Grade 5 English

Term 1 - 48 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

48 complete, ready-to-teach Grade 5 English lesson plans for Term 1, covering the themes child rights and responsibilities, national celebrations, etiquette - table manners, road accidents – prevention and traditional foods, each with its own speaking, reading, grammar and writing lessons.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1.1	Listening Comprehension	3
1.2.1	Extensive Reading	3
1.3.1	Word Class: Demonstrative Determiners	2
1.4.1	Functional Writing: Filling Forms	2
2.1.1	Pronunciation and Vocabulary	3
2.2.1	Intensive Reading	3
2.3.1	Word Class: Collective Nouns and Reflexive Pronouns	3
2.4.1	Creative Writing: Open ended Compositions	3
3.1.1	Pronunciation and Vocabulary	3
3.2.1	Intensive Reading: a Narrative of about 400 Words	3
3.3.1	Language Pattern	3
3.4.1	Mechanics of Writing: Handwriting	3
4.1.1	Pronunciation and Vocabulary	3
4.2.1	Intensive Reading: Comprehension	3
4.3.1	Word Class: Possessive Pronouns	3
4.4.1	Functional Writing: Friendly Letter	3
5.1.1	Listening Comprehension	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

The sound in "cup" and the sound in "car"

By the end of the lesson, the learner should be able to: a) say the short "u" sound in cup, bus, sun and brother; b) say the long "ar" sound in car, farm, father and heart

> **Two different vowel sounds**
>
> The short sound in "cup" is quick, with the mouth only half open: cup, bus, sun, mum, brother, come. The long sound in "car" is held longer, with the mouth wide open: car, farm, father, heart, park, calm.
>
> Word pairs that change meaning: cut / cart, hut / heart, much / march, bun / barn, duck / dark. Say each pair slowly, then quickly.

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.

CONTENTS

No.	Lesson	Topic	Page
1	The sound in "cup" and the sound in "car"	1.1.1 Listening Comprehension	5
2	Words about rights and responsibilities	1.1.1 Listening Comprehension	8
3	Listening for the main idea and details	1.1.1 Listening Comprehension	11
4	Choosing the right reference book	1.2.1 Extensive Reading	14
5	Using a dictionary: alphabetical order and guide words	1.2.1 Extensive Reading	17
6	Finding information and reading for life	1.2.1 Extensive Reading	20
7	This, these, that and those	1.3.1 Word Class: Demonstrative Determiners	23
8	Using demonstratives correctly	1.3.1 Word Class: Demonstrative Determiners	26
9	Filling in a form correctly	1.4.1 Functional Writing: Filling Forms	29
10	Designing a simple form	1.4.1 Functional Writing: Filling Forms	32
11	The "p" sound and the "b" sound	2.1.1 Pronunciation and Vocabulary	35
12	Words for national celebrations	2.1.1 Pronunciation and Vocabulary	38
13	Listening for the main idea	2.1.1 Pronunciation and Vocabulary	41
14	Characters, places and events	2.2.1 Intensive Reading	44
15	Factual and inferential questions, and word clues	2.2.1 Intensive Reading	47
16	Reading techniques we can share	2.2.1 Intensive Reading	50
17	Collective nouns	2.3.1 Word Class: Collective Nouns and Reflexive Pronouns	53
18	Reflexive pronouns	2.3.1 Word Class: Collective Nouns and Reflexive Pronouns	56
19	Using both in writing about celebrations	2.3.1 Word Class: Collective Nouns and Reflexive Pronouns	59
20	Planning a composition	2.4.1 Creative Writing: Open ended Compositions	62
21	Writing the composition	2.4.1 Creative Writing: Open ended Compositions	65
22	Sharing ideas and creativity in writing	2.4.1 Creative Writing: Open ended Compositions	68
23	Polite words and expressions	3.1.1 Pronunciation and Vocabulary	71
24	Polite expressions at the table	3.1.1 Pronunciation and Vocabulary	74
25	Role play: a polite family meal	3.1.1 Pronunciation and Vocabulary	77

26	Predicting and picturing the story	3.2.1 Intensive Reading: a Narrative of about 400 Words	80
27	Factual and inferential questions	3.2.1 Intensive Reading: a Narrative of about 400 Words	83
28	Relating the story to our own lives	3.2.1 Intensive Reading: a Narrative of about 400 Words	86
29	The pattern "too ... to" and "too ... for"	3.3.1 Language Pattern	89
30	Must and should with adverbs	3.3.1 Language Pattern	92
31	A class table-manners poster	3.3.1 Language Pattern	95
32	What joined writing looks like	3.4.1 Mechanics of Writing: Handwriting	98
33	Practising joins	3.4.1 Mechanics of Writing: Handwriting	101
34	Neat, legible writing and how to improve it	3.4.1 Mechanics of Writing: Handwriting	104
35	Word stress: one word, two meanings	4.1.1 Pronunciation and Vocabulary	107
36	Stress pairs on the road	4.1.1 Pronunciation and Vocabulary	110
37	Road-safety vocabulary	4.1.1 Pronunciation and Vocabulary	113
38	Reading road signs and posters	4.2.1 Intensive Reading: Comprehension	116
39	Predicting from pictures and answering questions	4.2.1 Intensive Reading: Comprehension	119
40	Judging which visuals work best	4.2.1 Intensive Reading: Comprehension	122
41	Possessive pronouns	4.3.1 Word Class: Possessive Pronouns	125
42	Possessive nouns with the apostrophe	4.3.1 Word Class: Possessive Pronouns	128
43	Using possessive forms correctly	4.3.1 Word Class: Possessive Pronouns	131
44	The parts of a friendly letter	4.4.1 Functional Writing: Friendly Letter	134
45	Writing a friendly letter	4.4.1 Functional Writing: Friendly Letter	137
46	Choosing the right words for a friendly letter	4.4.1 Functional Writing: Friendly Letter	140
47	Hearing and saying food words and describing phrases	5.1.1 Listening Comprehension	143
48	Listening for the main idea and details	5.1.1 Listening Comprehension	146

ELIMU254

The sound in "cup" and the sound in "car"

Strand 1.0 Child rights and responsibilities > Sub-strand 1.1.1 Listening Comprehension | Lesson 1 of 3 | 35 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 the short "u" sound in cup, bus, sun and brother; b) say the long "ar" sound in car, farm, father and heart

KEY INQUIRY QUESTION(S)

- Why should we say the sounds in words, phrases and sentences correctly?
- How can we improve our pronunciation?
- Why should we listen attentively?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Child rights and responsibilities**	Developed through the activities in this lesson.

LEARNING RESOURCES

Word cards for the target sounds | A chart of children's rights and responsibilities

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

right | responsibility | protection | education | shelter | duty

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 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	5	Greet the class and ask: "Say "cup" and then "car". Does your mouth open the same way for both?" 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	8	Take learners through "Two different vowel sounds" (teaching points and model text on the next page), explaining as you go. Use word cards for the target sounds, a chart of children's rights and responsibilities. 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	9	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	8	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	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Read this sentence aloud: "My brother parks the car near the hut.""	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Two different vowel sounds

The short sound in "cup" is quick, with the mouth only half open: cup, bus, sun, mum, brother, come. The long sound in "car" is held longer, with the mouth wide open: car, farm, father, heart, park, calm.

Word pairs that change meaning: cut / cart, hut / heart, much / march, bun / barn, duck / dark. Say each pair slowly, then quickly.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Which word has the short sound: "cut" or "cart"?	**cut**
2	Which word has the long sound: "hut" or "heart"?	**heart**
3	Sort these words by their vowel sound: sun, farm, mum, park.	**Short sound: sun, mum. Long sound: farm, park.**
4	Read this sentence aloud: "My brother parks the car near the hut."	**A clear reading, with the short sound in brother and hut and the long sound in parks and car**

WATCH OUT FOR

Many learners say "cut" and "cart" the same. Let them feel the difference: the jaw drops lower and the sound lasts longer in "cart".

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Hold up a picture of a cup and a car. Learners point to the right picture as the teacher says a word.
Learners ready for more	Write one sentence that uses at least two words with each sound. (Answer: Answers vary; for example "My mother and brother drive the car to the farm.")
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 "the sound in "cup" and the sound in "car"" 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

Words about rights and responsibilities

Strand 1.0 Child rights and responsibilities > Sub-strand 1.1.1 Listening Comprehension | Lesson 2 of 3 | 35 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) explain the meaning of right, responsibility, protection and duty; b) use these words in correct sentences

KEY INQUIRY QUESTION(S)

- Why should we say the sounds in words, phrases and sentences correctly?
- How can we improve our pronunciation?
- Why should we listen attentively?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

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