Lesson Plan: Food and Meals
1. Preliminary Information
Subject: Oral English
Level: Grade 1
Concept: Effective Communication
Sub-Concept: Conversational Skills
Topic: Conversations
Subtopic: Food and Meals
Lesson Duration: 30 Minutes
Lesson Goal: To enable learners to use appropriate language to talk about different foods and meals of the day.
Competences: Effective communication, collaboration, critical thinking
Expected Target Competence: Learners will use simple language to identify and discuss types of food, meals, and recite a prayer before meals.
Lesson Competencies:
i. **Competency 1 [Knowledge-based]:** Identify different types of food and meals.
ii. **Competency 2 [Cognitive-based]:** Understand the purpose and timing of meals in a day.
iii. **Competency 3 [Skill-based]:** Use appropriate conversational structures to discuss food and meals and recite a prayer.
Lesson Methodology and Strategies: Present-Practice-Produce (PPP) strategy, pair work, group activities, choral repetition, question-and-answer sessions, and demonstrations.
Assessment Strategies:
i. **Formative Assessment:** Observe learners' participation in pair and group conversations, and their ability to identify foods and meals.
ii. **Summative Assessment:** Ask learners to identify a food and its type, mention meals and their times, and recite a prayer before meals.
Learning Materials: Picture/chart showing different types of food, puppet for meal conversations, picture showing people praying before a meal.
Learning Environment Setup:

- **Natural – Physical:** Classroom for discussions and activities.
- **Artificial – Physical:** Posters and charts displayed in the classroom.
  Prior Knowledge: Learners have basic knowledge of conversations from Term 1 and familiarity with common foods and meals at home.
  Interdisciplinary Connections: Social Studies (understanding cultural practices around meals), Religious Education (prayer before meals).

2. Lesson Progression

Stage	**Learner Activity**	**Teacher Activity**	**Targeted Competency**	**Assessment Criteria**
a. Engagement (Introduction) [Duration: 2 minutes]	Learners name foods they eat at home.	Ask learners to mention foods they eat at home to activate prior knowledge.	Competency 1: Identify different types of food.	Learners actively name foods they are familiar with.
b. Exploration (Development) [Duration: 10 minutes]	Learners observe a picture/chart, identify food types (fruits, vegetables, grains, etc.),	Display a picture/chart of food types, explain categories (fruits, vegetables,	Competency 1 & 3: Identify food types and use conversational structures.	Learners correctly identify food types and engage in pair dialogues.

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Stage	Learner Activity	Teacher Activity	Targeted Competency	Assessment Criteria
	and participate in pair conversations (e.g., “What are some of the grains?”).	etc.), and demonstrate pair conversations. Conduct whole-class choral repetition of “What are some of the…?”.		
c. Explanation (Conceptualization) [Duration: 10 minutes]	Learners practice pair conversations about meal times (e.g., “What time is breakfast taken?”) and recite a prayer before meals as a class and individually.	Explain meal types (breakfast, lunch, supper, snacks) and their times. Demonstrate meal conversations using a puppet. Teach a simple prayer (e.g., “Thank you God for the food, in Jesus’ name. Amen”).	Competency 2 & 3: Understand meal timing and recite a prayer.	Learners accurately respond to meal-time questions and recite the prayer.
d. Synthesis (Continuity and Extension) [Duration: 5 minutes]	Learners in small groups practice food and meal conversations, standing in a circle to ask and answer questions.	Instruct learners to form small groups and practice conversations in a circle format. Provide feedback on their dialogues.	Competency 3: Use appropriate conversational structures.	Learners use correct language in group conversations.
e. Evaluation and Reflection (Conclusion) [Duration: 3 minutes]	Learners give thumbs up/down for true/false statements (e.g., “A cabbage is a fruit”) and recite the prayer independently.	Present true/false statements about food types and ask learners to respond with thumbs up/down. Instruct learners to recite the prayer.	Competency 1 & 3: Identify food types and recite a prayer.	Learners correctly respond to statements and recite the prayer accurately.

3. Competence Continuity and Strategy

- **Continuity:** This lesson builds on Term 1 conversation skills and prepares learners for subsequent topics like occupations by reinforcing vocabulary and dialogue structures.

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- **Strategy:** Use translanguaging to support learners unfamiliar with English, encouraging code-switching where necessary. Continue using visual aids and interactive activities to sustain engagement.

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Lesson Plan: Occupations
1. Preliminary Information
Subject: Oral English
Level: Grade 1
Concept: Effective Communication
Sub-Concept: Conversational Skills
Topic: Conversations
Subtopic: Occupations
Lesson Duration: 30 Minutes
Lesson Goal: To enable learners to use appropriate language to talk about occupations in the community.
Competences: Effective communication, collaboration, creativity and innovation
Expected Target Competence: Learners will identify occupations, describe their roles, and role-play them using appropriate language.
Lesson Competencies:
i. **Competency 1 [Knowledge-based]:** Identify different occupations in the community.
ii. **Competency 2 [Cognitive-based]:** Understand the roles of various occupations.
iii. **Competency 3 [Skill-based]:** Use conversational structures and role-play to discuss occupations.
Lesson Methodology and Strategies: Present-Practice-Produce (PPP) strategy, pair work, group activities, role-play, and demonstrations.
Assessment Strategies:
i. **Formative Assessment:** Monitor learners' participation in pair and group conversations and role-play accuracy.
ii. **Summative Assessment:** Ask learners to name occupations, state their roles, and perform role-play actions.
Learning Materials: Picture/chart showing people in various occupations, picture cards, box for closure activity.
Learning Environment Setup:

- **Natural – Physical:** Classroom for discussions and role-play.
- **Artificial – Physical:** Charts and picture cards displayed in the classroom.
  Prior Knowledge: Learners have basic conversation skills from Term 1 and are familiar with some community roles.
  Interdisciplinary Connections: Social Studies (community roles and responsibilities), Drama (role-playing occupations).

2. Lesson Progression

Stage	**Learner Activity**	**Teacher Activity**	**Targeted Competency**	**Assessment Criteria**
a. Engagement (Introduction) [Duration: 2 minutes]	Learners name occupations they know (e.g., teacher, nurse).	Introduce the term "occupation" and ask learners to mention occupations in the community.	Competency 1: Identify occupations.	Learners name at least one occupation correctly.
b. Exploration (Development) [Duration: 10 minutes]	Learners observe a picture/chart, identify occupations, and practice pair	Display a picture/chart of occupations, mention each one, and demonstrate pair	Competency 1 & 3: Identify occupations and use conversational structures.	Learners correctly identify occupations and engage in pair dialogues.

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Stage	Learner Activity	Teacher Activity	Targeted Competency	Assessment Criteria
	conversations (e.g., “Who is this? This is a carpenter”).	conversations. Conduct whole-class choral repetition of “Who is this?”.		
c. Explanation (Conceptualization) [Duration: 10 minutes]	Learners discuss roles of occupations in pairs (e.g., “What does a nurse do? A nurse helps sick people”).	Explain roles of occupations using the chart. Demonstrate pair conversations about roles. Supervise pair practice.	Competency 2 & 3: Understand roles and use conversational structures.	Learners accurately describe roles in pair dialogues.
d. Synthesis (Continuity and Extension) [Duration: 5 minutes]	Learners role-play occupations in small groups and present to the class (e.g., pretending to be a carpenter).	Instruct learners to role-play occupations in groups. Ask groups to present and provide feedback.	Competency 3: Role-play occupations.	Learners perform role-plays with appropriate actions and language.
e. Evaluation and Reflection (Conclusion) [Duration: 3 minutes]	Learners pick picture cards from a box, say the occupation, and describe its role (e.g., “I am a policeman. I protect people”).	Place picture cards in a box, select learners to pick and describe occupations, and review roles.	Competency 1 & 2: Identify and describe occupations.	Learners correctly name and describe occupations from picture cards.

3. Competence Continuity and Strategy

- **Continuity:** This lesson reinforces conversation skills and prepares learners for discussing things found at home by building vocabulary and role-play confidence.
- **Strategy:** Use visual aids and interactive role-play to engage learners. Incorporate translanguaging to support multilingual learners.

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Lesson Plan: Things Found at Home

1. Preliminary Information

Subject: Oral English
Level: Grade 1
Concept: Effective Communication
Sub-Concept: Conversational Skills
Topic: Conversations
Subtopic: Things Found at Home
Lesson Duration: 30 Minutes
Lesson Goal: To enable learners to use appropriate language to talk about things found at home, their locations, and uses.
Competences: Effective communication, collaboration, critical thinking
Expected Target Competence: Learners will identify parts of a house, name things found in a home, and describe their uses using appropriate conversational structures.
Lesson Competencies:
i. **Competency 1 [Knowledge-based]:** Identify parts of a house and things found in a home.
ii. **Competency 2 [Cognitive-based]:** Understand the uses of things found in a home.
iii. **Competency 3 [Skill-based]:** Use conversational structures to discuss things found at home.
Lesson Methodology and Strategies: Present-Practice-Produce (PPP) strategy, pair work, choral repetition, question-and-answer, and demonstrations.
Assessment Strategies:
i. **Formative Assessment:** Observe learners' participation in pair dialogues and their ability to identify items and their uses.
ii. **Summative Assessment:** Ask learners to name parts of a house, identify things in a home, and state their uses.
Learning Materials: Chart showing a house plan, puppet, poster showing things in a home.
Learning Environment Setup:

- **Natural – Physical:** Classroom for discussions and activities.
- **Artificial – Physical:** Charts and posters displayed in the classroom.
  Prior Knowledge: Learners have basic conversation skills from Term 1 and are familiar with common household items.
  Interdisciplinary Connections: Social Studies (understanding home environments), Visual Arts (interpreting house plans and posters).

2. Lesson Progression

Stage	**Learner Activity**	**Teacher Activity**	**Targeted Competency**	**Assessment Criteria**
a. Engagement (Introduction) [Duration: 2 minutes]	Learners describe their house and name things found in it.	Ask learners to describe their house and name items found in it to activate prior knowledge.	Competency 1: Identify things in a home.	Learners name at least one household item.
b. Exploration (Development) [Duration: 10 minutes]	Learners observe a house plan chart, identify parts (e.g., kitchen, bedroom),	Display a house plan chart, explain parts of a house, and demonstrate pair dialogues. Conduct whole-	Competency 1 & 3: Identify parts of a house and use conversational structures.	Learners correctly identify house parts and engage in pair dialogues.

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Stage	Learner Activity	Teacher Activity	Targeted Competency	Assessment Criteria
	and practice pair dialogues (e.g., “Where do we cook? The kitchen”).	class choral repetition of “Where do we…?”.		
c. Explanation (Conceptualization) [Duration: 10 minutes]	Learners practice pair dialogues about things in a home and their uses (e.g., “Where is the spoon? The spoon is in the kitchen”; “We use a chair for sitting”).	Display a poster of household items, demonstrate conversations about their locations and uses, and supervise pair practice.	Competency 2 & 3: Understand uses and use conversational structures.	Learners accurately describe item locations and uses in dialogues.
d. Synthesis (Continuity and Extension) [Duration: 5 minutes]	Learners in pairs perform dialogues about item locations and uses in front of the class.	Instruct pairs to perform dialogues, provide feedback, and encourage correct use of language.	Competency 3: Use conversational structures.	Learners perform dialogues with correct language and structure.
e. Evaluation and Reflection (Conclusion) [Duration: 3 minutes]	Learners name things in a home and their locations (e.g., “The bed is in the bedroom”) using the structure “Where is the…?”.	Ask learners to name items and their locations using the target structure. Review key vocabulary.	Competency 1 & 3: Identify items and use conversational structures.	Learners correctly name items and their locations using the structure.

3. Competence Continuity and Strategy

- **Continuity:** This lesson builds on conversation skills and prepares learners for discussing things found at school by reinforcing vocabulary and dialogue practice.
- **Strategy:** Use visual aids like charts and puppets to make lessons engaging. Encourage translanguaging to support learners in a multilingual classroom.

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