

2024 GRADE 5 ENGLISH LESSONS PLANS TERM 2

TEACHER'S NAME SCHOOL.....TERM YEAR

WEEK 1: LESSON 1

STRAND: JOBS AND OCCUPATIONS

SUB-STRAND: Listening and speaking: Stress and Intonation

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Sort statements and questions based on rising and falling intonation.
- Use stress and intonation appropriately in statements and questions.
- Advocate the need for correct stress and intonation in varied contexts.

KEY INQUIRY QUESTION: Why should we pronounce sounds and words correctly? 2. Why do we raise our voices when asking some questions?

3. How can you change your voice to show different meanings?

LEARNING RESOURCES: course book story books poetry books pictures and photographs newspapers magazines junior encyclopedia journals dictionaries diorama flash cards

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
25 Minutes	<u>CONCEPT DEVELOPMENT</u> Reproduce appropriate patterns of stress and intonation in speech. Sort the statements and questions on the basis of rising or falling intonation in small groups. Watch a video of a dialogue in which statements and questions are used. Recite a choral verse in pairs or small groups. Recite a telephone conversation with intonation. Role paly a telephone conversation with intonation Sing song featuring stress and intonation Core competence: Critical Thinking, Problem Solving, communication and Collaboration. Conclusion Teacher to observe learners reactions towards pronunciation of words. Extended Activities Learners to be given assignment to do at home.
5 Minutes	Written tests graded observation of group work activities ,Self and peer assessment

Summary: Learners to practice and understands appropriate use of stress and intonation in speech.

Reflection in the lesson/self-remarks:

WEEK 1: LESSON 2

STRAND: JOBS AND OCCUPATIONS

SUB-STRAND: Questions – WH-, Yes/No Statements

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Sort statements and questions based on rising and falling intonation.
- Use stress and intonation appropriately in statements and questions.
- Advocate the need for correct stress and intonation in varied contexts.

KEY INQUIRY QUESTION: Why should we pronounce sounds and words correctly? 2. Why do we raise our voices when asking some questions?

3. How can you change your voice to show different meanings?

LEARNING RESOURCES: course book story books poetry books pictures and photographs newspapers magazines junior encyclopedia journals dictionaries diorama flash cards

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
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TIME	CONTENT
25 Minutes	<u>CONCEPT DEVELOPMENT</u> Reproduce appropriate patterns of stress and intonation in speech. Sort the statements and questions on the basis of rising or falling intonation in small groups. Watch a video of a dialogue in which statements and questions are used. Recite a choral verse in pairs or small groups. Recite a telephone conversation with intonation. Role play a telephone conversation with intonation Sing song featuring stress and intonation Core competence: Critical Thinking, Problem Solving, communication and Collaboration. Conclusion Teacher to observe learners reactions towards pronunciation of words. Extended Activities Learners to be given assignment to do at home. 5 Minutes Written tests graded observation of group work activities ,Self and peer assessment

Summary: Learners to practice and understands appropriate use of stress and intonation in speech.

Reflection in the lesson/self-remarks:

WEEK 1: LESSON 4

STRAND: READING

SUB-STRAND: Intensive reading : Comprehension (Dialogues about 400 words) **SPECIFIC OUTCOME:** By the end of the lesson, the learner should be able to:

- Select unfamiliar words and phrases from a reading text.
- Use contextual clues to infer the meaning of words.
- Respond to direct and inferential questions for comprehension.
- Relate events in the story with their own experiences.

KEY INQUIRY QUESTION: Why should we pronounce sounds and words correctly? 2. Why do we raise our voices when asking some questions?
3. How can you change your voice to show different meanings?

LEARNING RESOURCES: course book story books poetry books pictures and photographs newspapers magazines junior encyclopedia journals dictionaries diorama flash cards

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
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25 Minutes	<u>CONCEPT DEVELOPMENT</u> List quantifying determiners that can be used with both countable and uncountable nouns. Read sentences containing quantifying determiners from the internet, in small using quantifying determiners with nouns in Filling in gaps using the groups ☐ Construct sentences small groups. ☐ Complete sentences by correct Quantifying determiners. Core competence: Critical Thinking, Problem Solving, communication and Collaboration. Conclusion Teacher to observe learners reactions towards pronunciation of words.
5 Minutes	Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment

Summary: Learners to identify different quantifying determiners.

Reflection in the lesson/self-remarks:

WEEK 2: LESSON 4-5

STRAND: WRITING

SUB-STRAND: Creative Writing Pictorial Composition (120 -160 words)

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Choose possible topics for pictorial compositions.
- Create a composition based on the visuals or pictures
- Judge visuals appropriately for creativity in writing

KEY INQUIRY QUESTION: Which words do we use to show amount or quantity? 2. Why is it important to tell the quantity of something?

LEARNING RESOURCES: course book story books poetry books pictures and photographs newspapers magazines junior encyclopedia journals dictionaries diorama flash cards

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
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25 Minutes	<u>CONCEPT DEVELOPMENT</u> List quantifying determiners that can be used with both countable and uncountable nouns. groups ☐ Construct sentences from the internet, in small using quantifying determiners with nouns in Filling in gaps using the ☐ Complete sentences by correct Quantifying determiners. Core competence: Critical Thinking, Problem Solving, communication and Collaboration.
5 Minutes	Conclusion Teacher to observe learners reactions towards pronunciation of words. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment

Summary: Learners to identify different quantifying determiners.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 1-2

STRAND: TECHNOLOGY: LEARNING THROUGH TECHNOLOGY

SUB-STRAND: Pronunciation and Vocabulary: Interactive Listening

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Construct sentences orally using words related to the theme.
 - Use words and non-verbal cues to express different moods
- Challenge others to listen interactively for effective communication.

KEY INQUIRY QUESTION:

Why should we pronounce sounds and words correctly? 2. Why should we listen to one another? 3. Why should you give others a chance to speak?
4. How do you tell if someone is happy or sad?

LEARNING RESOURCES: course book story books poetry books pictures and photographs newspapers magazines junior encyclopedia journals dictionaries diorama flash cards

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
25 Minutes	<u>CONCEPT DEVELOPMENT</u> List quantifying determiners that can be used with both countable and uncountable nouns. Read sentences containing quantifying determiners from the internet, in small groups using quantifying determiners with nouns in Filling in gaps using the □ Construct sentences □ Complete sentences by correct Quantifying determiners. Core competence: Critical Thinking, Problem Solving, communication and Collaboration. Conclusion Teacher to observe learners reactions towards pronunciation of words. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment
5 Minutes	

Summary: Learners to identify different quantifying determiners.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 3**STRAND: TECHN OLOGY: LEARNING THROUGH TECHNOLOGY**

SUB-STRAND: Sounds /ə/ as in here, year ;/eɪ/ as in make, brain **SPECIFIC**

OUTCOME: By the end of the lesson, the learner should be able to:

KEY INQUIRY QUESTION:

- Identify words, phrases or sentences with the target sound.
- Pronounce sounds correctly for accuracy in speech.
- Challenge others to listen interactively for effective communication.

Why should we pronounce sounds and words correctly? 2. Why should we listen to one another? 3. Why should you give others a chance to speak? 4. How do you tell if someone is happy or sad?

LEARNING RESOURCES: course book story books poetry books pictures and photographs newspapers magazines junior encyclopedia journals dictionaries diorama flash cards

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
25 Minutes	<u>CONCEPT DEVELOPMENT</u> Interpret appropriately View a video of conversation and list words or phrases used to interrupt politely. Say the target sounds as modelled from a recording. Make sentences with words containing the soun Core competence: Critical Thinking, Problem Solving, communication and Collaboration. Conclusion Teacher to observe learners reactions towards pronunciation of words. Extended Activities Learners to be given assignment to do at home.
5 Minutes	Written tests graded observation of group work activities ,Self and peer assessment

Summary: Learners to identify different quantifying determiners.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 3**STRAND: READING**

KEY INQUIRY QUESTION:**SUB-STRAND: Extensive reading: Extensive Fiction and Non-Fiction Texts (1000-1250 words)****SPECIFIC OUTCOME:** By the end of the lesson, the learner should be able to:

- Select relevant reading materials from a collection of books.
- Read a variety of materials for information and pleasure.
- Judge the appropriateness of reading materials on the basis of interest, complexity and subject.

What kind of information do you find in books? 2. Why is it

necessary to read many books?

3. What do you consider when choosing a material to read?

LEARNING RESOURCES: course book story books poetry books pictures and photographs newspapers magazines junior encyclopedia journals dictionaries diorama flash cards**ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK**

TIME	CONTENT
25 Minutes	<u>CONCEPT DEVELOPMENT</u> Learner is guided to: Scheme through reading materials to obtain the main idea. s to determine suitability and relevance. Scan the material for specific details details, in pairs eading ☐ Preview text ☐ Select appropriate r materials from a library. ☐ Read the selected materials individually.books read in groups keep record of the material read Core competence: Critical Thinking, Problem Solving, communication and Collaboration.
5 Minutes	Conclusion Teacher to observe learners reactions towards pronunciation of words. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment

Summary: Learners to identify different quantifying determiners.**Reflection in the lesson/self-remarks:**

KEY INQUIRY QUESTION:

WEEK 3: LESSON 4

STRAND: READING

SUB-STRAND: Extensive reading: Extensive Fiction and Non-Fiction Texts (1000-1250 words)

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Select relevant reading materials from a collection of books.
- Read a variety of materials for information and pleasure.
- Judge the appropriateness of reading materials on the basis of interest, complexity and subject. **KEY INQUIRY QUESTION:** What kind of information do you find in books? 2. Why is it necessary to read many books?

3. What do you consider when choosing a material to read?

LEARNING RESOURCES: course book story books poetry books pictures and photographs newspapers magazines junior encyclopedia journals dictionaries diorama flash cards

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
25 Minutes	<u>CONCEPT DEVELOPMENT</u> Learner is guided to: Scheme through reading materials to obtain the main idea. s to determine suitability and relevance. Scan the material for specific details details, in pairs eading ☐ Preview text ☐ Select appropriate r materials from a library. ☐ Read the selected materials individually.books read in groups keep record of the material read Core competence: Critical Thinking, Problem Solving, communication and Collaboration.
5 Minutes	Conclusion Teacher to observe learners reactions towards pronunciation of words. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment

Summary: Learners to identify different quantifying determiners.

Reflection in the lesson/self-remarks:

WEEK 4: LESSON 1STRAND:

SUB-STRAND:

SPECIFIC OUTCOME:

□

READING

Poems (not more 5 stanzas).

By the end of the lesson, the learner should be able to:

Select relevant reading materials from a collection of books.

- Read a variety of materials for information and pleasure.
- Judge the appropriateness of reading materials on the basis of interest, complexity and subject.

KEY INQUIRY QUESTION: What kind of information do you find in books? 2. Why is it necessary to read many books?

3. What do you consider when choosing a material to read?

LEARNING RESOURCES: course book story books poetry books pictures and photographs newspapers magazines junior encyclopedia journals dictionaries diorama flash cards

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
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SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

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WEEK 4: LESSON 2STRAND:

SUB-STRAND:

25 Minutes	<u>CONCEPT DEVELOPMENT</u> Learner is guided to: Scheme through reading materials to obtain the main idea. s to determine suitability and relevance. Scan the material for specific details details, in pairs eading ☐ Preview text ☐ Select appropriate r materials from a library. ☐ Read the selected materials individually.books read in groups keep record of the material read Core competence: Critical Thinking, Problem Solving, communication and Collaboration.
5 Minutes	Conclusion Teacher to observe learners reactions towards pronunciation of words. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment

Summary: Learners to identify different quantifying determiners.

Reflection in the lesson/self-remarks:

Grammar In use

Tense Future Time using will/shall

Identify words that indicate future time in sentences.

- Use will and shall to express future time correctly.
- Collaborate with others to determine the correctness and appropriates of the tense used in own or provided texts.

1. **KEY INQUIRY QUESTION:** Which words do we use to show future time?
2. How do you tell the time something happened? What will you do tomorrow?

LEARNING RESOURCES: course book story books poetry books pictures and photographs newspapers magazines junior encyclopedia journals dictionaries diorama flash cards

SPECIFIC OUTCOME:

WEEK 4: LESSON 3 STRAND:

SUB-STRAND:

□

ORGANIZATION OF LEARNING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
25 Minutes	<u>CONCEPT DEVELOPMENT</u> Learner is guided to: Pick sentences which express future time from a text. Make sentences from a substitution table. questions on future time using will/shall in pairs. notes using will/shall in pairs or groups. notes they plan ☐ Answer ☐ Construct sentence ☐ Role play activity or wish to do in future in small groups. Core competence: Critical Thinking, Problem Solving, communication and Collaboration. Conclusion Teacher to observe learners reactions towards pronunciation of words.
5 Minutes	Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment

Summary: Learners to identify different quantifying determiners.

Reflection in the lesson/self-remarks:

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

□

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Grammar In use

Tense Future Time using will/shall

- Identify words that indicate future time in sentences.
- Use will and shall to express future time correctly.

WEEK 4: LESSON 4STRAND:

SUB-STRAND:

- Collaborate with others to determine the correctness and appropriates of the tense used in own or provided texts.
3. **KEY INQUIRY QUESTION:** Which words do we use to show future time?
 4. How do you tell the time something happened? What will you do tomorrow?

LEARNING RESOURCES: course book story books poetry books pictures and photographs newspapers magazines junior encyclopedia journals dictionaries diorama flash cards

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
25 Minutes	<u>CONCEPT DEVELOPMENT</u> Learner is guided to: Pick sentences which express future time from a text. Make sentences from a substitution table. questions on future time using will/shall in pairs. nces using will/shall in pairs or groups. ities they plan ☐ Answer ☐ Construct sente ☐ Role play activ or wish to do in future in small groups. Core competence: Critical Thinking, Problem Solving, communication and Collaboration. Conclusion Teacher to observe learners reactions towards pronunciation of words. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment
5 Minutes	

Summary: Learners to identify different quantifying determiners.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 1

STRAND: Writing

SUB-STRAND: Use of Double Quotation Marks SPECIFIC

OUTCOME:

- Identify commas and double quotation marks in written texts.
- Use the comma and double quotation marks correctly in sentences.
- Advocate the use of correct punctuation in written communication

KEY INQUIRY QUESTION: Which punctuation marks do you know? 2. Why do we punctuate sentences?

LEARNING RESOURCES: course book story books poetry books pictures and photographs newspapers magazines junior encyclopedia journals dictionaries diorama flash cards

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT

Summary: Learners to identify different quantifying determiners.

Reflection in the lesson/self-remarks:

25 Minutes	<u>CONCEPT DEVELOPMENT</u> Learner is guided to: Pick sentences which express future time from a text. Make sentences from a substitution table. questions on future time using will/shall in pairs. nces using will/shall in pairs or groups. ities they plan ☐ Answer ☐ Construct sente ☐ Role play activ or wish to do in future in small groups. Core competence: Critical Thinking, Problem Solving, communication and Collaboration.
5 Minutes	Conclusion Teacher to observe learners reactions towards pronunciation of words. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment

STRAND: Reading

OUTCOME: By the end of the lesson, the learner should be able to:

- KEY INQUIRY QUESTION:** What makes someone a good reader?

RESOURCES: course book story books poetry books pictures and photographs newspapers
magazines junior encyclopedia journals dictionaries diorama flash cards

Summary: Learners to identify different quantifying determiners.

Reflection in the lesson/self-remarks:

TIME	CONTENT
25 Minutes	<u>CONCEPT DEVELOPMENT</u> Learner is guided to: Pick sentences which express future time from a text. Make sentences from a substitution table. questions on future time using will/shall in pairs. nces using will/shall in pairs or groups. ities they plan ☐ Answer ☐ Construct sente ☐ Role play activ or wish to do in future in small groups. Core competence: Critical Thinking, Problem Solving, communication and Collaboration. Conclusion Teacher to observe learners reactions towards pronunciation of words. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment
5 Minutes	

Summary: Learners to identify different quantifying determiners.

Reflection in the lesson/self-remarks:

WEEK 6: LESSON 1-2

STRAND: Reading

SUB-STRAND: Fluency in Reading Texts of about 400 words SPECIFIC

OUTCOME: By the end of the lesson, the learner should be able to:

- Identify unfamiliar words in texts for fluency.
- Read a text accurately and with expression for fluency.
- Challenge peers and parents to read accurately, at the right speed and without hesitation

KEY INQUIRY QUESTION: What makes someone a good reader?
How long do you take to read a text? 3. What can you do to improve your reading speed?

LEARNING RESOURCES: course book story books poetry books pictures and photographs
newspapers magazines junior encyclopedia journals dictionaries diorama flash cards

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

Learners to identify different quantifying determiners.

-remarks:

25 Minutes	<u>CONCEPT DEVELOPMENT</u> Learner is guided to: Pick sentences which express future time from a text. Make sentences from a substitution table. questions on future time using will/shall in pairs. nces using will/shall in pairs or groups. ities they plan ☐ Answer ☐ Construct sente ☐ Role play activ or wish to do in future in small groups. Core competence: Critical Thinking, Problem Solving, communication and Collaboration. Conclusion
5 Minutes	Teacher to observe learners reactions towards pronunciation of words. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment

Summary:

STRAND: Writing

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

KEY INQUIRY QUESTION: How do you give instructions? 3. Why do we ask questions?

LEARNING RESOURCES: course book story books poetry books pictures and photographs
newspapers magazines junior encyclopedia journals dictionaries diorama flash cards

TIME	CONTENT
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TIME	CONTENT
25 Minutes	<u>CONCEPT DEVELOPMENT</u> Learner is guided to: Pick sentences which express future time from a text. Make sentences from a substitution table. questions on future time using will/shall in pairs. nces using will/shall in pairs or groups. ities they plan ☐ Answer ☐ Construct sente ☐ Role play activ or wish to do in future in small groups. Core competence: Critical Thinking, Problem Solving, communication and Collaboration. Conclusion Teacher to observe learners reactions towards pronunciation of words. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment
5 Minutes	

Summary: Learners to identify different quantifying determiners.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 3& 4

STRAND: Writing

SUB-STRAND: Similes and Proverbs

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

KEY INQUIRY QUESTION: How do you give instructions? 3. Why do we ask questions?

LEARNING RESOURCES: course book story books poetry books pictures and photographs newspapers magazines junior encyclopedia journals dictionaries diorama flash cards

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
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TIME	CONTENT
25 Minutes	<u>CONCEPT DEVELOPMENT</u> Learner is guided to: Pick sentences which express future time from a text. Make sentences from a substitution table. questions on future time using will/shall in pairs. nces using will/shall in pairs or groups. ities they plan ☐ Answer ☐ Construct sente ☐ Role play activ or wish to do in future in small groups. Core competence: Critical Thinking, Problem Solving, communication and Collaboration. Conclusion Teacher to observe learners reactions towards pronunciation of words. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment
5 Minutes	

Summary: Learners to identify different quantifying determiners.

Reflection in the lesson/self-remarks:

WEEK 10: LESSON 1-4

STRAND: Reading

SUB-STRAND: Fluency in Reading Texts of about 400 words SPECIFIC

OUTCOME: By the end of the lesson, the learner should be able to:

- Identify unfamiliar words in texts for fluency.
- Read a text accurately and with expression for fluency.
- Challenge peers and parents to read accurately, at the right speed and without hesitation **KEY**

INQUIRY QUESTION: What makes someone a good reader?

How long do you take to read a text? 3. What can you do to improve your reading speed?
LEARNING RESOURCES: course book story books poetry books pictures and photographs
 newspapers magazines junior encyclopedia journals dictionaries diorama flash cards
ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
25 Minutes	<u>CONCEPT DEVELOPMENT</u> Learner is guided to: Pick sentences which express future time from a text. Make sentences from a substitution table. questions on future time using will/shall in pairs. nces using will/shall in pairs or groups. ities they plan ☐ Answer ☐ Construct sente ☐ Role play activ or wish to do in future in small groups. Core competence: Critical Thinking, Problem Solving, communication and Collaboration.
5 Minutes	Conclusion Teacher to observe learners reactions towards pronunciation of words. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment

Summary: Learners to identify different quantifying determiners.
Reflection in the lesson/self-remarks: