Grade 5 English

Term 2 - 46 complete lesson plans

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

ABOUT THIS PACK

46 complete, ready-to-teach Grade 5 English lesson plans for Term 2, covering the themes traditional foods, jobs and occupations, learning through technology, the farm - cash crops and communicable diseases, each with its own speaking, reading, grammar and writing lessons.

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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

Fiction and non-fiction: choosing what to read

By the end of the lesson, the learner should be able to: a) tell fiction from non-fiction materials; b) select reading materials that suit their interest and purpose

Two kinds of reading

Fiction is made up by a writer: story books, folk tales, poems and plays. Non-fiction gives true facts: recipe books, newspapers, magazines, encyclopedias and books about animals, places or foods.

To choose a book, look at the title, the cover picture and the blurb (the short text at the back), and read one page. Ask: Is it about something I want to know or enjoy? Can I read most of the words?

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.

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Fiction and non-fiction: choosing what to read

Strand 5.0 Traditional foods > Sub-strand 5.2.1 Extensive Reading: Fiction and Non-Fiction Materials | 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) tell fiction from non-fiction materials; b) select reading materials that suit their interest and purpose

KEY INQUIRY QUESTION(S)

- What materials do you enjoy reading?
- Why is it necessary to read many books?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Cultural awareness**	Developed through the activities in this lesson.

LEARNING RESOURCES

A class collection of story books, readers, magazines and newspapers | The texts "Foods of Our Communities" and "The Friendship Recipe"

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

fiction | non-fiction | skim | scan | recipe | fluency

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: "What was the last thing you read outside a textbook? Was it a story or did it give facts?" 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 kinds of reading" (teaching points and model text on the next page), explaining as you go. Use a class collection of story books, readers, magazines and newspapers, the texts "Foods of Our Communities" and "The Friendship Recipe". 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: "Choose one book from the class collection and say why you chose it."	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Two kinds of reading

Fiction is made up by a writer: story books, folk tales, poems and plays. Non-fiction gives true facts: recipe books, newspapers, magazines, encyclopedias and books about animals, places or foods.

To choose a book, look at the title, the cover picture and the blurb (the short text at the back), and read one page.

Ask: Is it about something I want to know or enjoy? Can I read most of the words?

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Is a recipe book fiction or non-fiction?	**Non-fiction**
2	Is a folk tale about a clever hare fiction or non-fiction?	**Fiction**
3	What is a blurb?	**The short text at the back of a book that tells what it is about**
4	Choose one book from the class collection and say why you chose it.	**Answers vary; the reason should mention interest or purpose**

WATCH OUT FOR

Learners pick the thickest or most colourful book. Ask them to read one page first to check it suits them.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Sort six books into two piles, fiction and non-fiction, as a class.
Learners ready for more	Start a reading log: write the title, the kind of book and one sentence about it. (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 "fiction and non-fiction: choosing what to read" 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

Skimming and scanning a non-fiction text

Strand 5.0 Traditional foods > Sub-strand 5.2.1 Extensive Reading: Fiction and Non-Fiction Materials | 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) skim a text to find what it is about; b) scan a text quickly for specific facts

KEY INQUIRY QUESTION(S)

- What materials do you enjoy reading?
- Why is it necessary to read many books?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Cultural awareness**	Developed through the activities in this lesson.

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