

School	Grade	Learning Area	Term	Year
	2	Literacy Activities	3	

Week	Lesson	Strand/ Theme	Sub Strand/Sub theme	Specific Learning Outcomes	Key Inquiry Question(S)	Learning Experience	Learning Resources	Assessment	Remarks
1	1	Listening	Effective Communication	By the end of the sub-strand, the learner should be able to: a) Use non-verbal cues in oral communication to express feelings and experiences.	What makes us happy?	1) Learners interact with audio and audio-visual teaching aids to relate to the experiences and feelings of others 2) Learners listen to songs and poems related to feelings	Audio-recording devices, learners  KLB Visionary English Activities Grade 2 pg. 108-109	Question and answer, Observation of non-verbal cues as the learners share experiences, Role play (drills)	
	2	Listening	Effective Communication	By the end of the sub-strand, the learner should be able to: a) Use non-verbal cues in oral communication to express feelings and experiences.	What makes us happy?	1) Learners interact with audio and audio-visual teaching aids to relate to the experiences and feelings of others 2) Learners listen to songs and poems related to feelings	Audio-recording devices, learners  KLB Visionary English Activities Grade 2 pg. 108-110	Question and answer, Observation of non-verbal cues as the learners share experiences, Role play (drills)	
	3	Speaking	Presentation skills	By the end of the sub-strand, the learner should be able to: a) Express self appropriately using acquired vocabulary to communicate effectively b) Relate various community activities in	What does a good presenter do?	1) Learners express personal feelings orally using the learnt vocabulary 2) Learners are encouraged to participate in speaking competitions	Audio visual aids, role models, pictures of various events  KLB Visionary English Activities Grade 2 pg. 111-112	Matching pictures with events, question/answer	

				order in which they occur					
	<b>4</b>	<b>Reading</b>	<b>Answering comprehension questions</b>	By the end of the sub-strand, the learner should be able to: a) Locate specific details in response to questions from texts read	Why is it important to understand the meaning of what you read?	1. Learners respond to comprehension questions from texts on varied themes 2. Learners relate personal experiences to a story read.	Readers, newspapers, magazines, journals  KLB Visionary English Activities Grade 2 pg. 112-113	Question/answer, filling in blanks	
	<b>5</b>	<b>Writing</b>	<b>Handwriting</b>	By the end of the sub-strand, the learner should be able to: a) Use conventional spacing between words b) Use basic punctuation appropriately.	Why should I write Well?	1. Learners write dictated sentences, paying attention to the spacing (between and within words), punctuation and legibility. 2. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns 3. Learners observe and practice handwriting as is displayed	Books, pencils, crayons, word puzzles, story books  KLB Visionary English Activities Grade 2 pg. 114-115	teacher to provide a written text modelling good handwriting for the learners to copy in their book	
<b>2</b>	<b>1</b>	<b>Listening</b>	<b>Effective Communication</b>	By the end of the sub-strand, the learner should be able to: a) Use non-verbal cues in oral communication to express feelings and experiences.	What makes us happy?	1) Learners interact with audio and audio-visual teaching aids to relate to the experiences and feelings of others 2) Learners listen to songs and poems	Audio-recording devices, learners  KLB Visionary English Activities Grade 2 pg. 108	Question and answer, Observation of non-verbal cues as the learners share experiences, Role play (drills)	

						related to feelings			
	<b>2</b>	<b>Listening</b>	<b>Effective Communication</b>	By the end of the sub-strand, the learner should be able to: a) Use non-verbal cues in oral communication to express feelings and experiences.	What makes us happy?	1) Learners interact with audio and audio-visual teaching aids to relate to the experiences and feelings of others 2) Learners listen to songs and poems related to feelings	Audio-recording devices, learners  KLB Visionary English Activities Grade 2 pg. 110	Question and answer, Observation of non-verbal cues as the learners share experiences, Role play (drills)	
	<b>3</b>	<b>Speaking</b>	<b>Presentation skills</b>	By the end of the sub-strand, the learner should be able to: a) Express self appropriately using acquired vocabulary to communicate effectively b) Relate various community activities in order in which they occur	What does a good presenter do?	1) Learners express personal feelings orally using the learnt vocabulary 2) Learners are encouraged to participate in speaking competitions	Audio visual aids, role models, pictures of various events  KLB Visionary English Activities Grade 2 pg. 111	Matching pictures with events, question/answer	
	<b>4</b>	<b>Reading</b>	<b>Answering comprehension questions</b>	By the end of the sub-strand, the learner should be able to: a) Locate specific details in response to questions from texts read	Why is it important to understand the meaning of what you read?	1. Learners respond to comprehension questions from texts on varied themes 2. Learners relate personal experiences to a story read.	Readers, newspapers, magazines, journals  KLB Visionary English Activities Grade 2 pg. 110-114	Question/answer, filling in blanks	
	<b>5</b>	<b>Writing</b>	<b>Handwriting</b>	By the end of the sub-strand, the learner should be able to: a) Use conventional spacing between words	Why should I write Well?	1. Learners write dictated sentences, paying attention to the spacing (between and within words),	Books, pencils, crayons, word puzzles, story books	teacher to provide a written text modelling good handwriting for	

				b) Use basic punctuation appropriately.		punctuation and legibility. 2. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns 3. Learners observe and practice handwriting as is displayed	KLB Visionary English Activities Grade 2 pg.114-115	the learners to copy in their book	
<b>3</b>	<b>1</b>	<b>Listening</b>	<b>Conversation</b>	By the end of the sub-strand, the learner should be able to: a) listen attentively and actively participate in conversations in different contexts	Who do we talk to?	1. Learners role play or dramatize a conversation involving issues relating to the theme my home 2. Learners participate in collaborative conversation on different themes (check on Fluency, accuracy with words and pronunciation, turn taking skills, in pairs and small groups	Audio tapes, videos on conversations related to theme, Phones  KLB Visionary English Activities Grade 2 pg. 116-117	Question and answer, role play, dramatization	
	<b>2</b>	<b>Speaking</b>	<b>Presentation skills</b>	By the end of the sub-strand, the learner should be able to: a) Relate various community activities in order in which they occur b) Use appropriate tonal variation, articulation		1) Learners identify good and poor presentation skills(videos recording of presentations or role playing by teacher) 2) Learners present poems and sing songs	Audio visual aids, role models, pictures of various events  KLB Visionary English Activities Grade 2 pg.118	matching pictures with events, question/answer	

				and stress to express self-confidently.		on various themes.			
	<b>3</b>	<b>Reading</b>	<b>Answering comprehension questions</b>	By the end of the sub-strand, the learner should be able to: a) Summarise texts read by identifying main ideas. c) Determine the meaning of unknown words in context	Why is it important to understand the meaning of what you read?	1. Learners use context clues to determine word meanings 2. Learners are guided to summarize texts by retelling or identifying the main ideas	Readers, newspapers, magazines, journals  KLB Visionary English Activities Grade 2 pg.118	Question/answer, filling in blanks	
	<b>4</b>	<b>Writing</b>	<b>Creative writing</b>	By the end of the sub-strand, the learner should be able to: a) Apply knowledge of creative writing process to write own texts. b) Exhibit artistic expression through writing.	How do we organize ideas to make a story interesting?	1. Learners are guided on the writing process through picture stories in scrapbooks/ journals (planning, drafting, edited, proofreading, publishing) 2. Learners give feedback on their classmate's writing	Newspaper cutting, story maps, print materials, books, glue, scissors, sentence strips  KLB Visionary English Activities Grade 2 pg.119-120	Learners write a story based on a given picture story.	
	<b>5</b>	<b>Writing</b>	<b>Creative writing</b>	By the end of the sub-strand, the learner should be able to: a) Apply knowledge of creative writing process to write own texts. b) Exhibit artistic expression through writing.	How do we organize ideas to make a story interesting?	1. Learners are guided on the writing process through picture stories in scrapbooks/ journals (planning, drafting, edited, proofreading, publishing) 2. Learners give feedback on their classmate's writing	Newspaper cutting, story maps, print materials, books, glue, scissors, sentence strips  KLB Visionary English Activities Grade 2 pg.121-122	Learners write a story based on a given picture story.	
<b>4</b>	<b>1</b>	<b>Listening</b>	<b>Conversation</b>	By the end of the sub-strand, the learner should	Who do we talk to?	1. Learners role play or dramatize a	Audio tapes, videos on	Question and answer, role	

				be able to: a) listen attentively and actively participate in conversations in different contexts		conversation involving issues relating to the theme my home 2. Learners participate in collaborative conversation on different themes (check on Fluency, accuracy with words and pronunciation, turn taking skills, in pairs and small groups	conversations related to theme, Phones  KLB Visionary English Activities Grade 2 pg.116-117	play, dramatisation	
	<b>2</b>	<b>Speaking</b>	<b>Presentation skills</b>	By the end of the sub-strand, the learner should be able to: a) Relate various community activities in order in which they occur b) Use appropriate tonal variation, articulation and stress to express self-confidently.	What does a good presenter do?	1) Learners identify good and poor presentation skills(videos recording of presentations or role playing by teacher) 2) Learners present poems and sing songs on various themes.	Audio visual aids, role models, pictures of various events  KLB Visionary English Activities Grade 2 pg.118	matching pictures with events, question/answer	
	<b>3</b>	<b>Reading</b>	<b>Answering comprehension questions</b>	By the end of the sub-strand, the learner should be able to: a) Summarise texts read by identifying main ideas. c) Determine the meaning of unknown words in context	Why is it important to understand the meaning of what you read?	1. Learners use context clues to determine word meanings 2. Learners are guided to summarize texts by retelling or identifying the main ideas	Readers, newspapers, magazines, journals  KLB Visionary English Activities Grade 2 pg. 118	Question/answer, filling in blanks	
	<b>4</b>	<b>Writing</b>	<b>Creative writing</b>	By the end of the sub-strand, the learner should be able to:	How do we organize ideas to	1. Learners are guided on the writing process through picture	Newspaper cutting, story maps, print	Learners write a story based on a given picture	

				a) Apply knowledge of creative writing process to write own texts. b) Exhibit artistic expression through writing.	make a story interesting?	stories in scrapbooks/ journals (planning, drafting, edited, proofreading, publishing)  2. Learners give feedback on their classmate's writing	materials, books, glue, scissors, sentence strips  KLB Visionary English Activities Grade 2 pg.119-120	story.	
	<b>5</b>	<b>Writing</b>	<b>Creative writing</b>	By the end of the sub-strand, the learner should be able to: a) Apply knowledge of creative writing process to write own texts. b) Exhibit artistic expression through writing.	How do we organize ideas to make a story interesting?	1. Learners are guided on the writing process through picture stories in scrapbooks/ journals (planning, drafting, edited, proofreading, publishing)  2. Learners give feedback on their classmate's writing	Newspaper cutting, story maps, print materials, books, glue, scissors, sentence strips  KLB Visionary English Activities Grade 2 pg.121	Learners write a story based on a given picture story.	
<b>5</b>	<b>1</b>	<b>Listening</b>	<b>Conversation</b>	By the end of the sub-strand, the learner should be able to: a) Listen attentively and actively participate in conversations in different contexts. b) Appreciate taking turns while engaged in collaborative conversations.	Who do we talk to?	Learners role play or dramatize a conversation involving issues relating to the theme my home.  2. Learners participate in collaborative conversation on different themes(check on Fluency, accuracy with words and pronunciation, turn taking skills, in pairs and small	Audio tapes, videos on conversations related to theme, Phones  KLB Visionary English Activities Grade 2 pg.122	Question and answer, role play, dramatisation	

						groups.			
	<b>2</b>	<b>Speaking</b>	<b>Presentation skills</b>	By the end of the sub-strand, the learner should be able to: a) Use appropriate tonal variation, articulation and stress to express self confidently b) Recall ideas on the themes in a logical manner.	What does a good presenter do?	1. Learners are encouraged to participate in speaking competitions 2. Learners practice making connections using transition words (relating to months, special days e.g birthdays, cultural events, planting seasons, religious festivals) 3. Learners identify good and poor presentation skills (videos recording of presentations or role playing by teacher)	audio visual aids, role models, pictures of various events  KLB Visionary English Activities Grade 2 pg.123-124	Matching pictures with events, question/answer	
	<b>3</b>	<b>Reading</b>	<b>Answering comprehension questions</b>	By the end of the sub-strand, the learner should be able to: a) Summarize texts read by identifying main ideas c) Determine the meaning of unknown words in context.	Why is it important to understand the meaning of what you read?	1. Learners use context clues to determine word meanings 2. Learners are guided to summarize texts by retelling or identifying the main ideas.	Readers, newspapers, magazines, journals  KLB Visionary English Activities Grade 2 pg.125-126	Question/answer, filling in blanks	
	<b>4</b>	<b>Writing</b>	<b>Creative writing</b>	By the end of the sub-strand, the learner should be able to: a) Write clearly with a variety in sentence structure, length, and	How do we organize ideas to make a story interesting?	1. Learners practice sequencing sentences to form creative texts in pairs and groups 2. Learners are	Newspaper cutting, story maps, print materials, books, glue, scissors, sentence strips	Learners write a story based on a given picture story	



				<p>pattern</p> <p>c) Use appropriate connecting words to sequence sentences</p> <p>d) Exhibit artistic expression through writing.</p>		<p>provided with pictures as a trigger to creative writing</p> <p>3. Learners imagination could be stimulated through games e.g.</p>	KLB Visionary English Activities Grade 2 pg.127		
	5	Writing	Creative writing	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Write clearly with a variety in sentence structure, length, and pattern</p> <p>c) Use appropriate connecting words to sequence sentences</p> <p>d) Exhibit artistic expression through writing.</p>	How do we organize ideas to make a story interesting?	<p>1. Learners practice sequencing sentences to form creative texts in pairs and groups</p> <p>2. Learners are provided with pictures as a trigger to creative writing</p> <p>3. Learners imagination could be stimulated through games e.g.</p>	<p>Newspaper cutting, story maps, print materials, books, glue, scissors, sentence strips</p> <p>KLB Visionary English Activities Grade 2 pg.128</p>	Learners write a story based on a given picture story	
6	1	Listening	Conversation	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Listen attentively and actively participate in conversations in different contexts.</p> <p>b) Appreciate taking turns while engaged in collaborative conversations.</p>	Who do we talk to?	<p>Learners role play or dramatize a conversation involving issues relating to the theme my home.</p> <p>2. Learners participate in collaborative conversation on different themes(check on Fluency, accuracy with words and pronunciation, turn taking skills, in</p>	<p>Audio tapes, videos on conversations related to theme, Phones</p> <p>KLB Visionary English Activities Grade 2 pg.122</p>	Question and answer, role play, dramatisation	

						pairs and small groups.			
	<b>2</b>	<b>Speaking</b>	<b>Presentation skills</b>	By the end of the sub-strand, the learner should be able to: a) Use appropriate tonal variation, articulation and stress to express self confidently b) Recall ideas on the themes in a logical manner.	What does a good presenter do?	1. Learners are encouraged to participate in speaking competitions 2. Learners practice making connections using transition words (relating to months, special days e.g birthdays, cultural events, planting seasons, religious festivals) 3. Learners identify good and poor presentation skills (videos recording of presentations or role playing by teacher)	audio visual aids, role models, pictures of various events  KLB Visionary English Activities Grade 2 pg.123-124	Matching pictures with events, question/answer	
	<b>3</b>	<b>Reading</b>	<b>Answering comprehension questions</b>	By the end of the sub-strand, the learner should be able to: a) Summarize texts read by identifying main ideas c) Determine the meaning of unknown words in context.	Why is it important to understand the meaning of what you read?	1. Learners use context clues to determine word meanings 2. Learners are guided to summarize texts by retelling or identifying the main ideas.	Readers, newspapers, magazines, journals  KLB Visionary English Activities Grade 2 pg.125	Question/answer, filling in blanks	
	<b>4</b>	<b>Writing</b>	<b>Creative writing</b>	By the end of the sub-strand, the learner should be able to: a) Write clearly with a variety in sentence	How do we organize ideas to make a story	1. Learners practice sequencing sentences to form creative texts in pairs and groups	Newspaper cutting, story maps, print materials, books, glue, scissors,	Learners write a story based on a given picture story	

				structure, length, and pattern c) Use appropriate connecting words to sequence sentences d) Exhibit artistic expression through writing.	interesting?	2. Learners are provided with pictures as a trigger to creative writing 3. Learners imagination could be stimulated through games e.g.	sentence strips  KLB Visionary English Activities Grade 2 pg.127		
	5	Writing	Creative writing	By the end of the sub-strand, the learner should be able to: a) Write clearly with a variety in sentence structure, length, and pattern c) Use appropriate connecting words to sequence sentences d) Exhibit artistic expression through writing.	How do we organize ideas to make a story interesting?	1. Learners practice sequencing sentences to form creative texts in pairs and groups 2. Learners are provided with pictures as a trigger to creative Writing. 3. Learners imagination could be stimulated through games e.g.	Newspaper cutting, story maps, print materials, books, glue, scissors, sentence strips  KLB Visionary English Activities Grade 2 pg.128	Learners write a story based on a given picture story	
7	1	Listening	Conversation	By the end of the sub-strand, the learner should be able to: a) Listen attentively and actively participate in conversations in different contexts. b) Appreciate taking turns while engaged in collaborative conversations.	What do we talk about?	Learners participate in collaborative conversation on different themes(check on Fluency, accuracy with words and pronunciation, turn taking skills, in pairs and small groups 2. Learners associate the keywords displayed with those in the conversation	Audio tapes, videos on conversations related to theme, Phones  KLB Visionary English Activities Grade 2 pg.129-130	Question and answer, role play, dramatization.	

						listened to.			
	<b>2</b>	<b>Speaking</b>	<b>Presentation skills</b>	By the end of the sub-strand, the learner should be able to: a) Express self appropriately using acquired vocabulary to communicate effectively b) Relate various community activities in order in which they occur.	What does a good presenter do?	1. Learners express personal feelings orally using the learnt vocabulary 2. Learners are encouraged to participate in speaking competitions. 3. Learners present poems and sing songs on various themes.	Audio visual aids, role models, pictures of various events  KLB Visionary English Activities Grade 2 pg. 131-132	Matching pictures with events, question/answer	
	<b>3</b>	<b>Reading</b>	<b>Answering comprehension questions</b>	By the end of the sub-strand, the learner should be able to: a) Locate specific details in response to questions from texts read. b) Summarize texts read by identifying main ideas. c) Determine the meaning of unknown words in context.	Why is it important to understand the meaning of what you read?	1. Learners respond to comprehension questions from texts on varied themes 2. Learners relate personal experiences to a story read 3. Learners use context clues to determine word meanings 4. Learners are guided to summarise texts by retelling or identifying the main ideas.	Question/answer, filling in blanks  KLB Visionary English Activities Grade 2 pg.133-134	Readers, newspapers, magazines, journals	
	<b>4</b>	<b>Writing</b>	<b>Creative writing</b>	By the end of the sub-strand, the learner should be able to: a) Write clearly with a variety in sentence structure, length, and pattern.	How do we organize ideas to make a story interesting?	a) Learners practice sequencing sentences to form creative texts in pairs and groups b) Learners are provided with	Newspaper cutting, story maps, print materials, books, glue, scissors, sentence strips	Learners write a story based on a given picture story	

				<p>b) Use appropriate connecting words to sequence sentences</p> <p>c) Exhibit artistic expression through writing choice activities</p>		<p>pictures as a trigger to creative writing</p> <p>c) Learners imagination could be stimulated through games e.g. story train as a basis for writing, picture spark</p>	KLB Visionary English Activities Grade 2 pg.135-136		
	<b>5</b>	<b>Writing</b>	<b>Creative writing</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Write clearly with a variety in sentence structure, length, and pattern.</p> <p>b) Use appropriate connecting words to sequence sentences</p> <p>c) Exhibit artistic expression through writing choice activities</p>	How do we organize ideas to make a story interesting?	<p>a) Learners practice sequencing sentences to form creative texts in pairs and groups</p> <p>b) Learners are provided with pictures as a trigger to creative writing</p> <p>c) Learners imagination could be stimulated through games e.g. story train as a basis for writing, picture spark</p>	<p>Newspaper cutting, story maps, print materials, books, glue, scissors, sentence strips</p> <p>KLB Visionary English Activities Grade 2 pg.137</p>	Learners write a story based on a given picture story	
<b>8</b>	<b>1</b>	<b>Listening</b>	<b>Conversation</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Listen attentively and actively participate in conversations in different contexts.</p> <p>b) Appreciate taking turns while engaged in</p>	What do we talk about?	Learners participate in collaborative conversation on different themes(check on Fluency, accuracy with words and pronunciation, turn taking skills, in	<p>Audio tapes, videos on conversations related to theme, Phones</p> <p>KLB Visionary English Activities Grade 2 pg.129-</p>	Question and answer, role play, dramatization.	

				collaborative conversations.		pairs and small groups 2. Learners associate the keywords displayed with those in the conversation listened to.	130		
	<b>2</b>	<b>Speaking</b>	<b>Presentation skills</b>	By the end of the sub-strand, the learner should be able to: a) Express self appropriately using acquired vocabulary to communicate effectively b) Relate various community activities in order in which they occur.	What does a good presenter do?	1. Learners express personal feelings orally using the learnt vocabulary 2. Learners are encouraged to participate in speaking competitions. 3. Learners present poems and sing songs on various themes.	Audio visual aids, role models, pictures of various events  KLB Visionary English Activities Grade 2 pg.131-132	Matching pictures with events, question/answer	
	<b>3</b>	<b>Reading</b>	<b>Answering comprehension questions</b>	By the end of the sub-strand, the learner should be able to: a) Locate specific details in response to questions from texts read. b) Summarise texts read by identifying main ideas. c) Determine the meaning of unknown words in context.	Why is it important to understand the meaning of what you read?	1. Learners respond to comprehension questions from texts on varied themes 2. Learners relate personal experiences to a story read 3. Learners use context clues to determine word meanings 4. Learners are guided to summarise texts by retelling or identifying the main ideas.	Question/answer, filling in blanks  KLB Visionary English Activities Grade 2 pg.133	Readers, newspapers, magazines, journals	
	<b>4</b>	<b>Writing</b>	<b>Creative writing</b>	By the end of the sub-strand, the learner should	How do we organize	a) Learners practice sequencing	Newspaper cutting, story	Learners write a story based on a	

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