

RATIONALISED CBE LESSON PLANS

GRADE : ONE

TERM : THREE

YEAR :2025

LEARNING AREA: ENGLISH

TEACHERS NAME:

SCHOOL :

WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Listening and Speaking

Sub-Strand: Pronunciation and Vocabulary

Specific Learning Outcomes:

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

1. Recognize the letters A-H and their corresponding sounds for effective communication.
2. Pronounce words with target sounds accurately.
3. Appreciate the importance of greetings in diverse contexts.

Key Inquiry Questions:

- Why do we greet people?
- What sounds do the letters A to H make?

Learning Resources:

- KLB Early Grade English Grade 1 Book
- Flashcards with letters A-H and corresponding images (like apple for A, cat for C, etc.)

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on simple vocabulary words.
- Engage students in a quick discussion about their previous knowledge of greetings. Ask students what greetings they know.

Lesson Development (25 minutes):

Step 1: Understanding Greetings

- Introduce the concept of greetings. Discuss when and why we greet people (e.g., meeting someone, answering the phone).
- Share simple examples of greetings (e.g., "Hello," "Good Morning"). Encourage students to repeat after the teacher.

Step 2: Recognizing Letters and Sounds

- Using flashcards, review the letters A-H. Pronounce each letter clearly and have students repeat the sounds.
- Show images corresponding to each letter (e.g., "A" for apple, "B" for ball) and ask students to say both the letter and its sound while holding up the card.

Step 3: Pronunciation Practice

- Engage students in a turn-taking activity where they practice pronouncing words that contain the letters A-H (e.g., "cat," "hat," "bat").
- Encourage peer support by having students correct each other's pronunciation in a positive manner.

Step 4: Application through Role Play

- In pairs, let students role-play greeting each other using the phrases learned.
- Circulate and assist, ensuring they use correct pronunciation and appropriate responses.

Conclusion (5 minutes):

- Summarize key points: the importance of greetings and recognizing letters and sounds A-H.
- Conduct an interactive activity: a short game where students match letters to sounds (e.g., say a sound, and students raise the correct letter flashcard).
- Prepare learners for the next session by asking them to think of other ways to greet people.

Extended Activities:

- Greeting Cards: Have students create a card for a family member or friend using one of the greetings learned in class. They can draw images for letters A to H around their greeting.
- Sound Hunt: Encourage students to find objects at home that begin with the letters A-H and share them in the next class.
- Sound Jar: Provide a jar where students can drop in items that make specific sounds related to letters, reinforcing the sounds in a fun and engaging way.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Pre-reading

Specific Learning Outcomes:

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

1. Identify an appropriate posture for reading preparedness.
2. Match target letters with the sounds they represent.
3. Develop a desire to sit in the correct posture in preparation for reading.

Key Inquiry Questions:

- How do we sit while reading?
- Can you match the letters with their sounds?

Learning Resources:

- KLB Early Grade English, Grade 1
- Pictures and videos demonstrating proper reading posture
- Flashcards with letters and corresponding pictures for sound matching

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson on the importance of reading.
- Engage learners in a discussion about what they enjoyed most.
- Introduce the focus of today's lesson: proper sitting posture for reading and matching letters to sounds.

Lesson Development (20 minutes):

Step 1: Posture Demonstration

- Show pictures and videos demonstrating the correct sitting posture for reading.
- Teach students to sit with their backs straight, feet flat on the floor, and books at eye level.
- Have students practice sitting correctly while you walk around to provide guidance.

Step 2: Matching Letters to Sounds

- Use flashcards with letters and corresponding pictures (e.g., "A" with an apple) to demonstrate how to match letters with sounds.
- Engage students in a group activity where they will match flashcards of letters with picture cards that denote their sounds.

Step 3: "Read and React" Activity

- With students in their correct sitting posture, read a short story aloud.
- Ask students to raise their hands every time they hear a word that starts with a letter you have already introduced.
- Provide encouragement, emphasizing the connection between sounds and letters.

Step 4: Share and Reflect

- Allow students to turn to a partner, discussing what they learned about sitting properly and letter sounds.
- Call on a few pairs to share their thoughts with the class.

Conclusion (5 minutes):

- Summarize the key points: the importance of good posture for reading and successfully matching letters to their sounds.
- Conduct a brief interactive activity where students verbally match a letter to an object in the classroom (e.g., "What sound does the letter 'B' make?").
- Preview the next lesson, focusing on identifying more letters and sounds in the environment.

Extended Activities:

- Create a "Posture Poster" in class where students can draw themselves sitting correctly with a book.
- Have students take turns bringing an object from home that starts with a particular letter, further reinforcing the concept of letters and sounds.
- Conduct a daily "Letter and Sound Hunt" in the classroom where students find and share items that start with different letters.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Reading Words

Specific Learning Outcomes:

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

1. Identify an appropriate posture for reading preparedness.
2. Read words containing target letters correctly.
3. Desire to sit in correct posture when reading.

Key Inquiry Question(s):

- How do we position our books while reading?
- Can we read 2-3 letter words containing the target sounds?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on letter sounds.

- Engage students by asking questions about proper sitting posture during reading. Encourage them to demonstrate their reading posture and share why it is important to sit correctly when reading.

Lesson Development (20 minutes):

Step 1: Discuss Proper Posture

- Introduce the concept of good reading posture.
- Ask students to show the correct way to sit: feet on the floor, back straight, book at eye level.
- Explain why this is important for understanding the text.

Step 2: Positioning the Book

- Demonstrate how to hold a book correctly.
- Show them how to keep the book at the right distance from their eyes and how to turn pages.
- Have students practice by holding their books and checking their posture in pairs.

Step 3: Reading Target Words

- Introduce a list of simple 2-3 letter words that contain the target letters.
- Read the words together as a class, emphasizing the sounds of each letter.

Step 4: Independent Reading Practice

- Distribute worksheets with 2-3 letter words for students to read.
- Allow students to read the words silently to themselves, then choose a partner to practice reading the words aloud.

Conclusion (5 minutes):

- Summarize the importance of sitting correctly while reading and how it helps with understanding the words.
- Conduct a fun interactive activity where students can make a "posture checklist" that includes sitting straight, feet on the floor, and holding the book correctly.
- Preview the next lesson by asking students to think about what new 2-3 letter words they might encounter.

Extended Activities:

- Posture Art: Have students draw a picture of themselves reading correctly in their favorite reading spot. This can include notes on why posture helps them read better.
- Word Hunt: Encourage students to find objects around the classroom that can be described with 2-3 letter words (like "dog," "pen," "cup") and share them with the class.
- Reading Buddy: Pair students with a reading buddy for the week where they practice reading simple texts together, focusing on posture and pronunciation.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Language Use

Sub Strand: Verb 'To Be'

Specific Learning Outcomes:

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

1. Identify the present forms of the verb 'to be' in sentences.
2. Use the present tense of the verb 'to be' to greet and introduce oneself and others.
3. Acknowledge the various present tense forms of the verb 'to be' in day-to-day communication.

Key Inquiry Question(s):

- How do we introduce ourselves using the verb 'to be'?
- How do children greet one another and introduce themselves using the verb 'to be'?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing greetings from the previous lesson. Ask students to recall how they greeted each other last time.
- Engage students in a discussion about the importance of introductions and greetings. Use the verb 'to be' in sentences during this discussion.

Lesson Development (20 minutes):

Step 1: Introduction to the Verb 'To Be'

- Introduce the forms of the verb 'to be': *am, is, are.* Explain each form clearly:
- "I am"
- "You are"
- "He/She/It is"
- "We are"
- "They are"
- Read sentences from the KLB book that utilize these forms. Have students repeat them to practice pronunciation.

Step 2: Watching Videos

- Show short videos of children greeting and introducing themselves. Highlight the use of the verb 'to be' in their dialogues.
- After the video, ask students to share what they noticed about how the children introduced themselves.

Step 3: Role-Play Introductions

- Organize a role-play activity where students pair up to practice introducing themselves and greeting each other using the verb 'to be.'

- Provide prompts:
- "Hi, I am _____. What is your name?"
- "I am happy to meet you!"

Step 4 (Optional): Class Sharing

- Invite a few pairs to share their introductions with the class. Encourage applause for each pair to foster a supportive atmosphere.

Conclusion (5 minutes):

- Summarize the key points discussed, emphasizing the forms of the verb 'to be' and its usage in greetings and introductions.
- Conduct a quick interactive activity: have students say one sentence about themselves using 'to be' (e.g., "I am [feeling happy/excited]!").
- Give students a preview of the next lesson, which will continue exploring verbs in everyday communication.

Extended Activities:

- Verb 'To Be' Craft: Create a 'Verb to Be' poster where students draw pictures of themselves or others alongside sentences using the verb (e.g., "I am a student," "She is a teacher").
- Home Connection: Ask students to practice introducing themselves to family members at home using the verb 'to be' and share their experiences in the next class.

Teacher Self-Evaluation:

WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Writing

Sub Strand: Pre-writing

Specific Learning Outcomes:

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

1. Recognise appropriate sitting posture in preparation for writing.
2. Exhibit appropriate eye-hand coordination in preparation for writing.
3. Appreciate the role of correct posture and positioning of materials in writing.

Key Inquiry Questions:

- Why is it important to sit properly when writing?
- What does good posture look like when writing?

Learning Resources:

- KLB Early Grade English grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on the basics of writing materials (pencil, eraser, paper).

- Display pictures and videos showing individuals writing with correct posture.
- Discuss why sitting properly is important for writing well.

Lesson Development (20 minutes):

Step 1: Understanding Sitting Posture

- Show pictures of students writing with good and bad posture.
- Ask students to identify which one is better and why.
- Discuss how a straight back, feet flat on the floor, and elbows resting help when writing.

Step 2: Practicing Proper Positioning of Materials

- Demonstrate how to position their exercise book correctly on the desk (e.g., not too far away or too close).
- Guide students to adjust their materials accordingly while sitting down.
- Have students practice moving their books to the right position.

Step 3: Eye-Hand Coordination

- Hold up a writing tool and demonstrate how to hold a pencil correctly.
- Allow students time to practice holding their own pencils while observing proper posture.
- Emphasize the role of focused eyes on the paper while writing.

Step 4: Writing from Left to Right

- Show examples of writing with arrows indicating movement from left to right.
- Engage students in a quick writing exercise where they write simple letters or their names, ensuring they follow the left-to-right rule.

Conclusion (5 minutes):

- Recap the key points learned: importance of sitting right, positioning materials, and holding writing tools.
- Conduct an interactive activity where students demonstrate their sitting posture and materials positioning in pairs.
- Briefly preview the next lesson, which will be about the first letter sounds.

Extended Activities:

- Posture Drawing Activity: Have students draw themselves sitting in the correct writing posture and label the parts (e.g., "straight back," "feet flat").
- Writing Practice Sheet: Provide a worksheet that has a series of letters or words for students to practice writing. Encourage them to remember the posture and technique discussed.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Pronunciation and Vocabulary

Specific Learning Outcomes:

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

1. Recognise the letters and their corresponding sounds for effective communication.
2. Use words related to greetings in everyday conversations.
3. Appreciate the importance of greetings in diverse contexts.

Key Inquiry Question(s):

- How do we greet people at different times of the day?
- What are different ways people greet each other?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on vocabulary.

- Discuss with students the importance of greetings and how they help us communicate.
- Introduce the topic of the day: "How do we greet people?"

Lesson Development (20 minutes):

Step 1: Introduction to Greetings

- Use videos of people greeting each other (e.g., shaking hands, waving, saying "hello").
- Encourage students to identify the different greetings they see.
- Discuss why we greet people (e.g., showing kindness, making others feel welcome).

Step 2: Types of Greetings

- Create a chart on the board with different times of the day (morning, afternoon, evening).
- Ask students to brainstorm greetings for each time (e.g., "Good morning!", "Hello!", "Good evening!").
- Repeat each greeting, emphasizing correct pronunciation.

Step 3: Practicing Greetings

- Pair students and let them practice shaking hands or waving while saying their greetings to each other.
- Walk around to encourage proper pronunciation and engagement.

Step 4: Greeting Role-play

- Organize a simple role-play where students act out scenarios using greetings in pairs or small groups.
- Examples: greeting a friend at school, meeting a teacher, or saying hello to a family member.

Conclusion (5 minutes):

- Summarize key points: What greetings we learned, and why they are important.
- Conduct a quick interactive activity: Ask students to stand and greet each other using the greetings learned, reinforcing practice.
- Preview next session: "What do we say when we say goodbye?"

Extended Activities:

- Greeting Cards: Have students create simple greeting cards for a family member or friend using the phrases they've learned.
- Classroom Greeting Chart: Create a big greeting chart in the classroom and add new greetings from different cultures as students share them.
- Daily Greetings: Incorporate a daily greeting routine as students enter the classroom, allowing them to practice their greetings with each other every day.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Pre-reading - Letter Sound Knowledge

Specific Learning Outcomes:

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

1. Identify an appropriate posture for reading preparedness.
2. Match target letters (a-h) with the sounds they represent.
3. Demonstrate a desire to sit in correct posture in preparation for reading.

Key Inquiry Questions:

- How do we sit appropriately in preparation for reading?
- Can we pick out words with letters a-h from a chart?
- How do we match target letters with the sounds they represent?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson focusing on letter identification.
- Engage the learners by asking what they remember about letters and sounds.
- Introduce the concept of sitting correctly for reading: "Why is it important to sit properly when we read?"

Lesson Development (20 minutes):

Step 1: Discussion on Posture

- Show the class examples of good and bad reading posture.
- Invite students to demonstrate the correct way to sit with their books.
- Discuss how good posture helps us read better and understand stories more clearly.

Step 2: Chart Activity

- Provide a letter chart that includes letters a-h.
- Ask students to find and circle letters a-h on the chart.
- Once done, call on volunteers to share the letters they found and any words that start with those letters.

Step 3: Sound Matching

- Using individual letter flashcards (a-h), ask students to stand up when they hear the corresponding sound (e.g., "a" for /æ/).
- Have them match printed letters with the sounds you say aloud.

Step 4: Reading Practice

- Distribute a short, simple text that includes many of the letters a-h.
- Have students read in pairs, reminding them to practice good posture while reading.

- Circulate to assist and encourage.

Conclusion (5 minutes):

- Recap the importance of good posture and how we can match letters with their sounds.
- Engage in a quick interactive game where students say a letter and create a sound together, reinforcing the lesson.
- Briefly preview the next session: "Next time, we'll learn about more letters and their sounds!"

Extended Activities:

- Letter Hunt: Have students go on a letter hunt in the classroom or at home, looking for objects that start with letters a-h and sharing their findings in class.
- Sound Matching Game: Create a matching game with pictures of items that start with letters a-h. Students can match pictures to the corresponding letter card.
- Story Time: Read a simple story emphasizing the letters taught. After reading, discuss the story and have students identify which letters they heard.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Reading words

Specific Learning Outcomes:

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

1. Identify an appropriate posture for reading preparedness.
2. Read words containing target letters correctly.
3. Desire to sit in correct posture when reading.

Key Inquiry Question(s):

- How do we position our books while reading?
- Can we read 2-3 letter words containing the target sounds?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson about letter sounds and posture.

- Guide learners to read a few short sentences from the learning resource, emphasizing the importance of correct posture and how it helps us read better.

Lesson Development (20 minutes):

Step 1: Discuss Reading Posture

- Gather students and demonstrate sitting posture: feet flat on the ground, back straight, and book at eye level.
- Ask students to mimic this posture. Discuss why it is important to sit correctly while reading (focus, comfort, and better reading).

Step 2: Positioning the Book

- Show how to hold the book at a comfortable distance from the eyes.
- Let the kids practice holding their books with the right posture.
- Encourage them to remember to keep the book steady and at eye level.

Step 3: Identify Target Sounds

- Introduce 2-3 letter words containing the target sounds (e.g., cat, hat, sat).
- Read the words together and have students repeat them, focusing on correct pronunciation and clarity.

Step 4: Reading Practice

- Have students partner up and read a few 2-3 letter words to each other while maintaining the correct posture.
- Walk around to observe and provide feedback on their reading and posture.

Conclusion (5 minutes):

- Summarize the key points: correct posture, how to hold the book, and practicing reading 2-3 letter words.
- Conduct a brief interactive activity where students can take turns showing their reading posture while sounding out a word.
- Prepare students for the next session by mentioning they will be exploring more about letters and sounds.

Extended Activities:

- Create a "Reading Posture Chart" where students can draw themselves sitting correctly with a book.
- Encourage them to practice reading at home and report back with their favorite 2-3 letter word next class.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Language Use

Sub-Strand: Verb 'to be'

Specific Learning Outcomes:

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

1. Identify the present forms of the verb 'to be' in sentences.
2. Use the present tense of the verb 'to be' to greet and introduce oneself and others.
3. Acknowledge the various present tense forms of the verb 'to be' in day-to-day communication.

Key Inquiry Question(s):

- How do we greet people in the morning/afternoon/evening?
- What are some ways we can use 'to be' when talking to others?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students to share different greetings they remember.

- Read and discuss relevant content from the learning resources, focusing on examples of the verb 'to be' in greetings and introductions.

Lesson Development (20 minutes):

Step 1: Introduction to the Verb 'To Be'

- Explain the present forms of the verb 'to be' (am, is, are).
- Write simple sentences on the board: "I am happy," "You are my friend," "He is tall."
- Ask students to identify which form of 'to be' is used in each sentence.

Step 2: Practice Greetings

- Show a short video of children greeting each other and using the verb 'to be.'
- Engage students in a discussion about the greetings they saw.
- Model some greetings for students to repeat: "Hello! I am [Name]. How are you?"

Step 3: Role-Playing Introductions

- Divide students into pairs and give them prompts to introduce themselves using the verb 'to be.'
- Encourage them to use phrases like "I am [Name]," "You are my friend," and "This is [Friend's Name]."
- Circulate around the room, providing support and encouragement as needed.

Step 4: Class Greeting Circle (Optional)

- Gather students in a circle and have them practice greeting each other one by one using the sentence structure learned.
- Reinforce the use of 'to be' in their greetings, encouraging creativity.

Conclusion (5 minutes):

- Summarize key points, reinforcing how the verb 'to be' is important for greetings.
- Conduct a brief interactive activity where students share one greeting they learned today.
- Preview upcoming topics related to using 'to be' in more complex sentences.

Extended Activities:

- Homework Assignment: Ask students to practice their greetings at home and write down two sentences using 'to be' (e.g., "I am happy.").
- Creative Activity: Provide students with paper and crayons to draw themselves and write a sentence using 'to be' (e.g., "I am a superhero.").
- Role Play Extension: Create a classroom 'Welcome Corner' where students can practice greetings with a soft toy or puppet, emphasizing the use of 'to be.'

Teacher Self-Evaluation:

WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Writing

Sub Strand: Pre-writing

Specific Learning Outcomes:

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

1. Recognise appropriate sitting posture in preparation for writing.
2. Exhibit appropriate eye-hand coordination in preparation for writing.
3. Appreciate the role of correct posture and positioning of materials in writing.

Key Inquiry Question(s):

- How do we position ourselves and our materials for writing?

Learning Resources:

- KLB Early Grade English grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students what they learned about writing.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of correct posture and positioning for writing.

Lesson Development (25 minutes):

Step 1: Discussion of Sitting Posture

- Show pictures and videos of proper sitting posture for writing.
- Ask students to demonstrate sitting correctly in their chairs with feet flat on the floor and backs straight.
- Discuss why good posture is important for writing (e.g., helps them focus and prevents tiredness).

Step 2: Positioning the Exercise Book

- Explain how to place the exercise book appropriately on the table (at a comfortable distance and angle).
- Have students practice positioning their exercise books correctly on their desks.
- Encourage them to adjust as needed, ensuring they can see and write comfortably.

Step 3: Eye-Hand Coordination Practice

- Conduct a simple activity where students practice moving their hands from left to right across the table.
- Engage them in a fun exercise where they trace letters or shapes with their fingers from left to right to strengthen coordination.

Step 4: Writing Practice

- Provide students with a short writing prompt (e.g. "My favorite animal is...") and have them write it in their exercise books using the correct posture and book positioning.
- Walk around the classroom to assist and encourage proper technique.

Conclusion (5 minutes):

- Summarize the key points: good sitting posture, proper book positioning, and the importance of coordination.
- Conduct a brief interactive quiz where students can raise their hands to show they understand proper writing practice.
- Prepare learners for the next session by asking what they think we will learn about writing next (e.g., letter formation).

Extended Activities:

- At Home Practice: Encourage students to practice sitting correctly while drawing or writing on paper at home, with a family member supervising.
- Classroom Poster: Create a poster together that shows proper sitting posture and book positioning; display it in the classroom as a reminder.
- Positioning Relay: Organize a fun relay race where students have to correctly position a book on a desk, sit properly, and then write one letter before the next person goes.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Pronunciation and Vocabulary

Specific Learning Outcomes:

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

1. Identify words featuring the target sounds.
2. Articulate the target sounds correctly.
3. Appreciate the role of listening in communication.

Key Inquiry Questions:

- What words have the target sounds we hear in our school?
- How can we say these sounds correctly?
- What items can we find around the school that contain these target sounds?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson, asking students to recall some of the words they learned.
- Transition into the new lesson by discussing the importance of specific sounds in words and listening actively.

Lesson Development (20 minutes):

Step 1: Introduce Target Sounds

- Introduce the target sounds for the lesson (e.g., "s", "sh", "ch").
- Provide examples of words containing these sounds (e.g., "school", "sheep", "chair") and write them on the board.

Step 2: Listening Activity

- Read a short passage that includes words with the target sounds. Ask students to listen carefully for the identified sounds.
- After reading, have a class discussion about the passage and the words that contained the target sounds.

Step 3: Articulation Practice

- Practice the pronunciation of the target sounds as a class. Use a call-and-response method where the teacher says a sound and the students repeat it.
- Emphasize correct mouth movements and provide visual cues if necessary.

Step 4: Name and Photograph Activity

- Take the students on a short walk around the school. Ask them to identify items that have the target sounds.
- Have students take pictures of these items using classroom tablets or a camera (if available) and help them name the items when they return to the classroom.

Conclusion (5 minutes):

- Summarize the key points from the lesson, focusing on identifying and articulating the target sounds.
- Engage students in a quick interactive game where they can shout out words that include the target sounds they learned.
- Provide a preview of the next session, hinting at exploring more words and sounds found in stories.

Extended Activities:

- Encourage students to create a "Sound Book," where they draw pictures of items from around the school that feature the target sounds, writing corresponding words under each drawing.
- Assign partners for a "Sound Hunt" in which they find and list more objects from their homes that contain the target sounds and share them in the next class.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Pre-reading

Specific Learning Outcomes:

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

1. Identify small and capital letters of the alphabet for reading preparedness.
2. Demonstrate appropriate posture in preparation for reading.
3. Appreciate the importance of positioning materials appropriately for reading.

Key Inquiry Question(s):

- How can we pick out small letters with their corresponding capital letters from flash cards?
- How can we match small and capital letters of the alphabet?
- Why is it important to identify reading materials that are correctly positioned?

Learning Resources:

- KLB Early Grade English grade 1
- Flash cards with small and capital letters
- Picture books or reading materials

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson, focusing on letters and their sounds.
- Engage students in a brief discussion about why reading is fun and important.
- Introduce the focus for today: letters and good reading posture.

Lesson Development (20 minutes):

Step 1: Letter Identification

- Display flash cards with small and capital letters.
- Call out a letter and have students show the corresponding card.
- Ask individual students to come up and match small letters to their capital letters.

Step 2: Posture Practice

- Discuss how to sit properly while reading (e.g., sit up straight, feet flat on the floor).
- Demonstrate the appropriate reading posture.
- Have students practice sitting correctly in their chairs while holding a book to their eyes' level.

Step 3: Positioning Materials

- Show examples of correctly and incorrectly positioned reading materials.
- Ask students to identify which books or materials are positioned well for reading.
- Allow students to share their opinions on how they would position their books.

Step 4: Matching Game

- Divide students into pairs and provide each pair with a set of flash cards (small and capital letters).
- Have them take turns matching the cards while practicing the correct pronunciation of the letters.
- Monitor progress and provide assistance as necessary.

Conclusion (5 minutes):

- Summarize the key points: identifying letters, correct posture for reading, and positioning of reading materials.
- Engage the students in a brief interactive activity: "Letter Relay." Each student stands up and announces a letter, and the group matches it on flash cards.
- Preview the next lesson, introducing the idea that they will learn about sounds that letters make.

Extended Activities:

- Create a "Letter Matching Book" where students draw pictures of small letters and their corresponding capital letters.
- Encourage students to practice at home by finding objects around the house that start with different letters and matching them.
- Play a reading posture game where students mimic various postures and select the best one for reading.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Reading words

Specific Learning Outcomes:

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

1. Identify small and capital letters of the alphabet for reading preparedness.
2. Read the target words fluently.
3. Appreciate the importance of reading.

Key Inquiry Questions:

- How do we identify reading materials that are correctly positioned?
- How do we focus our eyes on a line or word?
- How can we read the target words fluently?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Greet students and review the previous lesson on letters and sounds.
- Ask questions like, "Can anyone tell me what a capital letter is?"
- Lead learners in reading and discussing content from the KLB Early Grade English resource, focusing on recognizing the letters of the alphabet and their importance in reading.

Lesson Development (20 minutes):

Step 1: Discuss Sitting Posture

- Ask students how they sit when reading and why good posture is important.
- Demonstrate the correct way to sit while reading (feet on the ground, straight back, book at eye level) and practice together.

Step 2: Letter Identification

- Show students examples of small and capital letters on the board.
- Call out letters and have students find them in their books, practicing identifying the letters.
- Reinforce the concept by playing a quick game where students stand if they see a capital letter in their book.

Step 3: Focus on Words

- Teach students how to focus their eyes on a word or line by using a pointer or finger.
- Have them practice running their finger under the words as they read a short passage together.

Step 4: Reading Fluency

- Model reading a target word list clearly and fluently.
- Have students practice reading the same list in pairs, encouraging them to focus on accuracy and speed.

Conclusion (5 minutes):

- Summarize the key points discussed: the importance of good posture, identifying letters, focusing on words, and reading fluently.
- Conduct a brief interactive activity, such as a fun reading chant or a quick word recognition game.
- Preview upcoming topics, like learning about vowels, and ask students, "What do you think vowels are important for in reading?"

Extended Activities:

- Provide a "Letter Hunt" worksheet where students must find and circle small and capital letters from a passage.
- Encourage students to practice reading with parents at home and to share their favorite stories in the next class.
- Create a reading corner in the classroom with various books that students can explore during free time.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Language Use

Sub Strand: Subject-Verb Agreement

Specific Learning Outcomes:

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

1. Identify the correct use of subject-verb agreement in statements and questions.
2. Construct simple sentences related to the theme with correct subject-verb agreement.
3. Appreciate the importance of subject-verb agreement for fluency.

Key Inquiry Questions:

- What sentences do we hear in stories that show subject-verb agreement?
- How can we make our sentences correct using subject-verb agreement?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson focused on nouns and verbs.

- Ask students to raise their hands if they remember what a subject in a sentence is.
- Read a short story from the learning resources together, highlighting a few sentences. Focus on recognizing the subjects and verbs, emphasizing subject-verb agreement.

Lesson Development (20 minutes):

Step 1: Explanation of Subject-Verb Agreement

- Introduce the concept of subject-verb agreement using simple language. Explain that subjects must match their verbs (e.g., "He runs" vs. "They run").
- Use examples on the board:
 - "The dog barks."
 - "The dogs bark."
- Engage students by asking them to provide their own examples.

Step 2: Identifying Subject-Verb Agreement

- Read another short story or passage from the learning resources as a class.
- As you read, pause at sentences to ask students whether the verb matches the subject. For example:
 - "The cat jumps." (correct)
 - "The cats jumps." (incorrect)
- Encourage students to explain how they know.

Step 3: Constructing Sentences

- Ask students to think of their favorite animals or people.
- Guide them to construct simple sentences that have the correct subject-verb agreement.

- Write a few examples on the board with student participation.

Step 4: Group Activity

- Divide the class into pairs. Give each pair a set of pictures of different animals or people.
- Have them create and share two sentences together using subject-verb agreement based on the pictures.
- Walk around to offer help and listen to their sentences.

Conclusion (5 minutes):

- Recap the key points of the lesson: the definition of subject-verb agreement, examples they learned, and the sentences they created.
- Conduct a quick interactive game (e.g., a “subject-verb charades”) where they act out verbs that fit with subjects to reinforce understanding.
- Preview the next lesson, which will introduce more complex sentences, explaining that they will learn how to join ideas using conjunctions.

Extended Activities:

- Encourage students to draw a picture of themselves with their favorite activity. Have them write a sentence underneath using correct subject-verb agreement (e.g., "I play soccer" vs. "We play soccer").
- Provide a worksheet with sentences where students must circle the correct verb to match the subject given.

Teacher Self-Evaluation:

WEEK 3: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Writing

Sub Strand: Pre-writing

Specific Learning Outcomes:

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

1. Identify appropriate sitting posture.
2. Demonstrate appropriate eye-hand coordination.
3. Realize the importance of positioning oneself and materials appropriately.

Key Inquiry Questions:

- How do we sit when writing?
- Why is it important to write from left to right?

Learning Resources:

- KLB Early Grade English Grade 1.

Organisation of Learning:

Introduction (5 minutes):

- Review Previous Lesson: Ask students to recall what they learned last time about writing tools and their importance.

- Reading and Discussion: Open the KLB Early Grade English book and discuss the illustrations that show how to sit correctly while writing. Encourage students to share what they see.

Lesson Development (20 minutes):

Step 1: Discuss Sitting Posture

- Activity: Show students a picture of the correct sitting posture for writing (e.g., back straight, feet flat on the floor).
- Discussion: Ask students why sitting correctly matters for writing well. Guide them to understand that good posture helps them focus while writing.

Step 2: Eye-Hand Coordination

- Activity: Provide learners with crayons and paper. Have them practice drawing simple shapes (circles, squares) while focusing on how their hands move.
- Focus: Encourage them to look at the paper and use their fingers to guide their writing tool.

Step 3: Positioning Materials

- Demonstration: Show students how to keep their writing materials (paper, pencils) in a comfortable position. Discuss the importance of having their paper directly in front of them.
- Practice: Let them adjust their writing space according to what they learned.

Step 4: Writing Practice

- Activity: Give students a simple sentence to write, reminding them to start from the left and move to the right.
- Monitoring: Walk around and encourage them to maintain proper posture and use their best eye-hand coordination.

Conclusion (5 minutes):

- Summary: Recap the main points such as how to sit, the importance of eye-hand coordination, and the correct way to position materials for writing.
- Interactive Activity: Have the students demonstrate their sitting posture and proper material placement; check in pairs to give feedback to each other.
- Preview Next Lesson: Tell students they will learn about different writing tools (like pencils, erasers) and how to keep them organized.

Extended Activities:

- At Home Practice: Instruct students to practice writing their names using proper posture for a few minutes each day. Parents can take pictures of them while they practice.
- Art Integration: Create a “My Writing Space” craft where students can draw their ideal writing area and label their materials, remembering to illustrate their sitting posture.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Pronunciation and Vocabulary

Specific Learning Outcomes:

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

1. Identify words featuring the target sounds.
2. Articulate the target sounds correctly.
3. Appreciate the role of listening in communication.

Key Inquiry Questions:

- How can we identify the target sounds from short passages?
- How can we articulate the target sounds correctly?
- What items around the school can we name and take pictures of?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students to recall a few words they learned.
- Guide learners to read and discuss relevant content from the KLB Early Grade English. Focus on identifying target sounds in different words from the text.

Lesson Development (20 minutes):

Step 1: Listening Activity

- Play a short audio clip or read a passage aloud that includes words with the target sounds.
- Ask students to listen carefully and raise their hands when they hear a word with the target sound.

Step 2: Identifying Sounds

- Write the target sounds on the board.
- Go through the passage together and ask students to identify which words contain the target sounds.
- Encourage them to repeat those words, ensuring correct pronunciation.

Step 3: Articulation Practice

- Conduct a group practice where students take turns saying words with the target sounds aloud.
- Provide gentle corrections and encourage peers to give positive feedback.

Step 4: Picture Hunt

- Explain the activity where students will take pictures of items around the school that contain the target sounds.

- Distribute tablets or cameras (if available) and encourage them to find at least three items before returning to the classroom.

Conclusion (5 minutes):

- Summarize key points discussed: identifying and articulating target sounds, and the importance of listening in communication.
- Conduct a brief interactive activity where students can shout out words they found in their picture hunt, focusing on correct pronunciation.
- Preview the next lesson, hinting at more fun with sounds and perhaps a rhyme or song!

Extended Activities:

- Sound Collage: Have students bring in pictures from home or magazines showing items that feature the target sounds and create a class collage.
- Sound Dance: Create a movement game where children act out words that start with the target sounds to enhance memory through kinesthetic learning.
- Storytime: Have students create a short story using several words with the target sounds, which they can share with the class in the next lesson.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Pre-reading

Specific Learning Outcomes:

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

1. Identify small and capital letters of the alphabet for reading preparedness.
2. Demonstrate appropriate posture in preparation for reading.
3. Appreciate the importance of positioning materials appropriately for reading.

Key Inquiry Questions:

- Can you pick out small letters with their corresponding capital letters from flashcards?
- Can you match small and capital letters of the alphabet?
- How can we identify reading materials that are correctly positioned?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin the lesson by reviewing last week's lesson on the alphabet.
- Use flashcards showing both small and capital letters. Ask students to name them aloud.
- Discuss the importance of knowing both forms of letters when reading.

Lesson Development (20 minutes):

Step 1: Exploring the Alphabet

- Display flashcards with small and capital letters on the board.
- In pairs, have students find matching pairs of small and capital letters on the flashcards.
- Circulate the classroom to provide support and encourage students as they work together.

Step 2: Practicing Posture

- Demonstrate the correct posture for reading: sitting up straight, feet on the floor, and holding a book at eye level.
- Have students practice this posture with a book or a magazine, allowing them to adjust until they find a comfortable position.
- Ask questions like, "Why is it important to sit up straight while reading?"

Step 3: Correct Positioning of Reading Materials

- Show students how to correctly position a book for reading, ensuring it is not too far away or too close.
- Discuss other reading materials such as newspapers and magazines and demonstrate how they should be held or laid flat.
- Ask students to describe how they would position a book when reading at home.

Step 4: Matching Game

- Play a quick matching game where students have to find small letters and match them with their capital letters around the room.
- Encourage them to cheer for their classmates when they find a match.

Conclusion (5 minutes):

- Summarize the key points: recognizing small and capital letters, sitting correctly, and placing reading materials properly.
- Conduct an interactive activity where students stand up when they agree with a statement about positioning books or letters.
- Preview the next lesson: “What new letters will we learn, and how can they help us read better?”

Extended Activities:

- Letter Hunt: Assign students to find items around the classroom or home that start with each letter of the alphabet, both small and capital, and bring them to class.
- Posture Chart: Create a posture chart where students draw themselves in the correct reading posture and label it with reminders on how to read properly.
- Craft Letters: Use colored paper to create art by cutting out small and large letters and then matching them on a poster board.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Reading Words

Specific Learning Outcomes:

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

1. Identify small and capital letters of the alphabet for reading preparedness
2. Read the target words fluently
3. Appreciate the importance of reading

Key Inquiry Questions:

- How do we identify reading materials that are positioned correctly?
- What does it mean to focus our eyes on a line or word?
- How can we read target words fluently?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson: Greet students and ask them to share one letter they learned last time.
- Guide learners: Read together from the KLB Early Grade English book. Discuss the importance of letters in reading and how they help us understand words.

Lesson Development (20 minutes):

Step 1: Discuss Sitting Posture

- Activity: Ask students how they sit when they read. Demonstrate good posture and proper positioning of reading materials.
- Discussion: Talk about why sitting up straight helps us read better.

Step 2: Identifying Letters

- Activity: Using flashcards, show both small and capital letters.
- Ask students to take turns identifying and saying the letters aloud.
- Group Activity: In pairs, have them find examples of lowercase and uppercase letters in their reading book.

Step 3: Focus on Lines and Words

- Activity: Read a short passage from the KLB book. Guiding students to trace their finger under each line of text.
- Discussion: Explain the importance of focusing on one line at a time to prevent losing our place.

Step 4: Fluent Reading Practice

- Activity: Model fluent reading by reading a short story aloud.
- Partner Reading: Have students work in pairs to read the story to each other, encouraging them to read smoothly and expressively.

Conclusion (5 minutes):

- Summarize key points: Ask the class what they learned about letter identification, posture, focus while reading, and the importance of fluency.
- Interactive Activity: Play a quick game of “Letter Bingo” with both small and capital letters to reinforce recognition.
- Preview the next session: Share that next time, they will be discussing how to understand the meaning of the words they read.

Extended Activities:

- Reading Corner: Set up a cozy area with books where students can independently read during free time.
- Letter Hunt: Create a letter scavenger hunt where students find items around the classroom that start with each letter of the alphabet.
- Story Creation: Encourage students to create a simple story using a mix of capital and small letters, which they will then share with the class.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Language Use

Sub Strand: Subject Verb Agreement

Specific Learning Outcomes:

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

1. Identify the correct use of subject-verb agreement in statements and questions.
2. Construct simple sentences related to the theme with correct subject-verb agreement.
3. Appreciate the importance of subject-verb agreement for fluency.

Key Inquiry Question(s):

- How do we talk about many people?
- Can we construct sentences using subject-verb agreement?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson on nouns and verbs.

- Ask students to share examples of sentences they created before, highlighting the importance of the relationship between subjects and verbs.
- Guide learners to read and discuss relevant content from the KLB Early Grade English book, focusing on sentences with subject-verb agreement.

Lesson Development (20 minutes):

Step 1: Explain Subject-Verb Agreement

- Introduce the concept of subject-verb agreement: when the subject of a sentence and the verb must match in number (singular or plural).
- Use simple examples like: “The cat runs” (singular) vs. “The cats run” (plural).
- Visual aids or pictures can be used to illustrate subjects and their corresponding verbs clearly.

Step 2: Identify Correct Usage

- Read a short story from the KLB book that includes both singular and plural subjects.
- Ask students to listen carefully and raise their hands when they hear sentences that show good subject-verb agreement.
- Write these sentences on the board and discuss why they work, correcting any errors as a class.

Step 3: Construct Simple Sentences

- Encourage students to work in pairs to create their own simple sentences using subject-verb agreement. Give them prompts, such as “The ____ (animal) ____ (action)” (e.g., The dog barks, The birds sing).
- Circulate the classroom to assist pairs as needed and provide feedback on their sentences.

Step 4: Class Discussion

- Invite pairs to share their sentences with the class.

- Discuss the sentences as a group, emphasizing the agreement between the subject and verb.
- Encourage classmates to correct or suggest alternative verb forms based on the subject they hear.

Conclusion (5 minutes):

- Summarize key points from the lesson, reiterating the importance of subject-verb agreement in speaking and writing fluency.
- Conduct a brief interactive “Agree or Disagree” game where you read sentences aloud and students respond with thumbs up (agree) or thumbs down (disagree), providing reasoning for their choice.
- Provide a preview of the next session: “Next time, we will learn more about verbs and how they can change in different tenses!”

Extended Activities:

- Sentence Matching Game: Create a set of cards with subjects on some and verbs on others. Students match them to form correct sentences.
- Story Creation: Have students illustrate a short story and write it, ensuring that they use proper subject-verb agreement throughout their writing.
- Subject-Verb Agreement Worksheets: Distribute simple worksheets where students can fill in blanks with the correct verb based on the subject provided.

Teacher Self-Evaluation:

WEEK 4: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Writing

Sub Strand: Pre-writing

Specific Learning Outcomes:

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

1. Identify appropriate sitting posture
2. Demonstrate appropriate eye-hand coordination
3. Realize the importance of positioning oneself and materials appropriately

Key Inquiry Question(s):

- How do we demonstrate the correct body posture for writing?
- How can we practice writing from left to right?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson on writing tools and their uses.

- Together with the students, read a short passage from KLB Early Grade English that discusses how to sit and write properly.
- Ask the class questions about what they read to ensure comprehension.

Lesson Development (20 minutes):

Step 1: Discuss the Importance of Posture

- Introduce the concept of sitting up straight while writing.
- Show a picture of correct and incorrect postures.
- Model the correct sitting posture for writing: back straight, feet flat on the floor, and notebook positioned comfortably.
- Ask students to practice this posture while seated in their chairs.

Step 2: Eye-Hand Coordination

- Explain how good eye-hand coordination helps us write neatly.
- Conduct a practice activity: Have students follow along as they trace lines and shapes in the air with their fingers while looking at a big letter “A” on the board.

Step 3: Positioning Materials

- Discuss where to place writing materials (pencil, eraser, paper).
- Ask students to position their materials as you demonstrate. Ensure they have their papers tilted toward them for easy writing.

Step 4: Writing Practice

- Provide each student with a worksheet featuring left-to-right lines to practice writing.
- Remind them of the correct posture and where to place their materials.

- Allow them time to write simple words or letters while focusing on posture.

Conclusion (5 minutes):

- Summarize the key points: the importance of proper sitting posture, eye-hand coordination, and material positioning.
- Engage students in an interactive “Posture Check” game where they either pose in the correct posture or point out the wrong one.
- Preview the next lesson by asking, “What do you think is important when we start writing sentences?”

Extended Activities:

- Encourage students to draw a picture of themselves sitting properly while writing. They can label the parts of their body (head, back, feet) that help them write well.
- Provide parents with a simple checklist to help remind their children at home about sitting posture, material positioning, and coordination when writing.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Pronunciation and Vocabulary

Specific Learning Outcomes:

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

1. Link the target letters of the alphabet with their sounds.
2. Use words related to the theme (family) in oral communication.
3. Develop the desire to pronounce words correctly.

Key Inquiry Questions:

- Can you say the sounds of the letters as I point at them?
- How does the story relate to our family theme?
- Can we practice vocabulary using fun tongue twisters?

Learning Resources:

- KLB Early Grade English, Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson focused on pronunciation of sounds.
- Engage learners in a brief discussion about families, using pictures or diagrams.
- Introduce the key concept: Families can have many different members and names.

Lesson Development (20 minutes):

Step 1: Alphabet Sounds

- Teacher will point to each letter of the alphabet on a chart.
- Students will say the sounds of the letters together.
- Focus on letters that relate to family (e.g., F for Father, M for Mother).

Step 2: Story Listening

- Read a short story from KLB Early Grade English about families.
- Ask questions during the reading to keep students engaged (e.g., “Who can tell me who is in the family?”).
- Encourage students to listen for family-related vocabulary.

Step 3: Vocabulary Practice

- Introduce key family words (e.g., brother, sister, aunt, uncle).
- Use these words in sentences and encourage students to repeat after you, ensuring correct pronunciation.

Step 4: Tongue Twister Fun

- Teach students a simple tongue twister related to family (e.g., "My mother makes marvelous muffins").

- Practice saying the tongue twister together, focusing on clear pronunciation.
- Let students volunteer to try saying it on their own.

Conclusion (5 minutes):

- Summarize key points: The importance of letter sounds and pronouncing family words correctly.
- Conduct a brief interactive quiz where students say a family-related word when prompted.
- Prepare students for the next session by asking them to think of their favorite family member and share why in the upcoming class.

Extended Activities:

- Family Tree Project: Have students create a simple family tree drawing, labeling each member with the correct name and practicing pronunciation at home.
- Family Word Hunt: Provide a list of family words for students to find in books or magazines at home, helping them to recognize these words in different contexts.
- Read Aloud: Encourage students to find a short family story to read at home, asking a family member to listen and help with pronunciation.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Pre-reading

Specific Learning Outcomes:

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

1. Name the target letters in preparation for reading
2. Read the sounds corresponding to the target letters fluently
3. Appreciate the importance of letter sound correspondence in preparation for reading

Key Inquiry Questions:

- What are the letters q, r, s, t, u, v, w, x, y, z?
- Can we practice saying their corresponding sounds?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by briefly discussing the earlier letters and sounds learned.

- Guide learners by asking them to recall and say out loud the letters and sounds from the last lesson.

Lesson Development (20 minutes):

Step 1:

- Introduce the letters q, r, s, t, u, v, w, x, y, and z. Write them on the board.
- Ask students to repeat each letter after you and then say the sound it makes.

Step 2:

- Model each letter sound, emphasizing clarity and correctness.
- Allow students to practice saying each sound in pairs, providing support as needed.

Step 3:

- Conduct a “sound bingo” game where each student has a bingo card filled with the target letters.
- Call out the sounds, and students will mark the corresponding letter on their cards.

Step 4:

- Group students into small teams and have them create simple words using the target letters.
- Each group shares their words and demonstrates how to say the sounds.

Conclusion (5 minutes):

- Summarize the letters and their corresponding sounds learned in the lesson.
- Take part in a quick interactive “sound flash” where students raise their hands when they hear the sound of a letter called out, quickly responding with the letter.

- Preview the next session, which will focus on constructing simple words using the letters learned.

Extended Activities:

- Letter Craft: Have students create a poster using colored paper to make each letter in the target letters and decorate them with images of objects that start with those letters.
- Sound Scavenger Hunt: Ask students to find objects in their home or classroom that start with the letters q, r, s, t, u, v, w, x, y, z. They can share their findings in the next class.
- Online Alphabet Games: Suggest educational websites or apps where students can practice identifying letter sounds through games or interactive activities.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Reading words

Specific Learning Outcomes:

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

1. Name the target letters in preparation for reading.
2. Articulate words with the target sounds.
3. Appreciate the importance of reading.

Key Inquiry Questions:

- What are the target letters we are going to learn today?
- How do we model letter shapes for the target letters?
- Why is it important to track print when we read?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson focusing on sounds and letters.
- Engage the learners in a discussion about their favorite letters or sounds and what words they start with.
- Read a short excerpt from the KLB resource that includes target sounds, pointing out the letters.

Lesson Development (20 minutes):

Step 1: Introduction of Target Letters

- Introduce the target letters for the lesson (e.g., 's', 'a', and 't').
- Show each letter, model their shapes in the air, and have students trace the shapes with their fingers on their desks.

Step 2: Sound Articulation

- Teach the sounds associated with each target letter.
- Use simple words as examples (e.g., "s" for "sun," "a" for "apple," "t" for "tap").
- Have students repeat the sounds and words after the teacher, ensuring they articulate the words clearly.

Step 3: Tracking Print

- Read a short story that includes target letters and sounds.
- As the teacher reads, students will track the print with their fingers to follow along, emphasizing the connection between spoken and written words.

Step 4: Word Creation

- Using the target letters, encourage students to create simple words.

- Write the words on the board and have students sound out the letters together as a class.

Conclusion (5 minutes):

- Summarize key points: the target letters learned and their associated sounds.
- Reinforce the importance of reading by discussing what they enjoyed about tracking words and sounds.
- Conduct a brief interactive activity where students can choose a letter and say a word that begins with that letter.
- Prepare learners for the next session by asking them to think about their favorite story they have read.

Extended Activities:

- Letter Hunt: Ask students to find objects around their home that start with the target letters ('s', 'a', 't') and draw them.
- Sound Matching Game: Create flashcards with target letters and corresponding pictures (like 'a' with an apple). Students can match letters to their sounds at home or in class.
- Storytime Corner: Encourage students to bring in a book from home that contains at least one of the target letters and share it with the class.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Language Use

Sub-Strand: Pronouns (I, you)

Specific Learning Outcomes:

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

1. Recognise the correct use of the pronouns "I" and "you" in short sentences and other texts.
2. Use the pronouns "I" and "you" in short sentences and other texts.
3. Appreciate the role of "I" and "you" correctly in day-to-day communication.

Key Inquiry Question(s):

- Watch a video of family members talking to each other using pronouns "I" and "you."
- Use pronouns "I" and "you" in a conversation related to the theme.

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson about nouns or simple sentence structure.

- Ask students simple questions to engage them, such as "What is your name?" to help them recall how we use words to talk about ourselves and others.
- Guide learners to read and discuss relevant content from the KLB textbook, focusing on identifying the pronouns "I" and "you."

Lesson Development (20 minutes):

Step 1: What is a Pronoun?

- Explain that pronouns are words we use instead of names.
- Use examples: "I" is used when we talk about ourselves, and "you" is used when we talk to someone else.
- Involve students by asking, "Can you give me a sentence using 'I'?" and "What about 'you'?"

Step 2: Watch a Video

- Show a short video where family members are talking.
- Encourage students to listen for the words "I" and "you."
- After the video, ask questions like, "Who said 'I'?" and "Who was 'you' talking to?"

Step 3: Practice Together

- Have students pair up and practice using "I" and "you" in sentences.
- Give them sentence starters: "I like to..." or "Do you like...?"
- Circulate and listen, providing help if they get stuck.

Step 4: Create Simple Sentences

- Ask students to write or draw two sentences: one using "I" and one using "you."

- Share these with a partner to reinforce their understanding.
- Invite a few students to share their sentences with the class.

Conclusion (5 minutes):

- Summarize key points: what pronouns "I" and "you" are and their importance in communication.
- Conduct a brief interactive game where you call out a sentence (either with "I" or "you") and students must hold up a card that shows which pronoun was used.
- Preview the next session, explaining that they will be learning about more pronouns and how to use them.

Extended Activities:

- Pronoun Hunt: Give students a short story or a picture book and ask them to find and underline all instances of "I" and "you."
- Pronoun Profiles: Have students create a mini-profile using "I," such as: "I am a student. I love to play." They can illustrate their hobbies.
- Role-Playing: In small groups, students can act out short skits using pronouns in a conversation format.

Teacher Self-Evaluation:

WEEK 5: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Writing

Sub Strand: Handwriting

Specific Learning Outcomes:

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

1. Recognize the correct formation of lower case letters of the alphabet.
2. Form lower case letters correctly.
3. Adopt forming letters correctly for effective communication.

Key Inquiry Question(s):

- How can we copy lower case letter patterns?
- What objects can we draw and label that are related to our theme?

Learning Resources:

- KLB Early Grade English Grade 1

Organization of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson on the importance of handwriting.

- Ask students questions like, "Why do we need good handwriting?"
- Read aloud from the learning resources that cover lower case letters, drawing students' attention to proper formation.

Lesson Development (20 minutes):

Step 1: Demonstration of Letter Formation

- The teacher will show the students how to form each lower case letter correctly using a white-board or chart.
- Each letter will be demonstrated with arrows indicating the starting point and direction of strokes.

Step 2: Guided Practice

- Give students lined paper and ask them to copy the letters as they see on the board.
- Walk around the classroom to provide support and correct formation as needed.

Step 3: Incorporating Drawing and Labeling

- Once they have practiced writing the letters, ask students to draw an object that starts with each letter they wrote.
- For example, for 'a', they may draw an apple and label it with the word "apple."

Step 4: Games and Fun Activities

- Introduce a fun game where students can take turns forming letters in the air with their fingers or using sand trays filled with sand for tactile learning.
- This helps develop muscle memory for writing and keeps the lesson engaging.

Conclusion (5 minutes):

- Summarize what students learned about lower case letter formation and why it is important for clear communication.
- Conduct a quick interactive activity where students can share one letter they wrote and the object they drew.
- Briefly preview what they will learn in the next lesson about writing simple words or sentences using the letters they have practiced.

Extended Activities:

- Letter Hunt: Create a letter scavenger hunt where students find objects around the classroom that start with different lower case letters and bring them to the teacher.
- Handwriting Journals: Encourage students to keep a journal where they practice writing lower case letters at home, draw pictures, and label them with lower case letters.
- Collaborative Poster: Have students work in pairs to create a poster using lower case letters and drawings, showcasing their understanding of the theme. They can present this to the class.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Pronunciation and Vocabulary

Specific Learning Outcomes:

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

1. Link the target letters of the alphabet with their sounds.
2. Use words related to the theme in oral communication.
3. Show a desire to pronounce words correctly.

Key Inquiry Question(s):

- What sounds do the letters make?
- Can we listen to a story and talk about it together?
- How can we practice vocabulary with fun activities?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson: Ask students if they remember the sounds of specific letters or any new words learned.
- Guide learners to read a specific page or section from the learning resource that covers sounds and words related to the current theme. Discuss the key concepts as a class.

Lesson Development (20 minutes):

Step 1: Sound Recognition

- Teacher will point to alphabet letters and ask students to say the sounds together.
- Example: Teacher points at “B” and students respond with the sound /b/.

Step 2: Story Time

- Read a short story related to the theme (e.g., animals, family, etc.) from the learning resource.
- Pause in different sections to ask questions about the characters and the actions, prompting students to listen and respond.

Step 3: Tongue Twisters

- Introduce fun tongue twisters that focus on words related to the theme.
- For example: “Silly Sammy swiftly shooed seven silly sheep.”
- Practice together, emphasizing correct pronunciation.

Step 4: Vocabulary Game

- Play a simple game where students take turns saying a word from the story or theme.
- The next student has to say a word that starts with the last sound of the previous word.
- Encourage students to pronounce words clearly and correctly.

Conclusion (5 minutes):

- Summarize key points: Review the sounds of the letters and some vocabulary they practiced.
- Conduct an interactive activity, such as a quick round of "Simon Says," using vocabulary words.
- Prepare learners for the next session: Preview the next theme, for example, "What sounds do we hear in our environment?"

Extended Activities:

- At Home Activity: Encourage students to find three objects at home that start with a specific letter sound and share them in class.
- Vocabulary Journal: Have students keep a vocabulary journal where they can draw and write new words they learn each week.
- Letter Sound Bingo: Create a bingo card with various letters; students can mark the sounds they hear during the class or at home.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Pre-reading

Specific Learning Outcomes:

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

1. Name the target letters in preparation for reading.
2. Read the sounds corresponding to the target letters fluently.
3. Appreciate the importance of letter-sound correspondence in preparation for reading.

Key Inquiry Questions:

- What are the letters q, r, s, t, u, v, w, x, y, z, and what sounds do they make?
- How can we practice reading the sounds of these letters fluently?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Start by reviewing the previous lesson on letter sounds. Ask students to name some letters and their corresponding sounds they learned.

- Introduce the target letters for the day: q, r, s, t, u, v, w, x, y, z. Explain that today we will focus on their sounds to help us become better readers.

Lesson Development (20 minutes):

Step 1:

- Introduction of Letters and Sounds: Introduce each target letter (q, r, s, t, u, v, w, x, y, z) one by one. Display each letter on the board and teach the sound it makes. For example, "This is the letter 'q.' It sounds like /kw/."

Step 2:

- Sound Practice: Engage the students in a clapping chant. Say the letter and have them repeat the sound while clapping their hands. For example, "Q! (clap); R! (clap)." This helps reinforce sound recognition.

Step 3:

- Letter-Sound Matching Game: Provide students with letter cards (q, r, s, t, u, v, w, x, y, z) and a set of pictures that start with these letters. Allow students to match letters to their corresponding pictures (e.g., 's' with 'sun').

Step 4:

- Fluency Reading Practice: Read a short passage or sentences that include the target letters' sounds. Have students read along in pairs, encouraging them to sound out words that contain the target letters.

Conclusion (5 minutes):

- Summarize what the students learned: the names and sounds of letters q, r, s, t, u, v, w, x, y, and z.

- Conduct a brief interactive activity, like a group chant of the letters and their sounds.
- Help learners prepare for the next session by asking, “What letter are we going to learn next?”

Extended Activities:

- Letter Craft: Create a letter collage where students cut out pictures from magazines that start with the letters q, r, s, t, u, v, w, x, y, and z and glue them onto a poster.
- Sound Hunt: Have students go on a sound hunt around the classroom or home to find items that begin with the target letters and bring them to share.
- Silly Sentence Creation: Ask students to create silly sentences using the target letters (e.g., "The quick rabbit jumps over the lazy dog.") and illustrate them.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Reading Words

Specific Learning Outcomes:

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

1. Name the target letters in preparation for reading.
2. Articulate words with the target sounds.
3. Appreciate the importance of reading.

Key Inquiry Question(s):

- What are the target letters we are working on today?
- How do we make the sounds of these letters?
- Why is reading important for us?

Learning Resources:

- KLB Early Grade English for Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson: Recap the letters and words learned last time.
- Guide learners to read and discuss a page from the KLB resource, focusing on target letters. Ask them what sounds these letters make.

Lesson Development (20 minutes):

Step 1: Identifying Target Letters

- Display target letters on the board. Ask children to name each letter.
- Discuss the sound each letter makes and show examples of words that contain those letters.

Step 2: Modeling Letter Shapes

- Use manipulatives or drawing to model how to form each target letter.
- Have students practice writing the letters in the air and then on paper.

Step 3: Sounding Out Words

- Introduce simple words that include the target letters. Say the word slowly and break it down into sounds.
- Have students repeat the word, emphasizing the target sounds.

Step 4: Tracking Print

- Read a short story or passage from the KLB resource.
- Encourage students to follow along with their fingers as you read, pointing out the target letters.

Conclusion (5 minutes):

- Summarize the key points from the lesson: recognizing target letters, articulating sounds, and understanding the importance of reading.
- Conduct a brief interactive activity: Ask students to name a word that starts with a target letter and clap for each sound they hear in the word.
- Prepare students for the next session by previewing: “Next time, we will learn how to blend sounds to make new words!”

Extended Activities:

- Home Assignment: Have students find and bring in three objects from home that begin with one of the target letters.
- Letter Scavenger Hunt: Set up a letter scavenger hunt in the classroom or playground where students find objects representing the target letters.
- Story Corner: Encourage students to pick a simple story from the KLB resource and read it at home with an adult, focusing on the target letters.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Language

Sub Strand: Pronouns (I, you)

Specific Learning Outcomes:

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

1. Recognize the correct use of the pronouns "I" and "you" in short sentences and other texts.
2. Use the pronouns "I" and "you" in short sentences and other texts.
3. Appreciate the role of "I" and "you" correctly in day-to-day communication.

Key Inquiry Questions:

- What do the pronouns "I" and "you" mean?
- How do we use "I" and "you" in sentences?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on nouns.

- Read and discuss illustrations from the book that show "I" and "you" in use, asking students to share any examples they remember.

Lesson Development (20 minutes):

Step 1: What is a Pronoun?

- Introduce the term "pronoun" by explaining it as a word that can replace a noun.
- Use visuals to contrast nouns (names) and pronouns (I, you).
- Ask students to give examples of nouns before sharing that pronouns are used to avoid repeating those names.

Step 2: Identifying "I" and "You"

- Display sentences on the board, such as "I love apples" and "You are my friend."
- Guide students to identify the pronouns in each sentence.
- Encourage them to explain why "I" refers to the speaker and "you" refers to the listener.

Step 3: Practice Using "I" and "You"

- Have students create their own sentences using "I" and "you."
- Example prompts: "I play with my toys." / "You are happy."
- Invite a few students to share their sentences with the class.

Step 4: Video Activity

- Show a short video of family members conversing, where the pronouns "I" and "you" are prominently used.
- After watching, ask students to identify instances of "I" and "you" from the video.

Conclusion (5 minutes):

- Summarize the key points: "I" refers to the one speaking and "you" refers to the one being spoken to.
- Conduct a brief interactive activity where students can call out sentences using "I" and "you" in turns.
- Preview the next session, which will explore more pronouns and their uses.

Extended Activities:

- Pronoun Drawing: Ask students to draw a picture of themselves doing something fun and write a sentence about it starting with "I".
- Partner Conversation: Pair students up and have them ask each other about their favorite games or food, reminding them to use "I" and "you".
- Pronoun Song: Create a simple song or rhyme about using "I" and "you" that students can perform.

Teacher Self-Evaluation:

WEEK 6: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Writing

Sub Strand: Handwriting

Specific Learning Outcomes:

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

1. Recognize the correct formation of lower case letters of the alphabet.
2. Form lower case letters correctly.
3. Adopt correct letter formation for effective communication.

Key Inquiry Questions:

- How can we copy lower case letter patterns?
- What objects can we draw and label that relate to our theme?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review: Start by asking students to recall what they learned about handwriting in the previous lesson.

- Discussion: Read from the KLB Early Grade English resource, pointing out lower case letters. Engage students in a discussion about why good handwriting is important.

Lesson Development (20 minutes):

Step 1: Demonstrate Letter Formation

- Show students how to correctly form lower case letters (a, b, c, etc.) on the whiteboard.
- Discuss the starting points, direction of strokes, and how to finish each letter.

Step 2: Guided Practice

- Provide each student with practice sheets containing dotted lower case letters.
- Ask them to trace the letters, focusing on proper formation.
- Walk around the classroom to offer guidance and corrections as needed.

Step 3: Independent Practice

- Have students practice writing a selection of lower case letters independently on blank paper.
- Encourage them to say the letter sounds out loud as they write to reinforce learning.

Step 4: Draw and Label Activity

- Ask students to think about a theme (like animals or fruits) and draw one object.
- Have them label their drawings using lower case letters, reinforcing correct handwriting while connecting their learning to their drawings.

Conclusion (5 minutes):

- Summary: Recap the importance of writing neatly and the correct formation of lower case letters.
- Interactive Activity: Play a quick game where students say a letter and show its formation with their fingers in the air.
- Preview: Tell students that in the next lesson, they will learn more about writing full sentences and the importance of writing clearly.

Extended Activities:

- Handwriting Journal: Encourage students to keep a handwriting journal where they write one sentence each day using lower case letters.
- Letter Hunt: Organize a classroom "letter hunt." Students look for objects around the room or home that start with certain lower case letters, write them down, and practice their handwriting.
- Parent Involvement: Send home a letter formation guide for parents to practice letters with their children, making it a fun family activity.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Pronunciation and Vocabulary

Specific Learning Outcomes:

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

1. Recognize the target sounds in the given words.
2. Pronounce the target sounds for clarity in communication.
3. Use the vocabulary learned in oral communication.

Key Inquiry Question(s):

- How can we listen to the teacher pronounce the target sounds /m/, /t/, /e/ and mimic them?
- What words can we form that feature these target sounds?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson. Ask students what they remember.

- Introduce today's target sounds: /m/, /t/, and /e/.
- Read aloud a few words containing these sounds and emphasize pronunciation.

Lesson Development (20 minutes):

Step 1: Listening Practice

- Pronounce the target sounds clearly (/m/, /t/, /e/).
- Ask students to listen carefully and repeat each sound after you.
- Model clapping out the syllables to the sounds; invite students to join in.

Step 2: Word Formation

- Use flashcards with pictures of objects that start with /m/, /t/, and /e/ (e.g., map, table, egg).
- Demonstrate how to blend the sounds to form words.
- Encourage students to identify the words and say them aloud together as a class.

Step 3: Sound Sorting Activity

- Provide students with a mix of words on the board or a worksheet (some include /m/, /t/, /e/, others do not).
- Have them raise their hands when they hear a word that contains any of the target sounds. Discuss why these words fit.

Step 4: Sound Game

- Play a quick game of "Sound Bingo" where students have cards with words.
- Call out the sounds (/m/, /t/, /e/) and let them check off words on their boards, promoting engagement through movement.

Conclusion (5 minutes):

- Summarize the key points: the three target sounds and some words we formed.
- Conduct a brief interactive activity where students take turns saying one target sound and one word that uses it.
- Prepare students for the next session by asking, “Can you think of any other words that start with /m/, /t/, or /e/?”

Extended Activities:

- Sound Art: Have students create a letter collage using pictures of items that start with /m/, /t/, and /e/.
- Listening Logs: Encourage them to listen for words with these sounds in their daily life and write down or draw one example each night.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Pre-reading

Specific Learning Outcomes:

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

1. Identify the target letters in given words.
2. Form words using the target letters in preparation for reading.
3. Appreciate the importance of letters in word formation.

Key Inquiry Questions:

- Why do we learn letters?
- How can we use letters to form new words?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Briefly review the target letters from the previous lesson.

- Guide learners to read and discuss relevant content from the KLB Early Grade English resource, focusing on how letters come together to form words.

Lesson Development (20 minutes):

Step 1: Introduction to Letters

- Introduce the target letters: A, M, T, E.
- Use audio recordings to help students hear the sounds of each letter.
- Ask students to repeat the sounds after hearing them.

Step 2: Identifying Letters

- Show flashcards of words that contain the target letters (e.g., "at," "me," "tam").
- Ask students to identify and point out the letters in each word.
- Engage students in a "letter hunt" where they find the target letters in their environment or classroom.

Step 3: Word Formation

- Using magnetic letters or letter blocks, have students form simple words using the identified letters.
- Encourage them to verbalize the sounds as they build each word.

Step 4: Importance of Letters

- Discuss why letters are important—share examples of how changing one letter can change a word (e.g., changing "cat" to "bat").
- Have a group discussion about what different letters can create and reinforce how combinations work.

Conclusion (5 minutes):

- Summarize key points: letters make words, and how letters sound is important too.
- Conduct a short interactive game where students can shout out words they form with the target letters.
- Preview next session: “Next, we’ll learn about more letters and how they help us read!”

Extended Activities:

- Letter Bingo: Create bingo cards using target letters and simple words. Encourage students to find the letters and words as they are called out.
- Articulate Letters: Provide colored paper and scissors for students to cut out the target letters and decorate them. They can create a letter wall showcasing their artwork.
- Sound and Move: Organize a phonics movement game where students jump or clap when they hear the sound of a target letter during a reading session.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Pre-reading

Specific Learning Outcomes:

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

1. Identify the target letters in given words.
2. Form words using the target letters in preparation for reading.
3. Appreciate the importance of letters in word formation.

Key Inquiry Questions:

- How can we listen to and sort the target letters in word games?
- Can we match and pair the target letters with their corresponding sounds?

Learning Resources:

- KLB Early Grade English, Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson's content.

- Encourage students to share what they remember about letters and words.
- Introduce today's focus on understanding how letters form words.

Lesson Development (20 minutes):

Step 1: Identify Target Letters

- Present a selection of simple words (e.g., cat, dog, sun).
- Ask students to listen as you say words and identify the target letters (e.g., c, d, s).
- Using a whiteboard, write the words and underline the target letters.

Step 2: Sort Letters

- Create a fun "Letter Sorting Game."
- Provide students with letter cards and have them sort the target letters into different groups based on given categories (e.g., vowels vs. consonants).
- Facilitate discussion on why sorting helps us in understanding words.

Step 3: Word Formation

- Guide students in forming new words using their sorted letters.
- Encourage them to use target letters to create and read simple words together (e.g., bat, bit).
- Introduce basic sounds of the letters to reinforce sound-letter correspondence.

Step 4: Importance of Letters

- Engage students in a discussion about why letters are important in forming words.
- Ask leading questions such as "What happens if we change a letter in a word?"
- Share a funny example (e.g., changing 'bat' to 'hat') to illustrate the concept.

Conclusion (5 minutes):

- Summarize key learning points: recognizing target letters, sorting them, and understanding their role in word formation.
- Engage students in a group activity where they say one word that uses a target letter.
- Preview the next lesson's topic: "How do letters work together to make sentences?"

Extended Activities:

- Letter Art: Provide students with materials to create a letter collage using pictures representing words that start with the target letters.
- Sound and Move: Develop a phonics dance where students say the sound of a target letter and do a movement associated with that letter (e.g., 'B' for bouncing).
- Storytime: Read a short story and pause for students to identify and point out target letters when they hear them.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Language use

Sub Strand: Singular and plurals (add -s and -es)

Specific Learning Outcomes:

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

1. Identify singular and plural nouns which require the addition of -s and -es.
2. singular and plural nouns which require an addition of -s and -es.
3. Appreciate using singular and plural nouns for effective oral communication.

Key Inquiry Question(s):

- How can we talk about objects at home in their singular and plural forms?
- How can we group pictures of items found at home into columns of one and many?

Learning Resources:

- KLB Early Grade English grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on nouns.

- Engage learners by asking them to name objects they see in their homes.
- Introduce the concept of singular (one) and plural (more than one), using simple examples.

Lesson Development (20 minutes):

Step 1: Vocabulary Introduction

- Introduce a list of common household objects (e.g., chair, table, toy).
- Explain the difference between singular and plural forms. For example, one chair vs. two chairs.

Step 2: Group Discussion

- Have students share objects they have at home.
- Write down their contributions on the board, distinguishing between singular and plural forms. (e.g., 1 toy and 3 toys)
- Encourage students to complete simple sentences using the objects, focusing on using both singular and plural forms.

Step 3: Interactive Activity - Sorting

- Provide pictures of various household items.
- Allow students to work in pairs to sort the pictures into two columns: one for singular (one item) and another for plural (more than one).
- Circulate and assist as needed, promoting conversation about their choices.

Step 4: Oral Presentations

- Select a few students to share their grouped pictures and explain their choices, using proper singular and plural forms.
- Encourage class feedback and support for their peers.

Conclusion (5 minutes):

- Summarize the key points: the difference between singular and plural nouns and the importance of using them for clear communication.
- Conduct a quick interactive game where the teacher says a word, and students have to respond with either the singular or plural form (e.g., the teacher says 'cat' and the class responds 'cats').
- Preview the next session's topic on verbs and how they work with nouns.

Extended Activities:

- Home Hunt: Ask students to find 5 singular and 5 plural objects at home and bring pictures or real items to class the next day to share.
- Craft Time: Create a “Singular and Plural Chart” where students draw or paste pictures of items from home and label them correctly in singular and plural forms.
- Story Time: Read a short story that highlights singular and plural nouns, asking students to identify them during the reading.

Teacher Self-Evaluation:

WEEK 7: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Writing

Sub Strand: Handwriting

Specific Learning Outcomes:

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

1. Recognize the correct letter formation of target letters.
2. Write from left to right.
3. Realize the importance of correct letter formation for effective communication.

Key Inquiry Questions:

- How do we copy capital and small letter patterns for target letters (A, M, T, E)?
- How can we practice writing 3-4 letter words from left to right?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson about the importance of writing.

- Guide learners to read and discuss relevant content from the learning resources, focusing on the target letters and their formations.

Lesson Development (20 minutes):

Step 1: Letter Recognition

- Introduce the target letters (A, M, T, E) by writing them on the board.
- Show students how to form each letter correctly, both capital and lowercase.
- Encourage students to repeat the sound of each letter as they watch you demonstrate.

Step 2: Letter Formation Practice

- Have students practice writing the target letters in the air using their fingers to reinforce motor skills.
- Next, give students lined paper and have them practice writing the letters individually.
- Circulate the classroom to provide support, ensuring students are starting from the right position and writing to the left.

Step 3: Word Writing Practice

- Write a few simple 3-4 letter words (e.g., "cat," "man," "mat," "eat") on the board.
- Instruct students to copy these words beneath their letter practice on their lined paper.
- Emphasize to write from left to right.

Step 4: Group Sharing

- Ask students to share their best letters and words with a partner.
- Encourage them to discuss why writing clearly is important.

Conclusion (5 minutes):

- Summarize the key points: correct letter formation and writing from left to right.
- Conduct a brief interactive activity where students can call out their favorite letter and a word that begins with it.
- Preview the next session: "Next time, we will learn about writing sentences! What do you think a sentence needs?"

Extended Activities:

- Letter Art: Provide students with colored markers or crayons to create art using the target letters. They can create a poster that showcases their understanding of how to write the letters in fun ways.
- Word Search: Create a simple word search using the 3-4 letter words learned today. They can work in pairs to find and circle each word.
- Handwriting Journal: Encourage students to keep a handwriting journal where they practice a different letter or word each day at home.

Teacher Self-Evaluation:

WEEK 9: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Pronunciation and Vocabulary

Specific Learning Outcomes:

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

1. Recognize the target sounds in the given words.
2. Pronounce the target sounds for clarity in communication.
3. Adopt using the vocabulary learnt in oral communication.

Key Inquiry Question(s):

- How can we listen to the teacher say the sounds /m/, /t/, and /e/ and practice saying them ourselves?
- Can we form words that have these sounds?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students to share their favorite sound they learned.

- Guide learners to read and discuss relevant content from the learning resources, focusing on the target sounds /m/, /t/, and /e/.

Lesson Development (20 minutes):

Step 1: Listening Practice

- The teacher pronounces the target sounds: /m/, /t/, and /e/.
- Students listen carefully and mimic the pronunciation, focusing on how each sound feels in their mouths.

Step 2: Sound Recognition

- Present words that contain the target sounds (e.g., "mat," "mice," "ten," "eat").
- Ask students to identify which sounds they hear in each word and clap when they hear /m/, /t/, or /e/.

Step 3: Forming Words

- Have students work in pairs to practice forming new words using the sounds (e.g., mixing cards with different letters where students can combine to form words).
- Encourage them to say the words out loud and help correct each other if needed.

Step 4: Vocabulary Use in Communication

- Bring the class together and hold an interactive session where each student shares a sentence using a word that has one of the target sounds.
- Prompt students to listen to each other and repeat the words they hear, focusing on pronunciation.

Conclusion (5 minutes):

- Summarize the key points: the sounds we practiced today and new words formed.
- Conduct an interactive activity such as an echo game where the teacher says a word, and the students echo it back, emphasizing proper pronunciation.
- Preview upcoming topics that will continue to build on sound recognition and vocabulary use.

Extended Activities:

- Create a sound chart where students can draw an item for each target sound they have learned. For example, drawing a mouse for /m/, a tree for /t/, and an egg for /e/.
- Use digital resources or apps that feature phonics games to reinforce their understanding at home.
- Encourage families to play sound games with their child, like finding words around the house that start with /m/, /t/, or /e/.

Teacher Self-Evaluation:

WEEK 9: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Pre-reading

Specific Learning Outcomes:

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

1. Identify the target letters in given words.
2. Form words using the target letters in preparation for reading.
3. Appreciate the importance of letters in word formation.

Key Inquiry Questions:

- What letters do we need to know?
- Why do we learn letters?
- How can we use letters to make words?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin the lesson by reviewing the previous topic, asking students what they learned about letters.
- Introduce the target letters for today's lesson: A, M, T, E.
- Discuss why learning letters is important for reading.

Lesson Development (20 minutes):

Step 1: Listen and Identify

- Play audio recordings of the target letters (A, M, T, E).
- Ask students to listen carefully and repeat each letter after the recording.
- Encourage learners to recognize the letters when they hear them.

Step 2: Letter Practice

- Distribute worksheets with the target letters for students to trace and practice writing them.
- Monitor students as they write, providing assistance as needed.
- Discuss the different sounds each letter makes and how they are used in words.

Step 3: Word Formation

- Present simple vocabulary words that contain the target letters (e.g., "mat," "eat," "teat").
- Guide students in sounding out the words and identifying the target letters within them.
- Have learners take turns reading a word aloud.

Step 4: Interactive Group Activity

- Divide students into small groups.
- Give each group a set of letter cards (A, M, T, E).

- Challenge them to create as many three-letter words as they can using the cards.
- Encourage creativity and collaboration.

Conclusion (5 minutes):

- Summarize the key points learned: the target letters, their sounds, and how they form words.
- Conduct a brief interactive activity where students shout out words they can make with the letters A, M, T, and E.
- Prepare students for the next lesson, which will explore blending sounds to read simple words.

Extended Activities:

- Letter Scavenger Hunt: Have students find objects in the classroom or at home that start with the target letters and bring them to share with the class.
- Letter Art: Encourage students to create a colorful poster with drawings or images of items that start with each letter (e.g., A for Apple, M for Moon).
- Story Time: Read a story that features the target letters frequently, highlighting them as you read.

Teacher Self-Evaluation:

WEEK 9: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Pre-reading

Specific Learning Outcomes:

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

1. Identify target letters in given words.
2. Form words using target letters in preparation for reading.
3. Appreciate the importance of letters in word formation.

Key Inquiry Questions:

- How do we listen and sort target letters in word games?
- How can we match and pair target letters with their sounds?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson about letters and sounds.

- Ask students if they remember any letters and words from last time.
- Introduce today's focus on target letters and their importance in forming words.

Lesson Development (20 minutes):

Step 1: Introduction to Target Letters

- Present the target letters (e.g., 'b', 'a', 't').
- Show words that include these letters, such as "bat," "tab," and "rat."
- Sing a simple song or chant that includes the target letters.

Step 2: Listen and Sort Activity

- Play a listening game where the teacher says different words, and students raise their hands if they hear a target letter.
- Write down the words on the board and highlight the target letters.

Step 3: Match Letters to Sounds

- Use letter cards for a matching game where students pair letter cards with their corresponding sounds.
- Give feedback and encourage correct matches with fun prompts like "Great job!" or "That's right! The letter 'b' makes the /b/ sound!"

Step 4: Forming New Words

- Guide learners to form their own words by mixing target letters.
- Ask them to create as many words as possible with the letters and share with a partner.

Conclusion (5 minutes):

- Summarize the key points: Importance of target letters in forming words and how they sound.
- Interactive Activity: Play a quick “I Spy” game using the target letters from the lesson to reinforce learning.
- Preview Next Session: Talk about forming sentences with the words learned today.

Extended Activities:

- Word Search Activity: Create a simple word search using the target letters and words from the lesson.
- Letter Art Project: Ask students to create a piece of art using target letters, decorating the letters with drawings of objects that start with those letters.
- Sound Hunt: Encourage students to search for items in their home that start with target letters and bring them for sharing during the next class.

Teacher Self-Evaluation:

WEEK 9: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Language Use

Substrand: Singular and Plurals (-s and -es)

Specific Learning Outcomes:

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

1. Identify singular and plural nouns that require the addition of -s and -es.
2. Use singular and plural nouns which require an addition of -s and -es.
3. Appreciate using singular and plural nouns for effective oral communication.

Key Inquiry Questions:

- What objects do you find at home in their singular and plural forms?
- How can we group pictures of items found at home into columns of one (singular) and many (plural)?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson about nouns, focusing on what students learned about identifying objects.
- Engage learners by guiding them to read a short section from the learning resources, emphasizing understanding of singular and plural forms.

Lesson Development (20 minutes):

Step 1: Introduction to Singular and Plural Nouns

- Explain the concept of singular (one) and plural (more than one) nouns using simple examples (e.g., "one apple" vs. "two apples").
- Write examples on the board and illustrate them with pictures.

Step 2: Understanding the Rules

- Teach the rule of adding -s for most nouns (cat/cats) and -es for nouns ending in "s," "sh," "ch," and "x" (bus/buses, box/boxes).
- Show examples on the board and sort them into two columns: those needing -s and those needing -es.

Step 3: Group Activity - Object Hunt

- Have students look around the classroom or at home for objects and categorize them into singular and plural.
- Students can share their findings with a partner and discuss why they chose to categorize them that way.

Step 4: Creating Picture Columns

- Provide students with drawings or magazines to cut out pictures of household items.

- Ask them to create two columns on a sheet of paper, labeling one “One” (singular) and the other “Many” (plural).

Conclusion (5 minutes):

- Summarize the key points: what singular and plural nouns are and the rules for adding -s and -es.
- Conduct a brief interactive activity where students call out singular nouns and the class responds with the plural form.
- Preview the next session by asking what they think might come after learning about singular and plurals.

Extended Activities:

- Home Assignment: Students can create a "My House Nouns" poster featuring singular and plural nouns of items they have at home. They can draw or paste pictures and label them accordingly.
- Word Hunt: Encourage students to read a storybook at home with an adult and identify singular and plural nouns within the text.

Teacher Self-Evaluation:

WEEK 9: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Writing

Sub Strand: Handwriting

Specific Learning Outcomes:

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

1. Recognize the correct letter formation of target letters.
2. Write from left to right.
3. Understand the importance of correct letter formation for effective communication.

Key Inquiry Questions:

- How do we copy capital and small letter patterns for the target letters (A, M, T, E)?
- Can we practice writing 3-4 letter words from left to right?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Start with a quick review of the previous lesson focusing on letter formation.

- Invite students to read and discuss select parts of the KLB Early Grade English resource, highlighting the importance of clear writing.

Lesson Development (20 minutes):

Step 1: Understanding Letter Formation

- Use visual aids or a whiteboard to demonstrate how to form the letters A, M, T, and E.
- Guide students as they trace over these letters with their fingers to get a sense of the movements.

Step 2: Practice Capital and Small Letters

- Provide worksheets where students can practice writing both the capital and small versions of the letters A, M, T, and E.
- Ensure students are writing from left to right and using the correct letter formation.

Step 3: Writing Words

- Introduce simple 3-4 letter words that include the target letters, such as "mat," "ate," "tea," and "eat."
- Have students practice writing these words, emphasizing left-to-right directionality.

Step 4: Peer Review

- Pair students to share their work with each other. They will look for clear letter formation and help each other with any mistakes.
- Encourage them to give positive feedback and suggest corrections.

Conclusion (5 minutes):

- Summarize the day's learning about correct letter formation and its importance.

- Engage students with a quick interactive activity, such as a "letter formation song" or a quick game where students call out letters and everyone writes them on their desks.
- Tease the next session, which will involve writing sentences using the letters learned today.

Extended Activities:

- Letter Scavenger Hunt: Create a list of 3-4 letters and have students find items in the classroom that start with those letters. They could also take pictures or draw these items.
- Letter Art: Encourage students to create an art project using their name. They can decorate their letters and practice writing their names in different colors, increasing letter awareness and pride in their writing.

Teacher Self-Evaluation:

WEEK 10: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Pronunciation and Vocabulary

Specific Learning Outcomes:

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

1. Identify new words featuring the target sounds in sentences.
2. Use new words related to the theme in sentences.
3. Appreciate the use of facial expression in communication.

Key Inquiry Questions:

- How do we sound out the target sounds (Ss, Ll, Pp, li)?
- What words do we use to talk about different times of the day?

Learning Resources:

- KLB Early Grade English, Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on basic time (morning, afternoon, evening).

- Read a brief passage from the KLB resource, focusing on the target sounds and words related to time (e.g., "sunrise," "noon," "sunset").

Lesson Development (30 minute):

Step 1: Sound Modeling

- Teacher demonstrates the pronunciation of target sounds (Ss, Ll, Pp, li) using words related to time.
- Students repeat the sounds and words after the teacher.
- Example words: "sun," "lunch," "play," "night."

Step 2: Word Identification

- Students listen to sentences that include the target sounds and indicate the new words they hear.
- Example sentence: "I eat lunch at noon."
- Students raise their hands to share the words they identified and discuss their meanings.

Step 3: Sentence Creation

- Students work in pairs to create sentences using the new words they've learned.
- Encourage them to use facial expressions to act out their sentences (e.g., pretending to eat lunch).

Step 4: Role Play Activity

- In groups, students will role play different times of the day using thematic vocabulary learned in previous steps.
- Students will be guided to use appropriate facial expressions during their role play.

Conclusion (5 minutes):

- Review and summarize the key points (target sounds, vocabulary related to time).
- Conduct a fun game where students take turns saying a word and making a corresponding facial expression, while others guess the word.
- Briefly introduce the next session's topic, which will be about daily routines, prompting them to think about different activities they do throughout the day.

Extended Activities:

- Drawing Time: Encourage students to draw a picture of their favorite time of the day and label it with the new vocabulary words they've learned.
- Time Journals: Have students keep a simple "time journal" for a week where they write (or illustrate) one thing they did at different times of the day, using vocabulary learned in class.

Teacher Self-Evaluation:

WEEK 10: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Pre-reading

Specific Learning Outcomes:

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

1. Identify letter names and corresponding sounds for reading preparedness.
2. Match target letters to their corresponding sounds.
3. Appreciate the importance of letter sound correspondence for reading preparedness.

Key Inquiry Questions:

- What are the names of the letters?
- What sounds do these letters make?
- Why is it important to have letter sound knowledge for reading?

Learning Resources:

- KLB Early Grade English, Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson about letters and sounds.
- Ask students to share any letters they remember.
- Introduce the concept of letter sounds with an engaging discussion on the importance of phonics in reading.

Lesson Development (20 minutes):

Step 1: Introduction to Letter Sounds

- Display a few letter cards (e.g., A, B, C) and ask students to identify these letters.
- Model the sounds they make, emphasizing the connection between the letter and its sound.

Step 2: Letter and Sound Matching Activity

- Hand out letter cards and sound cards to students.
- Have students work in pairs to match the letter cards to the corresponding sound cards.
- Circulate the room to provide support and encourage discussion about their choices.

Step 3: Interactive Letter Sound Game

- Play a game where you call out a letter, and students must make the sound of that letter.
- Incorporate movements or actions for each letter sound to make the activity more engaging.

Step 4: Review and Reinforcement

- Use the KLB resource to read a short story that emphasizes letter sounds.
- Ask students to identify the letters and sounds they hear as you read.

Conclusion (5 minutes):

- Summarize the key points: the letters learned, the sounds they make, and why this knowledge is important for reading.
- Engage the students in a fun interactive quiz where you ask them to recall letters and their sounds.
- Preview the next lesson: "What happens when we put sounds together to make words?"

Extended Activities:

- Sound Book Creation: Have students create a "Sound Book" where each page features a letter, its sound, and illustrations of words that start with that letter.
- Letter Sound Hunt: Assign students to search around the classroom or home for objects that begin with specific letter sounds and share their findings.

Teacher Self-Evaluation:

WEEK 10: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Reading Words

Specific Learning Outcomes:

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

1. Identify letter names and corresponding sounds.
2. Read 3-4 simple words featuring the target letters for effective reading.
3. Appreciate the importance of letter-sound correspondence for reading preparedness.

Key Inquiry Question(s):

- What helps us to read fluently?
- How can identifying letter sounds improve our reading?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson, asking students to share what they learned about letters and sounds.

- Introduce the key concepts of this lesson by reading aloud a selected passage from the learning resources, focusing on the target letters and sounds.

Lesson Development (20 minutes):

Step 1: Letter Sounds Review

- Write the target letters on the board (e.g., 'm', 's', 'a').
- As a class, practice saying the names and sounds of each letter. Use hand motions or chants to make it engaging.

Step 2: Word Building

- Introduce 3-4 simple words that contain the target letters (e.g., "mat", "sat", "as").
- Guide students to sound out each letter in the words collectively.

Step 3: Reading Practice

- Pair students up to take turns reading the words aloud to each other.
- Circulate the room to provide support and ensure correct pronunciation and understanding.

Step 4: Word Matching Activity

- Hand out word cards that have the target words and letter cards for students to match the sounds to the correct words.
- Allow students to collaborate and discuss their matches.

Conclusion (5 minutes):

- Summarize the lesson by revisiting the key points: the sounds of letters, the importance of sounding out words, and how this helps with reading fluency.

- Conduct a quick interactive activity like a sound chant where students call out the letters and words learned today.
- Give a brief preview of the next lesson, mentioning that they will be reading a short story using the words learned.

Extended Activities:

- Home Practice: Send students home with a worksheet that includes pictures of the target words, asking them to trace the letters and practice saying the sounds.
- Letter Sound Hunt: Encourage students to find objects at home that begin with the target sounds and bring them to class for a Show and Tell.
- Rhyming Games: Create a simple book where students can draw pictures of things that rhyme with the target words for further engagement.

Teacher Self-Evaluation:

WEEK 10: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Language Use

Sub Strand: Present Simple Tense

Specific Learning Outcomes:

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

1. Identify words with the present simple tense in given sentences.
2. Use present tense forms to talk about time.
3. Desire to use the present simple tense to talk about routine activities.

Key Inquiry Questions:

- What are some words with the present simple tense in the sentences?
- How do we use present tense forms to talk about time?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson where students learned about verbs and simple sentences. Ask students to share some verbs they remember.

- Guide learners to read a short passage from the learning resource. Emphasize the use of present tense verbs. Discuss the context and meaning together.

Lesson Development (20 minutes):

Step 1: Identify the Present Simple Tense

- Read sentences aloud as a class.
- Ask students to listen for verbs that show actions happening right now.
- Have students raise their hands when they hear a present tense verb. Write these verbs on the board.

Step 2: Discuss Daily Routines

- Introduce the idea of daily activities. Ask, "What do you do in the morning?"
- Students take turns sharing their morning routines using present simple tense (e.g., "I eat breakfast," "I brush my teeth").
- As they speak, write their sentences on the board, highlighting present tense verbs.

Step 3: Create Present Tense Sentences

- Provide students with sentence starters for common activities (e.g., "I __ in the morning").
- Allow students to fill in the blanks with their actions in present tense.
- Invite a few students to share their sentences with the class.

Step 4: Group Activity

- Divide students into small groups and give them sentence strips.
- Each group will receive a mix of sentences with present simple and other tenses.

- Ask them to sort the sentences into two piles: present simple and not present simple. After sorting, have each group share their findings with the class.

Conclusion (5 minutes):

- Summarize the main points of the lesson: what the present simple tense is and how we can use it to describe our daily routines.
- Conduct an interactive activity where students say one routine they do using a present simple sentence.
- Preview the next session by asking students to think about what they will talk about in their weekend routines.

Extended Activities:

- Writing Journal: Have students write a short paragraph about their daily routine using present tense verbs.
- Present Simple Tense Art: Ask students to draw a picture of themselves doing a daily activity and label it with sentences in the present simple tense (e.g., "I play soccer").
- Verb Matching Game: Create a game where students match present tense verbs with corresponding pictures (e.g., a picture of someone eating with the word "eat").

Teacher Self-Evaluation:

WEEK 10: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Writing

Sub Strand: Handwriting

Specific Learning Outcomes:

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

1. Form letters in terms of shape and size correctly
2. Write words from left to right effectively
3. Desire to form letters correctly

Key Inquiry Questions:

- Can you copy the letters Ss, Ll, li, Pp as modeled by the teacher?
- How can we draw and label objects related to our theme?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on letters and proper spacing while writing.

- Guide learners to read and discuss the relevant content from the KLB resource, focusing on the importance of clear handwriting.

Lesson Development (20 minutes):

Step 1: Introduction to Letter Shapes

- Show the letters Ss, Ll, li, and Pp on the board.
- Demonstrate how to form each letter correctly, emphasizing shape and size.
- Have students practice air writing the letters with their fingers.

Step 2: Guided Practice

- Provide each student with a whiteboard or paper.
- Instruct them to write the letters Ss, Ll, li, and Pp several times, focusing on making them the right shape and size.
- Walk around to provide feedback and support.

Step 3: Writing Words

- Introduce simple words that contain the letters learned (e.g., Sip, Lip, Silly).
- Model how to write these words from left to right, explaining that we always start at the left side of the page.
- Have students write the words on their own while ensuring they maintain proper letter formation.

Step 4: Drawing and Labeling

- Ask students to choose one object that starts with the letters they wrote (e.g., a sun for S or a stick for l) and draw it on their paper.

- Guide them to label their drawings using the target letters, encouraging them to think about letter shapes and sizes.

Conclusion (5 minutes):

- Summarize the importance of good handwriting: it helps others read our writing better!
- Ask students to share their drawings and labels with a partner.
- Preview the next lesson where they will learn about joining letters to form simple sentences.

Extended Activities:

- Suggest a handwriting journal where students can practice writing their names or words they learn daily.
- Create a letter scavenger hunt where students find objects around the classroom that start with each target letter and label them.
- Have students create a "letter book" with pages dedicated to each letter, including drawings and words that start with that letter.

Teacher Self-Evaluation:

WEEK 11: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Pronunciation and Vocabulary

Specific Learning Outcomes:

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

1. Identify new words featuring the target sounds in sentences.
2. Use new words related to the theme in sentences.
3. Appreciate the use of facial expressions in communication.

Key Inquiry Question(s):

- What words do we use to talk about time?

- How can we use facial expressions when we communicate?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson, asking students to share what they remember.
- Read together from the KLB learning resource, focusing on words related to time (like morning, noon, evening).

Lesson Development (20 minutes):

Step 1: Sound Identification

- Introduce target sounds: Ss, Ll, Pp, li.
- Play a short audio or model these sounds.
- Have students repeat each sound, ensuring they focus on pronunciation.

Step 2: Vocabulary Introduction

- Discuss words related to the theme of time, such as "sunrise," "lunch," and "bedtime."
- Write the new words on the board and ask students to say them aloud.

Step 3: Sentence Creation

- Guide students to create sentences using the new words. For example, "I have lunch at noon."

- Share some sentences aloud and encourage classmates to give feedback.

Step 4: Role Play Activity

- Organize a role-play where students act out different times of the day (morning, afternoon, evening) while using the vocabulary and facial expressions.
- Invite a few students to perform in front of the class.

Conclusion (5 minutes):

- Summarize the key points: target sounds, new vocabulary, and the importance of facial expressions.
- Conduct a quick interactive game where students must match words with the appropriate times of day.
- Preview the next session, asking students to think about their favorite times of day and the words that describe them.

Extended Activities:

- Word Journals: Have students keep a journal where they can draw pictures and write sentences using the new words they learn. This can also include a page dedicated to facial expressions related to different feelings or times of the day.
- Classroom Time Capsule: Create a time capsule project where students can illustrate their day from morning to night with different times and activities, using vocabulary learned.

Teacher Self-Evaluation:

WEEK 11: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Pre-reading

Specific Learning Outcomes:

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

1. Identify letter names and corresponding sounds for reading preparedness.
2. Match target letters to their corresponding sounds.
3. Appreciate the importance of letter sound correspondence for reading preparedness.

Key Inquiry Questions:

- What are the names of the letters we use?
- What sounds do these letters make?

Learning Resources:

- KLB Early Grade English, Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review Previous Lesson: Recap what was learned about letters and sounds in the last session.

- Discussion: Ask students to share what they remember about letter sounds and why they are important for reading. Show them some letter cards from the learning resources to engage their interest.

Lesson Development (20 minutes):

Step 1: Letter Introduction

- Introduce target letters (e.g., A, B, C). Show each letter on a card.
- Activity: Ask students to repeat the letter names aloud as you hold up each card.

Step 2: Sounds Matching

- Explain the sound each letter makes. For instance, "A says 'ah'."
- Activity: Have students match letter cards to sound cards. Hold up a letter and ask, "What sound does this make?"

Step 3: Sound and Letter Game

- Play a game where you say a sound, and students have to find the corresponding letter card.
- Encouragement: Praise students for their efforts and correct any misunderstandings gently.

Step 4: Importance of Sound Correspondence

- Discuss why it's important to know letters and sounds to help us read words.
- Example: Share simple CVC (consonant-vowel-consonant) words (e.g., Cat, Bat), breaking down each word to its letters and sounds.

Conclusion (5 minutes):

- Summarize Key Points: Reinforce that knowing letter names and sounds helps us read better.

- Interactive Activity: Conduct a quick “find the letter” quiz where you call out a sound, and students show you the corresponding letter card.
- Preview of Next Session: Tease the next lesson by saying, "Next time, we will learn how to put letters together to make words!"

Extended Activities:

- Sound Hunt: At home, students can find objects that start with specific letter sounds (e.g., A for apple) and draw them.
- Story Time: Read a simple story together that emphasizes letter sounds and have students clap when they hear the sound of the target letters.
- Online Games: Suggest using educational apps or websites focused on letter recognition and phonics for practice.

Teacher Self-Evaluation:

WEEK 11: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Reading

Sub Strand: Reading Words

Specific Learning Outcomes:

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

1. Identify letter names and corresponding sounds.
2. Read 3-4 simple words featuring the target letters for effective reading.
3. Appreciate the importance of letter-sound correspondence for reading preparedness.

Key Inquiry Questions:

- What are the names of the letters?
- What sounds do these letters make?
- How can we read simple words using our knowledge of letter sounds?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin the lesson with a brief review of the previous lesson's letters and sounds.
- Ask students to share what they remember about the letters and their sounds.
- Encourage excitement about reading by showing the learning resource book, highlighting the pages that relate to today's lesson.

Lesson Development (20 minutes):

Step 1: Introduction to New Letters

- Introduce 3 new letters (e.g., A, M, S) and their corresponding sounds.
- Use flashcards to display each letter and model the sound.
- Engage the students in repeating the letter names and sounds aloud together.

Step 2: Word Building

- Using the new letters, ask students to form simple words (e.g., "am," "as," "ma").
- Write these words on the board and underline the target letters.
- Have students take turns reading the words aloud while the class claps for each correct sound they make.

Step 3: Sound Games

- Play a quick sound matching game: call out a sound, and students must find the corresponding letter card.
- Discuss how different letters correspond to different sounds and how these come together in words.

Step 4: Reading Practice

- Provide students with a simple sentence or two that includes the words they read (e.g., "I am Sam.").

- Have students read the sentences in pairs, encouraging them to sound out each word together.

Conclusion (5 minutes):

- Summarize the key points: the letters learned, the sounds they make, and how they form words.
- Conduct a brief interactive activity like a "Letter-Sound Relay," where students must match letter flashcards to a sound called out by the teacher.
- Preview the next lesson by mentioning that they will learn new letters and more words.

Extended Activities:

- Letter Sound Book: Encourage students to create a mini-book where they can draw pictures and write words starting with the letters learned.
- Sound Hunt: Ask students to find and bring in items (or pictures) from home that start with the target letters for a show-and-tell.
- Online Games: Suggest simple online games or apps that help with letter-sound recognition for additional practice at home.

Teacher Self-Evaluation:

WEEK 11: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Language Use

Sub Strand: Present Simple Tense

Specific Learning Outcomes:

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

1. Identify words with the present simple tense in given sentences.
2. Use present tense forms to talk about time.
3. Desire to use present simple tense to talk about routine activities.

Key Inquiry Questions:

- What words do you see that use the present simple tense?
- How can we use present tense forms to talk about our daily activities?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson on tense.

- Ask students to share examples of verbs they learned, encouraging them to think about how they express actions in their daily lives.
- Introduce the focus on present simple tense by highlighting that we will be talking about things that happen regularly.

Lesson Development (20 minutes):

Step 1: Introduction to Present Simple Tense

- Explain that the present simple tense is used to talk about things we do every day.
- Provide examples: "I eat breakfast," "She plays with her friends."
- Ask students to repeat the examples, emphasizing the present tense verbs.

Step 2: Identifying Present Simple Tense in Sentences

- Write a few simple sentences on the board, mixing present simple tense and other tenses, like "I will eat lunch."
- Have students identify which sentences use present simple tense.
- Encourage them to explain why those verbs are in the present tense.

Step 3: Talking About Daily Routines

- Introduce a visual schedule of a daily routine (morning, afternoon, evening).
- Guide students to describe what they do during different times of the day using the present simple tense. (e.g., "I wake up," "I go to school," "I play outside.")
- Allow students to share their own routines with the class.

Step 4: Interactive Group Activity

- Divide students into small groups and give them picture cards that represent various daily activities.

- Ask each group to create a sentence in the present simple tense for each picture and share with the class.
- Encourage peer feedback focusing on correct tense usage.

Conclusion (5 minutes):

- Summarize the key points covered: identifying present simple verbs and using them to describe daily activities.
- Conduct a brief interactive game where students have to match actions with the correct present simple sentences.
- Preview next session by mentioning that they will learn how to ask questions using the present simple tense.

Extended Activities:

- Daily Journal: Encourage students to keep a simple daily journal where they write 1-2 sentences about what they do each day using the present simple tense.
- Present Simple Song: Create a song or chant incorporating present simple verbs to reinforce learning through music.
- Role Play: Set up scenarios where students can role-play daily activities, speaking in the present simple tense throughout.

Teacher Self-Evaluation:

WEEK 11: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	ENGLISH			

Strand: Writing

Sub Strand: Handwriting

Specific Learning Outcomes:

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

1. Form letters in terms of shape and size correctly.
2. Write words from left to right effectively.
3. Develop a desire to form letters correctly.

Key Inquiry Questions:

- How can we tell letters are correctly written?
- Can we copy letters Ss, Ll, Ii, Pp as modeled by the teacher?
- What objects can we draw and label that relate to our theme?

Learning Resources:

- KLB Early Grade English Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson on letter formation.
- Engage the learners in reading and discussing a section from the KLB Early Grade English resource, focusing on the importance of forming letters correctly.

Lesson Development (20 minutes):

Step 1: Introduction to Letters

- Introduce the letters Ss, Ll, li, and Pp. Show examples (flashcards or board) and demonstrate how to write each letter.
- Discuss the shape and size of the letters. Ask students to identify features.

Step 2: Guided Practice

- Have students practice writing the letters in the air with their fingers, then on paper without looking to build muscle memory.
- Monitor their grip on pencils and hand positioning.

Step 3: Independent Practice

- Distribute worksheets with dotted outlines of letters Ss, Ll, li, and Pp for students to trace.
- Encourage them to say the letter sounds as they write.

Step 4: Creative Application

- Ask students to draw an object that starts with one of the letters learned, such as a Sun for 'S' or a Leaf for 'L'.
- Label their drawings with the corresponding letter and sound.

Conclusion (5 minutes):

- Summarize what was learned: the correct formation of letters, the importance of writing from left to right, and the objects drawn.
- Conduct a quick interactive activity: Have students share their drawings and practice saying the letter and its sound together as a class.
- Prepare students for the next session by introducing the idea that they will learn about writing short words in the following lesson.

Extended Activities:

- Letter Hunt: Find items in the classroom or at home that start with S, L, I, and P, and label them.
- Letter Collage: Create a collage using pictures cut from magazines that start with each of the target letters.
- Handwriting Journal: Start a simple journal where students can practice writing a letter and drawing related objects each week.

Teacher Self-Evaluation: