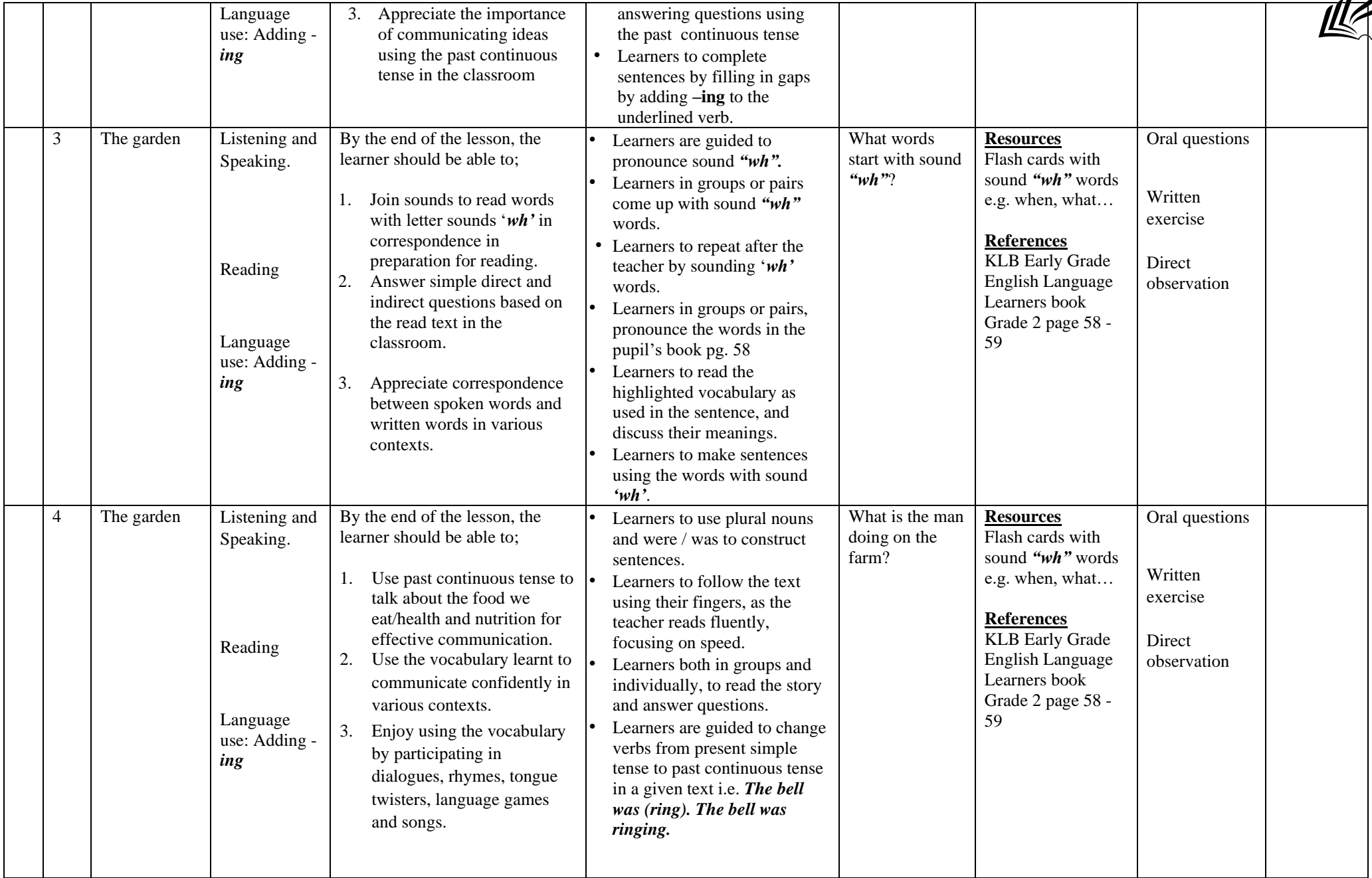
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					<ul style="list-style-type: none"> Learners to complete the adding -ing exercise individually on their books. 				
	5	The garden	Reading Language Use Guided Writing	By the end of the lesson, the learner should be able to; <ol style="list-style-type: none"> Pronounce the vocabulary in words and sentences related to the theme correctly for effective communication. Use past continuous tense verbs to correctly complete the sentences. Spell and write the words learnt correctly in the vocabulary lesson in the classroom. 	<ul style="list-style-type: none"> Learners to read the words with sound th and wh. Learners to find the meaning of the words and construct sentences to show meaning. Learners to observe the picture, predict what will happen in the story and suggest a title. Learners to listen to the story as read by the teacher. Learners to answer oral questions from the story. Learners to choose the correct continuous tenses to complete the sentences. Learners to form names of things found in the garden by rearranging the letters. 	Which word can you form from this letters, ertelt ? Why food is important to us and what nutritional value does it add to our bodies?	Resources Flash cards sounds th, wh and their words. computer devices for audio-visual recordings of words without letter sound References KLB Early Grade English Language Learners book Grade 2 page 60	Oral questions Written exercise Observation	
2	1	Accidents	Listening and Speaking. Reading Language use: use of is and are	By the end of the lesson, the learner should be able to: <ol style="list-style-type: none"> Identify words with sound /nd/ join sounds to read words with letter sound correspondence in preparation for reading, Use the vocabulary learnt to communicate confidently in various contexts. 	<ul style="list-style-type: none"> In pairs, learners use meaningful phrases and simple sentences with words that have the learnt sounds. Learners access meaning of vocabulary from pictorial dictionaries and practice them in sentences individually, in pairs and/ or groups Learners describe their own and other demonstrated actions using or. In groups, learners to make sentences using the term or in the class room. 	How can we use was in constructing sentences?	RESOURCES Realia, charts, pictures/ photographs and models of items with beginning with sound nd , Charts with sentences on "or" . Pictorial dictionary REFERENCES KLB Early Grade English Language Learners book Grade 2 page 61 - 62	Oral questions Written exercise Observation	



2	Accidents	Listening and Speaking. Reading Language use: use of is and are	By the end of the lesson, the learner should be able to: 1. Recognize and name letters and their sounds in preparation for reading in the class room. 2. Pronounce the vocabulary related to the theme correctly for effective communication. 3. Appreciate reading simple, short narratives and informational texts in a variety of genres.	<ul style="list-style-type: none"> Learners are reminded what they learnt in the past lessons about or then construct sentences orally in the class room. Learners to read the story on page 64 noting words they have already read, in the class room. Learners to answer the questions that follow. Learners are guided to practice new words with the learnt sounds in pairs in response to picture cues, sound prompts and lists of words with the sounds. 	What are the meanings of the words First Aid ?	RESOURCES Realia, charts, pictures/ photographs and models of items with beginning with sound nd , <i>Charts</i> with sentences on “or” . Pictorial dictionary REFERENCES KLB Early Grade English Language Learners book Grade 2 page 61 - 62	Oral questions Written exercise Observation	
3	Accidents	Listening and Speaking. Reading Language use: use of or	By the end of the lesson, the learner should be able to; 1. Use conjunctions to join words and short sentences during in a conversation. 2. Respond to questions using the past continuous tense about hygiene, simple injuries and first aid. 3. Appreciate the differences in people and things in their environment.	<ul style="list-style-type: none"> The teacher describes items found in the first aid box at school. Learners to make sentences in the past and present continuous tense using the provided vocabulary. The teacher guides the learners to picture read in the pupil's book pg. 63. Learners to make sentences in relation to the pictures they are observing in the pupils book emphasis being on the recognition of accident vocabulary. Learners to answer questions from the pupils book pg. 64 	Which word can we use to make this two sentences one, “John is a boy. Carol is a girl...” ?	Resources Realia, charts, pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting the use of <i>and, but</i> References KLB Early Grade English Language Learners book Grade 2 page 63 – 64	Oral questions Written exercise Observation	
4.	Accidents	Listening and Speaking.	By the end of the lesson, the learner should be able to; 1. Use conjunctions to talk about caring for the sick, hungry, the	<ul style="list-style-type: none"> The teacher guides the learners in pronouncing sound nk, as they repeat after. Learners to observe the displayed flash cards with sound nk and then come up 	Why is it not good to drive fast?	Resources Realia, charts, pictures/ photographs and audio-visual recordings of	Oral questions Written exercise Observation	



			Reading Language use: use of or	elderly and people with special needs. 2. Answer simple direct and indirect questions based on the read text in the classroom. 3. Enjoy talking about a text they have just read.	with words that start with that sound. • Learners to follow the text using their fingers, as the teacher reads the passage on pg. 64. • Learners to read the passage in turns in their groups. • Learners to answer questions from the text.		dialogues/ dramatization depicting the use of <i>but</i> References KLB Early Grade English Language Learners book Grade 2 page 63 – 64		
	5	Accidents	Reading Language Use Guided Writing	By the end of the lesson, the learner should be able to; 1. Construct sentences using “ <i>or</i> ” to show differences between two things for effective communication. 2. Identify and observe basic punctuation marks as they read. 3. Appreciate the importance of spelling correctly and writing legibly for different purposes in the classroom.	• Learners to read the words on pg. 65 and construct sentences to show meaning. • Learners to read sentences on page 65 and identify past continuous tenses. • Learners to observe the picture on page 65, predict the story and suggest a title. • Learners listen as the teacher reads the story then answer questions from the text. • In groups, learners to discuss and construct sentences using the word ‘or’, then make presentations before the class. • Learners to listen to the teacher, repeat the word aloud then write the word down. • Selected learners to spell out the words before their peers.	How should one be sit while writing?	Resources Flash card with sound <i>nd</i> and <i>th</i> References KLB Early Grade English Language Learners book Grade 2 page	Oral questions Written exercise Observation	
3	1	Accidents	Listening and Speaking.	By the end of the lesson, the learner should be able to: 1. Recognize the correct use of subject-verb agreement in sentences.	• Learners are guided to pronounce sound <i>i-e</i> using audio-visual recording. • In pairs, learners to read the words on page 66 • Learners are guided to find the meaning of the new words. • Learners to read more words with sound i-e on flashcards.	Can you spell the word <i>bride</i> ? Who is a <i>bride</i> ?	RESOURCES Realia, charts, pictures/ photographs and models of items with beginning with sound <i>Charts</i> with sentences on Pictorial dictionary	Oral questions Written exercise Observation	



				<p>2. Read a text transitioning from word by word to phrasal reading.</p> <p>3. Join sounds to read words with letter sound correspondence in preparation for reading.</p>	<ul style="list-style-type: none"> • Learners to construct correct sentences based on words with sound <i>i-e</i> • Learners to read the new words from the story and find their meanings. 		<p><u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 66</p>		
	2	Accidents	<p>Listening and Speaking.</p> <p>Reading.</p> <p>Language use</p>	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Use correct subject verb agreement to construct simple sentences about activities in the home. 2. Appreciate reading simple, short narratives and informational texts in a variety of genres. 3. Recognize and name letters and their sounds in preparation for reading. 	<ul style="list-style-type: none"> • Learners to review the previous lesson through question and answer. • Learners to read grade level vocabulary with sound i-e words in oral and written text. • Learners take part in word building activities using pocket charts, print and digital flash cards, etc. • Learners read the story “<i>After the rain</i>” while observing commas, full stops and question marks in pairs. • Learners to answer questions from the passage. • Learners to use or to complete the sentences. 	Why is it not good to play on a wet surface? 2	<p><u>RESOURCES</u> Realia, charts, pictures/ photographs and models of items with sound i-e <i>Charts</i> with sentences on Pictorial dictionary</p> <p><u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 66 - 67</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	
	3	Accidents	<p>Listening and Speaking.</p>	<p>By the end of the lesson, the learner should be able to;</p> <ol style="list-style-type: none"> 1. Talk about the new words and discuss the meaning. 2. Recognize new words used in the theme (Accident) to acquire a range of vocabulary and their meaning. 	<ul style="list-style-type: none"> • Learners to listen keenly as the teacher plays the audio recording of sound o-e. • Learners to repeat after the teacher, in pairs, and individually. • Learners are guided to read words with sound o-e. • Learners to spell words correctly for effective communication. 	Why is smoke a safety risk?	<p><u>RESOURCES</u> Realia, charts, pictures/ photographs and models of items with sound o-e Pictorial dictionary</p> <p><u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	



				3. Appreciate importance of listening attentively.	<ul style="list-style-type: none"> Learners to use the vocabulary in meaningful sentences for self-expression. 				
	4	Accidents	Listening and Speaking. Reading. Language use	By the end of the lesson, the learner should be able to; 1. Use the vocabulary in meaningful sentences for self-expression. 2. Spell words correctly for effective communication. 3. Enjoy retelling a story for comprehension.	<ul style="list-style-type: none"> Learners to observe the pictures and discuss what they see. Listen to the story being read by the teacher, as they follow using their fingers. Learners to take turns to read the text as modelled by the teacher. Recognize new words used in the theme “<i>Accident</i>” to acquire a range of vocabulary and their meaning. Learners to answer questions from the read passage. 	Where do you fetch water from?	<u>RESOURCES</u> Realia, charts, pictures/ photographs and models of items with sound o-e Pictorial dictionary <u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 68 - 69	Oral questions Written exercise Observation	
	5	Accidents	Reading Language Use Guided Writing	By the end of the lesson, the learner should be able to; 1. Read the new words with sounds <i>o-e</i> , <i>i-e</i> and <i>a-e</i> . 2. Use or to fill in the spaces and compare two objects or actions. 3. Appreciate spelling words correctly for effective communication.	<ul style="list-style-type: none"> Learners in pairs, pronounce sounds <i>o-e</i>, <i>i-e</i> and <i>a-e</i>. Learners to read the words and sentences with sounds <i>o-e</i>, <i>i-e</i> and <i>a-e</i>. Learners to observe the picture, make a prediction for the story and suggest a title. Learners to listen as the teacher reads the story. Learners to ask and answer questions from the story. Learners to use or to fill in spaces. Learners to observe the flashcards and real objects presented by the teacher write them down their names. 	How do you pronounce <i>shore</i> ?	<u>RESOURCES</u> Realia, charts, pictures/ photographs and models of items with sounds <i>o-e</i> , <i>i-e</i> and <i>a-e</i> . Pictorial dictionary <u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 70	Oral questions Written exercise Observation	
4	1	Classroom	Listening and Speaking.	By the end of the lesson, the learner should be able to;	<ul style="list-style-type: none"> Learners to listen to the pronunciation of sound <i>br</i>. 	Can you spell the word <i>brown</i> ?	<u>RESOURCES</u> Realia, charts, pictures/	Oral questions	



				<ol style="list-style-type: none"> 1. Recognize and name letters and their sounds in preparation for reading. 2. Pronounce the consonant blend sound br correctly for effective communication. 3. Read and spell the vocabulary related to the theme correctly for effective communication. 	<ul style="list-style-type: none"> • Learners to read sound br words from charts and flashcards. • Learners are guided to identify the meaning of the sound br words on page 71. • Learners to construct sentences using sound br words to show meaning. • Learners to read the new words and practice using them to construct sentences. 		<p>photographs and models of items with beginning with sound br</p> <p>Pictorial dictionary</p> <p>REFERENCES KLB Early Grade English Language Learners book Grade 2 page 71</p>	<p>Written exercise</p> <p>Observation</p>	
	2	Classroom	<p>Listening and Speaking.</p> <p>Reading.</p> <p>Language use</p>	<p>By the end of the lesson, the learner should be able to;</p> <ol style="list-style-type: none"> 1. Make predictions based on the pictures and anticipate possible outcomes in the story. 2. Read the story, 'Arranging Books' fluently and audibly. 3. Appreciate importance of listening attentively 	<ul style="list-style-type: none"> • Learners to read the words with sound br and give out their meanings. • Learners to observe the picture on page 71, and make their predictions about what will happen. • Learners to listen as the teacher reads the story, following with their fingers. • Learners to take turns to read the story, keenly noting sentences with the new words. • Learners to answer the questions from the story. • Learners are guided to differentiate between these and those. • Learners to use these and those to complete sentences. 	<p>Which word can we use to complete the sentence</p> <p>Pass me _____ shoes? (these, those)</p>	<p>RESOURCES Realia, charts, pictures/ photographs and models of items with beginning with sound br</p> <p>Pictorial dictionary</p> <p>REFERENCES KLB Early Grade English Language Learners book Grade 2 page 71 - 72</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	
	3	Classroom	<p>Listening and Speaking.</p> <p>Reading.</p> <p>Language use</p>	<p>By the end of the lesson, the learner should be able to;</p> <ol style="list-style-type: none"> 1. Pronounce the vocabulary related to the theme correctly for effective communication. 	<ul style="list-style-type: none"> • Learners to practice saying sound ee by repeating after the teacher or audio recording. • Learners to read the words with sound ee from the book page 73, chart and flashcards. • Learners are guided to find meaning of the new words 	<p>How do we pronounce the following word doorstep?</p>	<p>RESOURCES Realia, charts, pictures/ photographs and models of items with sound ee</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	



				<p>2. Use the vocabulary in meaningful sentences for self-expression.</p> <p>3. Spell words correctly for effective communication.</p>	<p>and use them to construct sentences.</p> <ul style="list-style-type: none"> • Learners to practice reading the new words and find their meanings. • Learners to use them to construct sentences. 		<p><i>Charts with sentences those and these.</i></p> <p>Pictorial dictionary</p> <p><u>REFERENCES</u></p> <p>KLB Early Grade English Language Learners book Grade 2 page 73</p>		
	4	Classroom	<p>Listening and Speaking.</p> <p>Reading.</p> <p>Language use</p>	<p>By the end of the lesson, the learner should be able to;</p> <ol style="list-style-type: none"> 1. Talk about the pictures and discuss what they see. 2. Listen to the story being read by the teacher. 3. Appreciate importance of listening attentively 	<ul style="list-style-type: none"> • Review their previous lesson through question and answer. • Learners to construct sentences using these and those and the words with sound ee. • Learners to take turns to read the story "Scola gets stuck". • Learners to ask and answer questions from the passage. • Learners to use these and those to complete the sentences. 	<p>What tools do you use to clean the classroom?</p> <p>How can we keep our class clean when it gets muddy?</p>	<p><u>RESOURCES</u></p> <p>Realia, charts, pictures/ photographs and models of items with sound ee</p> <p><i>Charts with sentences on those and these.</i></p> <p>Pictorial dictionary</p> <p><u>REFERENCES</u></p> <p>KLB Early Grade English Language Learners book Grade 2 page74</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	
	5	Classroom	<p>Reading</p> <p>Language Use</p> <p>Guided Writing</p>	<p>By the end of the lesson, the learner should be able to;</p> <ol style="list-style-type: none"> 1. Discriminate the sounds /br/, /ea/ and /ee/ in different spoken words for comprehension. 2. Construct sentences using words with letter /br/, /ea/ and /ee/. 3. Appreciate the importance of pronouncing words 	<ul style="list-style-type: none"> • Learners in pairs, pronounce sounds /br/, /ea/ and /ee/ • Learners to read the words and sentences with sounds /br/, /ea/ and /ee/ • Learners to observe the picture, make a prediction for the story and suggest a title. • Learners to listen as the teacher reads the story. • Learners to ask and answer questions from the story. • Learners to use those and these to show the number of things in your classroom. 	<p>How many charts are in your classroom?</p>	<p><u>RESOURCES</u></p> <p>Realia, charts, pictures/ photographs and models of items with sound /br/, /ea/ and /ee/</p> <p><i>Charts with sentences on these and those.</i></p> <p>Pictorial dictionary</p> <p><u>REFERENCES</u></p> <p>KLB Early Grade English Language</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	



				correctly for effective communication.	<ul style="list-style-type: none"> Learners to use the letters to make words, then file the finished work in their portfolio. 		Learners book Grade 2 page 75		
5	1	Classroom	Listening and Speaking.	<p>By the end of the lesson, the learner should be able to;</p> <ol style="list-style-type: none"> Pronounce sound er and the vocabulary related to the theme correctly for effective communication. Construct sentences using the vocabulary related to the theme. Appreciate importance of listening attentively. 	<ul style="list-style-type: none"> Learners to listen as the teacher pronounces sound er, then they repeat after the teacher. Learners to read words on flashcards and charts that have sound er. In pairs, learners to read the words with sound er on page 76 and find out their meaning from the pictorial dictionary. Learners to form sentences using the words to show their meanings. Learners to read the words used in the theme classroom on page 76. 	Where does the teacher place your English classwork books in the classroom?	<p>RESOURCES Realia, charts, pictures/ photographs and models of items with sound er <i>Charts</i> with names and pictures of classroom items. Pictorial dictionary</p> <p>REFERENCES KLB Early Grade English Language Learners book Grade 2 page 76</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	
	2	Classroom	<p>Listening and Speaking.</p> <p>Reading.</p> <p>Language use</p>	<p>By the end of the lesson, the learner should be able to;</p> <ol style="list-style-type: none"> Make predictions based on the pictures and anticipate possible outcomes in the story. Read the story, 'Arranging Desks' fluently. Appreciate the correspondence between spoken words and written words in various contexts. 	<ul style="list-style-type: none"> Review the previous lesson by asking learners to pronounce sound er and list words with sound er. Learners to read the new words with sound er in pairs on page 76. Learners to listen to 'Arranging Desks' read by the teacher and identify the theme words as instructed by the teacher i.e. counts, spot, shelf Learners to take turns to read the story, ask and answer questions. Learners to complete sentences by filling in gaps using these and those. 	How do you try to read new words?	<p>RESOURCES Realia, charts, pictures/ photographs and models of items with sound er. <i>Charts</i> with sentences on these and those. Pictorial dictionary</p> <p>REFERENCES KLB Early Grade English Language Learners book Grade 2 page 76 - 77</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	
	3	Classroom	Listening and Speaking.	By the end of the lesson, the learner should be able to:	<ul style="list-style-type: none"> Learners are guided to pronounce sound ei by 	Why should we always keep our	RESOURCES	Oral questions	



			Reading. Language use	<ol style="list-style-type: none"> 1. Pronounce the vocabulary related to the theme correctly for effective communication. 2. Use the vocabulary learnt to communicate confidently in various contexts. 3. Enjoy using the vocabulary by participating in rhymes. 	<p>listening and repeating after the teacher or audio recording.</p> <ul style="list-style-type: none"> • In pairs, learners use meaningful phrases and simple sentences with words that have the learnt sounds. • Learners access meaning of vocabulary from pictorial dictionaries and practice them in sentences individually, in pairs and/ or groups • Learners listen to the vocabulary and use it in their own written sentences and dialogues. 	classroom clean?	<p>Realia, charts, pictures/ photographs and models of items with sound <i>ei</i></p> <p>Pictorial dictionary</p> <p><u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 78</p>	<p>Written exercise</p> <p>Observation</p>	
	4	Classroom	<p>Listening and Speaking.</p> <p>Reading.</p> <p>Language use</p>	<p>By the end of the lesson, the learner should be able to;</p> <ol style="list-style-type: none"> 1. Recognize new words used in the theme to acquire a range of vocabulary and their meaning. 2. Read the passage, ‘Cleaning the Classroom’ fluently. 3. Appreciate reading words with the consonant blends in a variety of genres. 	<ul style="list-style-type: none"> • Review the previous lesson by asking learners to pronounce sound <i>ei</i>, then list words with sound <i>ei</i>. • Learners to take part in word building activities using pocket charts, print and digital flash cards, etc. • Learners read the story “<i>Cleaning the Classroom</i>” while observing commas, full stops in pairs. • Learners to answer questions from the passage. • Learners to read the sentences, discuss the activities then arrange them in order of first, second and third. 	What is your birth number in your family?	<p><u>RESOURCES</u> Realia, charts, pictures/ photographs and models of items with sound <i>ei</i>. Flashcards with <i>Ordinal number</i>. Pictorial dictionary</p> <p><u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	
	5	Classroom	<p>Reading</p> <p>Language Use</p>	<p>By the end of the lesson, the learner should be able to;</p>	<ul style="list-style-type: none"> • Learners are guided to differentiate between ordinal and cardinal numbers using examples. 	Can you complete these sentence; <i>I am the _____ born</i>	<p><u>RESOURCES</u> Realia, charts, pictures/ photographs and models of items</p>	<p>Oral questions</p> <p>Written exercise</p>	



			Guided Writing	<ol style="list-style-type: none"> 1. Talk about the pictures and discuss what they see. 2. Listen to the story being read by the teacher and identify the vocabulary based on the theme. 3. Appreciate the uses of <i>those and these, tenth, ten, (cardinal and ordinal numbers)</i> 	<ul style="list-style-type: none"> • Learners to read the words with sounds <i>er, br</i> and <i>ee</i> from charts and flashcards. • Learners to observe the picture, make story prediction and suggest a title. • Learners listen as the teacher reads the story and confirm their prediction, • Learners to identify the new words as used in the story and then ask and answer questions from the passage. • Learners are guided to construct sentences using the words tenth, ten, those and these. • Individually, learners to write sentences using <i>tenth, ten, those and these.</i> 	<i>in my family.</i> (ten, tenth)?	with sound <i>er, br</i> and <i>ee</i> <i>Charts</i> with sentences on ordinal and cardinal numbers Pictorial dictionary <u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 80	Observation	
6	Mid-term assessment								
7	1	The farm	Listening and Speaking.	<p>By the end of the lesson, the learner should be able to;</p> <ol style="list-style-type: none"> 1. Recognize and name letters and their sounds in preparation for reading. 2. Pronounce the consonant blend sound <i>cr</i> correctly for effective communication. 3. Read and spell the vocabulary related to the theme correctly for effective communication. 	<ul style="list-style-type: none"> • Learners to take turns to talk about people, animals and activities on a farm. • Learners to listen to the pronunciation of sound <i>cr</i>. • Learners to read sound <i>cr</i> words from charts and flashcards. • Learners are guided to identify the meaning of the sound <i>cr</i> words on page 81. • Learners to construct sentences using sound <i>cr</i> words to show meaning. • Learners to read the new words and practice using them to construct sentences. 	<p>What is another name for farm animals?</p> <p>Which animals do we find in a farm?</p>	<u>RESOURCES</u> Pictures/ photographs of farms and items found in farms. Flash cards of items with sound <i>cr</i> <i>Charts</i> with farm animals. Pictorial dictionary <u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 81	Oral questions Written exercise Observation	
	2	The farm	Listening and Speaking.	<p>By the end of the lesson, the learner should be able to;</p>	<ul style="list-style-type: none"> • Learners to read the words with sound <i>cr</i> and give out their meanings. 	Which word is the opposite of	<u>RESOURCES</u> Pictures/ photographs of	Oral questions	



			<p>Reading.</p> <p>Language use</p>	<ol style="list-style-type: none"> 1. Make predictions based on the pictures and anticipate possible outcomes in the story. 2. Read the story, '<i>Farm Animals</i>', fluently and audibly. 3. Appreciate importance of farm animals to the community. 	<ul style="list-style-type: none"> • Learners to observe the picture on page 81, and make their predictions about what will happen. • Learners to listen as the teacher reads the passage, following with their fingers. • Learners to take turns to read '<i>Farm Animals</i>', keenly noting sentences with the new words. • Learners to answer the questions from the story. • Learners are guided to name opposites based on male and female • Learners to use <i>opposites</i> of the underlined words to complete sentences. 	<p>the underlined word</p> <p>She is my <i>mother</i> and _____. (<i>Uncle, aunt, father</i>)?</p>	<p>farms and items found in farms. Flash cards of items with beginning with sound <i>cr</i></p> <p><i>Charts</i> with farm animals.</p> <p>Pictorial dictionary</p> <p>REFERENCES KLB Early Grade English Language Learners book Grade 2 page 81 - 82</p>	<p>Written exercise</p> <p>Observation</p>	
	3	The farm	<p>Listening and Speaking.</p>	<p>By the end of the lesson, the learner should be able to;</p> <ol style="list-style-type: none"> 1. Talk about the new words and discuss the meaning. 2. Recognize new words used in the theme (The Farm) to acquire a range of vocabulary and their meaning. 3. Appreciate importance of listening attentively. 	<ul style="list-style-type: none"> • Learners to repeat sound <i>y</i> after the teacher, in pairs, and individually. • Learners are guided to read words with sound <i>y</i>. • Learners to spell words correctly for effective communication. • Learners are guided to find the meaning of the words with sound <i>y</i>, then construct sentences to show meaning. • Learners to use the vocabulary in meaningful sentences for self-expression. 	<p>Which crops does a farmer grow in the farm?</p> <p>Why are weeds bad?</p>	<p>RESOURCES Pictures/ photographs of farms and items found in farms. Flash cards of items with sound <i>y</i></p> <p><i>Charts</i> with farm animals.</p> <p>Pictorial dictionary</p> <p>REFERENCES KLB Early Grade English Language Learners book Grade 2 page 83</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	
	4	The farm	<p>Listening and Speaking.</p> <p>Reading.</p>	<p>By the end of the lesson, the learner should be able to;</p>	<ul style="list-style-type: none"> • Learners to observe the pictures and discuss what they see or what is happening. 	<p>What is the missing word in the following sentence?</p>	<p>RESOURCES Pictures/ photographs of farms and items found in farms.</p>	<p>Oral questions</p> <p>Written exercise</p>	



			Language use	<ol style="list-style-type: none"> 1. Identify the gender sets of animals correctly in a conversation. 2. Use the opposites to discuss animals and people at the farm. 3. Enjoy a word game using gender sets and opposites in communicating ideas. 	<ul style="list-style-type: none"> • Listen to the story being read by the teacher, as they follow using their fingers. • Learners to take turns to read the text as modelled by the teacher. • Recognize new words used in the theme “<i>The Farm</i>” to acquire a range of vocabulary and their meaning. • Learners to answer questions from the read passage. • Individually, learners to fill in gaps using the opposites of the provided males or females. 	<i>Brother is to boy as _____ is to girl.</i>	Flash cards of items with sound y <i>Charts</i> with farm animals. Pictorial dictionary <u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 83 - 84	Observation	
	5	The farm	Reading Language Use Guided Writing	<p>By the end of the lesson, the learner should be able to;</p> <ol style="list-style-type: none"> 1. Explain vocabulary and use them in sentences for self-expression. 2. Read and identify sequence in connected text for comprehension. 3. Enjoy picture stories and prediction for comprehension. 	<ul style="list-style-type: none"> • Learners to read words with sounds cr and y from page 85, charts and flash cards. • Learners to observe the picture, discuss what they can see, make story predictions and suggest a title for the story. • Learners to listen to the teacher read the story, confirm their predictions and identify the new vocabulary as instructed by the teacher. • Learners to construct sentences using male and female names of animals and family members. • Individually, learners to write sentences on page 85 neatly, correctly using commas. 	<p>What can you see in the picture?</p> <p>What do you think will happen in the story?</p>	<u>RESOURCES</u> Pictures/ photographs of farms and items found in farms. Flash cards of items with sound cr and y <i>Charts</i> with farm animals. Pictorial dictionary <u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 85	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	
8	1	The farm	Listening and Speaking.	<p>By the end of the lesson, the learner should be able to;</p> <ol style="list-style-type: none"> 1. Use the theme vocabulary to talk about caring for farm animals’ homes. 	<ul style="list-style-type: none"> • Learners to name domestic animals and identify their homes. • Learners in groups to discuss ways to care for animals by cleaning their homes. 	What tools and materials do we require to clean animal homes?	<u>RESOURCES</u> Video clips of tools used to clean animal shelters. photographs and	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	



				<p>2. Construct simple sentences on keeping the homes of domestic animals clean in the classroom.</p> <p>3. Enjoy talking about domestic animals and ways to keep them clean.</p>	<ul style="list-style-type: none"> The teacher guides the learners in pronouncing sound ir, as they repeat after. Learners to observe the displayed flash cards with sound ir and then come up with words that start with that sound. Learners to read the vocabulary according to the theme and find out the meanings. Learners to construct sentences using the vocabulary. 	Where does a cow live?	<p>models of items with sound ir</p> <p>Charts with animals and their shelter.</p> <p>Pictorial dictionary</p> <p>REFERENCES</p> <p>KLB Early Grade English Language Learners book Grade 2 page 86</p>		
	2	The farm	<p>Listening and Speaking.</p> <p>Reading.</p> <p>Language use</p>	<p>By the end of the lesson, the learner should be able to;</p> <p>1. Recognize new words used in the theme to acquire a range of vocabulary and their meaning.</p> <p>2. Answer simple direct and indirect questions based on the read text in the classroom.</p> <p>3. Appreciate reading simple, short narratives and informational texts in a variety of genres.</p>	<ul style="list-style-type: none"> The teacher guides the learners in pronouncing sound ir, as they repeat in pairs and as a whole group. Learners to observe and read sound ir words on digital devices and flash cards and then come up with more words. Learners to follow the text using their fingers, as the teacher reads the passage on pg. 65. Learners to read the passage in turns as modelled by the teacher. Learners to identify the new words as instructed by the teacher and explain their meaning as used in the passage. Learners to answer questions from the text. 	<p>Why should we clean animal homes?</p> <p>Why is it important to protect ourselves while cleaning animal homes?</p>	<p>RESOURCES</p> <p>Video clips of tools used to clean animal shelters. photographs and models of items with sound ir</p> <p>Charts with animals and their shelter.</p> <p>Pictorial dictionary</p> <p>REFERENCES</p> <p>KLB Early Grade English Language Learners book Grade 2 page 86 - 87</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	
	3	The farm	<p>Listening and Speaking.</p>	<p>By the end of the lesson, the learner should be able to;</p>	<ul style="list-style-type: none"> Learners are guided to pronounce sound ey by listening and repeating after 	Which word starts with sound ey ?	<p>RESOURCES</p> <p>Video clips showing what</p>	Oral questions	



			Reading. Language use	<ol style="list-style-type: none"> 1. Use the vocabulary in meaningful sentences for self-expression. 2. Spell words correctly for effective communication. 3. Appreciate and recognize the importance of domestic animals at home. 	<p>the teacher or audio recording.</p> <ul style="list-style-type: none"> • Individually and in groups, learners to access meaning of vocabulary from pictorial dictionaries. • In pairs, learners to use words with sound ey to construct meaningful phrases and simple sentences • Learners listen to the vocabulary and use it in their own written sentences and dialogues. 	Can a bull/ox give us milk?	<p>different domestic animals give out. Photographs and models of items with sound ey. <i>Charts</i> with animals and what they provide us with. Pictorial dictionary</p> <p><u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 88</p>	Written exercise Observation	
	4	The farm	Listening and Speaking. Reading. Language use	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Recognize the opposite gender of sets of animals for effective communication. 2. Use the opposites to discuss animals found at home and their produce. 3. Have a desire to care for animals found at home 	<ul style="list-style-type: none"> • Review the previous lesson by asking learners to pronounce sound ey, then list words with sound ey. • Learners to take part in word building activities using pocket charts, print and digital flash cards, etc. • Learners read the story “<i>Lumumba’s Farm</i>” while observing commas, full stops in pairs. • Learners to answer questions from the passage. • Learners to list gender set of domestic animals through question and answer. • Individually, learners to answer the questions on opposites page 89. 	Which animal helps to keep the mice away?	<p><u>RESOURCES</u> Video clips showing what different domestic animals give out. Photographs and models of items with sound ey. <i>Charts</i> with animals and what they provide us with. Pictorial dictionary</p> <p><u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 88 - 89</p>	Oral questions Written exercise Observation	
	5	The farm	Reading Language Use	<p>By the end of the lesson, the learner should be able to;</p>	<ul style="list-style-type: none"> • Learners to read words and sentences on page 90, identify the gender sets of opposites and construct sentences. 	<i>The _____ crow woke us up these morning?</i>	<p><u>RESOURCES</u> Video clips showing what different domestic</p>	Oral questions Written exercise	



			Guided Writing	<ol style="list-style-type: none"> 1. Make predictions based on the picture and anticipate possible outcomes. 2. Listen and pronounce sounds and words correctly related to the theme. 3. Appreciate the importance of accurate pronunciation of words. 	<ul style="list-style-type: none"> • Learners to observe the picture on page 90, predict the story and suggest a title. • Learners listen as the teacher reads the story then answer questions from the text. • In groups, learners to read different sentences, identify words representing either male or female then change the words to the opposite gender. • Learners to correct sentences using commas. 		animals gender sets. Photographs and models of items with sound ir and y . Pictorial dictionary <u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 90	Observation	
9	1	Positions and directions	Listening and Speaking.	By the end of the lesson, the learner should be able to; <ol style="list-style-type: none"> 1. Identify prepositions in oral conversations. 2. Use simple prepositions accurately to describe the position, location and direction of things i.e. beside, above, below, across. 3. Have fun and enjoy pronouncing new words. 	<ul style="list-style-type: none"> • Learners to listen to the pronunciation of sound dr. • Learners to read sound dr words from charts and flashcards. • Learners are guided to identify the meaning of the sound dr words on page 91. • Learners to construct sentences using sound dr words to show meaning. • Learners to read the new words and practice using them to construct sentences. 	Can you spell the word drug ?	<u>RESOURCES</u> pictures and photographs of items with beginning with sound dr <i>Charts</i> with sentences describing location and positions of things, people and places. Pictorial dictionary <u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 91	Oral questions Written exercise Observation	
	2	Positions and directions	Listening and Speaking. Reading. Language use	By the end of the lesson, the learner should be able to; <ol style="list-style-type: none"> 1. Read short words with letter sound dr correspondence in preparation for phrasal reading. 	<ul style="list-style-type: none"> • Learners to read the words with sound dr and give out their meanings. • Learners to observe the picture on page 91, and make their predictions about what will happen. 	Which word can we use to complete the sentence Where are the school toilets?	<u>RESOURCES</u> Realia, pictures and photographs of items with beginning with sound dr <i>Charts</i> with sentences describing location	Oral questions Written exercise Observation	



				<p>2. Respond to direct and indirect questions from the text '<i>The Lost Doll</i>' of about 60 words in short simple sentences to show comprehension.</p> <p>3. Appreciate use of prepositions to describe the position and location of people, places and things for comprehension.</p>	<ul style="list-style-type: none"> • Learners to listen as the teacher reads the story, following with their fingers. • Learners to take turns to read the story, keenly noting sentences with the new words. • Learners to answer the questions from the story. • Learners are guided to name prepositions used to describe position, location and direction of items. • Learners to use <i>selected prepositions</i> to complete sentences. 		<p>and positions of things, people and places. Pictorial dictionary</p> <p>REFERENCES KLB Early Grade English Language Learners book Grade 2 page 91 - 92</p>		
	3	Positions and directions	Listening and Speaking.	<p>By the end of the lesson, the learner should be able to;</p> <ol style="list-style-type: none"> 1. Recognize and name letters and their sounds in preparation for reading. 2. Pronounce the consonant blend sound ur correctly for effective communication. 3. Read and spell the vocabulary related to the theme correctly for effective communication. 	<ul style="list-style-type: none"> • Learners to take turns to talk about position, location and direction of things in the classroom using the previously learnt prepositions. • Learners to listen to the pronunciation of sound ur. • Learners to read sound ur words from charts and flashcards. • Learners are guided to identify the meaning of the sound ur words on page 93. • Learners to construct sentences using sound ur words to show meaning. • Learners to read the new words in the theme and practice using them to construct sentences. 	Which two directions can we turn to when walking towards a venue?	<p>RESOURCES pictures and photographs of actions and items with sound ur <i>Charts</i> with sentences describing location and positions of things, people and places. Pictorial dictionary</p> <p>REFERENCES KLB Early Grade English Language Learners book Grade 2 page 93</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	
	4	Positions and directions	<p>Listening and Speaking.</p> <p>Reading.</p>	<p>By the end of the lesson, the learner should be able to;</p> <ol style="list-style-type: none"> 1. Make predictions based on the pictures and anticipate 	<ul style="list-style-type: none"> • Learners to read the words with sound ur and give out their meanings. • Learners to observe the picture on page 93, and make 	<i>There is a chair in the _____ of the room?</i>	<p>RESOURCES pictures and photographs of items with sound ur</p>	<p>Oral questions</p> <p>Written exercise</p>	



			Language use	<p>possible outcomes in the story.</p> <p>2. Read the story, '<i>Alila's New House</i>', fluently and audibly.</p> <p>3. Appreciate importance of prepositions in telling direction, position and location.</p>	<p>their predictions about what will happen.</p> <ul style="list-style-type: none"> Learners to listen as the teacher reads the passage, following with their fingers. Learners to take turns to read '<i>Alila's New House</i>' keenly noting prepositions used. Learners to answer the questions from the story. Learners to use <i>prepositions</i> to construct sentences. 		<p><i>Charts</i> with sentences describing location and positions of things, people and places.</p> <p>Pictorial dictionary</p> <p>REFERENCES KLB Early Grade English Language Learners book Grade 2 page 93 - 94</p>	Observation	
	5	Positions and directions	<p>Reading</p> <p>Language Use</p> <p>Guided Writing</p>	<p>By the end of the lesson, the learner should be able to;</p> <p>1. Identify the people/ animals, where action takes place or the information in a text for comprehension.</p> <p>2. Answer simple direct and indirect questions based on a text they have read.</p> <p>3. Enjoy picture stories and prediction for comprehension.</p>	<ul style="list-style-type: none"> Learners to read words with sounds <i>dr</i> and <i>ur</i> from page 95, charts and flash cards. Learners to observe the picture, discuss what they can see, make story predictions and suggest a title for the story. Learners to listen to the teacher read the story, confirm their predictions and identify the new vocabulary as instructed by the teacher. Learners to construct sentences using prepositions i.e. <i>behind, across, above, below. on</i> 	<p>What can you see in the picture?</p> <p>What do you think will happen in the story?</p>	<p>RESOURCES Pictures and photographs of items with sound <i>dr, ur</i></p> <p><i>Charts</i> with sentences describing location and positions of things, people and places.</p> <p>Pictorial dictionary</p> <p>REFERENCES KLB Early Grade English Language Learners book Grade 2 page 95</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	
10	1	Positions and directions	Listening and Speaking.	<p>By the end of the lesson, the learner should be able to:</p> <p>1. Pronounce the vocabulary related to the theme correctly for effective communication.</p>	<ul style="list-style-type: none"> Learners are guided to pronounce sound <i>oy</i> by listening and repeating after the teacher or audio recording. In pairs, learners use meaningful phrases and simple sentences with words that have the learnt sounds. 	<p><i>Which number comes between six and eight?</i></p>	<p>RESOURCES Pictures and photographs of items with sound <i>oy</i></p> <p><i>Charts</i> with sentences describing location and positions of</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	



				<p>2. Use the vocabulary learnt to communicate confidently in various contexts.</p> <p>3. Enjoy using the vocabulary by participating in rhymes.</p>	<ul style="list-style-type: none"> Learners to access meaning of vocabulary from pictorial dictionaries and practice them in sentences individually, in pairs and/ or groups Learners listen to the vocabulary and use it in their own written sentences and dialogues. 		<p>things, people and places. Pictorial dictionary</p> <p><u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 96</p>		
	2	Positions and directions	<p>Listening and Speaking.</p> <p>Reading.</p> <p>Language use</p>	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Use simple prepositions accurately to describe the position, location and direction of things i.e. over, through, to, at Demonstrate various positions involving the over, through, to, at through dramatization. Recognize the importance of preposition in telling position and location of things. 	<ul style="list-style-type: none"> Learners work in groups to demonstrate various positions involving the prepositions learnt in the previous lessons. Learners to read grade level vocabulary with sound oy words from flashcards, charts and digital devices. Learners take part in finding meanings of the words from the pictorial dictionary. Learners read the story “The Game of Football” while observing commas and full stops in pairs. Learners to answer questions from the passage. Learners to use; over, through, to, at to complete the sentences. 	Where do you play?	<p><u>RESOURCES</u> Pictures and photographs of items with sound oy <i>Charts</i> with sentences describing location and positions of things, people and places. Pictorial dictionary</p> <p><u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 96 - 97</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	
	3	Positions and directions	<p>Listening and Speaking.</p>	<p>By the end of the lesson, the learner should be able to;</p> <ol style="list-style-type: none"> Pronounce the vocabulary related to the theme correctly for effective communication. 	<ul style="list-style-type: none"> Learners individually or in groups, practice pronouncing sound ai as modeled by the teacher, or audio record. Learners to read the words with sound ai from the book page 98. Learners to find meaning of the sound ai words. 	How do we pronounce the following word side ?	<p><u>RESOURCES</u> Pictures and photographs of items with sound ai <i>Charts</i> with sentences describing location and positions of things, people and places. Pictorial dictionary</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	



				<p>2. Use the vocabulary in meaningful sentences for self-expression.</p> <p>3. Spell words correctly for effective communication.</p>	<ul style="list-style-type: none"> Learners to list more words with sound <i>ai</i> from chart and flashcards in the classroom. Learners to use them to construct sentences that show position, location and direction. 		<p><u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 98</p>		
	4	Positions and directions	<p>Listening and Speaking.</p> <p>Reading.</p> <p>Language use</p>	<p>By the end of the lesson, the learner should be able to;</p> <ol style="list-style-type: none"> Talk about the pictures and discuss what they see. Use common context clues to increase comprehension of a text. Have fun and enjoy talking about a text they have read. 	<ul style="list-style-type: none"> Review their previous lesson through question and answer. Learners are guided to pronounce and practice saying words with sound <i>i-e</i> in pairs, in response to picture cues, sound prompts and lists of words with the sound. Learners to use sound <i>i-e</i> words together with <i>back, in front</i> and <i>near</i> construct sentences. Learners to take turns to read the story "<i>The Nature Corner</i>". Learners to ask and answer questions from the passage. Learners to use <i>over, through, to</i> and <i>at</i> to complete the sentences. 	How can we predict how a story, poem or conversation will end?	<p><u>RESOURCES</u> Realia, charts, posters and audio visual materials on direct and indirect questions.</p> <p><u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 98 - 99</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	
	5	Positions and directions	<p>Reading</p> <p>Language Use</p> <p>Guided Writing</p>	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Listen and pronounce sounds and words correctly related to the theme. Identify the people/ animals, where action takes place or the information in a text for comprehension. 	<ul style="list-style-type: none"> Learners to read words and sentences with sounds <i>oy</i> and <i>i-e</i> from page 100, charts and flash cards as modeled. Learners to pick out position and direction words from print and digital texts in response to picture, video or animation prompts. Learners to observe the picture, discuss what they can see, make story predictions. Learners to listen to the teacher read the story, confirm 	Do you sometimes start to read and stop in the middle because you cannot continue?	<p><u>RESOURCES</u> Realia, charts, posters and audio visual materials on direct and indirect questions.</p> <p><u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 100</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	



				3. Observe basic punctuation marks as they write.	<p>their predictions and identify the new vocabulary as instructed by the teacher.</p> <ul style="list-style-type: none"> Learners to construct sentences using prepositions i.e. <i>over, through, to</i> 				
11	1	The environment	Listening and Speaking.	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Identify and talk about things in the environment using articles correctly in longer conversations. Read words with double consonant sound '<i>fr</i>' in preparation for phrasal reading. Have fun and enjoy pronouncing words with a common sound. 	<ul style="list-style-type: none"> Learners are guided to define the term adjectives and give examples. Learners to name and describe objects in the school environment using adjectives. Learners to repeat the pronunciation of sound <i>fr</i> as modelled. Learners to read sound <i>fr</i> words from charts and flashcards Learners are guided to identify the meaning of the sound <i>fr</i> words on page 101 then construct sentences to show meaning Learners to read the new words and practice using them to construct sentences. 	What things pollute our rivers?	<p><u>RESOURCES</u> Realia, charts, posters and audio visual materials on direct and indirect questions.</p> <p><u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 101</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	
	2	The environment	<p>Listening and Speaking.</p> <p>Reading.</p> <p>Language use</p>	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Talk about the pictures and discuss what they see. Recognize new words used in the themes to acquire a range of vocabulary and their meaning. Desire to read simple digital texts for enjoyment and information. 	<ul style="list-style-type: none"> Learners to read the words with sound <i>fr</i> and give out their meanings. Learners to observe the picture on page 101, and make their predictions about what will happen. Learners to listen as the teacher reads the passage, following with their fingers. Learners to take turns to read '<i>Bad Smell at the River</i>, keenly noting sentences with the new words. 	How many words can you read in a minute?	<p><u>RESOURCES</u> Realia, charts, posters and audio visual materials on direct and indirect questions.</p> <p><u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 101-102</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	



					<ul style="list-style-type: none"> Learners to answer the questions from the story. Learners to add <i>-er</i> to adjectives and adverbs to complete sentences. 				
	3	The environment	Listening and Speaking.	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Describe and compare different environmental features using words such as, <i>longest, fastest, tallest</i> Role play activities that will elicit use of comparative adjectives. Appreciate the importance of a good environment. 	<ul style="list-style-type: none"> Learners to take turns to share about their tree planting experiences. Learners to repeat sound <i>ore</i> after the teacher, in pairs, and individually. Learners are guided to read words with sound <i>ore</i>. Learners to spell words correctly for effective communication. Learners are guided to find the meaning of the words with sound <i>ore</i>, then construct sentences to show meaning. Learners to use the vocabulary in meaningful sentences for self-expression. 	<p>Why do we cut down trees?</p> <p>How can we replace cut down trees?</p>	<p><u>RESOURCES</u> Realia, charts, posters and audio visual materials on direct and indirect questions.</p> <p><u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 103</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	
	4	The environment	<p>Listening and Speaking.</p> <p>Reading.</p> <p>Language use</p>	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Read a text transitioning from word by word to phrasal reading. Read 65 words accurately per minute from a text. Answer simple direct and indirect questions based on a text they have read. 	<ul style="list-style-type: none"> Review the previous lesson by asking learners to pronounce sound ore, make words and use them to construct sentences. Learners to observe the pictures and discuss what they see or what is happening. Listen to the story being read by the teacher, as they follow using their fingers. Learners to read while observing commas, full stops and speech marks in pairs. 	<p><i>Our class is the _____ in the school. (quiet)?</i></p>	<p><u>RESOURCES</u> Realia, charts, posters and audio visual materials on direct and indirect questions.</p> <p><u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 103 - 104</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	



					<ul style="list-style-type: none"> Learners to answer questions from the read passage. Individually, learners to fill in gaps using <i>adverbs</i> / <i>adjectives</i> + <i>-est</i> Learners to practice reading unfamiliar sentences from printed text, charts, tablets, mobile phone, laptops, computers or overhead projector. 				
	5	The environment	Reading Language Use Guided Writing	By the end of the lesson, the learner should be able to: <ol style="list-style-type: none"> Construct sentences using “<i>or</i>” to show differences between two things for effective communication. Answer questions about a text they have listened to. Appreciate the importance of spelling correctly while typing for different purposes in the classroom. 	<ul style="list-style-type: none"> Learners to read words with sounds <i>fr</i> and <i>ore</i> from page 105, charts and flash cards. Learners to observe the picture, discuss it and make predictions for the story. Learners to listen to the teacher read the story, confirm their predictions and identify the new words as instructed by the teacher. Learners to take turns to orally construct sentences using <i>oldest</i>, <i>fastest</i> and <i>coldest</i> 	Which digital devices can we use to type words and sentences? Can you type your name?	<u>RESOURCES</u> Realia, charts, posters and audio visual materials on direct and indirect questions. <u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 105	Oral questions Written exercise Observation	
12	1	The environment	Listening and Speaking.	By the end of the lesson, the learner should be able to: <ol style="list-style-type: none"> Pronounce sound <i>ow</i> words correctly for fluency Join sounds to read words with letter sound correspondence in preparation for reading. Recognize new words used in the theme (environment) to acquire a range of 	<ul style="list-style-type: none"> In groups, learners to discuss and name physical features found in the environment. The teacher guides the learners in pronouncing sound <i>ow</i>, as they imitate. Learners to observe and read the displayed flash cards with sound <i>ow</i> picture cues. Learners to take turn to list more words with sound <i>ow</i>. Learners to read the vocabulary according to the theme and find out the meanings. 	What can we see in the natural environment?	<u>RESOURCES</u> Realia, charts, posters and audio visual materials on direct and indirect questions. <u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 106	Oral questions Written exercise Observation	



				vocabulary and their meaning.	<ul style="list-style-type: none"> Learners to construct sentences using the vocabulary. 				
	2	The environment	<p>Listening and Speaking.</p> <p>Reading.</p> <p>Language use</p>	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Identify and observe basic punctuation marks as they read. Read a text transitioning from word by word to phrasal reading. Use common context clues to increase comprehension of a text. 	<ul style="list-style-type: none"> Review the previous lesson by guiding learners to; pronounce sound ow, make new words and construct sentences. Learners to observe the picture and make a prediction. Learners to follow the text using their fingers, as the teacher reads the passage. Learners to read the passage 'Onyango and the Birds' in turns as modelled by the teacher. Learners to identify the new words as instructed by the teacher and explain their meaning as used in the passage. Learners to answer questions from the text. Learners to add – er to words in brackets and fill in the gaps. 	Which plant gives us mangoes?	<p><u>RESOURCES</u> Realia, charts, posters and audio visual materials on direct and indirect questions.</p> <p><u>REFERENCES</u> KLB Early Grade English Language Learners book Grade 2 page 106 - 107</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	
	3	The environment	<p>Listening and Speaking.</p>	<p>By the end of the lesson, the learner should be able to;</p> <ol style="list-style-type: none"> Pronounce the vocabulary related to the theme correctly for effective communication. 	<ul style="list-style-type: none"> The teacher guides the learners in pronouncing sound or, as they imitate in pairs and as a whole group. Learners to observe and read sound or words on digital devices and flash cards and then come up with more words. 	<p>Why do bees love flowers?</p> <p>What is the name given to a place where flowers are grown in a compound?</p>	<p><u>RESOURCES</u> Realia, charts, posters and audio visual materials on direct and indirect questions.</p> <p><u>REFERENCES</u> KLB Early Grade English Language</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	



				<p>2. Spell words correctly for effective communication.</p> <p>3. Use the vocabulary in meaningful sentences for self-expression.</p>	<ul style="list-style-type: none"> Learners to access meaning of vocabulary from pictorial dictionaries and practice them in sentences individually, in pairs and/ or groups Learners to practice reading and spelling unfamiliar words on the theme environment from printed text, charts, tablets, mobile phone, laptops or computers. 		Learners book Grade 2 page 108		
	4	The environment	Listening and Speaking.	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Use common context clues to increase comprehension of a text. Make predictions based on the pictures and anticipate possible outcomes in the story. Appreciate reading simple, short narratives and informational texts in a variety of genres. 	<ul style="list-style-type: none"> Learners to read words with sounds or from page 108, charts and flash cards. Learners to observe the pictures and discuss what they can see. Learners to listen to the story being read by the teacher, as they follow using their fingers. Learners to take turns reading 'Sawe's Bee' as modelled by the teacher then list new words used in the theme Environment. Learners to find the meaning of the vocabulary and construct sentences. Learners to answer questions from the read passage. Individually, learners to add – est to words in brackets to fill in gaps on page 109. 	How we tell the characters in a story?	<p>RESOURCES Realia, charts, posters and audio visual materials on direct and indirect questions.</p> <p>REFERENCES KLB Early Grade English Language Learners book Grade 2 page 108 - 109</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	
	5	The environment	Reading Language Use	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Explain vocabulary and use them in sentences for self-expression. 	<ul style="list-style-type: none"> Learners to read words with sounds or and ow from page 110, charts and flash cards. Learners to observe the picture, discuss what they can see, make story predictions 	What do you do if you cannot read a word?	<p>RESOURCES Realia, charts, posters and audio visual materials on direct and indirect questions.</p>	<p>Oral questions</p> <p>Written exercise</p> <p>Observation</p>	



			Guided Writing	<p>2. Read and identify sequence in connected text for comprehension.</p> <p>3. Appreciate the importance of listening attentively in effective communication.</p>	<p>and suggest a title for the story.</p> <ul style="list-style-type: none"> • Learners to listen to the teacher read the story, confirm their predictions and identify the new vocabulary as instructed by the teacher. • Learners to construct sentences using the selected words on page 110. • Individually, learners to make words on the theme environment by filling in the missing vowels. 	How can you read many words in a given text?	<p><u>REFERENCES</u></p> <p>KLB Early Grade English Language Learners book Grade 2 page 110</p>		
13	Revision								
14	End of term assessment								