Grade 1 English

Term 3 - 49 complete lesson plans

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

ABOUT THIS PACK

49 complete, ready-to-teach Grade 1 English lesson plans for Term 3, covering the themes community leaders, living together, technology, numbers and conserving resources, each with its own speaking, reading, grammar and writing lessons.

TOPICS IN THIS PACK

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11.2.2	Comprehension	2
11.3.1	Adjectives (One- and Two-Syllable)	2
11.4.1	Guided Writing	2
12.1.1	Pronunciation and Vocabulary	4
12.2.1	Fluency	1
12.2.2	Comprehension	1
12.3.1	Possessives (my, our, her, his, their, its)	2
12.4.1	Guided Writing	2
13.1.1	Pronunciation and Vocabulary	4
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13.3.1	Yes/No Questions (with can, may, will)	2
13.4.1	Guided Writing	2
14.1.1	Pronunciation and Vocabulary	4
14.2.1	Fluency	2
14.2.2	Comprehension	1
14.3.1	Adverbs of Place	2
14.4.1	Guided Writing	2
15.1.1	Pronunciation and Vocabulary	4
15.2.1	Fluency	2
15.2.2	Comprehension	2

15.3.1	Interjections of Surprise	2
15.4.1	Guided Writing	2

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

Predicting from the title and picture

By the end of the lesson, the learner should be able to: a) say what a story may be about from its title and picture; b) read a short story to check the prediction

> **Story: The Wise Elder (about 60 words)**
> "Mzee Karisa sat under the big mango tree. Two boys came running. 'The ball is mine!' shouted Tumo. 'No, it is mine!' shouted Bakari. Mzee Karisa smiled. 'Why not play together?' he asked. The boys looked at each other. They laughed and played together. Mzee Karisa was happy."
> After reading, check: was your prediction right?

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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Predicting from the title and picture

Strand 11.0 Community Leaders > Sub-strand 11.2.2 Comprehension | Lesson 1 of 2 | 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) say what a story may be about from its title and picture; b) read a short story to check the prediction

KEY INQUIRY QUESTION(S)

- What do the pictures and the title tell us about the story?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
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

A story chart with a title and picture | True/false cards | Crayons

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

predict | title | picture | true | false | elder

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: "Show the title "The Wise Elder" and a picture of an old man under a tree with children. Ask: what do you think will happen?" 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 "Story: The Wise Elder (about 60 words)" (teaching points and model text on the next page), explaining as you go. Use a story chart with a title and picture, true/false cards, crayons. 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: "Was your prediction right?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Story: The Wise Elder (about 60 words)

"Mzee Karisa sat under the big mango tree. Two boys came running. 'The ball is mine!' shouted Tumo. 'No, it is mine!' shouted Bakari. Mzee Karisa smiled. 'Why not play together?' he asked. The boys looked at each other. They laughed and played together. Mzee Karisa was happy."

After reading, check: was your prediction right?

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Where did Mzee Karisa sit?	**Under the big mango tree**
2	What were the boys quarrelling about?	**A ball**
3	What did Mzee Karisa tell them to do?	**Play together**
4	Was your prediction right?	**Answers vary**

WATCH OUT FOR

Learners think a wrong prediction is a mistake. Good readers guess, then check; changing your mind is fine.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Ask "Who do you see in the picture?" before asking for a prediction.
Learners ready for more	Predict what the boys will do the next day. (Answer: Answers vary; for example play together again)
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 "predicting from the title and picture" 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.

Answering questions and true or false

Strand 11.0 Community Leaders > Sub-strand 11.2.2 Comprehension | Lesson 2 of 2 | 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) answer questions whose answers are in the story; b) answer questions that need thinking ("Why ...?")

KEY INQUIRY QUESTION(S)

- What do the pictures and the title tell us about the story?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
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