

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REF L
1	1										
2	1-5	LISTENING	Common greetings and farewell related to relationship	By the end of the sub-strand, the learner should be able to: a) Respond appropriately to greetings with reference to relationship in and out of school. b) Respond appropriately to farewell with reference to relationship in and out of school. c) Enjoy responding to greetings and farewell with reference to relationship in and out of school	1) What opportunities arise for responding to greetings with reference to relationship at home and at school? 2) What opportunities arise for responding to farewell with reference to relationship at home and at school? 3) Whose greetings do you respond to at home and at school? 4) Whose farewell do you respond to at home and at school?	Critical thinking and problem solving Communication and collaboration Self efficacy	Love Respect Unity Peace Patience	Learners could respond to greetings and farewell with reference to relationship. ☐ In pairs or small groups, learners could practise responding to greetings and farewell with reference to relationship. ☐ Learners could respond to other learners' greetings and farewell with reference to relationship using verbal and non-verbal language. ☐ Learners could be guided to respond to visitors' greetings and farewell with reference to relationship using appropriate words. ☐ Learners could be encouraged to respond to visitors and family members' greetings and farewell at home with reference to relationship using appropriate words. ☐ Learners could view recorded clips on responding to greetings and farewell with reference to relationship and imitate the same Learners could respond to greetings and farewell with reference to relationship.	Realia Charts	1.Observation 2.Oral questions	

								☐ In pairs or small groups, learners could practise responding to greetings and farewell with reference to relationship. ☐ Learners could respond to other learners' greetings and farewell with reference to relationship using verbal and non-verbal language. ☐ Learners could be guided to respond to visitors' greetings and farewell with reference to relationship using appropriate words. ☐ Learners could be encouraged to respond to visitors and family members' greetings and farewell at home with reference to relationship using appropriate words. ☐ Learners could view recorded clips on responding to greetings and farewell with reference to relationship and imitate the same			
3	1-5	LISTENING	Listening for comprehension	By the end of the sub-strand, the learner should be able to: a) Answer questions correctly after a listening experience in class. b) Solve simple riddles in and out of school. c) Sing songs with actions in and out of school. d) Recite poems and rhymes with actions in	1. How does a child develop comprehension skills? 2. How does a child demonstrate comprehension? 3. What daily opportunities require listening for comprehension?	Communication and collaboration Critical thinking and problem solving	Patience Responsibility	Learners could respond to simple verbal instructions. ☐ Learners could be engaged in listening to a story and be encouraged to answer questions. ☐ Learners could answer simple questions after listening to a recorded story. ☐ Learners could be guided to solve simple riddles. ☐ Learners could be	Realia	.Observation 2.Oral questions	

				and out of school. e) Take pleasure in activities that involve listening for comprehension.	4. What makes listening comprehension fun			guided to solve oral language puzzles. ☐ Learners could be guided to recite poems and rhymes with actions. ☐ Learners could practise singing songs with actions. audiences could listen to and answer simple questions. ☐ In pairs, learners could practise solving simple riddles			
4	1-5		Active listening	By the end of the sub-strand, the learners should be able to: a) Pay attention to conversations in and out of school. b) Answer questions after listening to a story. c) Respond to simple instructions in and out of school. d) Appreciate the contribution of others during conversations	1. How do you show interest during a conversation? 2. When should you speak during a conversation? 3. How do you seek clarification in a conversation? 4. How do people respond to instructions? 5. How do people respond during a conversation	Communication and collaboration Critical thinking and problem solving	Patience Responsibility	In pairs or small groups, learners could tell stories and poems while others listen. They could be encouraged to ask and answer questions. ☐ Learners could be encouraged to retell stories told by the teacher and other learners. ☐ Learners could listen to and solve riddles. ☐ Learners could view recorded content and imitate. ☐ Learners could be given simple instructions and encouraged to respond. ☐ In pairs or small groups, learners could be guided to take turns in conversations and answer simple questions. ☐ Learners could view recorded clips of their own conversations as they are appreciated and corrected. ☐ Learners could be guided to	Realia charts	.Observation 2.Oral questions	

								appreciate the contribution of others during conversations. ☐ In small groups, learners could be involved in verbal games, songs, poems and rhymes that involve turn taking. ☐ Learners could demonstrate an activity involving turn taking			
5	1-5		Passing information Auditory discrimination	By the end of the sub-strand, the learners should be able to: a) Convey verbal messages effectively in and out of school. b) Retell short stories in and out of school. c) Engage in dialogue in and out of school. d) Take pleasure in passing verbal messages and retelling short stories in and out of school a) Identify all letter sounds in the classroom environment. b) Differentiate closely related letter sounds in and out of school.	What opportunities arises for learners to pass information to and from parents? 2. What could learners tell their teachers about their parents? 3. What could learners tell their parents about teachers	Communication and collaboration	Love Respect	☐ Learners could be asked to deliver verbal messages to and from parents/guardians. ☐ In pairs and small groups, learners could tell and retell news and short stories. ☐ Learners could be appreciated when they convey verbal messages effectively. ☐ Learners could be encouraged to engage in dialogue with parents. ☐ Learners could be engaged in short discussions and encouraged to ask and answer questions. ☐ Learners could be engaged in activities where they listen to an audio clip and then talk about it in pairs or in small groups Learners could be guided to articulate letter sounds. ☐ Learners could listen to audio clips depicting articulation of letter sounds and identify the articulated sounds	Realia charts	Observation	

				c) Greet people appropriately with reference to relationship in and out of school d) Bid people farewell appropriately with reference to relationship in and out of school. e) Appreciate greeting and bidding people farewell with reference to relationship in and out of school.				guided to greet as well as bid farewell to visitors who come to class with reference to relationship. ☐ Learners could be encouraged to greet and bid farewell to family members at home with reference to time and relationship using appropriate words. ☐ Learners could listen to recorded clips on greetings and farewell with reference to relationship and imitate. ☐ Learners could practise greetings and bidding farewell with reference to relationship through role playing. ☐ Learners could sing interactive songs on greetings and farewell with reference to relationship			
8	1-5	SPEAKING	Self-expression Polite Language	By the end of the sub-strand, the learners should be able to: a) Express their needs and ideas verbally in and out of school. b) Use appropriate vocabulary to express their needs and ideas in and out of school. c) Take pleasure in expressing their ideas and needs verbally and non-verbally at home and in school d) Use appropriate	What can you say about yourself? 3. What do you do when someone wrongs you What do you say when you want to make a request? . What do you say when you want to be excused to go somewhere? . What do you say when you have wronged someone?	Communication and collaboration Critical thinking and problem solving Self efficacy	Love Respect Responsibility	Learners could be encouraged to express their needs, ideas and thoughts freely. ☐ Learners could be encouraged to sing songs that express their needs. ☐ Learners could be appreciated when they express their needs and ideas. ☐ In pairs and small groups, learners could tell each other news and stories. ☐ Learners could be encouraged to participate in conversations on topics	Realia	.Observation 2.Oral questions	

				vocabulary when making requests in and out of school. e) Use appropriate vocabulary to excuse self and apologize in and out of school. f) State the appropriate vocabulary for excusing self				of their choice. ☐ Learners could be engaged in discussions involving problem solving tasks such as puzzles, riddles among others. ☐ Learners could be encouraged to express themselves verbally in school and at home. ☐ Learners could be encouraged to use appropriate means when expressing needs. ☐ The learners could be encouraged to talk about what they are doing during activities. ☐ Learners could be encouraged to talk about themselves. ☐ Learners could be engaged in short discussions and encouraged to answer questions Learners could demonstrate making requests, excusing self and apologizing. e.g. (<i>'May I', 'Excuse me' and 'I am sorry,'</i>) ☐ In pairs or small groups, learners could practise and role play making requests, excusing self and apologizing? ☐ Learners could listen to stories that incorporate making requests, excusing self and apologizing. ☐ Learners could view video			
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9	1-5	SPEAKING	Audience awareness	By the end of the sub-strand, the learners should be able to: a) Speak clearly when talking to others in and out of class. b) Speak loud enough for the audience to hear in school and at home. c) Demonstrate ability to speak confidently in and out of class. d) Enjoy speaking to others in and out of class.	How should I speak to be heard? 2. What should I do to make myself clear e.g when narrating a story, reciting a poem or rhyme	Communication and collaboration Critical thinking and problem solving Self efficacy	Love Respect Responsibility	Learners could be encouraged to listen to recorded pieces of their own voice. ☐ Learners could be encouraged to sing songs, tell stories and recite poems and rhymes with clarity. ☐ Learners could be engaged in conversations whenever opportunities arise. ☐ In pairs and small groups, learners could be encouraged to retell stories told by adults and other learners. ☐ Individually and in groups, learners could be involved in presenting songs, poems and rhymes in class and during parade. ☐ Learners could be encouraged to make presentations and be appreciated. ☐ Learners could be given opportunities to dramatise.	Realia	.Observation 2.Oral questions	
10	1-5		Passing information	By the end of the sub-strand, the learners should be able to: a) Convey messages effectively at home and in school. b) Retell short stories in and out of school. c) Use relevant vocabulary when engaging in dialogue. d) Take pleasure in	1. What opportunities arise for learners to pass information to and from parents? 2. What do learners like to tell teachers about their parents? 3. What do learners like to tell parents about teachers?	Communication and collaboration	Love Respect Peace Responsibility	Learners could deliver verbal messages to and from home. ☐ In pairs and small groups learners could tell and retell news and short stories. ☐ Learners could be encouraged to convey verbal messages effectively. ☐ Learners could be engaged in dialogue with parents.	Realia	.Observation 2.Oral questions	

				passing verbal messages and retelling stories in and out of school				☐ Learners could be engaged in short discussions and encouraged to answer questions. ☐ Learners could be asked to ask and respond to questions. ☐ Learners could be engaged in activities where they view a video clip and then talk about it in pairs or in small groups. ☐ Learners could be encouraged to talk about what they saw in a field trip or nature walk			
1 1	1- 5		Naming	By the end of the sub-strand, the learners should be able to: a) Name objects, animals, people and colours in the immediate environment. b) Name safe objects in the immediate environment. c) Name unsafe objects in the immediate environment. d) Experience pleasure in naming colours, objects and people in the immediate environmen	1. What objects, colours and people are we likely to find in our neighbourhood? 2. What safe and unsafe objects are we likely to find in our environment? 3. How do you integrate new words into the child's play and daily experiences by naturally weaving them in and out of conversations and vocabulary games?	Communication and collaboration Critical thinking and problem solving Imaginative and creative	Love Respect Unity Peace Patience Responsibility	Learners could name objects, animals, people and colours. ☐ Learners could recite poems and rhymes related to colours. ☐ Learners could be involved in naming colours with reference to relevant objects. ☐ Learners could be taken for a nature walk and encouraged to identify colours, safe and unsafe objects in the immediate environment. ☐ Learners could be guided to name concrete objects and pictures using ICT devices	Realia	.Observation 2.Oral questions	
1 2	1- 5		Articulation of letter	By the end of the sub-strand, the learners should be able to: a) Articulate vowels and	1. What is the sound corresponding to	Communication and collaboration Critical thinking	Love Respect Unity Peace	Learners could observe charts and flashcards with all the letters of the	Realia	.Observation 2.Oral question	

				consonants correctly in and out of class b) Demonstrate awareness of letter-sound correspondence in and out of class. c) Take pleasure in activities relating to letter sounds in and out of class	each upper case (capital) letter and its equivalent lower case (small) letter	and problem solving Imaginative and creative	Patience Responsibility	alphabet. ☐ Learners could be guided to articulate consonant sounds Learners could be guided to recite letters of the alphabet. ☐ Learners could be encouraged to practise articulating vowel sounds. ☐ Learners could be engaged in singing songs and reciting poems and rhymes relating to all letter sounds. ☐ Learners could be engaged in activities e.g. fishing games, skittle games, dice games among others to enhance sound articulation. ☐ Learners could be encouraged to integrate letter sounds into the learner's play and daily experiences. ☐ Learners could be encouraged to use flash cards and charts to enhance articulation of all letter sounds. ☐ Learners could be involved in viewing and listening to sound and video clips that enhance letter sound articulation. ☐ Learners could be guided to relate the upper case (capital) letters and the lower case (small) letters with the corresponding sounds. ☐ Learners could be encouraged to articulate closely related letter	s 3.written questions	
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