1. Learners listen to a variety of stories about self, family, health, hygiene, and home from different sources (self, peers, teacher, a resource person (if available), audio recorded stories 2. Learners respond to oral questions related to the story learned or orally recreate a story 3. Learners role play, ask questions, tell stories and sing songs related to the story learnt (themes: self, family, and home), in pairs and small groups	Props for storytelling, picture cards, story books, audio and video-recorded stories, resource person KLB Visionary English Activities Grade 2 pg.80	Retelling stories, question and answer	
	2	**Speaking**	**Talk about**	By the end of the sub-strand, the learner should be able to: a) Confidently talk about characters and events in a story or text	How can we talk to others in a proper way?	1. Learners discuss characters and events in a thematic story (prediction of events, seeking clarification by asking questions) 2. Learners role play greeting people of	Audio and Audio visual aids, Resource persons KLB Visionary	Panel discussion on an issue affecting the Community e.g jigger infestation, malaria	

						different status showing appropriate emotions (My family, my community)	English Activities Grade 2 pg.81		
	3	**Reading**	**Silent reading**	By the end of the sub-strand, the learner should be able to: a) Predict the meaning of unfamiliar words b) Answer comprehension questions from texts read	When do we read silently?	1. Learners answer comprehension questions from texts read 2. Learner should be provided with follow-up activities for sustained silent reading (e.g. retell what has been read) 3. Learners could be shown a picture spark that tells the same story (a wedding ceremony)	Readers, magazines, newspapers, journals, story books, class readers KLB Visionary English Activities Grade 2 pg.82-83	Question/answer, filling gaps	
	4	**Writing**	**Handwriting**	By the end of the sub-strand, the learner should be able to: a) Join letters to form meaningful words b) Use capitalization appropriately	Why should I write well?	1. Learners engage in a variety of handwriting activities to improve their writing (capital and small letters, commas and full stop), in groups, pairs and individually 2. Learners participate in writing contests in class, at school 3. Learners write dictated sentences, paying attention to the spacing (between and within words), punctuation and legibility.	Books, pencils, crayons, word puzzles, story books KLB Visionary English Activities Grade 2 pg.84	Teacher to provide a written text modelling good handwriting for the learners to copy in their book.	

	5	**Writing**	**Handwriting**	By the end of the sub-strand, the learner should be able to: a) Join letters to form meaningful words b) Use capitalization appropriately	Why should I write well?	1. Learners engage in a variety of handwriting activities to improve their writing (capital and small letters, commas and full stop), in groups, pairs and individually 2. Learners participate in writing contests in class, at school 3. Learners write dictated sentences, paying attention to the spacing (between and within words), punctuation and legibility.	Books, pencils, crayons, word puzzles, story books KLB Visionary English Activities Grade 2 pg.84	Teacher to provide a written text modelling good handwriting for the learners to copy in their book.	
8	**1**	**Listening**	**Story Telling**	By the end of the sub-strand, the learner should be able to: a) Appreciate their culture and values as taught through oral stories b) Empathise with familiar people in stories	What do stories teach us?	1. Learners listen to a variety of stories about self, family, health, hygiene, and home from different sources (self, peers, teacher, a resource person (if available), audio recorded stories 2. Learners respond to oral questions related to the story learned or orally recreate a story 3. Learners role play, ask questions, tell stories and sing songs related to the story learnt (themes: self, family, and home), in pairs and small groups	Props for storytelling, picture cards, story books, audio and video-recorded stories, resource person KLB Visionary English Activities Grade 2 pg. 80	Retelling stories, question and answer	

	2	**Speaking**	**Talk about**	By the end of the sub-strand, the learner should be able to: a) Confidently talk about characters and events in a story or text	How can we talk to others in a proper way?	1. Learners discuss characters and events in a thematic story (prediction of events, seeking clarification by asking questions) 2. Learners role play greeting people of different status showing appropriate emotions (My family, my community)	Audio and Audio visual aids, Resource persons KLB Visionary English Activities Grade 2 pg. 81	Panel discussion on an issue affecting the Community e.g jigger infestation, malaria	
	3	**Reading**	**Silent reading**	By the end of the sub-strand, the learner should be able to: a) Predict the meaning of unfamiliar words b) Answer comprehension questions from texts read	When do we read silently?	1. Learners answer comprehension questions from texts read 2. Learner should be provided with follow-up activities for sustained silent reading (e.g. retell what has been read) 3. Learners could be shown a picture spark that tells the same story (a wedding ceremony)	Readers, magazines, newspapers, journals, story books, class readers KLB Visionary English Activities Grade 2 pg.82-83	Question/answer, filling gaps	
	4	**Writing**	**Handwriting**	By the end of the sub-strand, the learner should be able to: a) Join letters to form meaningful words b) Use capitalization appropriately	Why should I write well?	1. Learners engage in a variety of handwriting activities to improve their writing (capital and small letters, commas and full stop), in groups, pairs and individually	Books, pencils, crayons, word puzzles, story books	Teacher to provide a written text modelling good handwriting for the learners to copy in their book.	

						2. Learners participate in writing contests in class, at school 3. Learners write dictated sentences, paying attention to the spacing (between and within words), punctuation and legibility.	KLB Visionary English Activities Grade 2 pg. 84		
	5	**Writing**	**Handwriting**	By the end of the sub-strand, the learner should be able to: a) Join letters to form meaningful words b) Use capitalization appropriately	Why should I write well?	1. Learners engage in a variety of handwriting activities to improve their writing (capital and small letters, commas and full stop), in groups, pairs and individually 2. Learners participate in writing contests in class, at school 3. Learners write dictated sentences, paying attention to the spacing (between and within words), punctuation and legibility.	Books, pencils, crayons, word puzzles, story books KLB Visionary English Activities Grade 2 pg. 84	Teacher to provide a written text modelling good handwriting for the learners to copy in their book.	
9	**1**	**Listening**	**Story Telling**	By the end of the sub-strand, the learner should be able to: a) listen attentively and confidently respond to stories b) develop an interest in listening to oral stories		Learners listen to a variety of stories about self, family, health, hygiene, and home from different sources (self, peers, teacher, a resource person (if available), audio recorded stories	Props for storytelling, picture cards, story books, audio and video-recorded stories, resource person	retelling stories, question and answer	

				c) develop their creative and imaginative power as they create mental images of the oral stories.		2. Learners role play, ask questions, tell stories and sing songs related to the story learnt (themes: self, family, and home), in pairs and small groups	KLB Visionary English Activities Grade 2 pg. 86-87		
	2	**Speaking**	**Talk about**	By the end of the sub-strand, the learner should be able to: a) Confidently talk about characters and events in a story or text. b) Demonstrate interest to address familiar people using appropriate verbal and nonverbal expressions.	How can we talk to others in a proper way?	1. Learners are prompted to retell stories (creativity, turn-taking, vocabulary practice) 2. Learners recreate stories using different media individually, in pairs and groups.	Audio and Audio-visual aids, Resource persons KLB Visionary English Activities Grade 2 pg.87	Panel discussion on an issue affecting the Community e.g jigger infestation, malaria	
	3	**Reading**	**Silent reading**	By the end of the sub-strand, the learner should be able to: a) Predict the meaning of unfamiliar words d) Answer comprehension questions from texts read. c) Develop an interest in reading texts for enjoyment.	When do we read silently?	1. Learners discuss questions after silent reading in pairs and groups 2. Learners answer comprehension questions from texts read 3. Learner should be provided with follow-up activities for sustained silent reading (e.g retell what has been read.	Readers, magazines, newspapers, journals, story books, class readers KLB Visionary English Activities Grade 2 pg.88-89	Question/answer, filling gaps	

	4	**Writing**	**Handwriting**	By the end of the sub-strand, the learner should be able to: a) Use capitalization appropriately b) Appreciate the importance of clear and legible handwriting	Why should I write well?	1. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns 2. Learners observe and practice handwriting as is displayed.	Books, pencils, crayons, word puzzles, story books KLB Visionary English Activities Grade 2 pg.90	Teacher to provide a written text modelling good handwriting for the learners to copy in their book.	
	5	**Writing**	**Handwriting**	By the end of the sub-strand, the learner should be able to: a) Use capitalization appropriately b) Appreciate the importance of clear and legible handwriting	Why should I write well?	1. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns 2. Learners observe and practice handwriting as is displayed.	Books, pencils, crayons, word puzzles, story books KLB Visionary English Activities Grade 2 pg.91	Teacher to provide a written text modelling good handwriting for the learners to copy in their book.	
10	**1**	**Listening**	**Story Telling**	By the end of the sub-strand, the learner should be able to: a) listen attentively and confidently respond to stories		Learners listen to a variety of stories about self, family, health, hygiene, and home from different sources (self, peers, teacher, a resource person (if available), audio recorded stories	Props for storytelling, picture cards, story books, audio and video-recorded stories,	retelling stories, question and answer	

				b) develop an interest in listening to oral stories c) develop their creative and imaginative power as they create mental images of the oral stories.		2. Learners role play, ask questions, tell stories and sing songs related to the story learnt (themes: self, family, and home), in pairs and small groups	resource person KLB Visionary English Activities Grade 2 pg. 86		
	2	**Speaking**	**Talk about**	By the end of the sub-strand, the learner should be able to: a) Confidently talk about characters and events in a story or text. b) Demonstrate interest to address familiar people using appropriate verbal and nonverbal expressions.	How can we talk to others in a proper way?	1. Learners are prompted to retell stories (creativity, turn-taking, vocabulary practice) 2. Learners recreate stories using different media individually, in pairs and groups.	Audio and Audio-visual aids, Resource persons KLB Visionary English Activities Grade 2 pg. 87	Panel discussion on an issue affecting the Community e.g jigger infestation, malaria	
	3	**Reading**	**Silent reading**	By the end of the sub-strand, the learner should be able to: a) Predict the meaning of unfamiliar words d) Answer comprehension questions from texts read. c) Develop an interest in reading texts for enjoyment.	When do we read silently?	1. Learners discuss questions after silent reading in pairs and groups 2. Learners answer comprehension questions from texts read 3. Learner should be provided with follow-up activities for sustained silent reading (e.g retell what has been read.	Readers, magazines, newspapers, journals, story books, class readers KLB Visionary English Activities Grade 2 pg. 88	Question/answer, filling gaps	

	4	**Writing**	**Handwriting**	By the end of the sub-strand, the learner should be able to: a) Use capitalization appropriately b) Appreciate the importance of clear and legible handwriting	Why should I write well?	1. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns 2. Learners observe and practice handwriting as is displayed.	Books, pencils, crayons, word puzzles, story books KLB Visionary English Activities Grade 2 pg.90	Teacher to provide a written text modelling good handwriting for the learners to copy in their book.	
	5	**Writing**	**Handwriting**	By the end of the sub-strand, the learner should be able to: a) Use capitalization appropriately b) Appreciate the importance of clear and legible handwriting	Why should I write well?	1. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns 2. Learners observe and practice handwriting as is displayed.	Books, pencils, crayons, word puzzles, story books KLB Visionary English Activities Grade 2 pg.91	Teacher to provide a written text modelling good handwriting for the learners to copy in their book.	
11	**1**	**Listening**	**Story telling**	By the end of the sub-strand, the learner should be able to: a) Develop their creative and imaginative power as they create mental images of	What do stories teach us?	1. Learners respond to oral questions related to the story learned or orally recreate a story 2. Learners role play, ask questions, tell stories and sing songs related to the	Props for storytelling, picture cards, story books, audio and video-record ed stories,	retelling stories, question and answer	

				the oral stories		story learnt (themes: self, family, and home), in pairs and small groups	resource person KLB Visionary English Activities Grade 2 pg. 93		
	2	**Speaking**	**Talk about**	By the end of the sub-strand, the learner should be able to: a) Confidently talk about characters and events in a story or text b) Relate characters and events in a story to real life experience.	How can we talk to others in a proper way?	1. Learners are prompted to retell stories (creativity, turn-taking, vocabulary practice) 2. Learners recreate stories using different media individually, in pairs and groups	Audio and Audio visual aids, Resource persons KLB Visionary English Activities Grade 2 pg.93-94	Panel discussion on an issue affecting the communitye.g jigger infestation, malaria	
	3	**Reading**	**Silent reading**	By the end of the sub-strand, the learner should be able to: a) Predict the meaning of unfamiliar words b) Answer comprehension questions from texts read c) Develop an interest in reading texts for enjoyment	When do we read silently?	1. Learners answer comprehension questions from texts read 2. Learner should be provided with follow-up activities for sustained silent reading (e.g retell what has been read) 3. Learners could be shown a picture	Readers, magazines, newspapers, journals, story books, class readers KLB Visionary English Activities Grade 2 pg. 96-97	Question/answer, filling gaps	

						spark that tells the same story (a wedding ceremony)			
	4	**Writing**	**Hand Writing**	By the end of the sub-strand, the learner should be able to: a) Use basic punctuation appropriately b) Join letters to form meaningful words c) Appreciate the importance of clear and legible handwriting.	How do I write capital and small letters.	1. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns. 2. Learners engage in a variety of handwriting activities to improve their writing (capital and small letters, commas and full stop), in groups, pairs and individually	Books, pencils, crayons, word puzzles, story books KLB Visionary English Activities Grade 2 pg.98	Teacher to provide a written text modelling good handwriting for the learners to copy in their book	
	5	**Writing**	**Hand Writing**	By the end of the sub-strand, the learner should be able to: a) Use basic punctuation appropriately b) Join letters to form meaningful words c) Appreciate the importance of clear and legible handwriting.	How do I write capital and small letters?	1. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns. 2. Learners engage in a variety of handwriting activities to improve their writing (capital and small letters, commas and full stop), in groups, pairs and individually	Books, pencils, crayons, word puzzles, story books KLB Visionary English Activities Grade 2 pg.98	Teacher to provide a written text modelling good handwriting for the learners to copy in their book	
12	**1**	**Listening**	**Story telling**	By the end of the sub-strand, the learner should be able to:	What do stories teach us?	1. Learners respond to oral questions related to the story learned or orally recreate a story	Props for storytelling, picture cards, story books, audio and	retelling stories, question and answer	

				a) Develop their creative and imaginative power as they create mental images of the oral stories		2. Learners role play, ask questions, tell stories and sing songs related to the story learnt (themes: self, family, and home), in pairs and small groups	video-recorded stories, resource person KLB Visionary English Activities Grade 2 pg. 92-93		
	2	**Speaking**	**Talk about**	By the end of the sub-strand, the learner should be able to: a) Confidently talk about characters and events in a story or text b) Relate characters and events in a story to real life experience.	How can we talk to others in a proper way?	1. Learners are prompted to retell stories (creativity, turn-taking, vocabulary practice) 2. Learners recreate stories using different media individually, in pairs and groups	Audio and Audio visual aids, Resource persons KLB Visionary English Activities Grade 2 pg. 93-94	Panel discussion on an issue affecting the communitye.g jigger infestation, malaria	
	3	**Reading**	**Silent reading**	By the end of the sub-strand, the learner should be able to: a) Predict the meaning of unfamiliar words b) Answer comprehension questions from texts read	When do we read silently?	1. Learners answer comprehension questions from texts read 2. Learner should be provided with follow-up activities for sustained silent reading (e.g retell what has been read) 3. Learners could be shown a picture	Readers, magazines, newspapers, journals, story books, class readers KLB Visionary English Activities	Question/answer, filling gaps	

				c) Develop an interest in reading texts for enjoyment		spark that tells the same story (a wedding ceremony)	Grade 2 pg.96-97		
	4	**Writing**	**Hand Writing**	By the end of the sub-strand, the learner should be able to: a) Use basic punctuation appropriately b) Join letters to form meaningful words c) Appreciate the importance of clear and legible handwriting.	How do I write capital and small letters.	1. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns. 2. Learners engage in a variety of handwriting activities to improve their writing (capital and small letters, commas and full stop), in groups, pairs and individually	Books, pencils, crayons, word puzzles, story books KLB Visionary English Activities Grade 2 pg.98	Teacher to provide a written text modelling good handwriting for the learners to copy in their book	
	5	**Writing**	**Hand Writing**	By the end of the sub-strand, the learner should be able to: a) Use basic punctuation appropriately b) Join letters to form meaningful words c) Appreciate the importance of clear and legible handwriting.	How do I write capital and small letters?	1. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns. 2. Learners engage in a variety of handwriting activities to improve their writing (capital and small letters, commas and full stop), in groups, pairs and individually	Books, pencils, crayons, word puzzles, story books KLB Visionary English Activities Grade 2 pg.98	Teacher to provide a written text modelling good handwriting for the learners to copy in their book	
13	**1**	**Listening**	**Effective Communication**	By the end of the sub-strand, the learner should be able to: a) acquire a variety of		1. Learners share their experiences and feelings (texts on health and hygiene), in pairs, groups and whole class	Audio-recording devices, learners	Question and answer, Observation of non-verbal	

				vocabulary to talk about own and others experiences.		2. Learners are guided to ask and respond to questions to clarify information on experiences	KLB Visionary English Activities Grade 2 pg. 99-101	cues as the learners share experiences, Role play (drills)	
	2	**Speaking**	**Talk about**	By the end of the sub-strand, the learner should be able to: a) Confidently talk about characters and events in a story or text. b) Demonstrate interest to address familiar people using appropriate verbal and nonverbal expressions.	How can we talk to others in a proper way?	1. Learners are prompted to retell stories (creativity, turn-taking, vocabulary practice) 2. Learners recreate stories using different media individually, in pairs and groups.	Audio and Audio visual aids, Resource persons KLB Visionary English Activities Grade 2 pg.102-103	Panel discussion on an issue affecting the Community e.g jigger infestation, malaria	
	3	**Reading**	**Silent Reading**	By the end of the sub-strand, the learner should be able to: a) Predict the meaning of unfamiliar words b) Answer comprehension questions from texts read.	When do we read silently?	1. Learners discuss questions after silent reading in pairs and groups 2. Learners answer comprehension questions from texts read 3. Learner should be provided with follow-up activities for sustained silent reading (e.g retell what has been read)	Readers, magazines, newspapers, journals, story books, class readers KLB Visionary English Activities Grade 2 pg. 104-105	Question/answer, filling gaps	
	4	**Writing**	**Hand Writing**	By the end of the sub-strand, the learner should be able to:	Why should I write well?	1. Learners use a variety of handwriting activities to practice letter patterns,	Books, pencils, crayons,	Teacher to provide a written	

				a) Use capitalization appropriately e) Appreciate the importance of clear and legible handwriting		word patterns, and sentence patterns 2. Learners observe and practice handwriting as is displayed.	word puzzles, story books KLB Visionary English Activities Grade 2 pg. 106-107	text modelling good handwriting for the learners to copy in their book.	
	5	**Writing**	**Hand Writing**	By the end of the sub-strand, the learner should be able to: a) Use capitalization appropriately e) Appreciate the importance of clear and legible handwriting	Why should I write well?	1. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns 2. Learners observe and practice handwriting as is displayed.	Books, pencils, crayons, word puzzles, story books KLB Visionary English Activities Grade 2 pg. 108	Teacher to provide a written text modelling good handwriting for the learners to copy in their book.	
14	**1**	**Listening**	**Effective Communication**	By the end of the sub-strand, the learner should be able to: a) acquire a variety of vocabulary to talk about own and others experiences.	What makes us happy?	1. Learners share their experiences and feelings (texts on health and hygiene), in pairs, groups and whole class 2. Learners are guided to ask and respond to questions to clarify information on experiences	Audio-recording devices, learners KLB Visionary English Activities Grade 2 pg. 99-101	Question and answer, Observation of non-verbal cues as the learners share experiences, Role play (drills)	

	2	**Speaking**	**Talk about**	By the end of the sub-strand, the learner should be able to: a) Confidently talk about characters and events in a story or text. b) Demonstrate interest to address familiar people using appropriate verbal and nonverbal expressions.	How can we talk to others in a proper way?	1. Learners are prompted to retell stories (creativity, turn-taking, vocabulary practice) 2. Learners recreate stories using different media individually, in pairs and groups.	Audio and Audio visual aids, Resource persons KLB Visionary English Activities Grade 2 pg. 102-103	Panel discussion on an issue affecting the Community e.g jigger infestation, malaria	
	3	**Reading**	**Silent Reading**	By the end of the sub-strand, the learner should be able to: a) Predict the meaning of unfamiliar words b) Answer comprehension questions from texts read.	When do we read silently?	1. Learners discuss questions after silent reading in pairs and groups 2. Learners answer comprehension questions from texts read 3. Learner should be provided with follow-up activities for sustained silent reading (e.g retell what has been read)	Readers, magazines, newspapers, journals, story books, class readers KLB Visionary English Activities Grade 2 pg.104-105	Question/answer, filling gaps	
	4	**Writing**	**Hand Writing**	By the end of the sub-strand, the learner should be able to: a) Use capitalization appropriately e) Appreciate the importance of clear and legible handwriting	Why should I write well?	1. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns 2. Learners observe and practice handwriting as is displayed.	Books, pencils, crayons, word puzzles, story books KLB Visionary	Teacher to provide a written text modelling good handwriting for the learners to copy in their book.	

							English Activities Grade 2 pg. 106-107		
	5	**Writing**	**Hand Writing**	By the end of the sub-strand, the learner should be able to: a) Use capitalization appropriately e) Appreciate the importance of clear and legible handwriting	Why should I write well?	1. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns 2. Learners observe and practice handwriting as is displayed.	Books, pencils, crayons, word puzzles, story books KLB Visionary English Activities Grade 2 pg.108	Teacher to provide a written text modelling good handwriting for the learners to copy in their book.	