Grade 5 English

Term 3 - 49 complete lesson plans

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

ABOUT THIS PACK

49 complete, ready-to-teach Grade 5 English lesson plans for Term 3, covering the themes communicable diseases, leisure time activities, sports - appreciating talents, environmental pollution and money - savings and banking, each with its own speaking, reading, grammar and writing lessons.

TOPICS IN THIS PACK

Topic	Name	Lessons
9.3.1	Word Class: Adverbs	3
9.4.1	Mechanics of Writing: Punctuation Marks	2
10.1.1	Pronunciation and Vocabulary: Interactive Listening	3
10.2.1	Intensive Reading	3
10.3.1	Word Class: Conjunctions	3
10.4.1	Creative Writing: Descriptive Composition (120-160 words)	3
11.1.1	Pronunciation and Vocabulary	3
11.2.1	Intensive Reading	3
11.3.1	Use of Interrogatives	3
11.4.1	Spelling	3
12.2.1	Pronunciation and Vocabulary	3
12.3.1	Word Class: Nouns	3
12.4.1	Functional Writing: Diary	3
13.1.1	Pronunciation and Vocabulary	3
13.2.1	Extensive Reading	3
13.3.1	Word Class: Prepositions	2
13.4.1	Spelling	3

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

Adverbs of manner, time, place and frequency

By the end of the lesson, the learner should be able to: a) identify the four kinds of adverbs; b) use each kind in a sentence

> **Words that tell more about a verb**
>
> Manner (how?): carefully, quickly, gently, thoroughly - "Wash your hands thoroughly." Time (when?): now, today, yesterday, soon - "Take the medicine now." Place (where?): here, outside, everywhere, nearby - "Throw rubbish outside in the pit." Frequency (how often?): always, usually, often, sometimes, never, daily - "Always cover your mouth when you cough."
>
> Frequency adverbs usually go before the main verb: "We always wash our hands before eating."

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	Adverbs of manner, time, place and frequency	9.3.1 Word Class: Adverbs	5
2	Could, would and "how many ... could/would"	9.3.1 Word Class: Adverbs	8
3	Judging adverbs in a text	9.3.1 Word Class: Adverbs	11
4	The apostrophe and the exclamation mark	9.4.1 Mechanics of Writing: Punctuation Marks	14
5	Punctuating a text together	9.4.1 Mechanics of Writing: Punctuation Marks	17
6	The "s" and "z" sounds	10.1.1 Pronunciation and Vocabulary: Interactive Listening	20
7	Hearing moods in a choral verse	10.1.1 Pronunciation and Vocabulary: Interactive Listening	23
8	Interrupting politely and listening actively	10.1.1 Pronunciation and Vocabulary: Interactive Listening	26
9	Reading and relating to our own experience	10.2.1 Intensive Reading	29
10	Direct and inferential questions; making notes	10.2.1 Intensive Reading	32
11	Summarising the main ideas	10.2.1 Intensive Reading	35
12	But, or and yet	10.3.1 Word Class: Conjunctions	38
13	Because, since and also	10.3.1 Word Class: Conjunctions	41
14	Choosing the right conjunction	10.3.1 Word Class: Conjunctions	44
15	Describing with the five senses	10.4.1 Creative Writing: Descriptive Composition (120-160 words)	47
16	Writing a descriptive composition of 120-160 words	10.4.1 Creative Writing: Descriptive Composition (120-160 words)	50
17	Critiquing descriptive compositions	10.4.1 Creative Writing: Descriptive Composition (120-160 words)	53
18	The "i" sound in "time"	11.1.1 Pronunciation and Vocabulary	56
19	Listening to a sports commentary	11.1.1 Pronunciation and Vocabulary	59
20	Reading a speaker's feelings	11.1.1 Pronunciation and Vocabulary	62
21	Reading and picturing a story	11.2.1 Intensive Reading	65
22	Direct and inferential questions	11.2.1 Intensive Reading	68
23	Reading digital texts wisely	11.2.1 Intensive Reading	71
24	Question words: how, what, when, why, who	11.3.1 Use of Interrogatives	74
25	"How much more ...?" and "what else, who else ...?"	11.3.1 Use of Interrogatives	77

26	Interviewing a talented classmate	11.3.1 Use of Interrogatives	80
27	Spelling sports words	11.4.1 Spelling	83
28	Homophones and homonyms	11.4.1 Spelling	86
29	Spelling games and dictation	11.4.1 Spelling	89
30	"f" and "v" in pollution words	12.2.1 Pronunciation and Vocabulary	92
31	What makes a good speech	12.2.1 Pronunciation and Vocabulary	95
32	Giving a short speech on pollution	12.2.1 Pronunciation and Vocabulary	98
33	Nouns that do not change	12.3.1 Word Class: Nouns	101
34	Singular nouns that end in -s	12.3.1 Word Class: Nouns	104
35	Checking nouns in a report	12.3.1 Word Class: Nouns	107
36	The parts of a diary entry	12.4.1 Functional Writing: Diary	110
37	Writing a diary entry	12.4.1 Functional Writing: Diary	113
38	A class environment journal	12.4.1 Functional Writing: Diary	116
39	The "m", "n" and "ng" sounds	13.1.1 Pronunciation and Vocabulary	119
40	Digraphs and consonant clusters	13.1.1 Pronunciation and Vocabulary	122
41	Money words and similes; listening attentively	13.1.1 Pronunciation and Vocabulary	125
42	Choosing reading materials and previewing	13.2.1 Extensive Reading	128
43	Skimming and scanning a newspaper page	13.2.1 Extensive Reading	131
44	Reading for pleasure and judging a text	13.2.1 Extensive Reading	134
45	In, on and at for time and place	13.3.1 Word Class: Prepositions	137
46	Prepositions of direction	13.3.1 Word Class: Prepositions	140
47	Double consonants and double vowels	13.4.1 Spelling	143
48	Homophones about money	13.4.1 Spelling	146
49	Spelling check and tips for others	13.4.1 Spelling	149

ELIMU254

Adverbs of manner, time, place and frequency

Strand 9.0 Communicable diseases > Sub-strand 9.3.1 Word Class: Adverbs | 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) identify the four kinds of adverbs; b) use each kind in a sentence

KEY INQUIRY QUESTION(S)

- How do we describe when, how, where and how many times an action takes place?
- Which word or words do we use to ask questions?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Health education**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

Adverb cards sorted into four groups | Sentence strips

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

adverb | carefully | daily | outside | always | could

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: "Act out "walk slowly", then "walk quickly". Which word changed the action?" 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 "Words that tell more about a verb" (teaching points on the next page), explaining as you go. Use adverb cards sorted into four groups, sentence strips. 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: "Put in the right place: "We wash our hands before meals." (always)"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS

Words that tell more about a verb

Manner (how?): carefully, quickly, gently, thoroughly - "Wash your hands thoroughly." Time (when?): now, today, yesterday, soon - "Take the medicine now." Place (where?): here, outside, everywhere, nearby - "Throw rubbish outside in the pit." Frequency (how often?): always, usually, often, sometimes, never, daily - "Always cover your mouth when you cough."

Frequency adverbs usually go before the main verb: "We always wash our hands before eating."

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Find the adverb and its kind: "The nurse spoke gently."	**gently - manner**
2	Find the adverb and its kind: "The clinic opens daily."	**daily - frequency**
3	Find the adverb and its kind: "The children played outside."	**outside - place**
4	Put in the right place: "We wash our hands before meals." (always)	**We always wash our hands before meals.**

WATCH OUT FOR

Learners think every -ly word is an adverb ("friendly", "lovely" are adjectives). Ask what the word describes.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Sort adverb cards under the questions How? When? Where? How often?
Learners ready for more	Write four health rules, each with a different kind of adverb. (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 "adverbs of manner, time, place and frequency" 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

Could, would and "how many ... could/would"

Strand 9.0 Communicable diseases > Sub-strand 9.3.1 Word Class: Adverbs | 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) use could for ability or possibility and would for polite requests and imagined results; b) ask questions with "how many ... could/would"

KEY INQUIRY QUESTION(S)

- How do we describe when, how, where and how many times an action takes place?
- Which word or words do we use to ask questions?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

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