

RATIONALISED CBE LESSON PLANS

GRADE : PP1

TERM : THREE

YEAR :2025

LEARNING AREA: LANGUAGE

TEACHERS NAME:

SCHOOL :

WEEK 1

LESSON 1

SCHOOL	LEARNING AREA	GRADE		ROLL	TIME
	Language Activities	PP1			

STRAND: Listening and Speaking

SUB-STRAND: Auditory Memory

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Listen to a variety of sounds from the school environment.
- Talk about the sounds he/she heard.
- Appreciate sounds from the school environment.

KEY INQUIRY QUESTION(S): Which sounds did you hear from the school environment?

LEARNING RESOURCES:

- Flashcards, charts, realia, pictures, digital devices
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work in pairs or in groups.

INTRODUCTION The teacher will ask the learners to close their eyes for one minute and listen very carefully to all the sounds around them, both inside and outside the classroom.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: In pairs or in groups, listen to a variety of sounds from the school environment.

STEP 2: After the listening period, learners will open their eyes.

STEP 3: They will take turns to talk about the different sounds they heard (e.g., "I heard birds singing," "I heard other children shouting," "I heard a car horn.").

STEP 4: The teacher will praise them for their good listening skills.

CONCLUSION The teacher will summarize the lesson by listing the different sounds the learners heard on the board, emphasizing how many different sounds are always around us.

EXTENDED ACTIVITIES Learners to listen for three different sounds at home and tell their parents what they heard.

REFLECTION ON THE LESSON

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LESSON 2

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Listening and Speaking

SUB-STRAND: Auditory Memory

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- a) Observe letter sounds already learnt from a chart.
- b) Say letter sounds already learnt.
- c) Enjoy saying letter sounds correctly.

KEY INQUIRY QUESTION(S): Which letter sounds did you learn?

LEARNING RESOURCES:

- Alphabet chart, flashcards with letters
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work in pairs or in groups.

INTRODUCTION The teacher will start by singing the alphabet song with the class to warm them up.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: In pairs or in groups, observe the letter sounds they have already learned from an alphabet chart.

STEP 2: The teacher will point to a letter, and the learners will say its sound.

STEP 3: They will play a game where the teacher says a sound, and a learner comes to the front to point to the correct letter on the chart.

STEP 4: They will practice saying the letter sounds correctly and clearly.

CONCLUSION The teacher will praise the learners for remembering their letter sounds and for participating enthusiastically in the game.

EXTENDED ACTIVITIES Learners to point to three letters in a book at home and say their sounds to their parents.

REFLECTION ON THE LESSON

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LESSON 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Listening and Speaking

SUB-STRAND: Auditory Memory

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Engage in a nature walk within the school and identify each sound made.
- Recall a variety of sounds in the school environment.
- Enjoy identifying a variety of sounds in the school environment.

KEY INQUIRY QUESTION(S): Which sounds did you hear?

LEARNING RESOURCES:

- The school environment
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION The teacher will prepare the learners for a "listening walk" by reminding them to use their "super ears."

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Engage in a nature walk within the school compound.

STEP 2: As they walk, they will stop at different points, be very quiet, and listen for sounds.

STEP 3: The teacher will encourage them to identify each sound they hear (e.g., wind in the trees, a dog barking, a gate closing, footsteps).

STEP 4: Back in the classroom, they will recall and talk about the variety of sounds they heard during their walk.

CONCLUSION The teacher will create a "sound map" on the board, drawing simple pictures to represent the sounds they heard and where they heard them.

EXTENDED ACTIVITIES Learners to go on a short listening walk with a family member in their home compound or neighbourhood.

REFLECTION ON THE LESSON

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LESSON 4

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Listening and Speaking

SUB-STRAND: Auditory Memory

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Listen to a recorded audio clip on the sounds made by familiar things in the environment.
- Point out letter sounds correctly in and out of class.
- Appreciate pronouncing letter sounds correctly.

KEY INQUIRY QUESTION(S): Which letter sound do you like most?

LEARNING RESOURCES:

- Digital device with audio clips of environmental sounds
- Alphabet chart, course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION The teacher will play a game of "Guess the Sound." The teacher will play a recorded sound (e.g., a cat meowing) and learners will guess what it is.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Listen to a recorded audio clip with various sounds made by familiar things in the environment (e.g., rain falling, a phone ringing, a car starting).

STEP 2: After each sound, learners will identify what is making the sound.

STEP 3: The teacher will then connect this to letter sounds by asking, for example, "What sound does the word 'rain' start with?"

STEP 4: Learners will practice pointing out different letter sounds on the alphabet chart.

CONCLUSION The teacher will praise their listening skills and their ability to connect environmental sounds with letter sounds.

EXTENDED ACTIVITIES Learners to listen for a specific sound at home (e.g., the sound of the radio) and identify the first letter sound of that word.

REFLECTION ON THE LESSON

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LESSON 5

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Listening and Speaking

SUB-STRAND: Auditory Memory

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Tell a variety of sounds heard at home and on the way to school.
- Chant rhymes on letter sounds learnt.
- Take pleasure in listening to sounds in the school environment.

KEY INQUIRY QUESTION(S): Did you like chanting rhymes?

LEARNING RESOURCES:

- Rhyme chart, pictures
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION This lesson will be a review of the week's activities on sounds. The teacher will start by asking learners to share one interesting sound they heard on their way to school.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Tell the class about a variety of sounds they hear at home (e.g., cooking sounds, TV sounds) and on the way to school.

STEP 2: The teacher will introduce a new, simple rhyme about letter sounds.

STEP 3: The class will learn and chant the rhyme together with actions.

STEP 4: They will practice chanting the rhyme with expression and enjoyment.

CONCLUSION The lesson will end with an energetic performance of the rhyme. The teacher will ask the key inquiry question to reflect on the fun of learning through rhymes.

EXTENDED ACTIVITIES Learners to teach the new rhyme to a family member.

REFLECTION ON THE LESSON

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WEEK 2

LESSON 1

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Listening and Speaking

SUB-STRAND: Articulation of letter sounds

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Listen to words read by the teacher.
- Identify letter sounds from words read by the teacher that relate to school.
- Appreciate letter sounds from various words.

KEY INQUIRY QUESTION(S): What letter sound did you identify?

LEARNING RESOURCES:

- Flashcards, charts, realia (bag, pen, book)
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work in pairs or in groups.

INTRODUCTION The teacher will start a new sub-strand by focusing on articulating sounds within words. The teacher will hold up a bag and say the word "bag," emphasizing the /b/, /a/, and /g/ sounds.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Listen carefully as the teacher reads a list of words that relate to school (e.g., boy, bag, pen, book, desk).

STEP 2: For each word, the learners will try to identify the beginning, middle, and ending sounds.

STEP 3: In groups, they will be given an object (like a pen) and they will work together to say the sounds in the word (/p/-/e/-/n/).

STEP 4: They will practice articulating the sounds clearly.

CONCLUSION The teacher will ask the key inquiry question for different words to check for understanding. For example, "In the word 'bag', what letter sound did you identify at the beginning?"

EXTENDED ACTIVITIES Learners to choose one object in their school bag and try to say the sounds in its name.

REFLECTION ON THE LESSON

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LESSON 2

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Listening and Speaking

SUB-STRAND: Articulation of letter sounds

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Select vowels from letter sounds.
- List vowels from the letter sounds.
- Have fun selecting vowels from letter sounds.

KEY INQUIRY QUESTION(S): Which vowels did you select from the letter sounds?

LEARNING RESOURCES:

- Alphabet chart, vowel flashcards (a, e, i, o, u)
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION The teacher will explain that some letters in the alphabet are special and are called vowels. The teacher will introduce the five vowels: a, e, i, o, u.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Look at the alphabet chart and select the five vowels.

STEP 2: The teacher will have large flashcards for each vowel, and the class will practice saying their names and sounds.

STEP 3: They will learn a simple song or chant to help them remember the vowels.

STEP 4: Play a game where the teacher calls out a letter, and if it is a vowel, the learners stand up.

CONCLUSION The teacher will ask the learners to list the five vowels they have learned. The teacher will praise them for being able to select the special letters.

EXTENDED ACTIVITIES Learners to write the five vowels in their books.

REFLECTION ON THE LESSON

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LESSON 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Listening and Speaking

SUB-STRAND: Articulation of letter sounds

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Listen to the articulation of the vowels from the teacher or a digital device.
- Imitate the teacher or the digital device recordings.
- Appreciate learning how to articulate vowel sounds.

KEY INQUIRY QUESTION(S): What did you learn from the recordings?

LEARNING RESOURCES:

- Digital device with recordings of vowel sounds, vowel chart
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION The teacher will review the five vowels. The lesson will focus on articulating their sounds correctly.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Listen carefully to the articulation of the vowel sounds, either from the teacher or from a digital device recording. The teacher will emphasize the shape of the mouth for each sound.

STEP 2: Learners will imitate the teacher or the recording, practicing each vowel sound.

STEP 3: They will practice the sounds in front of a partner, who can give them feedback.

STEP 4: The teacher will move around the class, listening and providing individual correction.

CONCLUSION The teacher will lead the class in a final "vowel warm-up," going through all five sounds clearly and correctly.

EXTENDED ACTIVITIES Learners to practice making the vowel sounds in front of a mirror at home to see the shape of their mouth.

REFLECTION ON THE LESSON

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LESSON 4

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Listening and Speaking

SUB-STRAND: Articulation of letter sounds

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Observe the charts with all the letters of the alphabet on the wall.
- Recite the letters of the alphabet.
- Enjoy reciting the letters of the alphabet.

KEY INQUIRY QUESTION(S): Which letters of the alphabet do you know?

LEARNING RESOURCES:

- Alphabet chart, flashcards
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION The teacher will start by singing the alphabet song.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Observe the charts with all the letters of the alphabet on the wall.

STEP 2: Recite the letters of the alphabet together as a class, with the teacher pointing to each letter.

STEP 3: The teacher will then point to letters in a random order, and the class will call out their names.

STEP 4: Play a game where learners take turns to come and point to a letter that the teacher names.

CONCLUSION The teacher will praise their knowledge of the alphabet and their enthusiastic participation.

EXTENDED ACTIVITIES Learners to recite the alphabet to their parents.

REFLECTION ON THE LESSON

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LESSON 5

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Listening and Speaking

SUB-STRAND: Articulation of letter sounds

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- a) Read vowel sounds written on the board and charts.
- b) Tell the vowel sounds read to a friend.
- c) Embrace reading vowel sounds.

KEY INQUIRY QUESTION(S): Are you able to read vowel sounds?

LEARNING RESOURCES:

- Vowel chart, flashcards
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work in pairs.

INTRODUCTION The teacher will quickly review the five vowels and their sounds.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: As a class, read the vowel sounds written on the board and charts.

STEP 2: In pairs, one learner will show a vowel flashcard to their partner.

STEP 3: The partner will read the vowel sound aloud.

STEP 4: They will switch roles and continue practicing until they can all read the vowel sounds confidently.

CONCLUSION The teacher will assess their ability to read the vowel sounds by showing flashcards to individual learners. The teacher will provide encouragement and extra help where needed.

EXTENDED ACTIVITIES Learners to find the five vowels on a page in a book and point them out to a family member.

REFLECTION ON THE LESSON

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WEEK 3

LESSON 1

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Listening and Speaking

SUB-STRAND: Articulation of letter sounds

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- a) Chant rhymes on vowel sounds.
- b) Play digital games on vowel sounds.
- c) Have fun chanting rhymes on vowel sounds.

KEY INQUIRY QUESTION(S): Which game did you play?

LEARNING RESOURCES:

- Rhyme chart, digital devices with vowel games
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION The teacher will start by reviewing the vowel sounds.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Learn and chant a new, simple rhyme that focuses on the vowel sounds (e.g., a rhyme for each vowel: "a, a, apple...").

STEP 2: Chant the rhymes with actions to make it more memorable and fun.

STEP 3: If digital devices are available, learners will play simple educational games that focus on identifying and matching vowel sounds.

STEP 4: They will take turns playing the games.

CONCLUSION The teacher will lead the class in a final performance of the vowel rhymes. The teacher will ask them about the games they played to check for engagement and learning.

EXTENDED ACTIVITIES Learners to teach one of the vowel rhymes to a friend.

REFLECTION ON THE LESSON

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LESSON 2

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Listening and Speaking

SUB-STRAND: Articulation of letter sounds

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Use digital devices to learn more about articulating vowels.
- Collaboratively engage in sound articulation games like the fishing game.
- Take pleasure in articulating vowels and other letter sounds.

KEY INQUIRY QUESTION(S): How do different sounds in school help us?

LEARNING RESOURCES:

- Digital devices, letter fishing game (magnetic letters and rod)
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work in groups.

INTRODUCTION The teacher will review the articulation of vowel sounds.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Use digital devices to watch videos that show how vowel sounds are articulated, or play games that reinforce this.

STEP 2: In groups, engage in a sound articulation game like a letter fishing game.

STEP 3: Learners will "fish" for a letter. If they fish a vowel, they have to say its sound correctly to win a point for their team.

STEP 4: They will take turns and play the game collaboratively.

CONCLUSION The teacher will praise the winning team and all participants for their good articulation. The teacher will discuss the key inquiry question, linking sounds to communication (like the school bell).

EXTENDED ACTIVITIES Learners to make their own simple letter cards at home and practice fishing for vowels.

REFLECTION ON THE LESSON

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LESSON 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Reading

SUB-STRAND: Letter Recognition

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Identify all letters of the alphabet from print in and out of school.
- Read all letters of the alphabet from print.
- Appreciate reading all letters of the alphabet.

KEY INQUIRY QUESTION(S): Where can we read letters?

LEARNING RESOURCES:

- Alphabet chart, flashcards, books, environmental print
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION The teacher will start a new sub-strand by asking the key inquiry question, "Where can we read letters?" to highlight that letters are everywhere.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Identify all the letters of the alphabet from print on an alphabet chart and flashcards.

STEP 2: The teacher will show them examples of where else they can find and read letters (in books, on posters, on signs, on food packages - environmental print).

STEP 3: Learners will practice reading all the letters of the alphabet from the chart, both in order and randomly.

STEP 4: The teacher will point to letters, and the class will read them aloud together.

CONCLUSION The teacher will praise them for their growing ability to recognize and read letters, encouraging them to be "letter detectives" and spot letters everywhere they go.

EXTENDED ACTIVITIES Learners to find and point out five different letters on signs or shops on their way home.

REFLECTION ON THE LESSON

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LESSON 4

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Reading

SUB-STRAND: Letter Recognition

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Recognise letters of the alphabet in lower case.
- Join dots of letters in lowercase.
- Value letters of the alphabet in lower case.

KEY INQUIRY QUESTION(S): Are you able to recognise letters of the alphabet in lower case?

LEARNING RESOURCES:

- Lowercase alphabet chart, dot-to-dot worksheets
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work individually.

INTRODUCTION The teacher will show a chart with only the lowercase letters (a, b, c...) and explain that these are the small letters they will see most often when they read.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Recognise and name the letters of the alphabet in lower case from the chart.

STEP 2: Receive a worksheet with dot-to-dot puzzles for lowercase letters.

STEP 3: Carefully join the dots to form the letters. This helps with both recognition and pre-writing skills.

STEP 4: After joining the dots, they will say the name of the letter they have formed.

CONCLUSION The teacher will check their work, praising their neatness in joining the dots. The teacher will ask the key inquiry question to encourage self-assessment.

EXTENDED ACTIVITIES Learners to practice tracing lowercase letters in their workbook.

REFLECTION ON THE LESSON

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LESSON 5

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Reading

SUB-STRAND: Letter Recognition

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Recognise letters of the alphabet in upper case.
- Join dots of letters in uppercase.
- Appreciate letters of the alphabet in upper case.

KEY INQUIRY QUESTION(S): Are you able to recognise letters of the alphabet in upper case?

LEARNING RESOURCES:

- Uppercase alphabet chart, dot-to-dot worksheets
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work individually.

INTRODUCTION The teacher will show a chart with only the uppercase letters (A, B, C...) and explain that these are the capital letters, used at the beginning of sentences and for names.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Recognise and name the letters of the alphabet in upper case from the chart.

STEP 2: Receive a worksheet with dot-to-dot puzzles for uppercase letters.

STEP 3: Carefully join the dots to form the letters.

STEP 4: Say the name of each letter as they complete it.

CONCLUSION The teacher will review their work, praising their progress. The teacher will ask the key inquiry question to encourage self-reflection.

EXTENDED ACTIVITIES Learners to find the first letter of their name in uppercase in a book or newspaper.

REFLECTION ON THE LESSON

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WEEK 4

LESSON 1

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Reading

SUB-STRAND: Letter Recognition

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Distinguish between the lower case and upper case letters of the alphabet.
- Select lower case and upper case letters of the alphabet using flashcards.
- Acknowledge the difference between the lower case and upper case letters.

KEY INQUIRY QUESTION(S): What is the difference between the lower case and upper case letters of the alphabet?

LEARNING RESOURCES:

- Flashcards with both upper and lower case letters
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work in groups.

INTRODUCTION The teacher will write a letter on the board in both cases, e.g., 'A' and 'a', and ask the learners to talk about the difference.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: In groups, receive a set of flashcards with all the letters of the alphabet, in both upper and lower case.

STEP 2: Their first task is to distinguish between the cases and sort the cards into two piles: one for upper case and one for lower case.

STEP 3: Once sorted, they will play a matching game to pair up the upper case letter with its lower case partner (e.g., 'B' with 'b').

STEP 4: The first group to match all their letters correctly wins.

CONCLUSION The teacher will review the pairs of letters with the class, reinforcing their ability to recognize both forms of each letter.

EXTENDED ACTIVITIES Learners to write five letters in both upper and lower case in their books (e.g., A a, B b, C c...).

REFLECTION ON THE LESSON

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LESSON 2

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Reading

SUB-STRAND: Letter Recognition

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Listen to letters of the alphabet being read either from a digital device or by the teacher.
- Imitate reading letters of the alphabet in bits.
- Enjoy reading letters of the alphabet.

KEY INQUIRY QUESTION(S): Which letter sound do you like most?

LEARNING RESOURCES:

- Digital device with alphabet song/reading, alphabet chart
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION The teacher will start by playing an alphabet song from a digital device to engage the learners.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Listen to the letters of the alphabet being read clearly, either from a digital device or by the teacher.

STEP 2: The teacher will then read the alphabet in bits (e.g., A, B, C, D), and the learners will imitate or repeat that section.

STEP 3: This will be done for the entire alphabet, breaking it down into manageable chunks.

STEP 4: They will practice this several times to build their confidence and memory.

CONCLUSION The teacher will praise their listening and imitation skills. The teacher will ask the key inquiry question to make the learning personal and fun.

EXTENDED ACTIVITIES Learners to practice reading the alphabet in bits to a family member.

REFLECTION ON THE LESSON

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LESSON 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Reading

SUB-STRAND: Letter Recognition

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- a) Engage in letter recognition games.
- b) Compete in letter recognition games and show fairness.
- c) Enjoy playing letter recognition games.

KEY INQUIRY QUESTION(S): Which game did you play?

LEARNING RESOURCES:

- Letter flashcards, letter fishing game, letter sorting trays
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work in groups.

INTRODUCTION The teacher will explain that today's lesson is all about playing games to practice recognizing letters.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: In groups, engage in letter recognition games. The teacher can set up different game stations.

STEP 2: At one station, they can play a letter fishing game. At another, a letter sorting game. At a third, a letter hunting game (finding letters hidden in a picture).

STEP 3: The groups will rotate through the different game stations.

STEP 4: The teacher will guide them to play fairly, take turns, and accept winning and losing gracefully.

CONCLUSION The teacher will ask the groups which game they enjoyed the most and what they learned. The teacher will praise their sportsmanship and active participation.

EXTENDED ACTIVITIES Learners to create their own simple letter game at home, like hiding letter cards and having a family member find them.

REFLECTION ON THE LESSON

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LESSON 4

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Reading

SUB-STRAND: Letter Recognition

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Chant rhymes to match letter names to letter sounds.
- Match letter names to letter sounds using flash cards.
- Have fun matching letter names to letter sounds using flash cards.

KEY INQUIRY QUESTION(S): Who won the game?

LEARNING RESOURCES:

- Flashcards (one set with letter names, one with pictures for sounds)
- Rhyme chart, course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work in groups.

INTRODUCTION The teacher will explain the difference between a letter's NAME (e.g., "ay") and its SOUND (e.g., /a/ as in apple).

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Learn and chant rhymes that match letter names to letter sounds (e.g., "A says /a/, A says /a/, apple on the branch says /a/, /a/, /a/").

STEP 2: In groups, play a matching game. They will have cards with letter names (e.g., 'B') and picture cards for the sound (e.g., a picture of a ball).

STEP 3: They will work together to match the letter name to the correct beginning sound picture.

STEP 4: The first group to match all their cards wins.

CONCLUSION The teacher will review the matches with the class, reinforcing the connection between letter names and their most common sounds.

EXTENDED ACTIVITIES Learners to practice the name-to-sound rhyme for three different letters at home.

REFLECTION ON THE LESSON

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LESSON 5

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Reading

SUB-STRAND: Letter Recognition

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Identify letter recognition activities.
- Sing songs or recite poems related to letter recognition while displaying letters.
- Participate with pleasure in letter reading activities.

KEY INQUIRY QUESTION(S): Which letter reading activities did you like most?

LEARNING RESOURCES:

- Large letter cards, song/poem chart
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION This lesson will be a fun summary of all the letter recognition activities. The teacher will ask the key inquiry question to start a reflective discussion.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Identify and talk about the different letter recognition activities they have done (e.g., games, singing, chanting, matching).

STEP 2: The class will vote for their favorite activity.

STEP 3: They will then spend time doing that favorite activity again.

STEP 4: They will sing songs or recite poems related to letter recognition, with different learners holding up the large letter cards as they are mentioned in the song.

CONCLUSION The teacher will praise their active participation throughout the topic and celebrate their solid knowledge of the alphabet.

EXTENDED ACTIVITIES Learners to complete any remaining activities on letter recognition in their workbook.

REFLECTION ON THE LESSON

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WEEK 5

LESSON 1

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Reading

SUB-STRAND: Picture Reading

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- View pictures of things found in school either on print, charts, or from a digital device.
- Recognise pictures of things found in school.
- Appreciate things found in school.

KEY INQUIRY QUESTION(S): Which things are found in school?

LEARNING RESOURCES:

- Pictures/flashcards of school items (desk, chair, book, bag, blackboard)
- Digital device, course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION The teacher will start a new sub-strand by asking the key inquiry question, "Which things are found in school?" to introduce the topic of picture reading related to their environment.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: View pictures of things found in school, shown on charts, flashcards, or a digital device.

STEP 2: As the teacher shows each picture, the learners will recognise the picture and say the name of the object.

STEP 3: The teacher will write the name of the object under its picture.

STEP 4: They will play a game where the teacher says the name of an object, and learners have to point to it in the classroom.

CONCLUSION The teacher will praise their ability to recognize and name the common objects that make up their school environment.

EXTENDED ACTIVITIES Learners to draw one thing they see in their classroom.

REFLECTION ON THE LESSON

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LESSON 2

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Reading

SUB-STRAND: Picture Reading

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Talk about the pictures by identifying them.
- State the use of the objects identified.
- Enjoy identifying different objects found in school.

KEY INQUIRY QUESTION(S): Which objects are found in your class?

LEARNING RESOURCES:

- Real classroom objects, pictures
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work in groups.

INTRODUCTION The teacher will review the names of the school objects from the previous lesson. The focus today will be on their uses.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: In groups, talk about the pictures of school objects, identifying each one.

STEP 2: For each object, the group will discuss and state its use (e.g., "We use a chair for sitting." "We use a book for reading.").

STEP 3: Each group will share the use of one object with the rest of the class.

STEP 4: The teacher will ask questions like, "What do we use to write on the blackboard?" to check for understanding.

CONCLUSION The teacher will summarize the lesson by reinforcing the connection between school objects and their important functions in learning.

EXTENDED ACTIVITIES Learners to tell their parents the use of their school bag and their pencil.

REFLECTION ON THE LESSON

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LESSON 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Reading

SUB-STRAND: Picture Reading

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Take a nature walk within the classroom or outside identifying all objects.
- Talk about how to use and be safe around these objects with guidance.
- Value different objects found in school.

KEY INQUIRY QUESTION(S): What do you like about your school?

LEARNING RESOURCES:

- The school environment
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION The teacher will prepare the learners for a "school tour" or nature walk to identify objects and discuss their safe use.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Take a nature walk within the classroom and then outside in the school compound, identifying all the objects they have learned about and new ones.

STEP 2: For key objects, especially playground equipment, the teacher will guide a discussion on how to use them safely (e.g., "We sit properly on the swing," "We do not push on the slide.").

STEP 3: They will also talk about taking care of school property (not writing on walls or desks).

STEP 4: They will talk about what they like about their school.

CONCLUSION The teacher will summarize the importance of using all school facilities safely and responsibly to ensure everyone can enjoy them and no one gets hurt.

EXTENDED ACTIVITIES Learners to draw their favorite object or place in the school.

REFLECTION ON THE LESSON

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LESSON 4

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Reading

SUB-STRAND: Picture Reading

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- a) Talk about activities related to picture reading and choose one that they will carry out.
- b) Sing songs related to things found in school.
- c) Enjoy participating in activities related to picture reading.

KEY INQUIRY QUESTION(S): Did you like the activity done?

LEARNING RESOURCES:

- Song chart, pictures
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION This lesson will be a fun summary of the picture reading topic.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Talk about the different activities they have done related to picture reading (identifying, stating uses, safety walk).

STEP 2: The teacher will teach them a simple song about the things found in school.

STEP 3: They will sing the song with actions, pointing to the objects in the classroom as they are mentioned.

STEP 4: They will choose one activity they liked (e.g., the matching game) and play it again.

CONCLUSION The teacher will end the topic with an energetic performance of the song. The teacher will ask the key inquiry question to encourage reflection and feedback.

EXTENDED ACTIVITIES Learners to complete any related activities on picture reading in their workbook.

REFLECTION ON THE LESSON

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LESSON 5

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Writing

SUB-STRAND: Letter Formation

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Observe the teacher demonstrate letter formation in the air or on a writing board.
- Imitate the teacher.
- Enjoy imitating the teacher on letter formation.

KEY INQUIRY QUESTION(S): Are you able to form letters in the air using fingers?

LEARNING RESOURCES:

- Writing board/chart
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION The teacher will start a new sub-strand by explaining that before we write on paper, we can practice making letters in the air.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Observe the teacher as he/she demonstrates the correct formation of a few letters (e.g., 'a', 'b', 'c') in the air, using large arm movements.

STEP 2: The teacher will describe the movements, e.g., "For 'c', we start at the top and curve around."

STEP 3: Learners will stand up and imitate the teacher, forming the letters in the air with their fingers.

STEP 4: This will be repeated for several letters of the alphabet.

CONCLUSION The teacher will praise their efforts and ask the key inquiry question to build their confidence. This activity helps develop the motor memory for letter formation.

EXTENDED ACTIVITIES Learners to practice forming the letters of their name in the air.

REFLECTION ON THE LESSON

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WEEK 6

LESSON 1

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Writing

SUB-STRAND: Letter Formation

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Identify letters of the alphabet in lowercase.
- Write letters of the alphabet in lowercase.
- Have fun writing letters of the alphabet in lowercase.

KEY INQUIRY QUESTION(S): Did you like writing letters in lowercase?

LEARNING RESOURCES:

- Lowercase alphabet chart, exercise books, pencils
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work individually.

INTRODUCTION The teacher will review forming letters in the air. Today, they will practice writing the lowercase letters on paper.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Identify the letters of the alphabet in lowercase from a chart.

STEP 2: The teacher will demonstrate on the board how to write a few lowercase letters, paying attention to the correct starting point and direction of strokes.

STEP 3: In their exercise books, learners will practice writing the letters of the alphabet in lowercase.

STEP 4: The teacher will move around the class, providing individual guidance on letter formation.

CONCLUSION The teacher will check their work, praising their efforts to write neatly and correctly. The teacher will ask the key inquiry question to gauge their enjoyment of the activity.

EXTENDED ACTIVITIES Learners to practice writing the lowercase letters they find most difficult.

REFLECTION ON THE LESSON

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LESSON 2

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Writing

SUB-STRAND: Letter Formation

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Identify letters of the alphabet in uppercase.
- Write letters of the alphabet in uppercase.
- Have fun writing letters of the alphabet in uppercase.

KEY INQUIRY QUESTION(S): Which letters do you like writing in uppercase?

LEARNING RESOURCES:

- Uppercase alphabet chart, exercise books, pencils
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work individually.

INTRODUCTION The teacher will review writing lowercase letters and then introduce the writing of uppercase (capital) letters.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Identify the letters of the alphabet in uppercase from a chart.

STEP 2: The teacher will demonstrate on the board how to write a few uppercase letters correctly.

STEP 3: In their exercise books, learners will practice writing the letters of the alphabet in uppercase.

STEP 4: The teacher will provide individual assistance as needed.

CONCLUSION The teacher will praise their work and ask the key inquiry question to make the activity more personal and engaging.

EXTENDED ACTIVITIES Learners to write the first letter of their name in uppercase.

REFLECTION ON THE LESSON

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LESSON 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Writing

SUB-STRAND: Letter Formation

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- a) Trace and join dots to form letters.
- b) Display and talk about own and others' work.
- c) Appreciate own and others' effort.

KEY INQUIRY QUESTION(S): What can we do to letters of the alphabet to make them look good?

LEARNING RESOURCES:

- Dot-to-dot letter worksheets, crayons
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work individually.

INTRODUCTION The teacher will explain that tracing and joining dots is a good way to practice forming letters perfectly.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Receive a worksheet with letters written in dots.

STEP 2: Carefully trace and join the dots to form the letters.

STEP 3: After forming the letters, they can decorate them or colour them in to make them look good.

STEP 4: They will display their finished work and talk about their own and their friends' work, appreciating each other's efforts.

CONCLUSION The teacher will praise their neat work and their positive comments about each other's work, fostering a supportive classroom environment.

EXTENDED ACTIVITIES Learners to complete another dot-to-dot letter puzzle in their workbook.

REFLECTION ON THE LESSON

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LESSON 4

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Writing

SUB-STRAND: Letter Formation

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Order letters of the alphabet in lowercase and uppercase in and out of class.
- Talk about your work.
- Have fun ordering letters of the alphabet.

KEY INQUIRY QUESTION(S): Which games relating to letter sounds do you like playing?

LEARNING RESOURCES:

- Letter cards (upper and lower case)
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work in groups.

INTRODUCTION The teacher will start with a quick review of the alphabet sequence by singing the alphabet song.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: In groups, receive a mixed-up set of letter cards (either lowercase or uppercase).

STEP 2: Work together to order the letters of the alphabet correctly from A to Z.

STEP 3: The first group to finish correctly wins.

STEP 4: They will then talk about their work and the strategy they used to order the letters.

CONCLUSION The teacher will praise their teamwork and their knowledge of the alphabet sequence. The teacher will ask the key inquiry question to reflect on the fun of learning through games.

EXTENDED ACTIVITIES Learners to write the alphabet in order in their books.

REFLECTION ON THE LESSON

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LESSON 5

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Writing

SUB-STRAND: Letter Formation

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Match letters in uppercase and lowercase correctly.
- Tell which letters match to a friend.
- Enjoy matching letters in uppercase and lowercase correctly.

KEY INQUIRY QUESTION(S): Were you able to match letters correctly?

LEARNING RESOURCES:

- Matching cards (upper and lower case)
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work in pairs.

INTRODUCTION The teacher will write a few uppercase letters on one side of the board and the corresponding lowercase letters jumbled up on the other side. A learner will be called to draw a line to match one pair.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: In pairs, receive a set of uppercase letter cards and a set of lowercase letter cards.

STEP 2: Work together to match each uppercase letter to its lowercase partner (e.g., 'A' with 'a', 'B' with 'b').

STEP 3: They will tell their friend which letters match as they pair them up.

STEP 4: They will continue until all 26 pairs have been correctly matched.

CONCLUSION The teacher will check their work and ask the key inquiry question to encourage self-assessment. The teacher will praise their success in matching the letters.

EXTENDED ACTIVITIES Learners to complete a letter matching exercise in their workbook.

REFLECTION ON THE LESSON

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WEEK 7

LESSON 1

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Writing

SUB-STRAND: Letter Formation

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Paint and colour letters of the alphabet while singing.
- Display and talk about own and others' work.
- Appreciate own and others' work.

KEY INQUIRY QUESTION(S): Which colours did you use?

LEARNING RESOURCES:

- Large outline letters on paper, paint, brushes, crayons
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work individually.

INTRODUCTION The teacher will explain that today they will make the alphabet beautiful by painting and colouring the letters.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Each learner will choose a large outline of a letter of the alphabet.

STEP 2: They will use paint or crayons to colour their letter. They are encouraged to be creative and use many different colours.

STEP 3: While they are working, the class will sing the alphabet song and other letter rhymes.

STEP 4: Once finished and dry, they will display their colourful letters and talk about their work, mentioning the colours they used.

CONCLUSION The teacher will create a beautiful, colourful alphabet frieze on the classroom wall using the learners' work. The teacher will praise them for their artistic efforts.

EXTENDED ACTIVITIES Learners to draw the first letter of their name and colour it beautifully.

REFLECTION ON THE LESSON

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LESSON 2

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Writing

SUB-STRAND: Letter Formation

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Organise activities related to writing of letters of the alphabet guided by the teacher.
- Use ICT devices to play letter formation games where applicable.
- Appreciate using ICT devices to play letter formation games.

KEY INQUIRY QUESTION(S): What did you learn from the activity?

LEARNING RESOURCES:

- Digital devices with letter formation apps/games
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work individually or in small groups.

INTRODUCTION The teacher will explain that they can also practice writing letters using technology like a tablet or computer.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: The teacher will organize the activity, ensuring each learner gets a turn.

STEP 2: Learners will use an ICT device to play a letter formation game. These games often involve tracing the letter shape with a finger on the screen.

STEP 3: They will practice forming both uppercase and lowercase letters.

STEP 4: After their turn, they will talk about what they learned from the activity.

CONCLUSION The teacher will lead a discussion on how technology can be a fun tool for learning.

EXTENDED ACTIVITIES Learners to ask their parents if they can play a learning game on a phone or tablet at home.

REFLECTION ON THE LESSON

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LESSON 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Writing

SUB-STRAND: Letter Formation

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- a) Model letters of the alphabet in upper and lowercase.
- b) Display and read the letters out loud.
- c) Appreciate own and others' models.

KEY INQUIRY QUESTION(S): Which letters did you like modelling most?

LEARNING RESOURCES:

- Modelling clay or plasticine
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work in pairs or in groups.

INTRODUCTION The teacher will show the learners some modelling clay and ask if they can use it to make letters.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: In groups, receive modelling clay.

STEP 2: They will practice rolling the clay into long "snakes."

STEP 3: They will then use these clay snakes to model letters of the alphabet, both in upper and lower case.

STEP 4: They will display their clay letters, read them out loud, and appreciate their own and their friends' models.

CONCLUSION The teacher will praise their creativity and fine motor skills. This 3D activity helps to reinforce the shape and form of the letters.

EXTENDED ACTIVITIES Learners to try and model the first letter of their name using clay at home.

REFLECTION ON THE LESSON

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LESSON 4

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Writing

SUB-STRAND: Writing Practice

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Observe a demonstration by the teacher on how to join dots to make letters of the alphabet.
- Join dots to make letters of the alphabet.
- Have fun joining dots to make letters of the alphabet.

KEY INQUIRY QUESTION(S): Which alphabetical letters do you like most?

LEARNING RESOURCES:

- Dot-to-dot letter worksheets, pencils
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work individually.

INTRODUCTION The teacher will start this new sub-strand on writing practice by reviewing the importance of correct letter formation.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Observe a demonstration by the teacher on how to carefully join dots to make letters of the alphabet.

STEP 2: Each learner will receive a worksheet with dot-to-dot letters.

STEP 3: They will join the dots to make the letters, focusing on staying on the lines.

STEP 4: They will name the letters they have formed.

CONCLUSION The teacher will check their work, praising their neatness and control.

EXTENDED ACTIVITIES Learners to complete a dot-to-dot puzzle in their workbook.

REFLECTION ON THE LESSON

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LESSON 5

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Writing

SUB-STRAND: Writing Practice

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Name items they use for writing, colouring, and painting.
- Trace and copy letters of the alphabet.
- Appreciate tracing and copying letters of the alphabet.

KEY INQUIRY QUESTION(S): Which items do we use for writing, colouring, and painting?

LEARNING RESOURCES:

- Pencils, crayons, paint, brushes, exercise books
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work individually.

INTRODUCTION The teacher will ask the key inquiry question and show the learners the different items (pencils, crayons, etc.) to introduce the activity.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Name the items they use for writing, colouring, and painting.

STEP 2: The teacher will write a letter on the board.

STEP 3: Learners will first trace over dotted examples of the letter in their books.

STEP 4: After tracing, they will practice copying the letter on their own on the line below. This will be done for several letters.

CONCLUSION The teacher will check their tracing and copying, providing guidance on size, spacing, and formation.

EXTENDED ACTIVITIES Learners to practice tracing and copying letters from their workbook.

REFLECTION ON THE LESSON

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WEEK 8

LESSON 1

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Writing

SUB-STRAND: Writing Practice

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- a) Make patterns using letters of the alphabet.
- b) Display and talk about own and others' patterns.
- c) Appreciate own and others' patterns.

KEY INQUIRY QUESTION(S): Why do we learn letters of the alphabet?

LEARNING RESOURCES:

- Exercise books, pencils, crayons
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work individually.

INTRODUCTION The teacher will write a simple letter pattern on the board (e.g., a b c a b c...) and ask learners to describe it.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Choose two or three letters of the alphabet to make a pattern.

STEP 2: In their books, write their pattern repeatedly to create a line (e.g., x y z x y z...).

STEP 3: They can make several different patterns using different letters.

STEP 4: They will display their patterns and talk about their own and their friends' work.

CONCLUSION The teacher will praise their creativity and answer the key inquiry question, explaining that we learn letters to be able to read and write words.

EXTENDED ACTIVITIES Learners to create a letter pattern as a border on a page in their homework book.

REFLECTION ON THE LESSON

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LESSON 2

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Writing

SUB-STRAND: Writing Practice

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- a) Practice writing letters of the alphabet using ICT tools.
- b) Talk about his/her experience when using digital devices.
- c) Value the use of digital devices for digital literacy.

KEY INQUIRY QUESTION(S): Were you able to use ICT tools?

LEARNING RESOURCES:

- Digital devices (tablets, computers) with writing apps
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work individually or in small groups.

INTRODUCTION The teacher will review writing letters on paper and then re-introduce the use of digital devices for writing practice.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: In small groups, take turns to practice writing letters of the alphabet using an ICT tool (e.g., a simple drawing or writing app).

STEP 2: They can practice writing both upper and lower case letters.

STEP 3: After their turn, they will talk about their experience, sharing what they liked about using the digital device.

STEP 4: This helps develop their digital literacy skills.

CONCLUSION The teacher will ask the key inquiry question to encourage self-reflection on their ability to use the tools.

EXTENDED ACTIVITIES Learners to tell their parents about their experience using a tablet or computer to write letters.

REFLECTION ON THE LESSON

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LESSON 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Writing

SUB-STRAND: Writing Practice

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- a) Draw and colour things found in school.
- b) Display and talk about own and others' drawings.
- c) Appreciate own and others' efforts.

KEY INQUIRY QUESTION(S): How unique is your drawing?

LEARNING RESOURCES:

- Drawing paper, crayons, pencils
- Course books, KICD Curriculum Design Language Activities PP1

ORGANISATION OF LEARNING: Learners will work individually.

INTRODUCTION This lesson will be a creative activity to practice fine motor skills needed for writing. The teacher will ask learners to name things they see in the school.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Choose one thing found in the school to draw (e.g., the school flag, a swing, a book).

STEP 2: Draw the object in their books.

STEP 3: Colour their drawing neatly.

STEP 4: Display their drawings and talk about their own and their friends' work, appreciating what makes each drawing unique.

CONCLUSION The teacher will praise their artistic skills and their ability to appreciate each other's work.

EXTENDED ACTIVITIES Learners to draw a picture of their home.

REFLECTION ON THE LESSON

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LESSON 4-5

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: Writing

SUB-STRAND: Revision

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Recall the writing skills learned during the term.
- Practice letter formation, tracing, copying, and drawing.

KEY INQUIRY QUESTION(S): What have you enjoyed writing and drawing this term?

LEARNING RESOURCES:

- All writing and drawing materials used during the term
- Worksheets, exercise books

ORGANISATION OF LEARNING: Learners will work individually.

INTRODUCTION The teacher will explain that these lessons are for revising all the different writing and drawing activities they have done.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Practice writing the alphabet in both upper and lower case.

STEP 2: Complete a tracing and copying exercise.

STEP 3: Practice joining dots to form letters and patterns.

STEP 4: Do a free-choice drawing activity, where they can draw anything they have learned about during the term.

CONCLUSION The teacher will check their revision work, providing final guidance and encouragement on their writing skills.

EXTENDED ACTIVITIES Learners to complete any remaining writing practice activities in their workbook.

REFLECTION ON THE LESSON

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WEEK 9

LESSON 1-5

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Language Activities	PP1		

STRAND: ASSESSMENT AND CLOSING

SUB-STRAND: End of Year Exam

SPECIFIC LEARNING OUTCOMES: By the end of the week, the learner should be able to:

- Recall the concepts learned in Language Activities during the year.
- Demonstrate skills through practical, oral, and written tasks.

KEY INQUIRY QUESTION(S): What have you learned in Language Activities this year?

LEARNING RESOURCES:

- Revision checklists
- Assessment tasks
- All practical materials and charts used throughout the term

ORGANISATION OF LEARNING: Learners will work individually and in groups.

INTRODUCTION The teacher will explain that the final week is for the end-of-year assessment to see how much they have learned.

LESSON DEVELOPMENT Learners are guided to:

STEP 1 (Revision): Engage in quick, fun revision games covering all the strands: Listening and Speaking, Reading, and Writing.

STEP 2 (Assessment): The teacher will assess learners through observation of their skills (e.g., listening to them speak, asking them to read letters and simple words).

STEP 3 (Assessment): Learners will complete a simple, age-appropriate written assessment paper that may include letter writing, matching pictures to sounds, and simple drawing/colouring tasks.

CONCLUSION The teacher will collect all assessments and praise the learners for their hard work and amazing progress in language throughout the year. The final lessons will be used for storytelling, singing songs, and celebrating their achievements before closing for the holidays.

EXTENDED ACTIVITIES Learners to enjoy their school holidays and continue to practice their language skills by listening to stories, talking, and looking at books.

REFLECTION ON THE LESSON

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