Grade 2 English

Term 3 - 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 2 English lesson plans for Term 3, covering the themes environment, technology, cultural activities, child labour and caring for others, each with its own speaking, reading, grammar and writing lessons.

TOPICS IN THIS PACK

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11.2.1	Fluency	2
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15.3.2	Commands and Interjections of Excitement	2
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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

Environment sounds

By the end of the lesson, the learner should be able to hear and say environment words with the target sounds

> **Sounds**
> "fr": fruit, fresh, frog. "ow": flower, cloud, ground, brown. "or": forest, tall, small, born. Weak "uh": water, river, litter. Listen: "Fresh fruit grows in the forest, flowers on the ground, and the river water flows."

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

Environment sounds

Strand 11.0 Environment > Sub-strand 11.1.1 Pronunciation and Vocabulary | 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 hear and say environment words with the target sounds

KEY INQUIRY QUESTION(S)

- How can you tell that someone is listening keenly?
- Why should we listen attentively when other people are talking?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Environmental education and climate change**	Examples link to caring for the school and home environment.

LEARNING RESOURCES

Pictures of the environment | Word cards with target sounds

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

environment | forest | flower | river | cloud | fresh | litter | water | tree

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: "Look outside. Name what you see." 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 "Sounds" (teaching points and model text on the next page), explaining as you go. Use pictures of the environment, word cards with target sounds. 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: "Say "water". What sound is at the end?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Sounds
"fr": fruit, fresh, frog. "ow": flower, cloud, ground, brown. "or": forest, tall, small, born. Weak "uh": water, river, litter.
Listen: "Fresh fruit grows in the forest, flowers on the ground, and the river water flows."

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Which word starts with "fr": fresh or flesh?	**fresh**
2	Which sound is in "cloud"?	**"ow"**
3	Which sound is in "tall"?	**"or"**
4	Say "water". What sound is at the end?	**A weak "uh"**

WATCH OUT FOR

Learners say "fl" for "fr". Roll the tongue back for "r".

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use pictures.
Learners ready for more	Say a sentence about nature with three target sounds. (Answer: Answers vary)
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 "environment 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

Listening keenly in a conversation

Strand 11.0 Environment > Sub-strand 11.1.1 Pronunciation and Vocabulary | 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) use environment words in a conversation; b) show keen listening

KEY INQUIRY QUESTION(S)

- How can you tell that someone is listening keenly?
- Why should we listen attentively when other people are talking?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication**	Learners explain their thinking to a partner and report their findings to the group.
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