GRADE 1 TERM 3 2018 ENGLISH ACTIVITIES SCHEMES

Week	Lesson	Strand/	Sub Strand/Sub	Specific Learning	Key Inquiry	Learning Experience	Learning	Assessment	Remarks
		Theme	theme	Outcomes	Question(S)		Resources		
1	1	Listening	Pronunciation	By the end of the	1. How do you	1. Learners	Plasticine or clay	Oral	
		and	and Vocabulary	sub strand, the learner	pronounce the	pronounce the	models of	questions,	
		Speaking		should be able to:	following	sounds /i/ /ea/ by	objects, realia,	portfolio, observation	
				a) Talk about the	words tin, Pin.	taking turns as	pictures/		
		Living		pictures and discuss		modeled by the	photographs,		
		Together		what they see.		teacher or audio	charts, posters,		
				b) Pronounce the		record.	computer		
				words with the sounds		2. Learners use	devices and flash		
				/i/ /ea/ in preparation		dialogues, rhymes,	cards bearing		
				for reading.		tongue twisters,	pictures of learnt		
				c) Recognize new		language games and	words.		
				words used in the		songs individually, in	New Progressive		
				themes to acquire a		pairs and in groups to	Primary English		
				range of vocabulary		practice vocabulary.	Learners Book		
				and their meaning.		3. Learners practice	Grade 1 by		
						matching simple	Oxford		
						short words with	Pg. 94-95		
						pictures and objects.	Ũ		
						4. Learners say words			
						beginning with a			
						common sound.			
						5. Learners use			
						simple dialogues to			
						practise			
						the pronunciation of			
						the vocabulary.			
	2	Listening	Language	By the end of the sub	1. Whose shoe	1. Learners role play	Realia, c harts,	Oral	
		and	Structures and	strand, the learner	is	ownership of	pictures/	questions,	
		Speaking	Functions	should be able to:	it?	items/objects.	photographs	portfolio,	
				a) Use possessives to		2. In groups, learners	showing	observation	
		Living	Use of	talk about social		use phrases to	ownership,		
		Together	possessives;	cohesion in various		illustrate ownership.	audio-visual		
			Her, their, his,	contexts.		3. Learners identify	recordings of		

			its.	 b) Recognise possessives in oral communication. c) Appreciate the use of possessiveness to show ownership in speech. 		objects in the classroom and attach appropriate possessives to them.	dialogues with sentence structures on Possessives. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 95		
	3	Reading Living Together	Comprehension	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound /s/ /z/ correspondence in preparation for phrasal reading. b) Respond to direct and indirect questions from the text Visitors at a school' of about 60 words in short simple sentences to show comprehension. c) Read about thirty (30) words accurately per minute for fluency.	 What do the pictures tell us about the story? What does the title tell us about the story? 	 In small groups, learners practice reading unfamiliar Sentences containing decodable and non- decodable words. Learners observe pictures and in groups, discuss where the action could be happening, identify the people or animals they can see. Learners read writings on the school walls, posters and bill boards in the surrounding environment. Learners read or listen to a text then answer questions. 	Realia, charts, pictures/ photographs, newspaper cuttings. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 96	Oral questions, portfolio, observation	
2	1	Writing	Guided Writing	By the end of the sub strand, the learner should be able to:	How do you write the letters:	1. Learners observe and respond to picture prompts	Realia, charts, pictures/ photographs that	Oral questions, portfolio,	

		 a) Recognize the correct form and meaning of the words to be used in filling in gaps. b) Copy the letter patterns s, z, e, a, h, y, k correctly and neatly in their exercise books. 	s, z, e, a, h, y, k	 appropriately. 2. Learners practice writing letters and words from left to right. 3. Learners write a three-word sentence using the prompts. 4. Learners are guided in filling in the gaps correctly and meaningfully. 	prompt learners to write. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 93&97	observation	
2 Listening and Speaking Technology (Mobile Phone)	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Talk about the pictures and discuss what they see. b) Pronounce the words with the sounds /oo//ea/ in preparation for reading. c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning.	1. How do you say these words book, spoon.	 Learners <pre>pronounce the sounds /i/ /ea/ by taking turns as modeled by the teacher or audio record. 2. Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in pairs and in groups to practice vocabulary. 3. Learners practice matching simple short words with pictures and objects. 4. Learners say words beginning with a common sound. 5. Learners use simple dialogues to practise the pronunciation of the</pre> 	Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 98-99	Oral questions, portfolio, observation	

						vocabulary.			
	3	Listening and Speaking Technology (Mobile Phone	Language Structures and Functions WH questions What, Who.	By the end of the sub strand, the learner should be able to: a) Ask questions about technology phone using 'what' and 'who' b) Appreciate the use of what, who and where to seek information.	 1.What is the name of your friend? 2. Where is their home? 	vocabulary. 1. Learners role play activities that will elicit use of where, who and what. 2. Learners ask questions using the terms who, what and where in pairs/small groups 3. Learners use songs/short poems to practice the use of the questions with who, what and where.	Pictures, photographs and models of people using mobile phones, audio- visual recordings of dialogues with telephone conversations that have "Wh" questions. New Progressive Primary English Learners Book Grade 1 by Oxford	Oral questions, portfolio, observation	
3	1	Reading Technology (Mobile Phone	Comprehension	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound /oo/ correspondence in preparation for phrasal reading. b) Respond to direct and indirect questions from the text Visitors at a school' of about 60 words in short simple sentences to show comprehension. c) Read about thirty (30) words accurately per minute for fluency.	 What do the pictures tell us about the story? What does the title tell us about the story? 	 In small groups, learners practice reading unfamiliar Sentences containing decodable and non- decodable words. Learners observe pictures and in groups, discuss where the action could be happening, identify the people or animals they can see. Learners read writings on the school walls, posters and bill boards in the surrounding 	Pg. 99 Realia, charts, pictures/ photographs, newspaper cuttings. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 100	Oral questions, portfolio, observation	

2	Listening and Speaking Technology (Mobile Phone)	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Talk about the pictures and discuss what they see. b) Pronounce the words with the sounds /m//n/ng/ in preparation for reading. c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning.	1. How do you say these words. Monkey, Nut	environment. 4. Learners read or listen to a text then answer questions. 1. Learners pronounce the sounds /m/ /n/ /ng/ by taking turns as modeled by the teacher or audio record. 2. Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in pairs and in groups to practice vocabulary. 3. Learners practice matching simple short words with pictures and objects. 4. Learners use simple dialogues to practise the pronunciation of the vocabulary.	Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 102-103	Oral questions, portfolio, observation	
3	Listening and Speaking	Language Structures and Functions	By the end of the sub strand, the learner should be able to: a) Ask questions about	1.What is the name of your friend? 2. Where is	1. Learners role play activities that will elicit use of where, who and what.	Pictures, photographs and models of people using mobile	Oral questions, portfolio, observation	
	Technology (Mobile Phone	WH questions Where?	technology phone using 'where' b) use what, who and	their home?	2. Learners ask questions using the terms who, what	phones, audio- visual recordings of dialogues with		

				where to denote person, object, and place. c) Appreciate the use of what, who and where to seek information.		and where in pairs/small groups 3. Learners use simple questions and dialogues Repeat sentence structures containing WH- questions from a story, poem or conversation they have listened to.	telephone conversations that have "Wh" questions. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 103		
4	1	Reading Technology (Mobile Phone)	Comprehension	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound /m/ /n/ /ng/ correspondence in preparation for phrasal reading. b) Respond to direct and indirect questions from the text 'Use my mobile Phone' of about 60 words in short simple sentences to show comprehension. c) Read about thirty (30) words accurately per minute for fluency.	 What do the pictures tell us about the story? What does the title tell us about the story? 	 In small groups, learners practice reading unfamiliar Sentences containing decodable and non- decodable words. Learners observe pictures and in groups, discuss where the action could be happening, identify the people or animals they can see. Learners read writings on the school walls, posters and bill boards in the surrounding environment. Learners read or listen to a text then answer questions. 	Realia, charts, pictures/ photographs, newspaper cuttings. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 104	Oral questions, portfolio, observation	
	2	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) Recognize the	How do you write a question?	1. Learners observe and respond to picture prompts appropriately.	Realia, charts, pictures/ photographs that prompt learners	Oral questions, portfolio, observation	

		correct form and meaning of the words to be used in filling in gaps. b) Copy the sentences given correctly. c) Write questions with their answers correctly.		 2. Learners practice writing letters and words from left to right. 3. Learners write a three-word sentence using the prompts. 4. Learners are guided in filling in the gaps correctly and meaningfully. 	to write. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 101&105		
3 Listening and Speaking Numbers and Our Classroom	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Talk about the pictures and discuss what they see. b) Pronounce the words with the sounds /th//q/ in preparation for reading. c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning.	1. How do you say these sounds? /th/ /q/	 Learners <pre>pronounce the sounds /q/ /th/ by taking turns as modeled by the teacher or audio record. 2 Learners are guided to get the meaning of new words by looking at pictures, from a story, and demonstration. 3. Learners practice matching simple short words with pictures and objects. 4. Learners say words beginning with a common sound. 5. Learners use simple dialogues to practise the pronunciation of the</pre> 	Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words. New Progressive Primary English Learners Book Grade 1 by Oxford Pg.106-107	Oral questions, portfolio, observation	

						vocabulary.			
5	1	Listening	Language	By the end of the sub	1) What things	1. Learners group	Realia, charts,	Oral	
		and	Structures	strand, the learner	do	objects according to	pictures/	questions,	
		Speaking	and functions	should be able to:	you see outside	their size big/ small,	photographs and	portfolio,	
				a) Use describing words	the classroom?	colour- red, orange,	models of	observation	
				to talk about cardinal	2) What colour	yellow and numbers.	objects with		
		Numbers	Describing	numbers, shapes and	are they?	2. Learners describe	different colours		
		and Our	words (colour,	colours.		objects in the	and sizes, audio-		
		Classroom	number values	b) Appreciate the use		classroom using	visual recordings		
			in tens, cardinal	of colour, size and		size, colour and	of		
			numbers from 1-	number to describe		numbers.	dialogues with		
			9)	nouns.		3. Learners colour	sentence		
						pictures of various	structures on		
						objects.	colours, sizes and		
						4. Learners identify	shapes.		
						things in the			
						environment that	New Progressive		
						have different	Primary English		
						colours.	Learners Book		
							Grade 1 by		
							Oxford		
	2	Deading	Comprehension	By the end of the sub	1. What do the	1 In small groups	Pg. 107	Oral	
	Z	Reading	Comprehension	•	pictures tell us	1. In small groups,	Realia, charts,		
		Numbers		strand, the learner should be able to:	about the	learners practice	pictures/	questions,	
		and Our		a) Read short words	story?	reading unfamiliar Sentences containing	photographs, newspaper	portfolio, observation	
		Classroom		with letter -sound /q/	3) What does	decodable and non-	cuttings.	Observation	
		Classicolli		/th/ correspondence in	the title tell us	decodable words.	cuttings.		
				preparation for phrasal	about the	2. Learners observe	New Progressive		
				reading.	story?	pictures and in	Primary English		
				b) Respond to direct	story.	groups, discuss	Learners Book		
				and indirect questions		where the action	Grade 1 by		
				from the text 'Use my		could be happening,	Oxford		
				mobile Phone' of about		identify the people or	Pg. 108		
				60 words in short		animals they can see.	0		
				simple sentences to		3. Learners read			
				show comprehension.		writings on the			

				c) Observe basic punctuation marks (comma, full stop and question marks as they read for coherence.		school walls, posters and bill boards in the surrounding environment. 4. Learners read or listen to a text then answer questions.			
	3	Listening and Speaking Numbers and Our Classroom	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Talk about the pictures and discuss what they see. b) Pronounce the words with the sounds /bl/ /fl/ /fr/ /gr/ /dr/ in preparation for reading. c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning.	1. Which words can we get from the following sounds? /bl//gr//dr/	 Learners <pre>pronounce the sounds /bl/ /gr/ /dr/ by taking turns as modeled by the teacher or audio record. 2 Learners are guided to get the meaning of new words by looking at pictures, from a story, and demonstration. 3. Learners practice matching simple short words with pictures and objects. 4. Learners say words beginning with a common sound. 5. Learners use simple dialogues to practise the pronunciation of the vocabulary.</pre> 	Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 110-111	Oral questions, portfolio, observation	
5	1	Listening and Speaking	Language Structures and functions	By the end of the sub strand, the learner should be able to: a) Use describing words	1) What things do you see outside the classroom?	1. Learners construct sentences in pairs about the size of different objects.	Realia, charts, pictures/ photographs and models of	Oral questions, portfolio, observation	

			to talk about cardinal	2) What colour	2. Learners describe	objects with		
	Numbers	Describing	numbers, shapes and	are they?	objects in the	different colours		
	and Our	words	colours.		classroom using size,	and sizes, audio-		
	Classroom	size & shape	b) Describe the shapes,		colour and numbers.	visual recordings		
			sizes of objects in the		3. Learners colour	of		
			classroom using		pictures of various	dialogues with		
			adjectives.		objects.	sentence		
			c) Appreciate the use		4. Repeat sentence	structures on		
			of colour, size and		structures containing	colours, sizes and		
			number to describe		describing words	shapes.		
			nouns.		from a story, poem			
					or conversation they	New Progressive		
					have listened to.	Primary English		
						Learners Book		
						Grade 1 by		
						Oxford		
						Pg. 111		
2	Reading	Comprehension	By the end of the sub	1. What do the	1. In small groups,	Realia, charts,	Oral	
			strand, the learner	pictures tell us	learners practice	pictures/	questions,	
	Numbers		should be able to:	about the	reading unfamiliar	photographs,	portfolio,	
	and Our		a) Read short words	story?	Sentences containing	newspaper	observation	
	Classroom		with letter -sound /bl/	3) What does	decodable and non-	cuttings.		
			/fr/ /fl/ /gr/	the title tell us	decodable words.			
			correspondence in	about the	2. Learners observe	New Progressive		
			preparation for phrasal	story?	pictures and in	Primary English		
			reading.		groups, discuss	Learners Book		
			b) Respond to direct		where the action	Grade 1 by		
			and indirect questions		could be happening,	Oxford		
			from the text 'Use my		identify the people or	Pg. 112		
			mobile Phone' of about		animals they can see.			
			60 words in short		3. Learners read			
			simple sentences to		writings on the			
			show comprehension.		school walls, posters			
			c) Observe basic		and bill boards in the			
			punctuation marks		surrounding			
			(comma, full stop and		environment.			
			question marks as they		4. Learners read or			

				read for coherence.		listen to a text then answer questions.			
	3	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) Recognize the correct form and meaning of the words to be used in filling in gaps. b) Copy the sentences given correctly. c)Copy the letter patterns Q, q, th, bl, fl, fr, gr, correctly neatly and legibly.	Which words contain the letter patterns bl, fr, gr?	 Learners observe and respond to picture prompts appropriately. Learners practice writing letters and words from left to right. Learners write a three-word sentence using the prompts. Learners are guided in filling in the gaps correctly and meaningfully. 	Realia, charts, pictures/ photographs that prompt learners to write. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 109&113	Oral questions, portfolio, observation	
7	1	Listening and Speaking Do Not Waste	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Talk about the pictures and discuss what they see. b) Pronounce the words with the sounds /gl//fl//pl//cl//gr/ /dr//tr/ in preparation for reading. c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning.	1. Which words can we get from the following sounds? /gl//fl//pl//cl/ /gr//dr//tr/	 Learners <pre>pronounce the sounds //gl/ /fl/ /pl/ /cl/ /gr/ /dr/ /tr/ by taking turns as modeled by the teacher or audio record. 2 Learners are guided to get the meaning of new words by looking at pictures, from a story, and demonstration. 3. Learners practice matching simple short words with</pre> 	Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing. pictures of learnt words. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 114-115	Oral questions, portfolio, observation	

					pictures and objects. 4. Learners say words beginning with a			
					common sound.			
					5. Learners use			
					simple dialogues to			
					practise the			
					pronunciation of the			
					vocabulary.			
2	Listening	Language	By the end of the sub	1) What does	1. Learners listen to a	Realia, charts,	Oral	
2	and	structures and	strand, the learner	the	short dialogue	pictures/	questions,	
	Speaking	functions	should be able to:	Police officer	containing	photographs and	portfolio,	
	opeaning	Turrettoris	a) Use imperatives for	say when	imperatives	models of	observation	
	Do Not		receiving and giving	arresting a	2. Learners respond	common		
	Waste		instructions/commands	criminal?	to simple imperatives	imperatives,		
			against wastage.		3. Learners practice	audio-visual		
			b) Respond to specific		the use of familiar	recordings of		
			instructions for		imperatives in role	dialogues with		
			effective oral		play (parent-child)	sentence		
			communication.			structures on		
			c) Appreciate the use of			imperatives.		
			imperatives.			New Progressive		
						Primary English		
						Learners Book		
						Grade 1 by		
						Oxford		
						Pg. 115		
3	Reading	Comprehension	By the end of the sub	1. What do the	1. In small groups,	Realia, charts,	Oral	
			strand, the learner	pictures tell us	learners practice	pictures/	questions,	
	Do Not		should be able to:	about the	reading unfamiliar	photographs,	portfolio,	
	Waste		a) Read short words	story?	Sentences containing	newspaper	observation	
			with letter -sound /cl/	3) What does	decodable and non-	cuttings.		
			/pl/ /fl/ /gr/	the title tell us	decodable words.			
			correspondence in	about the	2. Learners observe	New Progressive		
			preparation for phrasal	story?	pictures and in	Primary English		
			reading.		groups, discuss	Learners Book		
			b) Respond to direct		where the action	Grade 1 by		

				and indirect questions from the text 'Use my mobile Phone' of about 60 words in short simple sentences to show comprehension. c) Observe basic punctuation marks (comma, full stop and question marks as they read for coherence.		could be happening, identify the people or animals they can see. 3. Learners read writings on the school walls, posters and bill boards in the surrounding environment. 4. Learners read or listen to a text then answer questions.	Oxford Pg. 116	
8	1	Listening and Speaking Do Not Waste	Language structures and functions	By the end of the sub strand, the learner should be able to: a) Use imperatives for receiving and giving instructions/commands against wastage. b) Respond to specific instructions for effective oral communication. c) Recognise imperatives in day today communication.	1) What does the Police officer say when arresting a criminal?	 Learners listen to a short dialogue containing imperatives Learners respond to simple imperatives Learners practice the use of familiar imperatives in role play (parent-child) 	Realia, charts, pictures/ photographs and models of common imperatives, audio-visual recordings of dialogues with sentence structures on imperatives. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 118-119	Oral questions, portfolio, observation
	2	Reading Do Not Waste	Comprehension	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound /Pp/	 What do the pictures tell us about the story? What does 	1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-	Realia, charts, pictures/ photographs, newspaper cuttings.	Oral questions, portfolio, observation

			/Bb//Tt//Kk//Qq/ Gg/ /Ff/ Vv//Ss//Jj//Mm/ /Nn/ Ll//Rr/ Ww//Yy/ correspondence in preparation for phrasal reading. b) Respond to direct and indirect questions from the text 'Use my mobile Phone' of about 60 words in short simple sentences to show comprehension. c) Observe basic punctuation marks (comma, full stop and question marks as they read for coherence.	the title tell us about the story?	decodable words. 2. Learners observe pictures and in groups, discuss where the action could be happening, identify the people or animals they can see. 3. Learners read writings on the school walls, posters and bill boards in the surrounding environment. 4. Learners read or listen to a text then answer questions.	New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 120			
3	WRITING	Guided Writing Do Not Waste	By the end of the sub strand, the learner should be able to: a) Recognize the correct form and meaning of the words to be used in filling in gaps. b) Copy the sentences given correctly.	Which words contain the letter patterns bl, fr, gr?	 Learners observe and respond to picture prompts appropriately. Learners practice writing letters and words from left to right. Learners write a three-word sentence using the prompts. Learners are guided in filling in the gaps correctly and meaningfully. 	Realia, charts, pictures/ photographs that prompt learners to write. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 117&121	Oral questions, portfolio, observation		
9	ASSESMENT								