Grade 1 English

Term 1 - 50 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 30-minute lessons | PDF and editable Word

ABOUT THIS PACK

50 complete, ready-to-teach Grade 1 English lesson plans for Term 1, covering the themes greetings, school, family, home, time and weather and our environment, each with its own speaking, reading, grammar and writing lessons.

TOPICS IN THIS PACK

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INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Letters a, b, c and d and their sounds

By the end of the lesson, the learner should be able to: a) point to the letters a, b, c and d; b) say the sound each letter makes in a word

> **Sound song: a, b, c, d**
> a is for apple, a-a-apple. b is for bag, b-b-bag. c is for cat, c-c-cat. d is for dog, d-d-dog.
> Hold up each letter card, say its sound, then the learners echo it twice. Show the picture card and say the word slowly, stretching the first sound.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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ELIMU254

Letters a, b, c and d and their sounds

Strand 1.0 Greetings > Sub-strand 1.1.1 Pronunciation and Vocabulary | Lesson 1 of 4 | 30 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) point to the letters a, b, c and d; b) say the sound each letter makes in a word

KEY INQUIRY QUESTION(S)

- Why do we greet people?
- How do we greet people at different times of the day?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Life skills (self-esteem)**	Learners practise decision making and working with others.

LEARNING RESOURCES

Letter cards a to h | Picture cards (apple, bag, cat, dog, egg, fish, goat, hen) | Pictures of people greeting each other

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

hello | good morning | good afternoon | good evening | goodbye | thank you | wave | shake hands

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Sing a short alphabet song together and stop at the letter d." Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	7	Take learners through "Sound song: a, b, c, d" (teaching points and model text on the next page), explaining as you go. Use letter cards a to h, picture cards (apple, bag, cat, dog, egg, fish, goat, hen), pictures of people greeting each other. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	7	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Name one more word that starts like "apple"."	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Sound song: a, b, c, d
a is for apple, a-a-apple. b is for bag, b-b-bag. c is for cat, c-c-cat. d is for dog, d-d-dog.
Hold up each letter card, say its sound, then the learners echo it twice. Show the picture card and say the word slowly, stretching the first sound.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Point to the letter that starts "dog".	**d**
2	Say the first sound in "bag".	**The "b" sound**
3	Which picture starts with the "c" sound: cat or egg?	**cat**
4	Name one more word that starts like "apple".	**Answers vary; for example ant, and, arm**

WATCH OUT FOR

Learners say the letter name ("bee") instead of its sound ("b"). Say the sound short and quick, without adding "uh" to the end.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can point to the letters a, b, c and d confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can point to the letters a, b, c and d accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly point to the letters a, b, c and d, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet point to the letters a, b, c and d without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Let the learner hold the letter card and trace it with a finger while saying the sound.
Learners ready for more	Find something in the classroom that starts with "b" or "d". (Answer: Answers vary; for example book, bag, door, desk)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "letters a, b, c and d and their sounds" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

ELIMU254

Letters e, f, g and h and their sounds

Strand 1.0 Greetings > Sub-strand 1.1.1 Pronunciation and Vocabulary | Lesson 2 of 4 | 30 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) point to the letters e, f, g and h; b) say words that start with these sounds

KEY INQUIRY QUESTION(S)

- Why do we greet people?
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