

RATIONALISED CBE LESSON PLANS

GRADE : TWO

TERM : THREE

YEAR :2025

LEARNING AREA: ENGLISH

TEACHERS NAME:

SCHOOL :

WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Listening and speaking (Technology)

Sub Strand: Pronunciation and vocabulary

Specific Learning Outcomes:

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

1. Identify words with target letter sound combinations from an oral text
2. Articulate words with target letter sound combinations correctly
3. Desire to use words related to the theme every day

Key Inquiry Question(s):

- How can we listen attentively for target letter sound combinations from a text?
- How can we practice articulating words with the target letter sound combinations?

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self- esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2 page 111
- KLB Early Grade English teacher's guide grade 2
- Digital devices

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce target letter sound combinations (/gr/, /pr/, /oi/, /u/)

Step 2: Practice articulating words with target letter sound combinations

Step 3: Engage in oral reading exercises emphasizing correct pronunciation

Step 4: Reinforce learning through interactive activities such as word puzzles or pronunciation games

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create their own sentences using words with the target letter sound combinations.
- Play a pronunciation challenge game where students take turns pronouncing words correctly.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Reading

Sub Strand: Fluency

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify words with the target letter sound combinations in preparation for reading.
2. Pronounce words related to the theme accurately.
3. Realize the importance of reading in lifelong learning.

Key Inquiry Question(s):

The learner is guided to:

- Point out and read words with target letter sound combinations (/gr/, /pr/, /oi/, /u/).
- Read words with target letter sound combinations.
- Locate sentences containing answers to direct questions and answer the questions.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2
- KLB Early Grade English tr's guide grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the target letter sound combinations and provide examples for learners to practice

Step 2: Engage learners in a reading activity where they identify and pronounce words with the target letter sound combinations.

Step 3: Discuss the importance of reading in lifelong learning and ask learners to share why they think reading is essential.

Step 4: Have learners locate sentences containing answers to direct questions and encourage them to answer the questions.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage learners to create their own sentences using the target letter sound combinations.
- Provide a set of words for learners to categorize based on the specific letter sound combination.
- Have students practice reading aloud in pairs, focusing on the target letter sound combinations.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Reading

Sub Strand: Comprehension

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Make predictions on the outcomes of the story based on the title and pictures.
2. Answer direct and indirect questions from the story.
3. Develop a desire to read a variety of stories.

Key Inquiry Question(s):

The learner is guided to:

- Look at pictures and the title of the story and predict what will happen.
- Read the story fluently.
- Answer direct and indirect questions from the story.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2
- KLB Early Grade English teacher's guide grade 2
- Mobile phone
- Computer

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of making predictions in a story based on the title and pictures.

Step 2: Practice making predictions as a class using a sample story or picture book.

Step 3: Read a short story together and encourage students to make predictions throughout.

Step 4: Discuss the story as a class and answer direct and indirect questions to test comprehension.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- After the lesson, students can choose a storybook from the library to practice making predictions independently.
- Encourage students to create their own short stories including titles and pictures to share with the class.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Language Use

Sub Strand: Possessive pronouns

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify the correct possessive pronouns in a text.
2. Use possessive pronouns in sentences.
3. Adopt the use of possessive pronouns in day-to-day communication.

Key Inquiry Question(s):

- The learner is guided to:
- Read a text about things that belong to them/their parents, using possessive pronouns (mine, yours, hers, his).
- Role play ownership of items and objects in the school environment.
- Construct sentences using possessive pronouns.
- Ask and answer questions that prompt responses containing possessive pronouns.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self- esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 3
- KLB Early Grade English teacher's guide grade 3
- Chart
- Digital devices

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the

understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce possessive pronouns and provide examples (e.g., my, your, her, his).

Step 2: Read a short text together with the class and identify the possessive pronouns used.

Step 3: Engage students in a role-playing activity where they demonstrate ownership of school items using possessive pronouns.

Step 4: In pairs, have students construct sentences using possessive pronouns and ask each other questions that prompt responses containing possessive pronouns.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to write a short paragraph describing their favorite possession using possessive pronouns.
- Play a game where students have to identify possessive pronouns in sentences.

Teacher Self-Evaluation:

WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Writing

Sub Strand: Guided writing

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify names of objects in pictures related to the theme in preparation for writing.
2. Write names from the picture prompts to demonstrate mastery of vocabulary related to the theme.
3. Create sentences from the picture prompts for effective communication.

Key Inquiry Question(s):

- Name objects from different pictures provided.
- Match the pictures with their names.
- Draw and name pictures of objects related to the theme.
- Write sentences to describe the objects in pictures.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self- esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2
- KLB Early Grade English tr's guide grade 2
- Flash cards

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce theme-related pictures and ask students to identify and name objects in the pictures.

Step 2: Provide picture prompts and ask students to write the names of objects shown.

Step 3: Encourage students to create sentences using the vocabulary from the picture prompts.

Step 4: Peer review - students share their sentences with a partner to practice effective communication.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students match picture cards with their names.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Create a mini-book where students draw and label objects from the theme.
- Write a short paragraph describing a scene using the vocabulary learned in the lesson.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Listening and speaking (Technology)

Sub Strand: Pronunciation and vocabulary

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify words with target letter sound combinations from an oral text.
2. Articulate words with target letter sound combinations correctly.
3. Desire to use words related to the theme every day.

Key Inquiry Question(s):

The learner is guided to:

- Listen attentively for target letter sound combinations from a text.
- Say words with the target letter sound: /gr/ as green, /pr/ as press, /oi/ as oil, /u/ as put, bush.
- Practice pronouncing words with target letter combinations.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self- esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English Grade 2, page 111
- KLB Early Grade English Teacher's Guide Grade 2
- Digital devices

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):**Step 1:** Why should we pronounce words correctly?

- Discuss with students the importance of pronouncing words correctly for clear communication and understanding.

Step 2: Identifying Target Letter Sounds

- Engage students in listening exercises where they identify words with target letter sound combinations in an oral text.

Step 3: Articulating Target Letter Sounds

- Practice articulating words with target letter sound combinations correctly, focusing on /gr/, /pr/, /oi/, and /u/ sounds.

Step 4: Vocabulary Practice

- Encourage students to desire to use words related to the theme every day, reinforcing their understanding and retention of the vocabulary.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Provide grade-relevant extended activities such as creating word flashcards with target letter sound combinations, playing pronunciation games, or practicing oral presentations with the new vocabulary.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Reading

Sub Strand: Fluency

Specific Learning Outcomes:

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

1. Identify words with the target letter sound combinations in preparation for reading.
2. Pronounce words related to the theme accurately.
3. Realize the importance of reading in life-long learning.

Key Inquiry Question(s):

- Point out and read words with target letter sound combinations (/gr//pr/oi/u/).
- Read words with target letter sound combinations.
- Locate sentences containing answers to direct questions and answer the questions.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self- esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English Grade 2
- KLB Early Grade English Teacher's Guide Grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (20 minutes):

Step 1: Introduce target letter sound combinations (/gr//pr/oi/u/) and practice reading words with these combinations.

Step 2: Engage learners in activities where they locate sentences with answers to direct questions and respond appropriately.

Step 3: Discuss the importance of reading in lifelong learning and relate it to the theme of the lesson.

Step 4: Conduct a reading fluency exercise where learners read aloud and practice pronouncing words accurately.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage learners to practice reading at home, focusing on the target letter sound combinations.
- Provide additional worksheets or reading materials with similar themes to reinforce learning.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Reading

Sub Strand: Comprehension

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Make predictions on the outcomes of the story based on the title and pictures.
2. Answer direct and indirect questions from the story.
3. Desire to read a variety of stories.

Key Inquiry Question(s):

The learner is guided to:

- Look at pictures and title of the story and say what will happen.
- Read the story fluently.
- Answer direct and indirect questions from the story.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self- esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English Grade 3
- KLB Early Grade English Teacher's Guide Grade 3
- Mobile phone
- Computer

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of making predictions based on the title and pictures of a story.

Step 2: Model making predictions using a sample story with the class.

Step 3: Read a story together as a class and encourage students to make predictions.

Step 4: Discuss and analyze the outcomes of the story based on the predictions made.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to draw their own story predictions based on titles and illustrations from various books.
- Have students write or dictate their own stories with surprising or unexpected endings.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Language use

Sub Strand: Possessive pronouns

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to;

1. Identify the correct possessive pronouns in a text.
2. Use possessive pronouns in sentences.
3. Adopt the use of possessive pronouns in day-to-day communication.

Key Inquiry Question(s):

- Read a text about things that belong to them/their parents using possessive pronouns (mine, yours, hers, his).
- Role-play ownership of items and objects in the school environment.
- Construct sentences using possessive pronouns.
- Ask and answer questions that prompt responses containing possessive pronouns.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 3 textbook
- KLB Early Grade English teacher's guide grade 3
- Chart
- Digital devices

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the

understanding of key concepts.

Lesson Development (20 minutes):

Step 1: Introduce possessive pronouns (mine, yours, hers, his) and discuss the concept of ownership.

Step 2: Provide examples of possessive pronouns in sentences and have students identify them correctly.

Step 3: Engage students in a role-playing activity where they act out owning different items in a school setting using possessive pronouns.

Step 4: Have students construct sentences using possessive pronouns and practice asking and answering questions that prompt responses containing possessive pronouns.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create a short story using possessive pronouns to deepen their understanding.
- Have students bring items from home and describe them using possessive pronouns in a show-and-tell activity.

Teacher Self-Evaluation:

WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Writing

Sub Strand: Guided Writing

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify names of objects in pictures related to the theme in preparation for writing.
2. Write names from the picture prompts to demonstrate mastery of vocabulary related to the theme.
3. Create sentences from the picture prompts for effective communication.

Key Inquiry Question(s):

- Name objects from different pictures provided.
- Match the pictures with their names.
- Draw and name pictures of objects related to the theme.
- Write sentences to describe the objects in pictures.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self- esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2
- KLB Early Grade English teacher's guide grade 3
- Chart
- Digital devices

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the theme and show pictures of objects related to it. Ask learners to identify and name the objects.

Step 2: Have learners write the names of the objects from the pictures.

Step 3: Guide learners to create sentences describing the objects in the pictures.

Step 4: Provide opportunities for learners to share and discuss the sentences they have written.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- As an extended activity, learners can create their own picture prompts with objects related to the theme and write sentences about them. This will deepen their understanding and application of the concepts discussed.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Listening and speaking (Cultural activities)

Sub Strand: Punctuation and vocabulary

Specific Learning Outcomes:

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

1. Identify words with the target sound combinations
2. Pronounce words with target letter sound combinations
3. Realize the importance of listening attentively for effective communication

Key Inquiry Question(s):

- Listen to a teacher read aloud a text or audio clips with target letter sound combinations: /tr/ - tree, trap; /sm/ - smile; /t/ - catch, fetch; /j/ - ewe, new
- Practise saying words with the target sound combinations
- Construct simple sentences using new words

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English Grade 2 page 121
- KLB Early Grade English TR's Guide Grade

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss the importance of listening attentively for effective communication.

Step 2: Listen to the teacher read aloud words with the target sound combinations.

Step 3: Practice pronouncing words with the target letter sound combinations.

Step 4: Work together to construct simple sentences using the new words.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their own sentences using the target sound combinations.
- Have students identify and write down words with similar sound combinations they come across during the day.
- Play a spelling or pronunciation game using words with the target sound combinations.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Reading

Sub Strand: Fluency

Specific Learning Outcomes:

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

1. Identify words with the target letter sound combinations.
2. Pronounce words accurately when reading.
3. Appreciate reading fluently.

Key Inquiry Question(s):

- Read words with target letter sound combinations.
- Read a text with words related to the theme.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English Grade 3
- KLB Early Grade English Teacher's Guide Grade 3
- Flashcards

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (20 minutes):

Step 1: Introduce target letter sound combinations through flashcards and engage students in identifying words with those sounds.

Step 2: Guide students in practicing pronunciation of words with target letter sound combinations in a controlled setting.

Step 3: Discuss the importance of pausing while reading for comprehension and fluency. Encourage students to practice this skill.

Step 4: Engage students in group reading sessions where they can apply their learnings by reading texts related to the theme with fluency.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students take turns reading aloud and pausing at appropriate moments to reinforce fluency skills.
- Preview upcoming topics and questions to consider for the next session.

Extended Activities:

- Encourage students to create their own flashcards with target letter sound combinations.
- Have students write short stories incorporating the words they have learned in the lesson to practice fluency in context.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Reading

Sub Strand: Comprehension

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Make predictions on the outcomes of the story based on the theme.
2. Identify the characters and events in a text for comprehension.
3. Infer the meanings of new words as used in the text.
4. Answer direct and indirect questions.

Key Inquiry Question(s):

The learner is guided to:

- Predict what will happen in a story based on the title and pictures.
- Locate sentences containing answers to direct questions.
- Answer direct and indirect questions.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English Grade 2
- KLB Early Grade English Teacher's Guide Grade 2

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (20 minutes):

Step 1: Predicting Outcomes

- Introduce the concept of making predictions based on the theme of a story.
- Use a short story or excerpt to model how to predict outcomes.
- Have students practice making predictions on their own.

Step 2: Identifying Characters and Events

- Discuss the importance of identifying characters and events in a story for comprehension.
- Engage students in a group activity where they identify characters and events in a short story.

Step 3: Inferring Word Meanings

- Explain the skill of inferring the meanings of new words in a text.
- Provide examples of context clues that can help infer word meanings.
- Have students practice inferring word meanings in sentences.

Step 4: Answering Questions

- Teach students how to answer both direct and indirect questions based on a text.
- Provide practice questions for students to answer individually or in pairs.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Create a story map of a familiar story, labeling characters and events.
- Write a short creative story and have students predict the outcomes.
- Play a game where students have to infer word meanings from context clues in sentences.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Language use

Sub Strand: Wh-questions

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Recognize wh-words used to ask questions from a written text
2. Use wh-words to ask questions related to the theme
3. The use of wh-words to seek information

Key Inquiry Question(s):

The learner is guided to:

- Ask questions beginning with: what, where, when, and who appropriately
- Engage in meaningful question and answer dialogue using wh-words
- Role-play activities that lead to the use of wh-words to ask questions

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2KLB
- Early Grade English tr's guide grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce wh-words (what, where, when, who) and explain their purpose in asking questions.

Step 2: Model examples of questions using wh-words and encourage learners to practice forming their own questions.

Step 3: Engage learners in a question and answer dialogue session, where they take turns asking and answering questions using wh-words.

Step 4: Facilitate role-play activities where students use wh-words to ask questions related to a given scenario or theme.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Suggest grade-relevant extended activities that might help deepen understanding or apply the concepts discussed. For example, have students create a short story or dialogue using wh-questions, or engage in a group discussion where each student takes on a role and asks questions using wh-words.

Teacher Self-Evaluation:

WEEK 3: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Writing

Sub Strand: Guided Writing

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Recognize the correct order of words or phrases in a sentence.
2. Rearrange jumbled words or phrases into meaningful sentences.
3. Realize the importance of ordering words or phrases to form correct sentences.

Key Inquiry Question(s):

The learner is guided to:

- Talk about the correct way of ordering the jumbled words.
- Recognize the jumbled words to form simple sentences.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self- esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2
- KLB Early Grade English tr's guide grade 2

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduction to sentence structure and word order.

- Define what a sentence is and the importance of word order in forming a correct sentence.

Step 2: Recognizing jumbled words.

- Provide examples of jumbled words or phrases and encourage students to identify them.

Step 3: Rearranging words to form sentences.

- Engage students in activities where they rearrange jumbled words to create meaningful sentences.

Step 4: Practice writing sentences.

- Have students practice writing their own sentences following the correct word order.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- For extended activities, students can be given additional jumbled words to rearrange into sentences independently or in pairs.
- Students can create their own jumbled sentences for a partner to solve, fostering collaborative learning and application of the concepts discussed.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Listening and Speaking (Cultural activities)

Sub Strand: Punctuation and Vocabulary

Specific Learning Outcomes:

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

1. Identify words with the target sound combinations.
2. Pronounce words with target letter sound combinations.
3. Realize the importance of listening attentively for effective communication.

Key Inquiry Question(s):

- Why is it important to listen attentively when other people are talking?

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self- esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English Grade 2 page 121
- KLB Early Grade English TR's Guide Grade 2

Organisation of Learning:

Introduction (5 minutes):

1. Review the previous lesson.
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (20 minutes):

Step 1: Introduce target sound combinations such as /tr/ (tree, trap), /sm/ (smile), /t/ (catch, fetch), /j/ (ewe, new).

Step 2: Practice pronouncing words with the target sound combinations.

Step 3: Construct simple sentences using new words.

Step 4: Discuss why it is important to listen attentively when others are talking.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Assign students to find and write down words with the target sound combinations from their environment.
- Encourage students to practice listening attentively during group discussions or storytelling activities.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Reading

Sub Strand: Fluency

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify words with the target letter sound combinations.
2. Pronounce words accurately when reading.
3. Appreciate reading fluently.

Key Inquiry Question(s):

The learner is guided to:

- Read words with target letter sound combination.
- Read texts with words related to the theme.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self- esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English Grade 2 textbook
- KLB Early Grade English Teacher's Guide Grade 2

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce target letter sound combinations through visual aids and examples.

Step 2: Practice pronouncing words with the target letter sound combinations with the support of the teacher.

Step 3: Read a short text aloud, emphasizing fluency and accurate pronunciation.

Step 4: Discuss the importance of pausing when reading to understand the text better.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity (e.g., reading a passage aloud together) to reinforce the main topics.
- Prepare learners for the next session by previewing upcoming topics or asking thought-provoking questions.

Extended Activities:

- Grade-relevant extended activity idea: Have students create their own short stories using words with the target letter sound combinations. Encourage them to practice reading their stories aloud to improve fluency and pronunciation.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Reading

Sub Strand: Comprehension

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Make predictions on the outcomes of the story based on the theme.
2. Identify the characters and events in a text for comprehension.
3. Infer the meanings of new words as used in the text.
4. Answer direct and indirect questions.

Key Inquiry Question(s):

The learner is guided to:

- Predict what will happen in a story based on the title and pictures.
- Locate sentences containing answers to direct questions.
- Answer direct and indirect questions.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2
- KLB Early Grade English tr's guide grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of making predictions based on the story's theme.

Step 2: Discuss how to identify characters and events in a text for comprehension.

Step 3: Practice inferring the meanings of new words as used in the text.

Step 4: Engage in answering direct and indirect questions from the text.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Grade-relevant extended activities could include:
- Writing a short story where students make predictions based on a given theme.
- Creating character profiles for a story and identifying key events.
- Using a dictionary to infer meanings of new words.
- Formulating direct and indirect questions based on a given text for peers to answer.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Language use

Sub Strand: Wh- questions

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Recognize wh-words used to ask questions from a written text.
2. Use wh-words to ask questions related to the theme.
3. Adopt the use of wh-words to seek information.

Key Inquiry Question(s):

The learner is guided to:

- Ask questions beginning with: what, where, when, and who appropriately.
- Engage in meaningful question and answer dialogue using wh-words.
- Participate in role-play activities that lead to the use of wh-words to ask questions.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2
- KLB Early Grade English teacher's guide grade 2

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (20 minutes):

Step 1: Introduce wh-words (what, where, when, who) and discuss their usage in asking questions.

Step 2: Model examples of sentences using wh-words and encourage learners to identify the question being asked.

Step 3: Provide practice activities where learners create their own questions using wh-words related to a given theme.

Step 4: Conduct role-play activities where learners interact in dialogue, asking and answering questions using wh-words.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage learners to create a short story using wh-questions to drive the plot.
- Have a question-answer session where students take turns asking each other wh-questions to practice their usage.

Teacher Self-Evaluation:

WEEK 4: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Writing

Sub Strand: Guided writing

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Recognize the correct order of words or phrases in a sentence.
2. Rearrange jumbled words or phrases into meaningful sentences.
3. Realize the importance of ordering words or phrases to form correct sentences.

Key Inquiry Question(s):

The learner is guided to:

- Discuss the correct way of ordering the jumbled words.
- Organize the jumbled words to form simple sentences.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2
- KLB Early Grade English teacher's guide grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss the importance of clear and legible writing. Practice writing simple sentences on the board.

Step 2: Provide students with jumbled words or phrases. In groups, have them work together to rearrange the words to form correct sentences.

Step 3: Review the sentences created by each group. Discuss any errors and correct them as a class.

Step 4: Have students individually write out a few sentences using the correctly ordered words.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a sentence-building game.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- For extended activities, students can create their own jumbled sentences for a partner to solve or further practice with writing simple sentences using different vocabulary words.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Listening and speaking (Child labour)

Sub Strand: Pronunciation and vocabulary

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify words with target letter sound combinations
2. Pronounce words with target letter sound combinations accurately
3. Use the new words related to the theme in short sentences

Key Inquiry Question(s):

The learner is guided to:

- Say words with target letter combinations correctly (/k/ - quiet, /sn/ - sneeze, /sp/ - splint, /u/ - cook)
- Construct simple sentences using new words

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self- esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English Grade 2 page 131
- KLB Early Grade English Teacher's Guide Grade 2

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1:

- Introduce and practice pronouncing words with target letter sound combinations (e.g., quiet, sneeze).

Step 2:

- Engage learners in a pronunciation exercise using the new words.

Step 3:

- Encourage learners to construct and share short sentences using the new words.

Step 4:

- Provide feedback and reinforcement on correct pronunciation and sentence construction.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- You can suggest grade-relevant extended activities such as:
- Having students write short stories using the new words.
- Playing language games that involve the target letter sound combinations.
- Encouraging students to create flashcards with the new words for practice.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Reading

Sub Strand: Fluency

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify words with target letter sound combinations in a text.
2. Read a grade-appropriate text at the right speed.
3. Develop a desire to read fluently.

Key Inquiry Question(s):

- The learner is guided to:
- Identify words with target letter sound combinations.
- Read words with letter sound combinations correctly.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2
- KLB Early Grade English teacher's guide grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development(20 minutes):

Step 1: Phonics Practice

- Introduce target letter sound combinations.
- Practice identifying and reading words with these combinations aloud.

Step 2: Read-Aloud Activity

- Have students take turns reading a grade-appropriate text with emphasis on fluency.
- Provide guidance on pacing and expression while reading.

Step 3: Partner Reading

- Pair students up to read a short passage together.
- Encourage students to provide feedback on each other's fluency.

Step 4: Fluency Challenge

- Time students as they read a passage independently for speed and accuracy.
- Encourage friendly competition to motivate students to improve.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or word game.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Homework assignment: Ask students to practice reading aloud at home and note down any difficulties or improvements they notice.
- Reading buddies: Pair students up to read to each other and provide constructive feedback on fluency.
- Create a mini-storybook: Have students write and illustrate a short story using target letter sound combinations.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Reading

Sub Strand: Comprehension

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Make predictions about a story based on the title and pictures.
2. Respond to direct and indirect questions about the text.
3. Appreciate reading comprehensions fluently.

Key Inquiry Question(s):

The learner is guided to:

- Make predictions about the story.
- Identify the characters in the story.
- Get clues from the story to answer indirect questions.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self- esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2
- KLB Early Grade English tr's guide grade 2
- Flash cards

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of making predictions based on the title and pictures of a story.

Step 2: Discuss how to respond to direct and indirect questions about the text and provide examples.

Step 3: Engage students in a guided reading activity where they practice making predictions, identifying characters, and answering questions.

Step 4: Encourage students to share their thoughts and reading experiences, reinforcing comprehension skills.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create their own story predictions based on titles and images.
- Provide worksheets with short stories for students to practice answering direct and indirect questions.
- Encourage students to read a short story at home and write down their predictions before discussing them in the next class.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Language use

Sub Strand: Adverbs of time

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify adverbs of time used in a written text
2. Use adverbs of time to construct sentences
3. Desire to use adverbs of time for self-expression

Key Inquiry Question(s):

The learner is guided to:

- Recognize adverbs of time (soon, late, now)
- Construct sentences using adverbs of time
- Fill in the blank spaces using adverbs of time

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2
- KLB Early Grade English teacher's guide grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the

understanding of the key concepts.

Lesson Development (20 minutes):

Step 1:

- Introduce the concept of adverbs of time (e.g., soon, late, now).
- Provide examples of sentences using adverbs of time.
- Have students identify adverbs of time in sentences.

Step 2:

- Engage students in a discussion about activities typically done at different times of the day (morning, afternoon, evening).
- Encourage students to create sentences using adverbs of time to describe these activities.

Step 3:

- Provide a worksheet with sentences missing adverbs of time.
- Guide students to fill in the blanks with appropriate adverbs of time.

Step 4:

- Have students share and discuss their completed sentences with the class.
- Reinforce the use of adverbs of time in sentence construction.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students create their own sentences using adverbs of time.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Encourage students to write a short story using adverbs of time to describe events throughout the day.
- Create a classroom timeline showing different times of the day and corresponding activities using adverbs of time.

Teacher Self-Evaluation:

WEEK 5: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Writing

Sub Strand: Guided writing

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Recognize the correct order of words or phrases in a sentence.
2. Rearrange jumbled words or phrases into meaningful sentences.
3. Realize the importance of ordering words or phrases to form correct sentences.

Key Inquiry Question(s):

The learner is guided to:

- Discuss the correct way of ordering the jumbled words.
- Organize the jumbled words to form simple sentences.

Core competencies	Value s	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2
- KLB Early Grade English tr's guide grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):**Step 1:** Discussing the Correct Order of Words in a Sentence

- Introduce the concept of sentence structure and word order.
- Provide examples of jumbled words and ask students to identify the correct order to form sentences.

Step 2: Rearranging Jumbled Words to Form Sentences

- Present a set of jumbled words or phrases for students to rearrange into meaningful sentences.
- Encourage students to work collaboratively to solve the jumbling challenges.

Step 3: Importance of Ordering Words in Sentences

- Discuss why it is important to have words in the correct order to convey clear and meaningful messages.
- Connect correct sentence structure to effective communication.

Step 4: Practice and Application

- Provide additional jumbled words for students to practice rearranging into sentences independently.
- Offer feedback and guidance as they work through the exercises.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a quick sentence-building game.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- For extended activities, students can create their own sets of jumbled words for a partner to solve, reinforcing their understanding of sentence structure and word order.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Pronunciation and Vocabulary

Specific Learning Outcomes:

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

1. Identify words with target letter sound combinations
2. Pronounce words with target letter sound combinations accurately
3. Use new words related to the theme in short sentences

Key Inquiry Question(s):

- Say words with target letter combinations correctly
- Construct simple sentences using new words

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English Grade 2 page 131
- KLB Early Grade English Teacher's Guide Grade 2

Organization of Learning:

Introduction (5 minutes):

1. Review the previous lesson.
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the theme of child labour and discuss the importance of listening carefully for instructions in different scenarios (e.g., school, home).

Step 2: Identify words with target letter sound combinations (/k/, /sn/, /sp/, /u/) related to the theme of child labour.

Step 3: Practice pronouncing the target words accurately through interactive activities such as word drills and paired exercises.

Step 4: Encourage learners to use the new words in forming short sentences related to child labour.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Provide a preview of upcoming topics or questions to consider in the next session.

Extended Activities:

- Create a poster with pictures and captions using the new vocabulary words.
- Role-play scenarios where listening and speaking skills are crucial in preventing child labour.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Reading

Sub Strand: Fluency

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify words with target letter sound combinations in a text.
2. Read a grade-appropriate text at the right speed.
3. Desire to read fluently.

Key Inquiry Question(s):

The learner is guided to:

- Identify words with target letter sound combinations.
- Read words with letter sound combinations correctly.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2
- KLB Early Grade English teacher's guide grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (20 minutes):

Step 1: Introduce target letter sound combinations and practice identifying them in words.

Step 2: Demonstrate proper speed and fluency when reading a sample grade-appropriate text.

Step 3: Engage learners in a guided reading activity where they read aloud and focus on fluency.

Step 4: Provide positive reinforcement and encouragement to instill a desire to read fluently.

Conclusion:

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- After the lesson, students can engage in partner reading activities where they practice reading fluently together.
- Encourage students to create their own short stories using the target letter sound combinations and practice reading them aloud.
- Provide access to online resources or reading apps for additional practice and reinforcement of reading fluency skills.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Reading

Sub Strand: Comprehension

Specific Learning Outcomes:

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

1. Make predictions on the outcomes of the story based on the theme.
2. Identify the characters and events in a text for comprehension.
3. Infer the meanings of new words as used in the text.
4. Answer direct and indirect questions.

Key Inquiry Question(s):

- Predict what will happen in a story based on title and pictures.
- Locate sentences containing answers to direct questions.
- Answer direct and indirect questions.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2
- KLB Early Grade English teacher's guide grade

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Predicting Outcomes

- Introduce the concept of predicting outcomes in a story based on the theme, title, and pictures.
- Provide examples and guide students to make predictions about a given story.

Step 2: Identifying Characters and Events

- Discuss the importance of identifying characters and events in a story for comprehension.
- Engage students in activities where they identify key characters and events in a text.

Step 3: Inferring Meanings of Words

- Teach students how to infer the meanings of new words based on context clues in the text.
- Encourage students to apply this skill while reading a passage and discussing the inferred meanings.

Step 4: Answering Questions

- Explain the difference between direct and indirect questions.
- Provide practice questions for students to answer both types of questions based on a given text.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a storytelling session where students identify characters and events in a given story.
- Preview upcoming topics or questions to consider for the next session.

Extended Activities:

- For extended activities, students can create their own short stories where they predict outcomes, identify characters and events, infer meanings of new words, and answer questions.
- Encourage students to share their stories with the class or in small groups for further comprehension practice.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Language Use

Sub Strand: Adverbs of Time

Specific Learning Outcomes:

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

1. Identify adverbs of time used in a written text
2. Use adverbs of time to construct sentences
3. Desire to use adverbs of time for self-expression

Key Inquiry Question(s):

- Recognize adverbs of time (soon, late, now)
- Construct sentences using adverbs of time
- Fill in the blank spaces using adverbs of time

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self- esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2
- KLB Early Grade English tr's guide grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Discussing Adverbs of Time

- Introduce and define adverbs of time (soon, late, now).
- Provide examples and encourage students to identify these adverbs in sentences.

Step 2: Sentence Construction

- Have students construct sentences using adverbs of time.
- Encourage creativity and provide feedback on their sentences.

Step 3: Fill in the Blanks

- Give students sentences with missing adverbs of time and have them fill in the blanks.
- Discuss the importance of using adverbs of time to convey specific time-related information.

Step 4: Application in Writing

- Ask students to write a short paragraph or story incorporating adverbs of time.
- Provide support and guidance as needed.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a group discussion on using adverbs of time.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create a timeline of their day using adverbs of time.
- Ask students to interview a family member or friend about their daily routine and write a short report using adverbs of time.
- Encourage students to practice using adverbs of time in their everyday speech and writing.

Teacher Self-Evaluation:

WEEK 6: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Writing

Sub Strand: Guided writing

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Recognize the correct punctuation marks used in preparation for writing
2. Write well-punctuated sentences related to the theme
3. Realize the importance of writing correct short sentences for communication

Key Inquiry Question(s):

The learner is guided to:

- Point out different punctuation marks in a variety of sentences
- Punctuate sentences correctly
- Practice writing short sentences related to the theme

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2
- KLB Early Grade English tr's guide grade 2

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the different punctuation marks (period, question mark, exclamation mark, comma).

Step 2: Demonstrate how to correctly punctuate sentences using the punctuation marks.

Step 3: Guide learners to write short sentences related to a given theme using the correct punctuation marks.

Step 4: Discuss the importance of writing correct short sentences for effective communication.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their own sentences using the punctuation marks learned in the lesson.
- Provide writing prompts for students to practice writing correctly punctuated sentences independently.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Listening and Speaking (Caring for Others)

Sub-Strand: Pronunciation and Vocabulary

Specific Learning Outcomes:

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

1. Pronounce words with target letter sound combinations.
2. Use new words related to the theme to make sentences.
3. Develop a desire to listen attentively.

Key Inquiry Question(s):

- How can we pronounce words correctly?
- How can we use new words to construct sentences?

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self- esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English Grade 2 Page 141
- KLB Early Grade English Teacher's Guide Grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1:

- Introduce target letter sound combinations (/scr, spr, str, sw, st).
- Provide examples and practice saying words with these combinations.

Step 2:

- Introduce new vocabulary related to the theme.
- Guide students to use these words in sentences.

Step 3:

- Conduct pronunciation practice with target words.
- Encourage students to listen attentively and repeat after the teacher.

Step 4:

- Engage students in interactive activities that involve using the new words and practicing pronunciation.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Create flashcards with target words and practice pronouncing them.
- Play a vocabulary building game where students have to use the new words in sentences.
- Encourage students to practice pronunciation at home with family members or friends.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Reading

Sub Strand: Fluency

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify words with the target letter sound combinations in a text
2. Pronounce words with target letter sounds accurately
3. Read a grade-appropriate text at the right speed

Key Inquiry Question(s):

The learner is guided to:

- Identify words with the target letter sound combinations in a text
- Read a grade-appropriate text at the right speed

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English Grade 2 Teacher's Guide

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce target letter sound combinations and provide examples.

Step 2: Practice pronouncing words with target letter sounds accurately through interactive activities

Step 3: Guided reading of a grade-appropriate text focusing on target letter sound combinations.

Step 4: Engage learners in a reading activity at the right speed, emphasizing fluency and comprehension.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their own sentences using words with the target letter sound combinations.
- Provide additional reading passages with varying levels of difficulty for students to practice fluency and pronunciation.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Reading

Sub Strand: Comprehension

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Make predictions about a story based on the title and pictures.
2. Respond to direct and indirect questions about the text.
3. Infer the meaning of new words as used in a text.

Key Inquiry Question(s):

The learner is guided to:

- Look at the title of the story, pictures, and predict what will happen in the story.
- Get clues from the story to answer indirect questions.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- None provided

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of making predictions based on the title and pictures of a story. Show students a title and corresponding images, prompting them to predict what might happen.

Step 2: Discuss how to respond to direct and indirect questions about the text. Provide examples of different types of questions and model how to locate answers within the story.

Step 3: Teach students how to infer the meaning of new words in a text. Select a few unfamiliar words from a story and guide students through the process of using context clues to determine their meanings.

Step 4: Engage students in a guided practice activity where they apply the skills of making predictions, answering questions, and inferring word meanings to a short story.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a group discussion or a quick quiz.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- As an extended activity, students can create their own short story with a title and illustrations. They can then exchange stories with a classmate and practice making predictions, asking questions, and inferring meanings from each other's stories.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Language use

Sub Strand: Imperatives (commands) Interjections of excitement/joy

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify commands in written text
2. Respond to specific commands to show understanding
3. Express a desire to use imperatives and interjections in day-to-day communication

Key Inquiry Question(s):

The learner is guided to:

- Identify and use interjections of excitement in an oral text
- Use interjections of excitement correctly in conversation

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2
- KLB Early Grade English teacher's guide grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduction to Imperatives and Interjections

- Define imperatives and interjections
- Provide examples and explain when they are used

Step 2: Identifying Commands

- Engage learners in a reading activity where they identify commands in sentences
- Discuss the meaning and context of the commands

Step 3: Responding to Commands

- Role-play scenarios where learners respond to specific commands
- Encourage students to act out the commands to demonstrate understanding

Step 4: Using Interjections

- Introduce interjections of excitement or joy
- Practice using interjections in conversations or short dialogues

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a group discussion or a short quiz.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their own sentences using imperatives and interjections.
- Have students write a short story or dialogue incorporating commands and interjections.
- Play a game where students have to respond quickly to different commands or express excitement using interjections.

Teacher Self-Evaluation:

WEEK 7: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	ENGLISH			

Strand: Writing

Sub Strand: Guided writing

Specific Learning Outcomes:

- By the end of the lesson the learner should be able to:

1. Recognize the correct punctuation marks used in preparation for writing.
2. Write well-punctuated sentences related to the theme.
3. Realize the importance of writing correct short sentences for communication.

Key Inquiry Question(s):

The learner is guided to:

- Point out different punctuation marks in a variety of sentences.
- Punctuate sentences correctly.
- Practice writing short sentences related to the theme.

Core competencies	Values	PCIs
• Learning to learn • Communication • Imagination and creativity • Digital literacy • Citizenship	• Unity • Respect • Patriotism • Responsibility • Love	• Life skills (Self-esteem) • Life skills (Self-awareness)

Learning Resources:

- KLB Early Grade English grade 2
- KLB Early Grade English teacher's guide grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce different punctuation marks (., !, ?, ,).

Step 2: Discuss the rules for using each punctuation mark.

Step 3: Provide examples of sentences with missing punctuation and guide students in adding the correct punctuation.

Step 4: In small groups, have students write short, well-punctuated sentences related to a given theme.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students share their well-punctuated sentences.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- For extended activities, students can create a picture book using their well-punctuated sentences to deepen their understanding of punctuation in writing.

Teacher Self-Evaluation: