

LESSON NOTES FOR ENGLISH TOP CLASS 2023

Lesson 1




Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5	:	Developing and using my language appropriately..
Learning outcome	:	Listening with acuity for information, enjoyment and responding appropriately in a wide range of situations.
Competence	:	I can identify sounds made in the environment.
Objectives	:	By the end of the lesson, learners will be able to ; <ul style="list-style-type: none"> - Identify different sources of sounds. - Imitate the sounds of different things. - Read, spell and write words correctly.
Content	:	Naming sources of sounds.
Methods	:	Guided discovery, look and say, explanation
Ref	:	Learning frame work page
Life skills	:	Listening, Critical thinking

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	- Greets learners and introduces the lesson with a rhyme A cow says moo..... A cat says..... A drum says.....	- Respond to teachers greetings and recite the rhyme with her. - Practice sounds of different things.(drum, cow, cat, dog)	- Rhyme
2	7 Mins	- Introduces the lesson by explaining the meaning of sound; Noise made by something uses flash cards to show things that make	- Listen to the teachers explanation and repeat after her. - Recognise things that make different sounds.(birds, animals, instruments, objects)	- Flash cards

		<p>different sounds e.g birds, animals, instruments and gives learners chance to mention;</p> <ul style="list-style-type: none"> ✓ animals; goat, cow, cat, sheep, ✓ birds; duck, cock, ✓ instruments; drum, flute, piano, ✓ Objects: radio, T.V, vehicles, bells <ul style="list-style-type: none"> - Guides learners to sort - and make a sound for the item; goat, birds, cat. - Guides learners to read and spell words. 	<ul style="list-style-type: none"> - Recognise the names of different things and the sound made by each. - - Practice reading and spelling of words. - - Learners practice sorting and make a sound for the item; goat, birds, cat. - 	
3	3 Mins	<ul style="list-style-type: none"> - Gives chance to individual learners to practice reading, spelling and writing words of things learnt on the chalkboard. - Asks learners to write on their tables, chalkboard names of objects, birds, animals which 	<ul style="list-style-type: none"> - Practice spelling reading words and writing of animals on the table. - Practice writing their names on the chalkboard individually and read them. <p>Draw pictures of sources of sound</p>	

		<p>make sound and read them.</p> <ul style="list-style-type: none"> - Guide learners to draw pictures of sources of sound; cow , bell 		
4	20 Mins	<ul style="list-style-type: none"> - Gives an activity to do. 	<ul style="list-style-type: none"> - Name these sources of sound <div style="display: flex; align-items: center; margin-bottom: 10px;">  </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  </div> <div style="display: flex; align-items: center;">  </div> <ul style="list-style-type: none"> - Read and draw these sources of sounds <p>bell _____</p> <p>radio _____</p> <p>drum _____</p> <p>cat _____</p> <p>cow _____</p> <p>television _____</p>	

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Lesson 2

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information, enjoyment and responding appropriately in a wide range of situations.

Competence : I can identify sounds made in the environment.

Objectives : By the end of the lesson , learners will be able to ;

- Mention sources of sounds.
- Recognise and name things that make sounds.
- Imitate sounds made by the different things in the environment.
- Read and spell animals sounds.

Content : Imitating the sounds made in the environment

Methods : Guided discovery, Look and say, explanation

Ref : Learning frame work page

Life skills : Listening, Writing, reading

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	<ul style="list-style-type: none"> - Greets learners and introduces the lesson with a rhyme - A cow says.....moo - A drum says..... - Review the previous lesson by asking learners to mention sources of sounds displayed on flash card; radio, bell, drum 	<ul style="list-style-type: none"> - Respond to teachers greetings and recite the rhyme with her. - Practice the sounds of different things i.e cow, bell, drum - Recognise and mention sources of sounds. 	- Rhyme
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson by use of flash cards showing sources of sounds, and guides learners to mention sources of sounds ✓ birds; duck, cock ✓ instrument; piano, drum, flute ✓ objects; radio, T.V, vehicles, bells. - .Gives learners chance to read and spell words of sources of sound.(bell, vehicle, 	<ul style="list-style-type: none"> - Recognise sources of sounds. - Learners mention the sources of sounds. - Practice reading spelling and writing sources of sounds. - Practice sounds made in environment. - Practice reading and spelling words of sources of sound. .(bell, vehicle, cow, cats, dog, cock, duck) - 	- Flash cards

		cow, cats, dog, cock, duck) - Gives learners chance to imitate sounds made by the animals birds instruments and objects.		
3	3 Mins	- Gives individual learners chance to write different sources of sounds like animals, birds, objects and instruments on the table, chalkboard and draw pictures. - Guides learners to imitate the different animal sounds; cow, cat; objects drum, bell, birds.	- Practice writing sources of sounds on the chalkboard. - Practice drawing pictures. - Imitate the different sounds as guided by the teacher.	
4	20 Mins	- Gives an activity to do. - Moves around to	Activity - Read and copy animals sounds	

		guide and supervise the learners work	cow..... moos cat..... mews snake.....hisses dog.....barks - Read and match snake moos dog booo cow hisses	
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Lesson 3

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information, enjoyment and responding appropriately in a wide range of situations.

Competence : I can identify sounds made in the environment.

Objectives : By the end of the lesson, learners will be able to ;

- Mention sources of sounds.
- Recognise and mention sources of sounds.
- Imitate sound made by different things.
- Identify and answer questions about sounds.

Content : Imitating the sounds made in the environment

Methods : Guided discovery, Look and say, explanation

Ref : Learning frame work page

Life skills : Listening, answering questions, critical thinking

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	<ul style="list-style-type: none"> - Greets learners and introduces the lesson with a rhyme - "Daddy has a cow..... - Reviews the previous lesson by asking learners questions about sounds made by different animals i.e a cat says..... a dog says..... a cow says..... 	<ul style="list-style-type: none"> - Respond to teachers greetings and recite the rhyme with her. - Learners answer teachers questions about sounds made by different animals by imitating the animal sounds. 	<ul style="list-style-type: none"> - Rhyme

2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson by asking learners to make different sounds of things like; a car says, a baby cries. - Guides individual learners to demonstrate different sounds; <ul style="list-style-type: none"> ✓ How does a cat cry? ✓ Which animal says moos? ✓ Which animal says hisses ? 	<ul style="list-style-type: none"> - Practice answering questions given by teacher. - Individual learners demonstrate the different sounds made by the animals i.e cat....., snake, birds etc. 	<ul style="list-style-type: none"> - Flash cards
3	3 Mins	<ul style="list-style-type: none"> - Gives individual learners chance to mention animal sounds, birds, objects and their sources. - Guides learners to write sound for the different animals on the chalkboard. - Read and spell sounds with learners cry, bark, 	<ul style="list-style-type: none"> - Practice mentioning animals sounds. - Practice writing sounds for the different animals on the chalkboard. - Read and spell sounds with teacher; cry, bark, quarks, hisses. 	

		quarks, hisses		
4	20 Mins	<ul style="list-style-type: none"> - Gives the exercise to the learner - Guides and supervises the learners as they do their work. 	<ul style="list-style-type: none"> - Do the given exercise <p>Activity</p> <ul style="list-style-type: none"> - Write sound for the following animals <p>cow _____</p> <p>dog _____</p> <p>duck _____</p> <p>cat _____</p> <p>snake _____</p> <p>baby _____</p>	

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Lesson 4

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information, enjoyment and responding appropriately in a wide range of situations.

Competence : I can identify sounds made in the environment.

Objectives : By the end of the lesson, learners will be able to ;

- Recognise, read animals, names, sounds and write.
- Match animals to their correct sounds.

Content : Matching animals to their sounds.

Methods : Look and say, illustration, explanation

Ref : Learning frame work page





Life skills : Critical thinking, answering questions

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	- Greet learners and introduces the lesson with a rhyme	- Respond to teachers greetings and recite the rhyme with her.	- Rhyme

		<p>“ The snake is in the grass sss.</p> <ul style="list-style-type: none"> - Reviews the previous lesson by asking learners to mention sounds of animals <ul style="list-style-type: none"> ✓ A duck says... ✓ A baby says.... ✓ A dog says..... 	<ul style="list-style-type: none"> - Individual learners practice answering teachers questions. - 	
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson by asking learners to mention things which make different sounds and imitate them. - Guides learners to imitate animal sound. - Guides learners to read and spell animal names and their sounds <ul style="list-style-type: none"> ✓ cow- moos ✓ dog- barks ✓ snake -hisses 	<ul style="list-style-type: none"> - Individual learners practice mentioning and imitating animal sounds. - Immitate animal sounds - Practice reading and spelling animal names and their sounds. - 	<ul style="list-style-type: none"> - Flash cards
3	3 Mins	<ul style="list-style-type: none"> - Gives individual learners chance to 	<ul style="list-style-type: none"> - Practice reading and matching animals to their 	

		<p>read and match animals to their sounds.</p> <ul style="list-style-type: none"> - Guides learners to sort a word of the sound and the animal that makes the sound and read them. <p>cow - moos cat - mews dog - barks sheep - bleats pig - grunts goat - meee</p>	<p>sounds.</p> <ul style="list-style-type: none"> - Sort words of sounds and their animal and read them. 	
4	20 Mins	<ul style="list-style-type: none"> - Gives the exercise to the learner 	<ul style="list-style-type: none"> - Do the given exercise <p>Activity</p> <ul style="list-style-type: none"> - Match animals to their sounds <p>cow barks cat baa dog hisses222- sheep moo snake mew</p> <ul style="list-style-type: none"> - Write their sounds 	

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Lesson 1

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Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information, enjoyment and responding appropriately in a wide range of situations.

Competence : I can identify sounds made in the environment.

- Objectives : By the end of the, learners will be to ;
- Recognise and tell the letter symbols.
 - Form the letter symbols
- Content : Symbols
- Methods : Look and say, Guided discovery, illustration
- Ref : Learning frame work page
- Life skills : Critical thinking, answering questions

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	<ul style="list-style-type: none"> - Greets learners and introduces the lesson with a rhyme abdefg..... - Review the previous lesson by asking learners to mention animals and their sounds A cow says..... A snake says..... A dog says..... 	<ul style="list-style-type: none"> - Responds to teachers greetings and recite the rhyme with her. - Individual learners answer teachers questions about animals and their sounds. 	- Rhyme
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson by explaining the meaning of a symbol; A symbol is a sign that 	<ul style="list-style-type: none"> - Mention what a symbol is after the teacher., - Recognise the symbols and their formation. - Individual learners 	- Flash cards

		<p>represents something.</p> <ul style="list-style-type: none"> - Guides learners on how to form symbols in the air, tables and chalkboard. - Uses flash cards and asks learners to mention the symbol and their formation <div> <div>O I _ / \</div> <div>n u c c</div> </div>	<p>practice forming symbols in air and table.</p> <ul style="list-style-type: none"> - 									
3	3 Mins	<ul style="list-style-type: none"> - Calls individual learners to come write symbols one by one. - Guides learners on how to sort symbols. - Guides learners to write letter symbols <div> <div>a = O I, e</div> <div>c -</div> </div>	<ul style="list-style-type: none"> - Practice writing symbols on the chalkboard. - Recognise and sort symbols individually. - Practice writing letter symbols on tables and chalkboard. 									
4	20 Mins	<ul style="list-style-type: none"> - Gives the exercise to the learners. - Guides and supervises learners work. 	<ul style="list-style-type: none"> - Do the given exercise <p>Activity</p> <ul style="list-style-type: none"> - Copy the symbols <table> <tr> <td>O</td> <td>I</td> <td>C</td> <td>U</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> - Write the symbols for these letters <div> <div>a =</div> <div>O I</div> </div> <div> <div>n =</div> <div></div> </div>	O	I	C	U					
O	I	C	U									

			s = _____ t = _____	
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Lesson 2

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information, enjoyment and responding appropriately in a wide range of situations.

Competence : I can associate sounds with letters.

Objectives : By the end of the lesson, learners will be able to ;

- Recognise and identify letter symbols.
- Form letter symbols properly.
- Recite, recognize letters 'a-m'

Content : Introducing the alphabet

Methods : Guided discovery, look and say, illustration

Ref : Learning frame work page

Life skills : Communication, Critical thinking

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	<ul style="list-style-type: none"> - Greets learners and introduces the lesson with a rhyme " Elephant, Elephant...." - Reviews the previous lesson by asking learners to form letter symbols and writing them on 	<ul style="list-style-type: none"> - Responds to teachers greetings and recite the rhyme with her. - Individual learners practice forming symbols and writing letter symbols - . 	<ul style="list-style-type: none"> - Rhyme

		<p>the chalk board</p> <p>n _____</p> <p>e _____</p>		
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson with a chart 'a-z' - Guides learners to recite and recognize letters 'a-m'. - Guides learners to write letters correctly 	<ul style="list-style-type: none"> - Practice reciting letters 'a-z' - Individual learners practice reciting recognizing and writing letters 'a-m' 	<ul style="list-style-type: none"> - Flash cards
3	3 Mins	<ul style="list-style-type: none"> - Guide learners to practice writing letters(a-m) using symbols in the air, chalkboard and tables - Calls individual learners to practice writing letters using symbols of letter (a-m) - 	<ul style="list-style-type: none"> - Learners practice sorting letter symbols in air and tables - Practice writing letters correctly on the chalkboard, tables, air using symbols correctly (a-m) 	
4	20 Mins	<ul style="list-style-type: none"> - Gives the exercise to the learners. - 	<ul style="list-style-type: none"> - Do the given exercise Activity - Copy and write letters 	

			and symbols a-m																										
			<table border="1"> <tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>f</td><td>g</td><td>h</td><td>i</td><td>j</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>k</td><td>l</td><td>m</td><td></td><td></td></tr> </table>	a	b	c	d	e						f	g	h	i	j						k	l	m			
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Lesson 3

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information, enjoyment and responding appropriately in a wide range of situations.

Competence : I can associate sounds to letters.

Objectives : By the end of the, learners will be to ;

- Recognise and identify letter symbols.
- Form letter symbols properly.
- Recite, recognize letters 'a-m'

Content : Introducing the alphabet

Methods : Guided discovery, look and say, illustration

Ref : Learning frame work page

Life skills : Communication, Critical thinking, problem solving

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
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1	3 Mins	<ul style="list-style-type: none"> - Greets learners and introduces the lesson with a rhyme “ Elephant, Elephant...” - Reviews the previous lesson by asking learners to write letters using symbols a = ○ b = ○ d = ○ f = f̂ 	<ul style="list-style-type: none"> - Respond to teachers greetings and recite the rhyme with her. - Individual learners practice writing letters using their symbols.. 	- Rhyme
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson with a chart ‘a-z’ - Guides learners to recite and recognize letters ‘n-z’ - Guides learners to practice writing letters using symbols in air, chalkboard. - 	<ul style="list-style-type: none"> - Practice reading letters ‘a-z’ - Individual learners practice reciting and recognizing letters ‘n-z’ - Individual learner practice writing letters in air., table 	- Flash cards
3	3 Mins	<ul style="list-style-type: none"> - Guides learners to sort letters. 	<ul style="list-style-type: none"> - Individual learners practice writing letters in 	

		<ul style="list-style-type: none"> - Calls individual learners to practice writing letters using symbols. - Guides learners to write letters correctly. - 	<p>the air, tables using symbols.</p> <ul style="list-style-type: none"> - Practice writing letters correctly on the chalkboard. 																										
4	20 Mins	<ul style="list-style-type: none"> - Gives the exercise to the learners. - 	<ul style="list-style-type: none"> - Do the given exercise <p>Activity</p> <ul style="list-style-type: none"> - Copy and write letters and symbols 'n-z' <table border="1"> <tr> <td>n</td><td>o</td><td>p</td><td>q</td><td>r</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>s</td><td>t</td><td>u</td><td>v</td><td>w</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>x</td><td>y</td><td>z</td><td></td><td></td></tr> </table> <ul style="list-style-type: none"> - Draw for the letter 'a-m' <p>a _____</p> <p>b _____</p> <p>c _____</p> <p>d _____</p> <p>e _____</p> <p>f _____</p> <p>g _____</p>	n	o	p	q	r						s	t	u	v	w						x	y	z			
n	o	p	q	r																									
s	t	u	v	w																									
x	y	z																											

Lesson 4

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information, enjoyment and responding appropriately in a wide range of situations.

Competence : I can associate sounds with letters

- Objectives : By the end of the lesson, learners will be able to ;
- Recognise letters a-m
 - Recite letters a-z
 - Practice forming letters using symbols 'a-m'
- Content : Recognition of letters a-z
- Methods : Guided discovery, look and say, illustration
- Ref : Learning frame work page
- Life skills : Communication, Critical thinking

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	<ul style="list-style-type: none"> - Greets learners and introduces the lesson with a rhyme a b c.... - Reviews the previous lesson by asking learners to write letters they learnt using symbols. 	<ul style="list-style-type: none"> - Respond to teachers greetings and recite the rhyme with her. - Individual learners practice writing letters using symbols. 	- Rhyme
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson with a chart 'a-z' - Guides learners to recite and recognize letters 'a-m' - Guides learners to practice writing letters using symbols in the air, tables, chalkboard. 	<ul style="list-style-type: none"> - Practice reading letters a-z - Individual learners practice reciting and recognizing letters 'a-m' - Practice sorting letters 'a-m' - Individual learners practice writing letters in air, table. 	- Flash cards

3	3 Mins	<ul style="list-style-type: none">- Guides learners to sort a letter and its pictures- Call individual learners to practice writing letters using symbols.- Guides learners to write letters correctly.	<ul style="list-style-type: none">- Learners sort a letter and its picture.- Individual learners practice writing letters in air, table using symbols.- Practice writing letters correctly-														
4	20 Mins	<ul style="list-style-type: none">- Gives the exercise to the learners.- Moves around to guide and supervise learners work.	<ul style="list-style-type: none">- Do the given exercise <p>Activity</p> <ul style="list-style-type: none">- Write letters a-m- Draw for the letters n-z <table><tr><td>n _____</td><td>t _____</td></tr><tr><td>o _____</td><td>u _____</td></tr><tr><td>p _____</td><td>v _____</td></tr><tr><td>q _____</td><td>w _____</td></tr><tr><td>r _____</td><td>x _____</td></tr><tr><td>s _____</td><td>y _____</td></tr><tr><td></td><td>_____</td></tr></table>	n _____	t _____	o _____	u _____	p _____	v _____	q _____	w _____	r _____	x _____	s _____	y _____		_____
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Lesson 1

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Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information, enjoyment and responding appropriately in a wide range of situations.

Competence : I can associate sounds with letters

Objectives : By the end of the lesson, learners will be able to ;

- Recognise letters 'a-z'

- Sequence letters 'a-m'

- Write letters 'a-m' in proper sequencing

Content : Match letters that are similar alike.

Sequencing letters.

Methods : Explanation, Demonstration





Ref : Learning frame work page

Life skills : Critical thinking, problem solving

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	<ul style="list-style-type: none"> - Greets learners and introduces the lesson with a rhyme ' a b c d' - Reviews the previous lesson by asking learners to draw for the letters 	<ul style="list-style-type: none"> - Responds to teachers greetings and recite the rhyme with the teacher. - Practice to draw for the letters 'n-z' - 	<ul style="list-style-type: none"> - Rhyme

		'a-z'		
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson by asking learners to recite letters 'a-z' - Gives learners chance to identify letters 'a-z'. - Gives learners chance to identify letters 'a-z' - Guides learners to recognise all the letters by use of a chart 	<ul style="list-style-type: none"> - Recite letters 'a-z' together with the teacher. - Learners identify letters 'a-z' and practice to write. - Individual learners recognize the letters on the chart. 	- Flash cards
3	3 Mins	<ul style="list-style-type: none"> - Gives learners chance to practice writing the taught letters 'a-z' on the tables, papers and to fill in the missing letters 'a-m'. - To write the letter for the picture correctly. - Ask learners questions like which letters is next to.....? 	<ul style="list-style-type: none"> - Individual learners practice writing the taught letters 'a-z' and to fill in the missing letters 'a-m' correctly. - Identify and write the letter for the picture. - Answers teachers questions. 	
4	20 Mins	<ul style="list-style-type: none"> - Gives an activity to do. 	<ul style="list-style-type: none"> - Do the given exercise <p>Activity</p> <ul style="list-style-type: none"> - Fill in the missing letters 'a-m' <p> a ___ c ___ e f ___ h ___ j </p>	

			<p>- Write the letter for the pictures</p>  _____  _____  _____  _____	
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Lesson 2

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information, enjoyment and responding appropriately in a wide range of situations.

Competence : I can associate sounds with letters

Objectives : By the end of the lesson, learners will be able to ;

- Recognise letters 'a-z'
- Sequence letters 'a-z'
- Write letters 'a-z'

Content : Match letters that are similar alike.

Sequencing letters.

Methods : Observation, look and say, explanation
Ref : Learning frame work page
Life skills : Critical thinking, problem solving

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	<ul style="list-style-type: none">- Greets learners and introduces the lesson with a rhyme mummy and daddy listen to me....- Reviews the previous lesson by asking learners to fill in the missing letters 'a-m'.	<ul style="list-style-type: none">- Respond to teachers greetings and recite the rhyme with the teacher.- Learners practice filling in the missing letters correctly on the chalkboard.	<ul style="list-style-type: none">- Rhyme
2	7 Mins	<ul style="list-style-type: none">- Introduces the lesson with a chart about letters.- Gives learners chance to read them and identify 'a-z'- Guides learners to sequence the letters 'n -z' using flash cards.-	<ul style="list-style-type: none">- Learners observe the chart.- Read and identify the letters 'a -z'.- Learners sequence letters n-z using flash cards individually.-	<ul style="list-style-type: none">- Flash cards
3	3 Mins	<ul style="list-style-type: none">- Gives chance to individual learners to practice filling in the missing letters and to write the	<ul style="list-style-type: none">- Individual learners practice writing letters and filling in the missing letters on the chalkboard and to write the next	

		next letter 'n-z' by use of charts - Guides learners on proper formation of letters 'a-z' using symbols. -	letter as the teacher guides them. - Practice writing using proper formation and symbols shown. -	
4	20 Mins	- Gives the activity to do.	- Do the given exercise Activity - Fill in the missing letters 'n-z' n _____, _____, _____, _____ _____ - Write the next letter n, o _____ p, q _____ v, w _____ r, s, t _____ s, t _____ x, y _____	

Lesson 3

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information, enjoyment and responding appropriately in a wide range of situations.

Competence : I can associate sounds with letters

Objectives : By the end of the lesson, learners will be able to ;

- Recognise letters a-z
- Sequence letters a-z

Content : Match letters that are similar alike.
Sequencing letters.

Methods : illustration, Demonstration, explanation

Ref : Learning frame work page

Life skills : Critical thinking, problem solving

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	<ul style="list-style-type: none"> - Greets learners and introduces with the lesson with a rhyme a b c d... - Reviews the previous lesson by asking learners to fill in the missing letters 'n-z' and to write the next letter - 	<ul style="list-style-type: none"> - Respond to teacher greeting and recite the rhyme with the teacher. - Review the previous lesson fill in the missing numbers and to write the next letter. - 	<ul style="list-style-type: none"> - Rhyme
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson by reciting all the letters a-z using the chart - Gives chance to learners to form letters on the 	<ul style="list-style-type: none"> - Recognise and recite letters a-z together using the chart. - Practice forming letters on the tables, chalk board using symbols. 	<ul style="list-style-type: none"> - Flash cards

		tables, chalkboard using symbols. -																																
3	3 Mins	<ul style="list-style-type: none"> - Gives chance to individual learners to practice filling in the missing letters a-z while reciting letters. - Guide learners on proper formation of letters a-z using symbols. - Ask learners question like which letter is the next. 	<ul style="list-style-type: none"> - Individual learners practice writing the next letter a-z while reciting letters. - Practice writing the letters a-z using proper formation shown. - Answers teachers question accordingly. 																															
4	20 Mins	<ul style="list-style-type: none"> - Gives the activity to do. 	<ul style="list-style-type: none"> - Do the given exercise <p>Activity</p> <ul style="list-style-type: none"> - Fill in the missing letters 'a-z' <table border="1"> <tbody> <tr> <td>a</td><td>___</td><td>c</td><td>___</td><td>e</td></tr> <tr> <td>f</td><td>___</td><td>h</td><td>___</td><td>j</td></tr> <tr> <td>k</td><td>___</td><td>m</td><td>___</td><td>o</td></tr> <tr> <td>p</td><td>___</td><td>r</td><td>___</td><td>t</td></tr> <tr> <td>u</td><td>___</td><td>w</td><td>___</td><td>y</td></tr> <tr> <td>z</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	a	___	c	___	e	f	___	h	___	j	k	___	m	___	o	p	___	r	___	t	u	___	w	___	y	z					
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Lesson 4

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

- Learning area 5 : Developing and using my language appropriately..
- Learning outcome : Listening with acuity for information, enjoyment and responding appropriately in a wide range of situations.
- Competence : I can associate sounds with letters
- Objectives : By the end of the lesson, learners will be to ;
- Identify and tell the next letters.
 - Write the next letters.
- Content : Match letters that are similar alike.
Sequencing letters.
- Methods : Look and say, explanation, illustration
- Ref : Learning frame work page
- Life skills : Critical thinking, problem solving

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	<ul style="list-style-type: none"> - Greets learners and introduce the lesson with a rhyme a b c d - Reviews the previous lesson by asking learners to recite and fill in letters a-z on their tables and chalkboard. 	<ul style="list-style-type: none"> - Respond to teacher greetings and recite the rhyme with the teacher. - Recite and fill in the missing letters a-z on the tables and chalkboard. 	- Rhyme
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson on to the learners by showing them letters 	<ul style="list-style-type: none"> - Recognise and recite letters a-z in their groups using a hart. 	- Flash cards

		<p>and asks them to recite in their groups using a chart.</p> <ul style="list-style-type: none"> - Writes different letters on the chalkboard and gives them chance to <input type="text"/> <input type="text"/> <input type="text"/> identify them e k d - Asks learners to tell the letters on the card. - 	<ul style="list-style-type: none"> - Individual learners practice reading letters a-z and identify them from the card. 	
3	3 Mins	<ul style="list-style-type: none"> - Guides learners to sequence letters a-z correctly on the board. - Guides learners to listen and write letters a-z - Teacher asks learners to practice writing the letters correctly on the chalkboard. - 	<ul style="list-style-type: none"> - Sequence letters correctly as guided by the teacher. - Listen and write letters a-z as the teacher guides them. - Learners write the next letter correctly as the teacher guides them. - 	
4	20 Mins	<ul style="list-style-type: none"> - Gives the activity to do. - Moves around to guide and supervise them. 	<ul style="list-style-type: none"> - Do the given exercise <p>Activity</p> <ul style="list-style-type: none"> - Write the next letters f, g __, __ j, k __, __ s, __, __, __ - Name the pictures <div style="display: flex; align-items: center; margin-bottom: 10px;">  _____ </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  _____ </div> <div style="display: flex; align-items: center;">  _____ </div>	

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Lesson 1

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information, enjoyment and responding appropriately.

Competence : I can associate sounds with letters

Objectives : By the end of the lesson, learners will be able to ;
 - Identify and tell the next letters.
 - Write the next letters.

Content : Match letters that are similar alike.
 Sequencing letters.

Methods : Look and say, explanation, illustration






Ref : Learning frame work page

Life skills : Critical thinking, problem solving

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
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1	3 Mins	<ul style="list-style-type: none"> - Greets learners and introduce the lesson with a rhyme a b c d - Reviews the previous lesson by asking learners to recite letters a-z while identifying them in their groups. 	<ul style="list-style-type: none"> - Respond to teacher greetings and recite the rhyme together with the teacher. - Recites letters a-z and identifies them orally in their groups. 	- Rhyme
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson to learners by asking them to read letters and tell the next letter on the chalkboard and the chart. - Asks individual learners to tell the letters on the flash cards f, g, 	<ul style="list-style-type: none"> - Recognise, read and tells the next letter on the chalkboard and chart. - Reads the given letters on the flash cards with the help of the teacher. 	- Flash cards
3	3 Mins	<ul style="list-style-type: none"> - Gives chance to individual learners to practice writing the next letter on the chalkboard j, k,s, __, __, - Gives learners a picture and asks them to tell its name. - Asks them to name the pictures on the chalkboard - 	<ul style="list-style-type: none"> - Individual learners practice writing the next letter on the chalkboard. - Recognise the picture and mentions its name. - Names the pictures individually and correctly - 	

4	20 Mins	- Gives an activity to do	- Do the given exercise Activity - Write the next letters fg ____ jk ____ s ____ - Name the pictures  ____  ____  ____  ____  ____	
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Lesson 2

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information, enjoyment and responding appropriately.

Competence : I can associate sounds with letters

Objectives : By the end of the lesson, learners will be able to ;

		<ul style="list-style-type: none"> - Identify and recognize letters before and after. - Write letters before and after.
Content	:	Match letters that are similar alike. Sequencing letters.
Methods	:	Look and say, explanation, illustration
Ref	:	Learning frame work page
Life skills	:	Critical thinking, problem solving

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	<ul style="list-style-type: none"> - Greets learners and introduces the lesson with a rhyme. - Reviews the previous lesson by asking learners to write the next letter and name the pictures on the chalkboard together. - 	<ul style="list-style-type: none"> - Respond to teachers greetings and recite the rhyme with her. - Individual learners will write the next letter and name the pictures on the chalkboard correctly. 	- Rhyme
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson by displaying the chart having letters a-z. - Guides learners to recite and recognize letters a-m and identifies letter before and after ___ w, ___ d, g ___, b___ 	<ul style="list-style-type: none"> - Observe and practice reading letters. - Individual learners practice writing letters before and after 	- Flash cards
3	3 Mins	<ul style="list-style-type: none"> - Gives chance to learners to write letters before and after on the chalkboard 	<ul style="list-style-type: none"> - Individual learners will practice writing the letter before and after on the chalkboard. 	

		__h, __j, e __, a __		
4	20 Mins	- Gives an activity to do	- Do the given exercise Activity - Write the letter before and after __b, __d, __f, __j __h, __l, __e, __g Letter after a __ c __ g __ f __ j __ k __ l __ e __ __ __	

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information, enjoyment and responding appropriately.

Competence : I can associate sounds with letters

Objectives : By the end of the lesson, learners will be able to ;

- Identify and recognize letters before and after.
- Write letters before and after.

Content : Match letters that are similar alike.
Sequencing letters.

Methods : Look and say, explanation, illustration

Ref : Learning frame work page

Life skills : Critical thinking, problem solving

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	<ul style="list-style-type: none"> - Greets learners and introduces the lesson with a rhyme. - Reviews the previous lesson by asking learners to write the next letter and name the pictures on the chalkboard together. - 	<ul style="list-style-type: none"> - Respond to teachers greetings and recite the rhyme with her. - Individual learners will write the next letter and name the pictures on the chalkboard correctly. 	<ul style="list-style-type: none"> - Rhyme
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson by displaying the chart having letters a-z. - Guides learners to recite and recognize letters a-m and identifies letter before 	<ul style="list-style-type: none"> - Observe and practice reading letters. - Individual learners practice writing letters before and after 	<ul style="list-style-type: none"> - Flash cards

		and after ___ w, ___ d, g ___, b___		
3	3 Mins	- Gives chance to learners to write letters before and after on the chalkboard ___h, ___j, e ___, a __	- Individual learners will practice writing the letter before and after on the chalkboard.	
4	20 Mins	- Gives an activity to do	- Do the given exercise Activity - Write the letter before and after ___b, ___d, ___f, ___j ___h, ___l, ___e, ___g Letter after a ___ c ___ g ___ f ___ j ___ k ___ l e ___ ___	

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Lesson 4

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information, enjoyment and responding appropriately.

Competence : I can associate sounds with letters

Objectives : By the end of the lesson , learners will be able to ;
 - Recognise letters after
 - Write letters after.

Content : Match letters that are similar alike.
 sequencing letters.

Methods : Demonstration, explanation, look and say

Ref : Learning frame work page

Life skills : Critical thinking, problem solving

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	- Greets learners and introduces the lesson with a rhyme a, b, c, d - Reviews the previous lesson by asking learners to write /tell the letter before and after __c, __e, a __, d __	- Responds to teachers greetings and recites the rhyme with her. - Individual learners will tell the letter before and after using a chart correctly and on the chalkboard. -	- Rhyme

		using charts correctly. -		
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson to learners by asking them to practice writing the letter after while reciting all letters s-m. - Gives learners chance to recognize and write the letter that comes after c, a – c correctly. 	<ul style="list-style-type: none"> - Individual learners will write the letter after while reciting m <u>n</u>, s <u> </u> - Practice writing the letters before and in between <u>b</u> c, a <u>b</u> c correctly. 	- Flash cards
3	3 Mins	<ul style="list-style-type: none"> - Gives chance to individual learners to write the letter that comes after on the tables with good formation. - Guides learners to form letters well using symbols. - Asks questions like which letter comes after s <u> </u>, m <u> </u> - 	<ul style="list-style-type: none"> - Individual learners write the letter that come after on the tables. - Recognise and forms the letters well. - Answer teachers questions orally 	
4	20 Mins	<ul style="list-style-type: none"> - Gives an activity to do 	<ul style="list-style-type: none"> - Do the given exercise Activity - Write the letter before and after Letter after s <u> </u> a <u> </u> 	

			m c ____ _____ l ____ b ____ j e ____ _____	
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Lesson 1

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information, enjoyment and responding appropriately.

Competence : I can associate sounds with letters

Objectives : By the end of the lesson, learners will be to ;
- Identify and write the letters in between.

Content : Match letters that are similar alike.
sequencing letters.


Methods : Illustration, Explanation, look and say





Ref : Learning frame work page

Life skills : Critical thinking, problem solving

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
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1	3 Mins	<ul style="list-style-type: none"> - Greets learners and introduces the lesson with a rhyme daddy and mummy listen to me..... - Reviews the previous lesson by asking learners to recite letters and mention the letter that comes after h __, f __ using a chart. 	<ul style="list-style-type: none"> - Respond to teachers greetings and recites the rhyme with her. - Individual learners will recite letters and mention the letters that come after h __, f __ by use of a chart. - 	- Rhyme
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson to learners by asking them to write letters on the tables with good letter formations. - Gives chance to learners to fill in the letters in between using charts a _c, e _g, m _o 	<ul style="list-style-type: none"> - Individual learners will write letters on the tables - Practice writing the letter in between using a chart a _c, e _g correctly . 	- Flash cards
3	3 Mins	<ul style="list-style-type: none"> - Gives chance to individual learners to write the letter in between on the tables f _h, e _g - Calls learners to write letters in between correctly on the chalkboard e _g, b _d 	<ul style="list-style-type: none"> - Individuals write the letters in between on the tables. - Practice writing letters in between on the chalkboard correctly. - 	
4	20 Mins	<ul style="list-style-type: none"> - Gives an activity to do - What is this?  <p>It is a _____</p>	<ul style="list-style-type: none"> - Do the given exercise <p>Activity</p> <ul style="list-style-type: none"> - Write the letter in 	

		   	between Letter after f g h b _ d d _ f u _ w p _ r e _ g a _ c m _ o	
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Lesson 2

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information, enjoyment and responding appropriately.

Competence : I can associate sounds with letters

Objectives : By the end of the lesson , learners will be to ;

		<ul style="list-style-type: none"> - Identify the correct letters. - Write the letters correctly.
Content	:	Select letters odd man out from several identical letters given.
Methods	:	Guided discovery, Look and say, explanation
Ref	:	Learning frame work page
Life skills	:	Critical thinking, problem solving

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	<ul style="list-style-type: none"> - Greets learners and introduces the lesson with a rhyme. - Reviews the previous lesson by asking learners to recite letters and mention the letter in between 'a-z' <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px;">t</div> <div style="border: 1px solid black; padding: 2px;">v</div> <div style="border: 1px solid black; padding: 2px;">b</div> <div style="border: 1px solid black; padding: 2px;">d</div> <div style="border: 1px solid black; padding: 2px;">k</div> <div style="border: 1px solid black; padding: 2px;">m</div> </div>	<ul style="list-style-type: none"> - Respond to teachers greetings and recite the rhyme with the teacher. - Practice writing letters in between. 	<ul style="list-style-type: none"> - A chart
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson to the learners by defining the word 'odd man out' means something which is not the same like others. - Gives learners different objects to recognize and tell their similarities and differences. - Asks learners to mention the similarities of the given objects or pictures. - 	<ul style="list-style-type: none"> - Learn the meaning of 'odd man out' and repeat after the teacher. - Recognises different objects identify their similarities and differences. - Mention the similarities and differences between these pictures or objects. 	<ul style="list-style-type: none"> - Flash cards

3	3 Mins	<ul style="list-style-type: none">- Gives chance to learners to sort objects which are odd man out using things found at home and in class.- Asks them to give a reason why they are odd man out.- Explains to learners that 8 is the odd man out because is not a letter.-	<ul style="list-style-type: none">- Practice sorting the odd man out from the given objects, letters and numbers.- Explain why they are odd man out.- Listen to teachers examples and explanations.-																	
4	20 Mins	<ul style="list-style-type: none">- Asks learners to identify the odd man out and give a reason why it's odd the man out.	<ul style="list-style-type: none">- Identify the odd man out and give a reason why it's the odd man out <p>Activity</p> <ul style="list-style-type: none">- Circle the odd man out (letters) <table><tr><td>Ⓢ</td><td>2</td><td>Ⓢ</td><td><u>s</u></td></tr><tr><td>m</td><td>m</td><td>4</td><td>__</td></tr><tr><td>h</td><td>7</td><td>h</td><td>__</td></tr><tr><td>s</td><td>b</td><td>b</td><td>__</td></tr></table>	Ⓢ	2	Ⓢ	<u>s</u>	m	m	4	__	h	7	h	__	s	b	b	__	
Ⓢ	2	Ⓢ	<u>s</u>																	
m	m	4	__																	
h	7	h	__																	
s	b	b	__																	

Lesson 3

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information and responding appropriately in a wide range of situations.

Competence : I can associate sounds with letters

Objectives : By the end of the lesson, learners will be to ;

- Read and spell words.
- Write words correctly.
- Draw pictures for the words
- Write sentences using the given words.

Content : Writing words for letters 'a-e'

Methods : Guided discovery, Demonstration, Look and say





Ref : Learning frame work page

Life skills : Problem solving and critical thinking.

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	<ul style="list-style-type: none"> - Greet learners and introduces the lesson with a rhyme 'a, b, c, d' - Reviews the previous lesson by asking learners to identify the odd man out from the given activity. <div style="border: 1px solid black; display: inline-block; padding: 2px;">7 8 k j m 3</div>	<ul style="list-style-type: none"> - Respond to teachers greetings and recite the rhyme along with the teacher. - Practice identifying the odd man out from the given activities. 	<ul style="list-style-type: none"> - A chart
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson to the learners by giving them words of letters 'a-e' 	<ul style="list-style-type: none"> - Recognises different words of letters 'a-e' - Practice reading and spelling words of 	<ul style="list-style-type: none"> - Flash cards

		<p>a- axe, apple, arrow c- cup, car, chair b- bird, book, bottle d- door, drum, dress e- egg, elephant, envelope</p> <ul style="list-style-type: none"> - - Gives them words to read and spell them. - Gives chance to learners to sort and read the word on the flash cards. 	<p>letters 'a-e'</p> <ul style="list-style-type: none"> - Practice sorting words and reading them. - Practice writing the spelt words. - Practice drawing pictures for the given words. 	
		<p>arrow drum bottle <input type="text"/></p> <p>elephant</p> <ul style="list-style-type: none"> - Gives learners chance to practice writing the spelt words. - Demonstrate to the learners how to draw the pictures. - Gives learners chance to practice drawing pictures for the given words. 		
3	3 Mins	<ul style="list-style-type: none"> - Gives chance to learners to practice drawing pictures for the given words on the chalkboard. - Individual learners practice naming the drawn pictures. - Gives chance to learners 	<ul style="list-style-type: none"> - Individual learners practice drawing pictures for the given words. - Practice naming the drawn pictures. - Individual learners practice filling in the missing letters in the 	

		to practice filling in the missing letters in the words and writing sentences.	given words and writing sentences for the drawn pictures using; This is a.....	
4	20 Mins	<ul style="list-style-type: none"> - Gives learners an exercise to do - Moves around to guide and supervise learners work. 	<ul style="list-style-type: none"> - Do the given exercise. - Read and draw. bird _____ bottle _____ door _____ dress _____ elephant _____ - Fill in the missing letters dr ____m elep ____ant b ____ttle ____ - Write sentences using; This is <div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="flex-grow: 1; border-bottom: 1px solid black; margin-left: 10px;"></div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="flex-grow: 1; border-bottom: 1px solid black; margin-left: 10px;"></div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="flex-grow: 1; border-bottom: 1px solid black; margin-left: 10px;"></div> </div> <div style="display: flex; align-items: center;">  <div style="flex-grow: 1; border-bottom: 1px solid black; margin-left: 10px;"></div> </div> </div>	

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Lesson 4

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information and responding appropriately in a wide range of situations.

Competence : I can associate sounds with letters

Objectives : By the end of the lesson, learners will be to ;

- Read and spell words.
- Write words correctly
- Name the pictures
- Write sentences using the given words.

Content : Writing words for letters 'f-g'

Methods : Guided discovery, Demonstration, Look and say




Ref : Learning frame work page





Life skills : Problem solving and critical thinking.

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
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1	3 Mins	<ul style="list-style-type: none"> - Greet learners and introduces the lesson with a rhyme 'a, b, c, d' - Reviews the previous lesson by asking learners to write words for letters 'a-e' 	<ul style="list-style-type: none"> - Respond to teachers greetings and recite the rhyme along with the teacher. - Practice writing different words for letters 'a-e' 	- A chart
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson to the learners by giving them words of letters 'f-g' - Shows learners flash cards f- flat, fish, flower g- gun, giraffe, grass, girl h- house, hut, hat, hoe i- inkpot, insect, igloo j- jug, jacket, jerrycan - Gives them chance to practice reading and spelling them. - Gives learners chance to sort and read the words on the flash cards. <div style="border: 1px solid black; padding: 2px; display: inline-block;">insect jacket hoe</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">elephant</div> <ul style="list-style-type: none"> - Gives learners chance to practice writing the sorted words. - Demonstrates to the learners on how some 	<ul style="list-style-type: none"> - Practice reading words for letters 'f-j' - Individual learners sort and read the given words on the flash cards. - Practice drawing pictures for the given words as demonstrated by the teacher. - Individual learners practice writing the spelt words. 	- Flash cards

		<p>pictures are drawn.</p> <ul style="list-style-type: none"> - Gives chance to learners to practice drawing pictures for the given words. 		
3	3 Mins	<ul style="list-style-type: none"> - Gives chance to learners to practice drawing pictures for the given words on the black board. - Guides learners to practice naming the drawn pictures. - Gives chance to learners to practice filling in the missing letters in the words and writing sentences. - . 	<ul style="list-style-type: none"> - Practice drawing pictures for the given words on the blackboard. - Individual learners practice naming the drawn pictures. - Individual learners practice filling in the missing letters in the words and writing sentences. 	
4	20 Mins	<ul style="list-style-type: none"> - Gives learners an exercise to do - Guides and corrects the learners as they do their work. 	<ul style="list-style-type: none"> - Do the given exercise. - Name the pictures <div style="display: flex; align-items: center;">  _____ </div> <div style="display: flex; align-items: center;">  _____ </div> <div style="display: flex; align-items: center;">  _____ </div>	

			 _____ <ul style="list-style-type: none"> - Write words correctly - Write sentences using; I can see a  _____  _____  _____	
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Lesson 1

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information and responding appropriately in a wide range of situations.

Competence : I can associate sounds with letters

Objectives : By the end of the lesson, learners will be to ;

- Read and spell words.
- Read and draw
- Listen and write words

Content : Reading words of letters k-o

Methods : Guided discovery, Demonstration, Look and say




Ref : Learning frame work page

Life skills : Problem solving and critical thinking.

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	<ul style="list-style-type: none"> - Greets learners and introduces the lesson with a rhyme "I mama chips na x 2 letter k letter i letter t - letter e which word is that one? - Reviews the previous by giving chance to learners to practice writing words of letters 'f-g' 	<ul style="list-style-type: none"> - Practice writing words for letters f-j and reading them. - 	<ul style="list-style-type: none"> - A chart
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson to the learners to the learners by giving them 	<ul style="list-style-type: none"> - Recognise the shown written words on the chalk board for 	<ul style="list-style-type: none"> - Flash cards

		<p>words of letters 'k-o'</p> <ul style="list-style-type: none"> - Guides learners to practice reading and spelling the given words k- kite, kettle, king l - lion, leaf, lemon m- moon, mango, nose O- orange, onion, ova - Guides learners to sort and read the words on the flash lemon <input type="text"/> mango orange - Gives learners chance to practice writing the sorted words. - Teacher demonstrates to the learners on how to draw pictures for the words. - Gives chance to learners to practice reading words and drawing their pictures. 	<p>letters k-o</p> <ul style="list-style-type: none"> - Practice sorting and reading words on the flash cards - Practice writing the sorted words on the chalkboard. - Practice reading words and drawing their pictures. 	
3	3 Mins	<ul style="list-style-type: none"> - Gives chance to learners to practice reading words and drawing their pictures. - Guides learners to practice naming the drawn pictures. - Gives chance to learners to practice listening and writing words.. 	<ul style="list-style-type: none"> - Practice reading and drawing pictures for the given words. - Practice naming the drawn pictures - Practice listening and writing words told by the teacher. 	

4	20 Mins	- Gives learners an exercise to do	<ul style="list-style-type: none"> - Do the given exercise. - Listen and write words bird, chair, drum, fish, girl, house, kettle - Make sentences <div style="display: flex; align-items: center; margin-bottom: 10px;">  ___ and a ___ </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  ___ and a ___ </div> <div style="display: flex; align-items: center;">  ___ and a ___ </div>	

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Lesson 2

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information and responding appropriately in a wide range of situations.

Competence : I can associate sounds with letters

Objectives : By the end of the lesson, learners will be able to ;

- Read and spell these words
- Fill in the correct letters in words
- Writing sentences using the given words

Content : Reading words of letters 'p-t'

Methods : Guided discovery, Demonstration, Look and say






Ref : Learning frame work page




Life skills : Critical thinking, problem solving, Communiation.

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	<ul style="list-style-type: none"> - Greets learners and introduces the lesson with a rhyme - " I mama chips na x 2 letter b letter a letter g which word is that one? - Reviews the previous work by giving chance 	<ul style="list-style-type: none"> - Respond to teachers greetings and recite the rhyme along with the teacher - Practice writing words for letters f-j and reading them. - 	- A chart

		to learners o practice writing words of letters 'k-o'.		
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson to the learners to the learners by giving them words of letters 'p-t' - Guides learners to practice reading and spelling the given words p- pen, pencil, pin q- queen, quill r- rope, rain, rake s- snake, stool, stone t- tree, tank, tent - Guides learners to sort and read the words on the flash stone pencil tank - Gives learners chance to practice writing the sorted words. - Teacher demonstrates to the learners on how to draw pictures for the words. - Gives chance to learners to practice reading words and drawing their pictures. 	<ul style="list-style-type: none"> - Recognise words for the given letters. - Practice reading and spelling of he given words for the letters. - Practice sorting words and reading them and then write them. - Observe the teacher while drawing pictures on the chalkboard. - Practice drawing pictures for the taught words on the chalkboard and tables. - 	- Flash cards

3	3 Mins	<ul style="list-style-type: none"> - Gives chance to learners to practice reading the given words and drawing the pictures on the blackboard. - Gives chance to individual learners to practice naming the drawn pictures - Gives chance to learners to practice filling in the missing letters in the words and writing sentences for the given words. - 	<ul style="list-style-type: none"> - Practice reading the given words and drawing their pictures stone _____ queen _____ rake _____ - Individual learners practice naming the drawn pictures for the letters p-t - Practice filling in the missing letters in the given words and writing sentence for the drawn pictures sn _ _ ke p _ _ nc _ _ l t _ _ nk 	
4	20 Mins	<ul style="list-style-type: none"> - Gives learners the exercise to do 	<ul style="list-style-type: none"> - Do the given exercise. - Name the pictures <div style="text-align: center;">  _____ </div> <div style="text-align: center;">  _____ </div> <div style="text-align: center;">  _____ </div> <div style="text-align: center;">  _____ </div> <div style="text-align: center;">  _____ </div>	

			<ul style="list-style-type: none"> - Fill in the missing letters r _ce p _ncil st _ _l - Write sentences Here is.....   	
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Lesson 3

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information and responding appropriately in a wide range of situations.

Competence : I can associate sounds with letters

Objectives : By the end of the lesson, learners will be to ;

- Read and spell these words
- Name the pictures
- Write words correctly
- Write sentences for the taught pictures

Content : Reading words of letters 'u-z'







Methods : Guided discovery, Demonstration, Look and say

Ref : Learning frame work page
 Life skills : Critical thinking, problem solving

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	<ul style="list-style-type: none"> - Greets learners and introduces the lesson with a rhyme - “ I mama chips na x 2 letter z letter e letter b letter r letter a which word is that one? - Reviews the previous work by giving chance to learners o practice writing words of letters ‘p-t’. 	<ul style="list-style-type: none"> - Respond to teachers greetings and recite the rhyme along with the teacher - Practice writing words letters ‘p-t’ - 	- A chart
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson to the learners to the learners by giving them words of letters ‘u-z’ - Guides learners to practice reading and spelling the given words u- umbrella, underwear v- vest, van, vim w- window, wall, woman x- box, six, fox, wax y- yam, yolk, yellow z – zebra, zoo, zip - Guides learners to sort and read the words on the 	<ul style="list-style-type: none"> - Practice reading and spelling words for the given letters on the chart. - Practice sorting and reading the words on the flash cards - Practice writing, and reading the sorted words - Observe the teachers on how to draw clear pictures - Learners practice drawing pictures 	- Flash cards

		<p>flash cards</p> <p> <input type="text" value="window"/> <input type="text" value="zebra"/> <input type="text"/> </p> <p>umbrella</p> <ul style="list-style-type: none"> - Gives learners chance to practice writing the sorted words. - Teacher demonstrates to the learners on how to draw pictures for the words. - Gives chance to learners to practice reading words and drawing their pictures. 	for the taught words.	
3	3 Mins	<ul style="list-style-type: none"> - Gives chance to learners to practice reading words and drawing their pictures umbrella _____ yam _____ - Gives chance to individual learners to practice naming the drawn pictures. - Gives chance to learners to practice reading, drawing and writing sentences using the pictures given with the structure " That is a....." 	<ul style="list-style-type: none"> - Practice reading and drawing pictures for the given words. - Individual learners practice naming the drawn pictures of letters 'u-z' - Practice reading and drawing pictures for words given, writing sentences using the given pictures with the use of structure ' That is a" 	
4	20 Mins	<ul style="list-style-type: none"> - Gives learners the exercise to do 	<ul style="list-style-type: none"> - Do the given exercise. 	

			<ul style="list-style-type: none"> - Read and draw yam ___ zip ___ vest ___ - Name the pictures <div style="display: flex; flex-direction: column; align-items: center;">  _____  _____  _____ </div> <ul style="list-style-type: none"> - Write sentences using That is a..... <div style="display: flex; flex-direction: column; align-items: center;">  _____  _____  _____ </div>	
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Lesson 4

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information and responding appropriately in a wide range of situations.

Competence : I can re-tell stories

Objectives : By the end of the lesson, learners will be able to ;

- Read the written story
- Complete the story correctly

Content : Listening to stories and answering questions about them.

Methods : Guided discovery, Demonstration, Look and say








Ref : Learning frame work page

Life skills : Critical thinking, problem solving

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	<ul style="list-style-type: none"> - Greets learners and introduces the lesson with a rhyme - “ There x 2 There at home. - Reviews the previous lesson by giving chance to practice writing words for letters ‘u-z’ and writing their sentences. 	<ul style="list-style-type: none"> - Respond to teachers greetings and recite the rhyme along with the teacher - Practice writing words for letters ‘u-z’ and writing their sentences 	- A chart
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson to the learners by; - Explaining to them the word story. A story is a collection of an event either true or false - The teacher shows the learners the picture of a 	<ul style="list-style-type: none"> - Learn the meaning of the word story. - Recognise the given pictures - Individual learners practice making different 	- Flash cards

		<p>family</p> <ul style="list-style-type: none">- Gives chance to individual learners to make different sentences using the given pictures.- Introduces a story to the learners- Reads the story for the learners <p><u>My family</u></p> <p>Here is my family. There is father, mother, brother and my little sister. My father buys food at home. My mother cooks food I love my family.</p>	<p>sentences using the pictures given</p> <ul style="list-style-type: none">- Listen to the story and answer questions related to the story.-													
3	3 Mins	<ul style="list-style-type: none">- Gives the story to the learners- First gives the key words to the learners to practice reading. <table><tr><td>Here</td><td>father</td><td>and</td><td>little</td></tr><tr><td>mother</td><td>There</td><td>sister</td><td>love</td></tr><tr><td>cooks</td><td>family</td><td>buys</td><td>my</td></tr></table> <ul style="list-style-type: none">- Guides learners chance to practice reading the given words- reads the story to the learners- Gives chance to the learners to practice reading the story.	Here	father	and	little	mother	There	sister	love	cooks	family	buys	my	<ul style="list-style-type: none">- Recognises the key words given.- Practice reading he given words- Listen to the teacher as they are following.- Practice reading the given story.	
Here	father	and	little													
mother	There	sister	love													
cooks	family	buys	my													

4	20 Mins	- Gives learners the exercise to do	<p>- Do the given exercise.</p> <p>- Complete the story</p> <p><u>My family</u></p> <p>Here is my  .</p> <p>There is  ,   _____</p> <p>_____ and my one  _____.</p> <p>At home my father buy  _____</p> <p>_____ at home and my mother _____</p> <p>_____ food at home. I love my family.</p> 	

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Lesson 1

Date	Class	Age	Number of pupils			
	Top		Boys	Girls	Sign	Total

Learning area 5 : Developing and using my language appropriately..

Learning outcome : Listening with acuity for information and responding appropriately in a wide range of situations.

Competence : I can associate sounds with letters

Objectives : By the end of the lesson , learners will be able to ;
- Re-tell a story, write it down and draw.

Content : Reciting, writing and drawing stories.

Methods : Guided discovery, Demonstration, Look and say

Ref : Learning frame work page

Life skills : Critical thinking, problem solving

Lesson Development

Steps	Time	Teachers activities	Learner's activities	Material
1	3 Mins	<ul style="list-style-type: none"> - Greets learners and introduces the lesson with a rhyme " There x 2 There at home - Reviews the previous lesson by giving chance to 	<ul style="list-style-type: none"> - Respond to teachers greetings and recite the rhyme along with teacher. - Practice reading the story. 	- A chart

		learners to read the story taught.	-	
2	7 Mins	<ul style="list-style-type: none"> - Introduces the lesson to the learners by giving them a picture - Guides learners to make stories using the picture given orally? - Gives chance to learners to make a story from the picture given. - 	<ul style="list-style-type: none"> - Children observe and recognise the picture of a school. - Guides learners to make stories 'orally' using the picture given. - Individual learners practice making stories using the given pictures. - 	- Flash cards
3	3 Mins	<ul style="list-style-type: none"> - Gives the picture to the learners to practice writing their own stories. - A picture of my school. - 	- Practice writing own stories using the given pictures.	
4	20 Mins	<ul style="list-style-type: none"> - Gives learners the exercise to do - Guides and corrects learner's as they write. 	<ul style="list-style-type: none"> - Do the given exercise. - Write a story using the picture of my school. 	

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