FOR COMPLETE LESSON PLANS TEXT ELIBRARY 0700584968

FORM ONE LESSON PLAN TERM 1, 2021
SCHOOL: _____
TCHR'S NAME:_____CLASS: FORM 1_____
DATE: _____DAY:_____WEEK:_____ LESSON: _____

SKILL/TOPIC: LISTENING AND SPEAKING/ Oral Literature
SUB-TOPIC: Trickster Narratives
OBJECTIVE: By the end of the lesson, the learner should be able to:
(a) Identify the features of a trickster narrative.
(b) Discuss the functions of a trickster narrative
T/L RESOURCES: Sample of a trickster narrative
REFERENCES: Secondary English Bk 1 Pg 1-3

- Oral Literature for Schools
- Teacher's Book

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	(a) Reviews the previous lesson. Asks learners to define a myth a trickster narrative. (b) Tells the learners that they will be learning about trickster narratives.	(a) Defines a legend. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Narrates a trickster narrative to the learners. 2. Explains the features and functions of a trickster narrative. 3. Groups the learners. Gives the learners a sample trickster narrative h. Asks learners to identify the features of a trickster narrative in it. 4. Asks learners present their projects.	1. States how they grabbed and kept the attention. 2. Listens and takes notes. Seeks clarification. 3. Discusses. 4. Presents their projects.
CONCLUSION 4 minutes	(a) Asks them to narrate a trickster narrative of their own. (b) Gives them an exercise.	(a) Explains the ways. (b) Writes the exercise in their exercise books.

CHALKBOARD LAYOUT

Date	**ENGLISH**
FORM 1	
	LISTENING AND SPEAKING
Oral Literature	
Trickster Narratives	

COMMENTS:

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FORM ONE LESSON PLAN TERM 1, 2021
SCHOOL: _____
TCHR'S NAME:_____**CLASS:** **FORM 1**_____
DATE: _____**DAY:**_____**WEEK:**_____ **LESSON:** _____

SKILL/TOPIC: STUDY SKILLS
SUB-TOPIC: Silent Reading 1
OBJECTIVE: By the end of the lesson, the learner should be able to:
(a) Develop techniques of silent reading.
(b) Identify the main points and the supporting materials in a text.

T/L RESOURCES: Posters, chalkboard demonstration of sitting postures
REFERENCES: Secondary English Bk 1 Pg 3-4

- Head Start English Bk 1
- New Integrated English Bk 1
- Teacher's Book

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 5 minutes	(a) Asks students to how they do their studies. (b) Tells them that they would be learning how to develop good silent reading techniques.	(a) Gives the features of summary. (b) Listens and takes notes.
DEVELOPMENT 30 minutes	1. Outlines the best silent reading study techniques for maximum concentration. 2. Issues a handout with a passage to be read. 3. Tells the learners to read it using the techniques explained and identify the main points as well as the supporting material. 4. Summarizes the points to consider when preparing for silent reading	1. Listens and takes notes. 2. Reads the passage. 3. Writes down the answers. 4. Writes a summary.
CONCLUSION 5 minutes	(a) Asks some students to read aloud their answers to the question given earlier. (b) Writes an exercise on the chalkboard.	(a) Corrects the others. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	ENGLISH STUDY SKILLS Silent Reading	FORM 1

COMMENTS:

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FORM ONE LESSON PLAN TERM 1, 2021
SCHOOL: _____
TCHR'S NAME:_____**CLASS:** FORM 1_____
DATE: _____**DAY:**_____**WEEK:**_____ **LESSON:** _____
SKILL/TOPIC: READING/COMPREHENSION
SUB-TOPIC: Karani and Kemunto
OBJECTIVE: By the end of the lesson, the learner should be able to:
(a) Read the passage and respond to questions after it.
(b) Use new words in sentences of their own.
T/L RESOURCES: Picture on students' book/ Dictionaries for reference
REFERENCES: Secondary English Bk 1 Pg 5
Head Start English Bk 1, New Integrated English Bk 1, Teacher's Guides

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	(a) Talks about the issue raised in the passage without letting them know they are about to read a passage. (b) Asks students question concerning the issue. (c) Tells the students the passage they are about to read and asks them to open their course books.	(a) Listens and seeks clarification. (b) Answers the questions asked. (c) Opens their books.
DEVELOPMENT 33 minutes	1. Asks students to read the paragraphs in turns. 2. Asks students to retell the passage in their own words. 3. Asks students some questions on the passage. 4. Identifies some new words and asks students to give their meanings and use in each in their own words.	1. Reads the paragraphs. 2. Retells the passage. 3. Answers the questions. 4. Gives the meanings of the words and use them in sentences of their own.
CONCLUSION 3 minutes	1. Asks students to discuss the lessons they learn from the passage. 2. Gives an exercise.	1. Discusses the lessons they learn from the passage. 2. Writes the exercise.

CHALKBOARD LAYOUT

Date	ENGLISH	FORM 1

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READING

COMPREHENSION

KARANI AND KEMUNTO

COMMENTS:

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FORM ONE LESSON PLAN TERM 1, 2021

SCHOOL: _____

TCHR'S NAME:_____**CLASS: FORM 1**_____

DATE: _____**DAY:**_____**WEEK:**_____ **LESSON:** _____

SKILL/TOPIC: GRAMMAR

SUB-TOPIC: Common and Proper Nouns

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

(a) Define common and proper nouns.

(b) Use common and proper nouns in sentences of their own.

T/L RESOURCES: Chart showing common and proper nouns

REFERENCES: Secondary English Bk 1 Pg 6-7

- Head Start English Bk 1, New Integrated English Bk 1, Teacher's Guides

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 5 minutes	(a) Writes sentences with common and proper nouns. (b) Asks learners to identify the common and proper nouns. (c) Tells them that they will be learning common and proper nouns.	(a) Reads the sentence. (b) Identifies the common and proper nouns. (c) Listens and takes notes.
DEVELOPMENT 30 minutes	1. Writes more sentences. 2. Explains more examples of common and proper nouns. 3. Displays the chart with the common and proper nouns. 4. Groups the learners and issues the handout with a paragraph. 5. Asks learners identify the common and proper nouns.	1. Identifies common and proper nouns. 2. Listens and seeks clarification. 3. Identifies their components. 4. Identifies common and proper nouns. 5. Uses the words in sentences.
CONCLUSION	(a) Asks students to use common and proper nouns learnt in sentences. (b) Gives an exercise.	(a) Uses them in sentences. (b) Writes the exercise.

FOR COMPLETE LESSON PLANS TEXT ELIBRARY **0700584968**

5 minutes		

CHALKBOARD LAYOUT

Date	**ENGLISH** **GRAMMAR**	**FORM 1**
COMON AND PROPER NOUNS		

COMMENTS:

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FORM ONE LESSON PLAN TERM 1, 2021
SCHOOL: _____
TCHR'S NAME:_____**CLASS: FORM 1**_____
DATE: _____**DAY:**_____**WEEK:**_____ **LESSON:** _____

SKILL/TOPIC: WRITING
SUB-TOPIC: Handwriting
OBJECTIVE: By the end of the lesson, the learner should be able to:
a) Write neatly and legibly.
b) Appreciate the importance of writing neatly.
T/L RESOURCES: Sample of good handwriting
REFERENCES: Secondary English Bk 1 Pg 7-9

- Head Start English Bk 1, New Integrated English Bk 1, Teacher's Guides

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Reviews the previous lesson. (b) Tells the learners they are going to learn how to write using a good handwriting.	Listens and writes down notes.
DEVELOPMENT 32minutes	1. Explains the importance of good handwriting. 2. Asks students to write a passage using good handwriting. 3. Asks individual students to read the passages of their neighbours.	1. Listens and seeks clarification. Takes notes. 2. Writes down the passage. 3. Reads the passage
CONCLUSION 4 minutes	(a) Gives an exercise.	(a) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH** **WRITING**	**FORM 1**

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Handwriting

COMMENTS:

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FOR COMPLETE LESSON PLANS TEXT ELIBRARY **0700584968**