

PLUSONE
GRADE 5 SCHEMES OF WORK HBC 2024 -2030
TERM 1
SUBJECTS SCHEMED

- 1 SOCIAL SCIENCE**
- 2 SCIENCE AND TECHNOLOGY**
- 3 PHYSICAL EDUCATION AND ART**
- 4 MATHEMATICS**
- 5 CHISHONA**
- 6 ENGLISH**

Social science

Topics to be covered

- 1 identity
2. national history sovereignty and governance
3. Heritage
4. work and leisure
5. Transport and communication

GENERAL AIM

By the end of term one the learners should have developed an understanding of their heritage ,its importance and preservation ,know the different types of shelter Appreciate and love Zimbabwe and its Chimurenga/Umvukela liberation war heroes and heroines Develop an appreciation of national heritage, sovereignty, governance, national symbols and events and also to develop an awareness of the need for personal health ,well being ,diseases and preventive measures

wk	Topic / content	Objectives	skills	SOM	media	Methods and activities	General evaluation	Individual evaluation
1 1-2	IDENTITY Roles of family in the community	BY THE END OF THE LESSON PUPILS SHOULD BE ABLE TO- Identify at least three roles of the family in the community.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 88 2 HBC Plusone learners book grade 5 page 1 -3 Exercise 1.1 page 4	PICTURES CHARTS WORK CARDS	Introduction Oral questions on roles of family members Teacher explanation on link between family and community. Class discussion on roles of family members Group work on roles of family members Feed back from groups Individual written work.		
3-4	Explaining roles of the family in the community.	Explaining at least two roles of the family in the community on each of the gathering	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 88 Plusone learners book grade 5 page 1 -	PICTURES CHARTS WORK CARDS	Introduction Listing of gatherings where family participates. Teacher explanation on gatherings		

				5Exercise 1.1 page 4 Exercise 1.2 page 6-7		Class discussion on roles of family on gatherings. Group work on roles of family on gatherings Feed back from groups Individual written work.		
5-6	Roles of family in development programs	State and explain the roles of the community in development programs.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 89 Plusone learners book grade 5 page 1 -3 Exercise 1.1 page 4	PICTURES CHARTS WORK CARDS	Introduction Teacher explanation on Class discussion on Group work on Feed back from groups Individual written work.		
7-8	Roles of institutions in shaping one's identity.	Identify at least two institutions that shape one 's identity.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 89 Plusone learners book grade 5 page 8 -10	PICTURES CHARTS WORK CARDS	Introduction Oral questions on stating institutions. Teacher explanation on institutions. Class discussion on how institutions help in shaping one's identity.		

				Exercise 2.2 page 10 -11		Group work on institutions Feed back from groups Individual written work.		
9-10	Project Stage 1 Problem identification Description of the problem.	Identify the problem. Describe the identified problem.	Describing identifying	Hbc syll Grade 3 -7 page 193	Circular N0 09 of 2024	The teacher explains about the role of research project. The teacher demonstrate problem identification. The teacher demonstrates problem description. Pupils describe the problem.		
Wk	Topic / content	Objectives	skills	SOM	media	Methods and activities	General evaluation	Individual Evaluation
2 1-2	Roles of institutions in shaping one's identity. Religious institutions.	Identify at least two roles of the school that shape one 's identity.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 89 Plusone learners book grade 5 page 8 - 0Exercise 2.2 page 4	PICTURES CHARTS WORK CARDS	Introduction Recap of the previous lesson Teacher explanation on advantages of religious institutions. Class discussion on religious institutions.		

						Group work on religious institutions. Feed back from groups Individual written work.		
3-4	Schools	Identify at least two institutions that shape one 's identity.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 89 2 Plusone learners book grade 5 page 8 -10 Exercise 1.1 page 10	PICTURES CHARTS WORK CARDS	Introduction Recap of the previous lesson Teacher explanation on institutions Class discussion on institutions Group work on school as an institution Feed back from groups Individual written work.		
5-6	Cultural groups	Identify at least two cultural groups that shape one 's identity.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 89 2 Plusone learners book grade 5 page 8 -10	PICTURES CHARTS WORK CARDS	Introduction Recap of the previous lesson Teacher explanation on cultural activities. Class discussion on roles of cultural groups.		

				Exercise 1.1 page 10		Group work on roles of cultural groups Feed back from groups Individual written work.		
7-8	Community Gathering.	Name at least three community gatherings and events	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 89 2 Plusone learners book grade 5 page 12 - 13 Exercise 3.1 page 13	PICTURES CHARTS WORK CARDS	Introduction Oral questions on community gatherings. Teacher explanation on community gatherings Class discussion on community gatherings. Group work on community gatherings Feed back from groups Individual written work.		
9-10	Project Stage 1 Problem identification Description of the problem.	Identify the problem. Describe the identified problem.	Describing identifying	Hbc syll Grade 3 -7 page 193	Circular N0 09 of 2024	The teacher explains about the role of research project. The teacher demonstrate problem identification. The teacher demonstrates problem description.		

						Pupils describe the problem.		
Wk	Topic / content	Objectives	skills	SOM	media	Methods and activities	General evaluation	Individual Evaluation
3 1-2	Community gathering events. Purpose of gathering and events.	Explain at least three purposes of community gatherings and events.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 90 2 Plusone learners book grade 5 page 13 - 14 Exercise 3.2 page 14	PICTURES CHARTS WORK CARDS	Introduction Recap of the previous lesson Teacher explanation on gatherings and events. Class discussion on gatherings Group work on lists of gatherings and events. Feed back from groups Individual written work.		
3-4	Community gathering events.	Describe attire for specific community gatherings and events.	Discussing Analysing Explaining identifying	SS SYLLABUS GR 3 -7 HBC PAGE 90 2 Plusone learners book grade 5 page 14 -	PICTURES CHARTS WORK CARDS	Introduction Recap of the previous lesson Teacher explanation on attire on community gatherings. Class discussion on attire on community gatherings.		

				15Exercise 3.3 page 16		Group work on attire on events and gatherings. Feed back from groups Individual written work.		
5-6	Purpose of the totem system	Define a totem. State at least six totems.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 90 2 Plusone learners Social Science book grade 5 page 17 - 318Exercise 4.1 page 118 -19	PICTURES CHARTS WORK CARDS	Introduction Pupils state totems. Teacher explanation on totems. Class discussion on totems Group work on totems Feed back from groups Individual written work.		

7-8	Purpose of the totem system	Explain the importance of the totem system.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 90 2 Plusone learners Social Science book grade 5 page 17 - 318 Exercise 4.1 page 118 -19	PICTURES CHARTS WORK CARDS	Introduction Recap of the previous lesson. Teacher explanation on importance of totems. Class discussion on importance of totems. Group work on importance of totems Feed back from groups Individual written work.		
9-10	Project Stage 1 Problem identification Description of the problem.	Identify the problem. Describe the identified problem.	Describing identifying	Hbc syll Grd 3 -7 page 193	Circular N0 09 of 2024	The teacher explains about the role of research project. The teacher demonstrate problem identification. The teacher demonstrates problem description. Pupils describe the problem.		
Wk	Topic / content	objectives	skills	SOM	media	Methods and activities	General evaluation	Individual Evaluation

4 L 1	Communication and conflict management in the communities	Define conflict 2 identify the causes and effects of conflicts at community level	Defining Explaining Identifying	S.S SYLLABUS GR 5 PAGE 93 2 Plusone learners Social Science book grade 5 page 21 - 23 Exercise 5.3 page 24 -26	PICTURES CHARTS WORK CARDS	Introduction Discussion on precolonial on conflicts . 1. Teacher explanation on the cause and effects of conflicts . 2 Class discussion on effects of conflicts . 3 Group work on the effects of the conflicts . Feed back from groups. Individual written		
L2	Ways of resolving conflict at community level	Describe various ways of resolving conflicts at community level	Defining Explaining Discussing	.S SYLLABUS GR 5 PAGE 93 2 Plusone learners Social Science book grade 5 page 24 Exercise 5.3 page 24 -26	PICTURES CHARTS WORK CARDS	Introduction Discussion on precolonial on conflicts . 1. Teacher explanation on the ways of solving conflicts 2 Class discussion on effects of conflicts . 3 Group work on the effects of the conflicts . Feed back from groups. Individual written		

L3	Different language's in Zimbabwe	1 State the languages spoken in Zimbabwe 2 Identify areas where different language's are predominantly spoken in Zimbabwe	Defining Explaining Discussing	S SYLLABUS GR 5 PAGE 93 2 Plusone learners Social Science book grade 5 page 26 - 28 Exercise 5.3 page 26-28	PICTURES CHARTS WORK CARDS	Introduction Discussion on precolonial on languages spoken on National Broadcasting . 1. Teacher explanation on different types of language's 2 Class discussion on where are the languages spoken and where the people live . 3 Group work on the effects of the conflicts . Feed back from groups. Individual written		
1-2	National History, sovereignty and governance: The pre colonial kingdoms.	Identify the major precolonial kingdoms in Zimbabwe.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 93 2 HBC Plusone learners Social Science book grade 5 page 30 -	PICTURES CHARTS WORK CARDS	Introduction Discussion on precolonial kingdoms. Teacher explanation on ancient kingdoms. Class discussion on ancient kingdoms. Group work on ancient kingdoms. Feed back from groups. Individual written work.		

				38 Exercise 7.2page 34 Exercise 7.4 Page 36-				
3-4	National History, sovereignty and governance: Effects of first contact with Europeans.	Identify at least four effects of first contact between Africans and Europeans Explain the impact of these interactions on local communities.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 93 2 HBC Plusone learners Social Science book grade 5 page 39 - 41 Exercise 8.2 page 41 -42	PICTURES CHARTS WORK CARDS	Introduction Discussion on historical contact with Europeans. Teacher explanation on historical contacts with Europeans. Class discussion on historical contact with Europeans. Group work on Africans and Europeans contacts. Feed back from groups Individual written work.		

5-6	National History, sovereignty and governance: Roles of village heads and councillors	Identify the role of community leaders at local level	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 93 2 HBC Plusone learners Social Science book grade 5 page -43 - 44 Exercise 9.1 page 45 -46	PICTURES CHARTS WORK CARDS	Introduction Discussion on historical eras. Teacher explanation on comparing the two historical eras. Class discussion on comparing the two historical eras. Group work on comparing the two colonial and precolonial eras. Feed back from groups Individual written work.		
7-8	Project Stage 1 Problem identification Description of the problem.	Identify the problem. Describe the identified problem.	Describing identifying	Hbc syll Gr 3 -7 page 193	Circular N0 09 of 2024	The teacher explains about the role of research project. The teacher demonstrate problem identification. The teacher demonstrates problem description. Pupils describe the problem.		

Wk	Topic / content	Objectives	skills	SOM	media	Methods and activities	General evaluation	Individual Evaluation
5 1-2	National History, sovereignty and governance: Local governance.	Identify the structure and functions of local government. Explain the importance of local governance in community management	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 94 2 HBC Plusone learners Social Science book grade 5 page 47 - 50 Exercise 10.3 page 51	PICTURES CHARTS WORK CARDS	Introduction Recap of the previous lesson Teacher explanation on structure and functions of the local government. Class discussion on functions and structures of the local government. Group work on roles of the local government. Feed back from groups Individual written work.		
3-4	National History, sovereignty and governance: Roles of village head, Head man Chief And Councillor	Identify the roles of village head , headman , chief , and Councillor. Explain the significance of these roles in the community. .	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 94 2 HBC Plusone learners Social Science book grade	PICTURES CHARTS WORK CARDS	Introduction Roles of community leaders. Teacher explanation on roles of community leaders. Class discussion on roles of community leaders		

				5 page 43 - 45 Exercise 9.1 page 45 - 46		Group work on roles of community leaders Feed back from groups Individual written work.		
5-6	HERITAGE Rites Passage for boys and girls.	List at least four rites of passage for boys and girls.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 94 2 HBC Plusone learners Social Science book grade 5 page -51-54 Exercise 11.3 page 54 -55	PICTURES CHARTS WORK CARDS	Introduction Discussion on rites of passage. Teacher explanation on rites of passage. Class discussion on rites of passage. Group work on passage of rites. Feed back from groups Individual written work.		

7-8	HERITAGE Rites Passage for boys and girls.	Describe at least four rites of passage for boys and girls.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 94 2 HBC Plusone learners Social Science book grade 5 page -43 - 44 Exercise 9.1 page 45 -46	PICTURES CHARTS WORK CARDS	Introduction Recap of the previous lesson Teacher explanation on rites. Class discussion on rites Group work on the importance of rites of passage. Feed back from groups Individual written work.		
9-10	Project Stage 1 Problem identification Description of the problem.	Identify the problem. Describe the identified problem.	Describing identifying	Hbc syll	Circular N0 09 of 2024	The teacher explains about the role of research project. The teacher demonstrate problem identification. The teacher demonstrates problem description. Pupils describe the problem.		
Wk	Topic / content	objectives	skills	SOM	media	Methods and activities	General	Individual

							evaluation	Evaluation
6 1-2	HERITAGE Indigenous ways of marriage and ceremonies.	Identify at least two indigenous ways of marriage.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 95 2 HBC Plusone learners Social Science book grade 5 page -56 - 59 Exercise 12.1 page 60	PICTURES CHARTS WORK CARDS	Introduction Discussion on traditional marriage Teacher explanation on traditional marriage Class discussion on traditional marriage Group work on traditional marriage Feed back from groups Individual written work.		
3-4	HERITAGE Indigenous ways of marriage and ceremonies.	Identify at least two ceremonies held in indigenous marriage.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 95 2 HBC Plusone learners Social Science book grade 5 page -59 - 61 Exercise 12. page 63	PICTURES CHARTS WORK CARDS	Introduction Recap of the previous lesson. Teacher explanation on indigenous ways of marriage and ceremonies. Class discussion on indigenous ways of marriage and ceremonies. Group work on indigenous ways of		

						marriage and ceremonies. Feed back from groups Individual written work.		
5-6	HERITAGE National strategic reserves	Identify at least two national strategic reserves.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 95 2 HBC Plusone learners Social Science book grade 5 page 63 - 65 Exercise 13.1 page 66 - 67	PICTURES CHARTS WORK CARDS	Introduction Discussion on national strategic reserves. Teacher explanation on national strategic reserves. Class discussion on national strategic reserves. Group work on national strategic reserves. Feed back from groups Individual written work.		

7-8	HERITAGE National strategic reserves Importance of national strategic reserves.	- explain the importance of national strategic reserves.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 9 S.S SYLLABUS GR 5 PAGE 95 2 HBC Plusone learners Social Science book grade 5 page 63 - 65 Exercise 13.1page 66 -67	PICTURES CHARTS WORK CARDS	Introduction Recap of the previous lesson. Teacher explanation on importance of national strategic reserves. Class discussion on importance of national strategic reserves. Group work on importance of national strategic reserves. Feed back from groups Individual written work.		
9-10	Project Stage 1 Problem identification Description of the problem.	Identify the problem. Describe the identified problem.	Describing identifying	Hbc syll page 193	Circular N0 09 of 2024	The teacher explains about the role of research project. The teacher demonstrate problem identification. The teacher demonstrates problem description. Pupils describe the problem.		

Wk	Topic / content	objectives	skills	SOM	media	Methods and activities	General evaluation	Individual Evaluation
7 1-2	WORK AND LEISURE Enterprise skill.	Identify at least two enterprise activities	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 9 S.S SYLLABUS GR 5 PAGE 97 2 HBC Plusone learners Social Science book grade 5 page 69 - 72 Exercise 14.1page 72-73	PICTURES CHARTS WORK CARDS	Introduction Discussion on enterprise activities. Teacher explanation on enterprise activities. Class discussion on importance of enterprise activities. Group work on enterprise activities. Feed back from groups Individual written work.		
3-4	WORK AND LEISURE Importance of enterprise.	Explain the importance of the enterprise activities.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 9 S.S SYLLABUS GR 5 PAGE 97	PICTURES CHARTS WORK CARDS	Introduction Discussion on enterprise activities. Teacher explanation on importance of enterprises		

				2 HBC Plusone learners Social Science book grade 5 page 72 Exercise 14.1page 72		Class discussion on importance of enterprises Group work on importance of enterprises Feed back from groups Individual written work.		
5-6	WORK AND LEISURE Creating enterprise.	Create at least two enterprises of their choice.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 9 S.S SYLLABUS GR 5 PAGE 97	PICTURES CHARTS WORK CARDS	Introduction Discussion on enterprise activities. Teacher explanation on enterprise activities. Class discussion on enterprise activities. Group work on enterprise activities. Feed back from groups Individual written work.		

7-8	WORK AND LEISURE In the past and present.	Compare work and leisure activities from the past and present. Explain the importance of changes in work and leisure over time.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 9 S.S SYLLABUS GR 5 PAGE 97 2 HBC Plusone learners Social Science book grade 5 page 69 - 72 Exercise 14.1page 72-73	PICTURES CHARTS WORK CARDS	Introduction Discussion on historical work and leisure. Teacher explanation on historical work and leisure. Class discussion on historical work and leisure. Group work on historical work and leisure. Feed back from groups Individual written work.		
Wk	Topic / content	objectives	skills	SOM	media	Methods and activities	General evaluation	Individual Evaluation
8 1-2	WORK AND LEISURE Understanding of enterprise skills.	Apply grasped key enterprise skills. Apply grasped skills through practical activities.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 9 S.S SYLLABUS GR 5 PAGE 98	PICTURES CHARTS WORK CARDS	Introduction Discussion on enterprise skills. Teacher explanation on enterprise skills. Class discussion on enterprise skills.		

						Group work on enterprise skills. Feed back from groups Individual written work.		
3-4	WORK AND LEISURE Productive use of leisure activities	Describe productive use of leisure times. Identify productive leisure activities.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 9 S.S SYLLABUS GR 5 PAGE 97 2 HBC Plusone learners Social Science book grade 5 page 79-81 Exercise 16.1page 82	PICTURES CHARTS WORK CARDS	Introduction Recap of the previous lesson. Teacher explanation on productive leisure activities. Class discussion on productive leisure activities. Group work on productive leisure activities. Feed back from groups Individual written work.		
5-6	WORK AND LEISURE Sport , Arts and cultural activities.	Name at least five Sport , Arts and cultural activities. (soccer netball , etc)	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 9 S.S SYLLABUS GR 5 PAGE 97	PICTURES CHARTS WORK CARDS	Introduction Recap of the previous lesson. Teacher explanation on Class discussion on		

				2 HBC Plusone learners Social Science book grade 5 page 83- 86 Exercise 17.1page 86-87		Group work on Feed back from groups Individual written work.		
7-8	WORK AND LEISURE Sport , Arts and cultural activities.	Demonstrate at least four different Sport , Arts and cultural activities.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 9 S.S SYLLABUS GR 5 PAGE 97 2 HBC Plusone learners Social Science book grade 5 page 83 - 86 Exercise 14.1page 76-87	PICTURES CHARTS WORK CARDS	Introduction Teacher explanation on different leisure activities. Class discussion on different leisure activities. Group work on different leisure activities. Feed back from groups Individual written work.		

9-10	Project Stage 1 Problem identification Description of the problem.	Identify the problem. Describe the identified problem.	Describing identifying	Hbc syll 193	Circular N0 09 of 2024	The teacher explains about the role of research project. The teacher demonstrate problem identification. The teacher demonstrates problem description. Pupils describe the problem.		
Wk	Topic / content	Objectives	skills	SOM	media	Methods and activities	General evaluation	Individual Evaluation
9 1-2	TRANSPORT AND COMMUNICATION. Development of transport and communication	Identify the developments in transport and communication.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 9 S.S SYLLABUS GR 5 PAGE 100	PICTURES CHARTS WORK CARDS	Introduction Discussion on developments in transport and communication Teacher explanation on developments in transport and communication Class discussion on developments in transport and communication		

						Group work on developments in transport and communication Feed back from groups Individual written work.		
3-4	TRANSPORT AND COMMUNICATION . Indigenous and modern means	State at least four indigenous and modern means of transport and communication.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 9 S.S SYLLABUS GR 5 PAGE 100 Plusone learners Social Science book grade 5 page 88 - 89 Exercise 18.2page 90	PICTURES CHARTS WORK CARDS	Introduction Teacher explanation on indigenous and modern means of transport and communication Class discussion on indigenous and modern means of transport and communication Group work on indigenous and modern means of transport and communication Feed back from groups Individual written work.		
5-6	TRANSPORT AND COMMUNICATION . Importance of transport Importance	State at least three importance of communication ways and explain their advantages.	Discussing Analysing Explaining	S.S SYLLABUS GR 5 PAGE 9 S.S SYLLABUS	PICTURES CHARTS	Introduction Recap of the previous lesson.		

	of transport and communication.		identifying	GR 5 PAGE 100 2 Plusone learners Social Science book grade 5 page 90 - 91 Exercise 18.1page 91	WORK CARDS	Teacher explanation on importance of communication ways and explain their advantages Class discussion on importance of communication ways and explain their advantages Group work on importance of communication ways and explain their advantages Feed back from groups Individual written work.		
--	---------------------------------	--	-------------	---	------------	---	--	--

7-8	TRANSPORT AND COMMUNICATION Importance of transport	State and explain at least three	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 9 S.S SYLLABUS GR 5 PAGE 100 2 Plusone learners Social Science book grade 5 page 91 - 92 Exercise 18.4page 92	PICTURES CHARTS WORK CARDS	Introduction Recap of the previous lesson. Teacher explanation on importance of transport and different ways of transporting. Class discussion on importance of transport and different ways of transporting. Group work on importance of transport and different ways of transporting. Feed back from groups Individual written work.		
9-10	Project Stage 1 Problem identification Description of the problem.	Identify the problem. Describe the identified problem.	Describing identifying	Hbc syll 193	Circular N0 09 of 2024	The teacher explains about the role of research project. The teacher demonstrate problem identification. The teacher demonstrates problem description.		

						Pupils describe the problem.		
Wk	Topic / content	objectives	skills	SOM	media	Methods and activities	General evaluation	Individual Evaluation
10 1-2	TRANSPORT AND COMMUNICATION Transportation of goods by road , rail , air and sea.	Identify goods transported by road , rail , air and sea.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 9 S.S SYLLABUS GR 5 PAGE 101 2 Plusone learners Social Science book grade 5 page 94 - 95	PICTURES CHARTS WORK CARDS	Introduction Discussion on goods transported by road , rail , air and sea. Teacher explanation on goods transported by road , rail , air and sea. Class discussion on goods transported by road , rail , air and sea. Group work on goods transported by road , rail , air and sea. Feed back from groups Individual written work.		
3-4	TRANSPORT AND COMMUNICATION Modern modes of transport	Describe the four current modes of transport.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 9 S.S SYLLABUS GR 5 PAGE 101	PICTURES CHARTS WORK CARDS	Introduction Discussion on goods transported by road , rail , air and sea. Teacher explanation on Discussion on goods		

				2 Plusone learners Social Science book grade 5 page 96 - 97 Exercise 19.1 page 99		transported by road , rail , air and sea. Class discussion on Discussion on goods transported by road , rail , air and sea. Group work on Discussion on goods transported by road , rail , air and sea. Feed back from groups Individual written work.		
5-6	TRANSPORT AND COMMUNICATION Riding , leading and herding cattle.	Identify at least three skills required for riding , leading and herding. Explaining the importance of these skills.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 9 S.S SYLLABUS GR 5 PAGE 101 2 Plusone learners Social Science book grade 5 page 100-102	PICTURES CHARTS WORK CARDS	Introduction Discussion on riding , leading and herding. Teacher explanation on riding , leading and herding. Class discussion on riding , leading and herding. Group work on riding , leading and herding. Feed back from groups Individual written work.		

				Exercise 20.1page 105				
9-10	Project Stage 1 Problem identification Description of the problem.	Identify the problem. Describe the identified problem.	Describing identifying	Hbc syll Page 193	Circular N0 09 of 2024	The teacher explains about the role of research project. The teacher demonstrate problem identification. The teacher demonstrates problem description. Pupils describe the problem.		

11 1-2	TRANSPORT AND COMMUNICATION Road ports Sea ports Airports.	Identify at least four major road ports, sea ports air ports . Explain the significance of these ports in trade and transportation.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 9 S.S SYLLABUS GR 5 PAGE 101 2 Plusone learners Social Science book grade 5 page 104 -106 Exercise 21.2 page 107	PICTURES CHARTS WORK CARDS	Introduction Teacher explanation on major road ports, sea ports air ports . Explain the significance of these ports in trade and transportation. Class discussion on major road ports, sea ports air ports . Explain the significance of these ports in trade and transportation. Group work on major road ports, sea ports air ports . Explain the significance of these ports in trade and transportation. Feed back from groups Individual written work.		
---------------	---	--	--	--	--	---	--	--

3-4	TRANSPORT AND COMMUNICATION Responsible use of communication system	Identify at least two responsible practices in using communication systems.	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 9 S.S SYLLABUS GR 5 PAGE 102 2 Plusone learners Social Science book grade 5 page 109 -110 Exercise 22.1 page 110	PICTURES CHARTS WORK CARDS	Introduction Discussion on the importance of responsible communication system. Teacher explanation on the importance of responsible communication system Class discussion on the importance of responsible communication system Group work on the importance of responsible communication system Feed back from groups Individual written work		
5-6	TRANSPORT AND COMMUNICATION Responsible use of communication system	Identify various communication systems	Discussing Analysing Explaining identifying	S.S SYLLABUS GR 5 PAGE 9 S.S SYLLABUS GR 5 PAGE 102	PICTURES CHARTS WORK CARDS	Introduction Recap of the previous lesson. Teacher explanation on various communication systems		

				2 Plusone learners Social Science book grade 5 page 110 -111 Exercise 22.2 page 117		Class discussion on various communication systems Group work on various communication systems Feed back from groups Individual written work		
7-8	Project Stage 1 Problem identification Description of the problem.	Identify the problem. Describe the identified problem.	Describing identifying	Hbc syll 193	Circular NO 09 of 2024	The teacher explains about the role of research project. The teacher demonstrate problem identification. The teacher demonstrates problem description. Pupils describe the problem.		
9-10	TRANSPORT AND COMMUNICATION Responsible use of communication system	Describe and explain the appropriate communication system.	Discussing Analysing Explaining identifying	S.S syllabus gr 5 page 9 s.s syllabus gr 5 page 110-111	PICTURES CHARTS WORK CARDS	Introduction Recap of the previous lesson. Teacher explanation on the appropriate communication system.		

				2 Plusone learners Social Science book grade 5 page 104 -106 Exercise 22.2 page 112		Class discussion on the appropriate communication system. Group work on the appropriate communication system. Feed back from groups Individual written work.		
--	--	--	--	--	--	--	--	--

GRADE 5 SCIENCE AND TECH TERM 1 2026

GENERAL AIM

By the end of term the learners developed principles of science and technology through a heritage based approach and incorporate indigenous knowledge ,cultural practise ,historica perspective ,demonstrate creativity and critical thinking environmental awareness and protection stewardship.Analyse the need for co-existence of plants and animals in their natural environment.

Topics to be covered

1. Health and hygiene
2. Food and nutrition
3. Crops, plants and animals

1 L 1	HEALTH AND HYGIENE Key concept Human body	By the end of the lesson learners should be able to: -identify parts of the digestive system	MOPSE Sc & Tech Syll 2024 – 2030 Pg 48 2 HBC PLusone Science and Technology Grade 5 page 1-3 Exercise 1.1 page 3- 5	Digital tools Pictures	Identifying	-Define terms health and hygiene -Learners identify parts of the digestive system -Group discuss on what happens to food they eat. -Individuals give feedback. -Individuals answer related questions	
L2	HEALTH AND HYGIENE Key concept Digestive system	By the end of the lesson learners should be able to: -state the functions of parts of the digestive system	MOPSE Sc & Tech Syll 2024 – 2030 Pg 48 2 HBC PLusone Science and Technology	Digital tools Pictures	Stating	-Recap of the previous lesson -Groups state the functions of parts of the digestive system -Class discussion on parts of digestive. -Learners answer related questions	

			Grade 5 page 1-3 Exercise 1.1 page 3				
	HEALTH AND HYGIENE Key concept Unhealthy eating habits	By the end of the lesson learners should be able to: -define unhealthy eating habits	MOPSE Sc & Tech Syll 2024 – 2030 Pg 48 2 HBC PLusone Science and Technology Grade 5 page 6-7 Exercise 2.1 page 7	Chart with food items	Identifying Defining	-Recap of the previous lesson -Defining unhealthy eating habits -Learners discuss on unhealthy eating habits. -Learners answer related questions	
	HEALTH AND HYGIENE Unhealthy eating disorders -obesity -anorexia nervosa -bulimia	By the end of the lesson learners should be able to: -identify eating disorder	MOPSE Sc & Tech Syll 2024 – 2030 Pg 48 2 HBC PLusone Science and Technology Grade 5 page 8-9	Hart with food items	Identifying	-Defining eating disorders -Learners eating disorders -Class discussion on eating disorder -Learners answer related questions	

			Exercise 2.2 page 9				
2 L 1 & 2	HEALTH AND HYGIENE Key concept Unhealthy eating habits	By the end of the lesson learners should be able to: -explain consequences of unhealthy eating habits	MOPSE Sc & Tech Syll 2024 – 2030 Pg 48 2 HBC PLusone Science and Technology Grade 5 page 9-10 Exercise 2.3 page 10	Chart with food items	Explaining	-Explaining consequences of unhealthy eating habits -Stating good eating habits - Answering related questions	
3	Unhealthy eating disorders -promotion of healthy lifestyle	By the end of the lesson learners should be able to: -engage in activities that promote healthy lifestyle	MOPSE Sc & Tech Syll 2024 – 2030 Pg 48 2 HBC PLusone Science and Technology Grade 5 page 9-10 Exercise 2.3 page 10 -12	Food items chart	Identifying Describing	-Stating good eating habits -Demonstrating physical activities that promotes healthy lifestyle -Class discussion -Learners answer related questions	

4	Key concept Environmental hygiene -Water pollution	By the end of the lesson learners should be able to: -define water pollution	MOPSE Sc & Tech Syll 2024 – 2030 Pg 49 2 HBC PLusone Science and Technology Grade 5 page 13-15 Exercise 3.1 page 15	Local environment	Identifying Defining	-Defining water pollution -Groups discuss on water pollution -Individuals give definition of water pollution -Learners answer related questions	
	Key concept -Water pollution	By the end of the lesson learners should be able to: -identify the causes of water pollution	MOPSE Sc & Tech Syll 2024 – 2030 Pg 49 2 HBC PLusone Science and Technology Grade 5 page 13-15 Exercise 3.1 page 13-15	Local environment	Stating	-Recap of the previous lesson. -Learners identify causes of water pollution as groups -Groups give out findings -Learners answer related questions	
	Revision -Water pollution	-identify the causes of water pollution	MOPSE Sc & Tech	Local environment	Identifying Writing	-Recap of the previous lesson -Facilitator writes revision questions	

		-answer at least ten revision questions	Syll 2024 – 2030 Pg 49 2 HBC PLusone Science and Technology Grade 5 page 13-15 Exercise 3.2 page 16 -19			-Learners answer the revision questions -Class discussion on the test written	
	Key concept Environmental hygiene -Emotional health	By the end of the lesson learners should be able to: -define emotional health -discuss signs of emotional health	MOPSE Sc & Tech Syll 2024 – 2030 Pg 49 2 HBC PLusone Science and Technology Grade 5 page 1-3 Exercise 1.1 page 3	Local environment charts	Defining	-Facilitator define emotional health -Learners discuss on emotional health signs as groups -Individuals give findings -Learners answer related questions	
	Environmental hygiene -Emotional health	By the end of the lesson learners should be able to:	MOPSE Sc & Tech Syll 2024 – 2030 Pg 49	charts	Explaining	-Learners state factors influencing emotional health -Explaining factors influencing emotional health -Learners answer related questions	

		-explain the factors influencing emotional health	2 HBC PLusone Science and Technology Grade 5 page 20-21 Exercise 4.1 page 21				
	Emotional health -Copying mechanisms -Setting boundaries -Exercise and physical activity -Seeking psycho-social support -Therapy	State / emotional health copying mechanisms	2 HBC PLusone Science and Technology Grade 5 page20-27 Exercise 4.1 page 22	Pictures charts	Stating	-Recap of the previous lesson -Learners state emotional health copying mechanisms -Class discuss on emotional health mechanisms -Learners answer related questions	
4 L 1&2	Key concept Sexually transmitted infections	By the end of the lesson learners should be able to: -define sexually transmitted Infections (STIs) -list STIs	MOPSE Sc & Tech Syll 2024 – 2030 Pg 49 2 HBC PLusone Science and Technology Grade 5 page 28-29 Exercise 5.1 page 29	Pictures	Defining	-Facilitator define sexually transmitted infections (STIs) -Groups practice the definitions as they discuss -Learners list STIs and discuss -Learners answer related questions	

	Key concept Sexually transmitted infections	By the end of the lesson learners should be able to: -list at least four STIs -identify signs and symptoms of i. Gonorrhoea ii. Syphilis	MOPSE Sc & Tech Syll 2024 – 2030 Pg 49 2 HBC PLusone Science and Technology Grade 5 page 28-29 Exercise 5.2 page 30	Pictures	Listing Identifying	-Recap of the previous lesson -Learners list STIs -Groups identify signs and symptoms of gonorrhoea and syphilis -Individuals give out findings -Learners answer related questions	
	Key concept Sexually transmitted infections	By the end of the lesson learners should be able to: -list at least four STIs -identify signs and symptoms of i. Genital warts ii. Herpes	MOPSE Sc & Tech Syll 2024 – 2030 Pg 49 2 HBC PLusone Science and Technology Grade 5 page 30-33 Exercise 5.3 page 31-33	Pictures Charts	Listing Identifying	-Learners list STIs they know -Learners discuss signs and symptoms of STIs as groups -Individuals give out findings -Class discussion on genital warts and herpes -Learners answer related questions	
	Key concept	By the end of the lesson learners should be able to:	MOPSE Sc & Tech	Pictures Charts	Identifying	-Recap of the previous lesson -Learners identify signs and symptoms of STIs	

	Sexually transmitted infections Signs + symptoms -Protection + safety measures -abstinence	-state the STIs prevention measures	Syll 2024 – 2030 Pg 49-50 2 HBC PLusone Science and Technology Grade 5 page 31-34 Exercise 5.2page 32 -45			-Class discuss on protection and safety measures -Learners answer related questions	
	Food and nutrition Key concept Nutrient deficiency and excess -Vitamin C and D -Proteins -Minerals	By the end of the lesson learners should be able to: -identify nutrients	MOPSE Sc & Tech Syll 2024 – 2030 Pg 50 2 HBC PLusone Science and Technology Grade 5 page 34-36 Exercise 1.1 page 36	Food samples chart	Identifying	-Recap of the previous lesson -Learners identify food nutrients -Class discuss on various nutrients -Learners answer related questions	
5	Key concept Nutrient deficiency and excess	By the end of the lesson learners should be able to: -explain nutrient deficient	MOPSE Sc & Tech Syll 2024 – 2030 Pg 50	Food samples Pictures	Explaining	-Facilitator explains nutrient deficient -Class discuss on nutrient deficient -Groups discuss nutrient deficient -Individuals gives findings	

			2 HBC PLusone Science and Technology Grade 5 page 40-36 Exercise 6.2 page 38			-Learners answer related questions	
3 & 4	Key concept Nutrient deficiency and excess -kwashiorkor -marasmus -night blindness -rickets -scurvy	By the end of the lesson learners should be able to: -list nutrient deficiency diseases	MOPSE Sc & Tech Syll 2024 – 2030 Pg 50 2 HBC PLusone Science and Technology Grade 5 page 38-40 Exercise 6.3 page 40	Food samples	Listing	-Facilitator ask questions from previous work -Learners list deficiency diseases -Groups discuss nutrient deficiency diseases -Groups give findings -Individuals answer related questions	
5 & 6	Key concept Nutrient deficiency and excess	By the end of the lesson learners should be able to: -identify the importance of nutrients for growth and development	MOPSE Sc & Tech Syll 2024 – 2030 Pg 50 2 HBC PLusone Science and	Food samples	Identifying	-Learners identify importance of nutrients for growth and development -Groups discuss on importance of nutrients for growth and development -Individuals give out findings -Learners answer related questions	

			Technology Grade 5 page 38-40 Exercise 1.1 page 39 -40				
7 & 8	Key concept Nutrient deficiency and excess	By the end of the lesson learners should be able to: -discuss the causes of nutrient deficiency diseases.	MOPSE Sc & Tech Syll 2024 – 2030 Pg 50 2 HBC PLusone Science and Technology Grade 5 page 38-39 Exercise 1.1 page 39 -40	Food samples Charts	Discussing	-Recap of the previous lesson -Class discuss the causes of nutrients deficiency diseases -Individuals report back -Learners answer related questions	
9 & 10	Key concept Nutrient deficiency and excess	By the end of the lesson learners should be able to: -discuss the causes of nutrient deficiency diseases. -outline the consequences of nutriency diseases	MOPSE Sc & Tech Syll 2024 – 2030 Pg 50 2 HBC PLusone Science and Technology Grade 5 page 40-42	Food samples Charts	Outlining	-Class discuss the causes of nutrients deficiency diseases -Learners outline consequences of nutriency diseases -Learners answer related questions -Class discussion	

			Exercise 6.1 page 40				
6 1 & 2	Key concept Nutrient deficiency and excess	By the end of the lesson learners should be able to: -define nutrient excess	2 HBC PLusone Science and Technology Grade 5 page 40 Exercise 6.3 page 40	Food samples Charts	Identifying Defining	-Facilitator defines nutrient excess -Class discuss on nutrient excess -Group activities -Individuals give findings -Learners answer related questions	
3 & 4	Key concept Nutrient deficiency and excess -weight gain -high blood pressure -liver damage -kidney damage	By the end of the lesson learners should be able to: -state the effects of nutrient excess	MOPSE Sc & Tech Syll 2024 – 2030 Pg 50 2 HBC PLusone Science and Technology Grade 5 page 40 Exercise 6.4 page 40 -41	Food samples charts	Stating	-Recap of the previous lesson -learners state the effects of nutrient excess -Groups discuss effects of nutrient excess -Learners answer related questions	
5 & 6	Key concept Nutrient deficiency and excess	By the end of the lesson learners should be able to: -explain the importance of nutrient moderation	MOPSE Sc & Tech Syll 2024 – 2030 Pg 50	Food samples Charts	Explaining	-facilitator asks questions from previous work -Facilitator explains the importance of nutrient moderation -Groups discuss importance of nutrient moderation	

			2 HBC PLusone Science and Technology Grade 5 page 40-41 Exercise 1.1 page 40 -43			Groups give feedback -Learners answer related questions	
7 & 8	Key concept Food preservation	By the end of the lesson learners should be able to: -define food preservation -state importance of food preservation	MOPSE Sc & Tech Syll 2024 – 2030 Pg 50 2 HBC PLusone Science and Technology Grade 5 page 44-46 Exercise 7.1 page 45	Food samples Charts	Defining	-Facilitator defines food preservation -Groups discuss on importance of food preservation -Groups give out findings -Learners answer related questions -Class discussion	
9 & 10	Key concept Food preservation	By the end of the lesson learners should be able to: -state the importance of food preservation	MOPSE Sc & Tech Syll 2024 – 2030 Pg 51 2 HBC PLusone Science and	Food samples	Stating	-Recap of the previous lesson -Groups state importance of food preservation -Individuals give findings -Individuals answer related questions	

			Technology Grade 5 page 45-46 Exercise 7.1 page 49				
7 1 & 2	Key concept Food preservation	By the end of the lesson learners should be able to: -Explain the methods of preservation food in the home	MOPSE Sc & Tech Syll 2024 – 2030 Pg 51 2 HBC PLusone Science and Technology Grade 5 page 45-47 Exercise 1.1 page 3	Food samples	Explaining	-Facilitator asks questions from previous work -Facilitator explains methods of preserving food -groups discuss preservation means -Learners answer related questions	
3 & 4	Key concept Food preservation	By the end of the lesson learners should be able to: -Explain how food can be spoiled and contaminated	MOPSE Sc & Tech Syll 2024 – 2030 Pg 51 2 HBC PLusone Science and Technology Grade 5 page 47-50	Food samples	Explaining	-Learners identify ways which can contaminated food -Facilitator explains how food can be spoiled and contaminated -Group discussion -Individuals answer questions	

			Exercise 7.1 page 51				
5 & 6	Key concept Meal planning and budgeting -breakfast -lunch Super	By the end of the lesson learners should be able to: -identify types of meals	2 HBC PLusone Science and Technology Grade 5 page 52-54 Exercise 8.1 page 54	Food samples	Identifying	-Recap of the previous lesson -Learners identify types of meals -Discussing on types of meals -Learners answer related questions	
7 & 8	Key concept Meal planning and budgeting -breakfast -lunch Super	By the end of the lesson learners should be able to: -plan a simple meal	2 HBC PLusone Science and Technology Grade 5 page 52-53 Exercise 8.1 page 54	Pictures	Identifying Planning	-Facilitator demonstrate planning a simple meal -Groups plan a simple meal -individuals give out findings -Learners answer related questions	
9 & 10	Key concept Meal planning and budgeting -reduce food waste Portion control	By the end of the lesson learners should be able to: -state the benefits of meal planning	MOPSE Sc & Tech Syll 2024 – 2030 Pg 51 2 HBC PLusone Science and Technology Grade 5 page 51-54	Food samples Pictures	Stating Discussing	-Facilitator ask questions from previous work -learners state benefits of meal planning -Groups discussion -individuals answer questions	

			Exercise 8.1 page 51 -54				
8 1 & 2	Key concept Meal planning and budgeting -cost control -saves money -avoid impulse buying	By the end of the lesson learners should be able to: -discuss goals when planning for a meal	MOPSE Sc & Tech Syll 2024 – 2030 Pg 51 2 HBC PLusone Science and Technology Grade 5 page 54-56 Exercise 8.3 page 55 -58	Food samples	Stating Discussing	-Learners state benefits of meal planning and budgeting -Groups discuss budgeting goals when planning for a meal -Groups give feedback -Learners answer related questions	
3 & 4	Crops, plants and animals Key concept Plant reproduction -flowering -non -flowering	By the end of the lesson learners should be able to: -define plant reproduction	MOPSE Sc & Tech Syll 2024 – 2030 Pg 52 2 HBC PLusone Science and Technology Grade 5 page Exercise 9.1 page 3 2 HBC PLusone	Local environment	Defining Identifying Explaining	-Facilitator defines plant reproduction. -Explaining plant reproduction -Groups discuss on flowering and non-flowering -Groups give feedback -Learners answer related questions	

			Science and Technology Grade 5 page 59-61 Exercise 9.1 page 61				
5 & 6	Key concept Flowers and pollination	By the end of the lesson learners should be able to: -describe the process of pollination	MOPSE Sc & Tech Syll 2024 – 2030 Pg 52 2 HBC PLusone Science and Technology Grade 5 page 69 Exercise 9.2 page 62	Local environment	Describing	-Recap of the previous lesson -Facilitator describe the process of pollination -Groups discussion o flowers and pollination -Individuals give feedback -Learners answer related questions	
7 & 8	Key concept Plant reproduction -fertilization and seed formation	By the end of the lesson learners should be able to: -explain fertilization	MOPSE Sc & Tech Syll 2024 – 2030 Pg 51 2 HBC PLusone Science and Technology	Local environment	Outlining	-Defining the term fertilization -Explaining fertilization and seed formation -Groups discuss on fertilizations -Individuals give findings -Learners answer related questions	

			Grade 5 page 63-64 Exercise 9.3 page 63				
9 & 10	Key concept Plant reproduction -Seed and fruits	By the end of the lesson learners should be able to: -outline seed formation	MOPSE Sc & Tech Syll 2024 – 2030 Pg 51 2 HBC PLusone Science and Technology Grade 5 page 60-63 Exercise 9.4 page 64 -66	Local environment	Outlining	-Facilitator asks questions from previous work -Class discuss on seed as * formation -Learners answer related questions	
9 1 & 2	Key concept Plant nutrients -Plant nutritional needs	By the end of the lesson learners should be able to: -state plant nutrients	MOPSE Sc & Tech Syll 2024 – 2030 Pg 51 2 HBC PLusone Science and Technology Grade 5 page 67-68	Local environment Pictures	Stating	-Defining plant nutrients -Learners state plant nutrients -Groups discuss on plant nutrients -Individuals give out findings -Learners answer related questions	

			Exercise 10.1 page 70				
3 & 4	Key concept Plant nutrients -Nitrogen -Phosphorus -Potassium	By the end of the lesson learners should be able to: -discuss plant nutrients	MOPSE Sc & Tech Syll 2024 – 2030 Pg 51 2 HBC PLusone Science and Technology Grade 5 page 67-69 Exercise 10.1 page 69 -72	Local environment Pictures	Discussing	-Recap of the previous lesson -Learners list plant nutrient -Groups discuss on plant nutrients -Groups give findings -Learners answer related questions	
5 & 6	Key concept Plant nutrients -Nutrient functions	By the end of the lesson learners should be able to: -Explain functions of nutrients in plants	MOPSE Sc & Tech Syll 2024 – 2030 Pg 51 2 HBC PLusone Science and Technology Grade 5 page 66-67 Exercise 10.1 page 70-72	Local environment	Explaining	-Learners identify plant nutrients -Facilitator explains functions of nutrients in plants -Class discuss on functions of plant nutrients -Learners answer related questions	

7 & 8	Key concept Animal reproduction -Mating	By the end of the lesson learners should be able to: -describe mating	MOPSE Sc & Tech Syll 2024 – 2030 Pg 52 2 HBC PLusone Science and Technology Grade 5 page 1-3 Exercise 1.1 page 3	Local environment Chars	Describing	-Facilitator asks questions from previous work -Facilitator defines mating -Learners describe mating -Class discuss on mating -Learners answer related questions	
9 & 10	Key concept Animal reproduction -cow -rabbits -poultry	By the end of the lesson learners should be able to: -define gestation period	MOPSE Sc & Tech Syll 2024 – 2030 Pg 52 2 HBC PLusone Science and Technology Grade 5 page 73-74 Exercise 11.1 page 75	Local environment Pictures	Defining	-Facilitator defines gestation period -Groups discuss gestation period for different animals -Individuals give out findings -Learners answer related questions	
10 1 &	Key concept Animal reproduction	By the end of the lesson learners should be able to:	MOPSE Sc & Tech	Local environment	Comparing	-Recap of the previous lesson -Learners compare gestation periods for domestic animals	

2	-cow -rabbits -poultry	-compare the gestation period for domestic animals	Syll 2024 – 2030 Pg 52 2 HBC PLusone Science and Technology Grade 5 page 73-76 Exercise 11.2page 79	Pictures		-Individuals give out findings -Learners answer related questions	
3 & 4	Key concept Ecological pyramid -procedures -primary consumers -secondary consumers Tertiary consumers	By the end of the lesson learners should be able to: -identify organisms in the levels of the food pyramid	MOPSE Sc & Tech Syll 2024 – 2030 Pg 52 2 HBC PLusone Science and Technology Grade 5 page 1-3 Exercise 1.1 page 3		identifying	-Learners revise previous work -Learners identify organisms in the levels of food pyramids -Group activities -Groups give out findings -Learners answer related questions	
5 & 6	Key concept Ecological pyramid -procedures -primary consumers	By the end of the lesson learners should be able to: -describe a food pyramid	MOPSE Sc & Tech Syll 2024 – 2030 Pg 52	Chart Pictures	Describing	-Recap of the previous lesson -Learners describe a food pyramid as groups -Groups give their findings -Learners answer related questions	

	-secondary consumers Tertiary consumers -decomposers		2 HBC PLusone Science and Technology Grade 5 page 80-82 Exercise 12.1 page 8 3				
7 & 8	Key concept Ecological pyramid -importance of a food pyramid	By the end of the lesson learners should be able to: -discuss the importance of a food pyramid	MOPSE Sc & Tech Syll 2024 – 2030 Pg 53 2 HBC PLusone Science and Technology Grade 5 page 83-87 Exercise 1.1 page 3	Pictures Local environment	identifying discussing	--Learners describe a food pyramid -Class discuss importance of food pyramid -Learners answer related questions	
9 & 10	Key concept Ecological pyramid -importance of a food pyramid Revision	By the end of the lesson learners should be able to: -discuss the importance of a food pyramid -Answer at least ten revisions questions	MOPSE Sc & Tech Syll 2024 – 2030 Pg 53 2 HBC PLusone Science and	Pictures Local environment	Discussing Writing -explaining	--Learners revise previous work -Learners write revision questions -Class revise the revision exercise -Class discussion	

			Technology Grade 5 page 83-87 Exercise 12.2page 84				
11 1 & 2	Revision Plant nutrition -Plant nutritional needs	By the end of the lesson learners should be able to: -state plant nutrients	MOPSE Sc & Tech Syll 2024 – 2030 Pg 53 2 HBC PLusone Science and Technology Grade 5 page 67-70	Chalkboard work	Stating Writing	-Learners state plant nutrients -Groups discuss on plant nutrients -Learners answer related questions	
3 & 4	Key concept Plant nutrients -Nitrogen -Phosphorus -Potassium	By the end of the lesson learners should be able to: -discuss plant nutrients	MOPSE Sc & Tech Syll 2024 – 2030 Pg 51 2 HBC PLusone Science and Technology Grade 5 page 65 -79	chalkboard work	Discussing Writing	-Recap of the previous lesson -Learners discuss on plant nutrient -Class discuss on plant nutrients -Learners answer related questions	

5 & 6	Key concept Plant nutrients -Nutrient functions	By the end of the lesson learners should be able to: -Explain functions of nutrients in plants	MOPSE Sc & Tech Syll 2024 – 2030 Pg 51 2 HBC PLusone Science and Technology Grade 5 page 65	Chalkboard work	Explaining	-Learners explains functions of nutrients in plants -Class discuss on functions of plant nutrients -Learners answer related questions	
7 & 8	Key concept Animal reproduction -Mating	By the end of the lesson learners should be able to: -describe mating	MOPSE Sc & Tech Syll 2024 – 2030 Pg 52 2 HBC PLusone Science and Technology Grade 5 page 1-3 Exercise 1.1 page 3	Chalkboard work	Describing	-Recap of the previous work -Learners defines mating -Learners describe mating -Class discuss on mating -Learners answer related questions	
9 & 10	Key concept Animal reproduction -cow -rabbits	By the end of the lesson learners should be able to: -define gestation period	MOPSE Sc & Tech Syll 2024 – 2030 Pg 52	Chalkboard work	Defining	-Facilitator defines gestation period -Class discuss gestation period for different animals -Learners answer related questions	

	-poultry		2 HBC PLusone Science and Technology Grade 5 page 73 -75				
12 1 & 2	Key concept Animal reproduction -cow -rabbits -poultry	By the end of the lesson learners should be able to: -compare the gestation period of domestic animals	MOPSE Sc & Tech Syll 2024 – 2030 Pg 52 2 HBC PLusone Science and Technology Grade 5 page 73 -79	Chalkboard work	Comparing	-Revising work on animal reproduction. -Learners compare the gestation periods for domestic animals -Class discussion -Learners answer related questions	
3 & 4	Key concept Ecological pyramid -procedures -primary consumers -secondary consumers Tertiary consumers -decomposers	By the end of the lesson learners should be able to: -identify organisms in the levels of the food pyramid	MOPSE Sc & Tech Syll 2024 – 2030 Pg 52 2 HBC PLusone Science and Technology Grade 5 page 80 -83	Chalkboard work	Identifying	-Facilitator explains ecological pyramid -Learners identify organisms in the levels of the food pyramid -Learners answer related questions	

5 & 6	Ecological pyramid --Organisms in the food pyramid	By the end of the lesson learners should be able to: -describe a food pyramid	MOPSE Sc & Tech Syll 2024 – 2030 Pg 52 2 HBC PLusone Science and Technology Grade 5 page 1-3 PAGE 83	Chalkboard work	Describing	-Recap of the previous lesson -Learners describe a food pyramid as groups -Groups give their findings -Learners answer related questions -Class revise work done	
7 & 8	Key concept Ecological pyramid -importance of a food pyramid	By the end of the lesson learners should be able to: -discuss the importance of a food pyramid	MOPSE Sc & Tech Syll 2024 – 2030 Pg 53 2 HBC PLusone Science and Technology Grade 5 page 86	Chalkboard work	Writing discussing	--Learners describe a food pyramid -Groups discuss importance of food pyramid -Learners answer related questions -Class discussion	
9 & 10	Key concept Ecological pyramid	By the end of the lesson learners should be able to: -discuss the importance of a food pyramid	Sc & Tech Syll 2024 – 2030 Pg 53	Chalkboard work	discussing	--Recap of the previous lesson -Class discuss the importance of food pyramid -Learners answer related questions -Facilitator asks revision questions	

			2 HBC PLusone Science and Technology Grade 5 page 80				
--	--	--	---	--	--	--	--

Physical Education and Arts

GENERAL AIM

By the end of the lesson learners should have developed and show a positive attitude towards Physical Education and Arts.

Use and communicate physical and artistic information to develop critical thinking and problem-solving skills. Acquire physical and artistic concepts and skills for use as tools in life. Show an understanding of safety in various physical education activities as well as to be aware of body organs and their function and understanding the history of music ,dance ,visual arts and theatre as well as performing educational gymnastics

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
1 L 1 & 2	Safety and Health: Safety Measures for Various Physical Activities	By the end of the lesson pupils should be able to: - discuss safety measures when participating in Physical Education and Arts activities	Identification Discussing Stating	PE and Arts HBC syllabus Grade 3-7 page 42 2 HBC Physical Education and Arts Learners Textbook Grade 5 pg. 1 - 5	Posters, Videos	- Introduction: Discussion on safety in physical activities. - Pupils share their knowledge on safety measures. - Lesson Development: Teacher demonstrates various safety measures using posters and videos. - Pupils practice identifying safety measures in groups.	

		- Identify safety measures for various physical activities. - Explain the importance of these safety measures.		Exercise 1-3 page 5-6		- Written Work: Listing safety measures for different activities. - Conclusion: Recap of safety measures and feedback.	
L 3&4	Safety and Health: Safety Rules and Precautions	By the end of the lesson pupils should be able to: - Identify safety rules and precautions. - Explain the importance of these rules and precautions.	Observing Identifying Explaining	PE and Arts HBC syllabus Grade 3-7 page 42 2 HBC Physical Education and Arts Learners Textbook Grade 5 pg. 1 - 5 Exercise 1-3 page 5-6	Posters, Diagrams	- Introduction: Discussion on safety rules. - Pupils share their knowledge on precautions. - Lesson Development: Teacher demonstrates safety rules and precautions using posters and diagrams. - Pupils practice identifying rules and precautions in groups. - Written Work: Listing safety rules and precautions. - Conclusion: Recap of rules and precautions and feedback.	

L 5&6	Safety and Health: Warm Up Physical Activity	By the end of the lesson pupils should be able to: - Identify warm-up exercises. - Explain the benefits of warming up before physical activities.	Practical Skills	PE and Arts HBC syllabus Grade 3-7 page 42 2 HBC Physical Education and Arts Learners Textbook Grade 5 pg. 1 - 5 Exercise 1-3 page 5 -6	Demonstrations, Videos	- Introduction: Discussion on warm-up activities. - Pupils share their knowledge on warm-up exercises. - Lesson Development: Teacher demonstrates warm-up exercises using demonstrations and videos. - Pupils practice warm-up exercises in groups. - Written Work: Listing warm-up exercises and their benefits. - Conclusion: Recap of warm-up activities and feedback.
L 7	Safety and Health: Warm Up Physical Activity	By the end of the lesson pupils should be able to: - Identify warm-up exercises. - Explain the benefits of warming up before physical activities.	Practical Skills	PE and Arts HBC syllabus Grade 3-7 page 42 2 HBC Physical Education and Arts Learners Textbook Grade 5 pg. 1 - 5 Exercise 1-3 page 5 -6	Demonstrations, Videos	- Introduction: Discussion on warm-up activities. - Pupils share their knowledge on warm-up exercises. - Lesson Development: Teacher demonstrates warm-up exercises using demonstrations and videos. - Pupils practice warm-up exercises in groups. - Written Work: Listing warm-up exercises and their benefits. - Conclusion: Recap of warm-up activities and feedback.
L 8	School based project	Identify any problem in the	Identifying Stating Naming	PE and Arts HBC syllabus Grade 3-7 page 42		- Introduction: Discussion on warm-up activities.

		learning area and show innovations		2 HBC Physical Education and Arts Learners Textbook Grade 5 pg. 1 - 5 Exercise 1-3 page 5 -6		- Pupils share their knowledge on warm-up exercises. - Lesson Development: Teacher demonstrates warm-up exercises using demonstrations and videos. - Pupils practice warm-up exercises in groups. - Written Work: Listing warm-up exercises and their benefits. - Conclusion: Recap of warm-up activities and feedback	
--	--	------------------------------------	--	--	--	--	--

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
2 L 1&2	Safety and Health: Cool Down Physical and Performance Activity	By the end of the lesson pupils should be able to: - Identify cool down exercises. - Explain the benefits of cooling down after physical activities.	Observation	PE and Arts HBC syllabus Grade 3-7 page 42 2 HBC Physical Education and Arts Learners Textbook Grade 5 pg. 1 - 5 Exercise 1-3 page 5 -6	Demonstrations, Videos	cool down activities and feedback. - Introduction: Discussion on cool down activities. - Pupils share their knowledge on cool down exercises. - Lesson Development: Teacher demonstrates cool down exercises using demonstrations and videos. - Pupils practice cool down exercises in groups. - Written Work: Listing cool down exercises and their benefits. - Conclusion: Recap of	
L 3&4	Safety and Health: Cool Down Physical and Performance Activity	By the end of the lesson pupils should be able to: - Identify cool down exercises.	Observation	PE and Arts HBC syllabus Grade 3-7 page 42 2 HBC Physical Education and Arts	Demonstrations, Videos	cool down activities and feedback. - Introduction: Discussion on cool down activities. - Pupils share their knowledge on cool down exercises.	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
L 5		- Explain the benefits of cooling down after physical activities.		Learners Textbook Grade 5 pg. 1 - 5 Exercise 1-3 page 5 -6		- Lesson Development: Teacher demonstrates cool down exercises using demonstrations and videos. - Pupils practice cool down exercises in groups. - Written Work: Listing cool down exercises and their benefits. - Conclusion: Recap of	
L6 &7	Safety and Health: Review of Safety Measures, Rules, Warm-Up, and Cool Down Activities	By the end of the lesson pupils should be able to: - Review safety measures, rules, warm-up, and cool down activities. - Explain the importance of each concept in Physical Education and Arts.	Analysis	Physical Education and Arts Textbook pg. 10-20 2 HBC Physical Education and Arts Learners Textbook Grade 5 pg. 1 - 5 Exercise 1-3 page 5 -6	Posters, Videos	- Introduction: Recap of safety and health concepts. - Pupils share their knowledge on each concept. - Lesson Development: Teacher reviews concepts using posters and videos. - Pupils practice identifying and explaining concepts in groups.	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
						- Written Work: Summarizing safety measures, rules, warm-up, and cool down activities. - Conclusion: Recap and feedback.	
L8	Safety and Health: Practical Application of Safety Concepts	By the end of the lesson pupils should be able to: - Demonstrate safety measures, rules, warm-up, and cool down activities. - Apply safety concepts in physical activities and performances.	Practical Skills	Physical Education and Arts Textbook pg. Syllabus grade 3 -7 page 43 2 HBC Physical Education and Arts Learners Textbook Grade 5 pg. 1 - 5 Exercise 1-3 page 5 -6	Demonstrations, Real-life Scenarios	- Introduction: Discussion on applying safety concepts. - Pupils share their thoughts on practical application. - Lesson Development: Teacher guides pupils in demonstrating and applying concepts using real-life scenarios. - Pupils practice applying safety concepts in groups. - Written Work: Reflecting on practical application of safety concepts. - Conclusion: Recap and feedback.	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCI ES/SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
3 L 1 &2	Health: Healthy Living Habits at Home, School, and Community	By the end of the lesson pupils should be able to: - Identify healthy living habits. - Explain the benefits of practicing healthy habits at home, school, and community.	Identifying Explaining Naming	Physical Education and Arts Syllabus Grade 3-7 page . 42 2 HBC Physical Education and Arts Learners Textbook Grade 5 pg. 1 - 5 Exercise 1-3 page 5 -6	Photos, Videos	- Introduction: Discussion on healthy living habits. - Pupils share their knowledge on healthy habits. - Lesson Development: Teacher demonstrates healthy living habits using photos and videos. - Pupils practice identifying healthy habits in groups. - Written Work: Listing healthy living habits and their benefits. - Conclusion: Recap of healthy living habits and feedback.	
L3 &4	Health: Safety Precautions and Rules in Handling Apparatus,	By the end of the lesson pupils should be able to:	Identifying Expaiming	Physical Education and Arts Syllabus pg. 42 2 HBC Physical Education and Arts	Posters, Demonstrations	- Introduction: Discussion on handling equipment. - Pupils share their knowledge on safety precautions.	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCI ES/SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
	Instruments, and Objects	- Identify safety precautions and rules. - Explain the importance of following these precautions and rules.		Learners Textbook Grade 5 pg. 1 - 5 Exercise 1-3 page 5 -6		- Lesson Development: Teacher demonstrates safety precautions and rules using posters and demonstrations. - Pupils practice identifying precautions in groups. - Written Work: Listing safety precautions and rules. - Conclusion: Recap of safety precautions and feedback.	
L 5 &6	Health: Diseases Caused by Lack of Exercise	By the end of the lesson pupils should be able to: - Identify diseases caused by lack of exercise. - Explain the importance of regular physical activity.	Analysis	Physical Education and Art Syllabus pg. 43 2 HBC Physical Education and Arts Learners Textbook Grade 5 pg. 13 - 15 Exercise 2.4 page 12 -13	Photos, Infographics	- Introduction: Discussion on physical activity and health. - Pupils share their knowledge on diseases caused by inactivity. - Lesson Development: Teacher demonstrates health risks using photos and infographics. - Pupils practice identifying diseases in groups.	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCI ES/SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
						- Written Work: Describing diseases caused by lack of exercise. - Conclusion: Recap of health risks and feedback.	

L 7&8	Health: Health and Wellness Tests and Measurements	By the end of the lesson pupils should be able to: - Identify various health and wellness tests. - Explain the importance of regular health assessments.	Problem-Solving	Physical Education and Arts Syllabus Grade 3 -7 page 43 2 HBC Physical Education and Arts Learners Textbook Grade 5 pg. 10 - 12 Exercise 2-4 page 12 -14	Posters, Videos	- Introduction: Discussion on health assessments. - Pupils share their knowledge on wellness tests. - Lesson Development: Teacher demonstrates health and wellness tests using posters and videos. - Pupils practice identifying tests and measurements in groups. - Written Work: Listing health and wellness tests and their importance.	
----------	---	--	-----------------	---	-----------------	--	--

						- Conclusion: Recap of health assessments and feedback.	
4 L 1 &2	Health: Review of Healthy Living, Safety Precautions, Diseases, and Wellness Tests	By the end of the lesson pupils should be able to: - Review healthy living habits, safety precautions, diseases caused by inactivity, and wellness tests. - Explain the importance of each concept for overall well-being.	Analysis	Physical Education and Arts Syllabus pg. 42 2 HBC Physical Education and Arts Learners Textbook Grade 5 pg. 11 - 13 Exercise 1-3 page 12-13	Photos, Videos	- Introduction: Recap of health concepts. - Pupils share their knowledge on each concept. - Lesson Development: Teacher reviews concepts using photos and videos. - Pupils practice identifying and explaining concepts in groups. - Written Work: Summarizing health concepts. - Conclusion: Recap and feedback.	
L 3 &4	Health: Practical Application of Health Concepts	By the end of the lesson pupils should be able to: - Demonstrate healthy living	Practical Skills	Physical Education and Arts Syllabus pg. 42	Demonstrations, Real-life Scenarios	- Introduction: Discussion on applying health concepts. - Pupils share their thoughts on practical application.	

		habits and safety precautions. - Apply knowledge of health concepts in daily life.		2 HBC Physical Education and Arts Learners Textbook Grade 5 pg. 8 - 11 Exercise 2-2 page 9		- Lesson Development: Teacher guides pupils in demonstrating and applying concepts using real-life scenarios. - Pupils practice applying health concepts in groups. - Written Work: Reflecting on practical application of health concepts. - Conclusion: Recap and feedback.	
--	--	--	--	--	--	---	--

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
L 5&6	Human Body: Organs of the Body - Parts that Store and Transport Food	By the end of the lesson pupils should be able to: - Identify the organs involved in storing and transporting food.	Identifying Explaining	Physical Education and Arts Syllabus page 44 2 HBC Physical Education and Arts Learners	Diagrams, Models	- Introduction: Discussion on the human body. - Pupils share their knowledge on organs that store and transport food. - Lesson Development: Teacher demonstrates the	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
		- Explain the functions of these organs.		Syllabus page 44 Grade 5 pg. 15 - 16 Exercise 3-1 page 16		organs and their functions using diagrams and models. - Pupils practice identifying organs in groups. - Written Work: Labeling diagrams of the organs. - Conclusion: Recap of organs and their functions and feedback.	
7&8	Human Body: Organs of the Body - Functions of Stomach and Intestines	By the end of the lesson pupils should be able to: - Identify the roles of the stomach and intestines in digestion. - Explain how these organs contribute to food processing.	Observation Identifying Explaining	Physical Education and Arts Syllabus pg. 44 HBC Physical Education and Arts Learners Textbook Grade 5 pg. 14 - 16 Exercise 3-1 page 16	Diagrams, Videos Samples Distinctive organ sample	- Introduction: Discussion on digestion. - Pupils share their knowledge on stomach and intestines. - Lesson Development: Teacher demonstrates the roles of the stomach and intestines using diagrams and videos.	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
						- Pupils practice identifying functions in groups. - Written Work: Describing the roles of the stomach and intestines. - Conclusion: Recap of functions and feedback.	
5 L 1	Human Body: Organs of the Body - Role of the Liver and Pancreas	By the end of the lesson pupils should be able to: - Identify the functions of the liver and pancreas. - Explain how these organs support digestion and nutrient absorption.	Analysis	Physical Education and Arts Syllabus Page 44 2 HBC Physical Education and Arts Learners Textbook Grade 5 pg. 16 Exercise 3-1 page 162 HBC Physical Education and Arts Learners	Diagrams, Interactive Apps	- Introduction: Discussion on the liver and pancreas. - Pupils share their knowledge on these organs. - Lesson Development: Teacher demonstrates the functions using diagrams and interactive apps. - Pupils practice identifying functions in groups.	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
				Textbook Grade 5 pg. 15 -16 Exercise 3-2 page 16 -19		- Written Work: Describing the roles of the liver and pancreas. - Conclusion: Recap of functions and feedback.	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
L 3 & 4	Music and Dance: Social Functions of Music from Various Cultures	By the end of the lesson pupils should be able to: - Identify the social functions of music in different cultures. - Explain how music is used in various cultural activities.	Observation	Physical Education and Arts Syllabus pg. 44 2 HBC Physical Education and Arts Learners Textbook Grade 5 pg. 20 - 22	Videos, Music Samples	- Introduction: Discussion on the role of music in society. - Pupils share their knowledge on cultural music. - Lesson Development: Teacher demonstrates the social functions using videos and music samples. - Pupils practice identifying functions in	
L 5	Music and Dance: Social Functions of Music from Various Cultures	By the end of the lesson pupils should be able to: - Identify the social functions of music in different cultures.	Observing Stating Explaining	Physical Education and Arts Syllabus pg. 44 2 HBC Physical Education and Arts Learners	Videos, Music Samples	- Introduction: Discussion on the role of music in society. - Pupils share their knowledge on cultural music.	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
		- Explain how music is used in various cultural activities.		Textbook Grade 5 pg. 20 - 22		- Lesson Development: Teacher demonstrates the social functions using videos and music samples. - Pupils practice identifying functions in	
L 6	Gender and music in the community	List examples of different music where women and women participate as one group	Stating Identifying Explaining	Physical Education and Arts Syllabus pg. 44 2 HBC Physical Education and Arts Learners Textbook Grade 5 pg. 20 - 22	Charts Radio Tv	- Introduction: Discussion on the role of music in society. - Pupils share their knowledge on cultural music where both sex practice Teacher demonstrates the social functions using videos and music samples. - Pupils practice state the importance	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
						practicing music together	
L 7 &8							
6 L1	Music and Dance: Gender and Music in the Community	By the end of the lesson pupils should be able to: - Identify the role of gender in music participation. - Explain the impact of gender on music in the community.	Analysis	Physical Education and Arts Syllabus pg. 44 Physical Education and Arts Textbook pg. 21 -22	Photos, Videos	- Introduction: Discussion on gender roles in music. - Pupils share their knowledge on gender and music. - Lesson Development: Teacher demonstrates the role and impact using photos and videos. - Pupils practice identifying roles in groups.	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
						- Written Work: Describing the impact of gender on music. - Conclusion: Recap and feedback.	
L2	Music and Dance: Comparative Study of Social Functions and Gender Roles in Musi	By the end of the lesson pupils should be able to: - Compare the social functions of music and gender roles across different cultures. - Explain the similarities and differences.	Critical Thinking	Physical Education and Arts Syllabus pg. 44 Physical Education and Arts Textbook pg. 21 -22	Charts, Videos	- Introduction: Discussion on music and gender. - Pupils share their insights on cultural differences. - Lesson Development: Teacher guides pupils in a comparative study using charts and videos. - Pupils practice comparing in groups. - Written Work: Summarizing the comparative study.	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
						- Conclusion: Recap and feedback.	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCIE S/SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
L 3&4 L5& 6	Music and Dance: Historical Development of Music Technology	By the end of the lesson pupils should be able to: - Identify key milestones in the development of music technology. - Explain the impact of these technologies on music production and distribution.	Analysis	Arts Syllabus pg. 44 PE and Arts Syllabus pg. 44 Physical Education and Arts Textbook pg. 25 -26	Photos, Videos	- Introduction: Discussion on music technology. - Pupils share their knowledge on historical milestones. - Lesson Development: Teacher demonstrates the development using photos and videos. - Pupils practice identifying milestones in groups. - Written Work: Describing the impact of music technology. - Conclusion: Recap and feedback.	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCIE S/SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
L7 &*	Music and Dance: Zimbabwean Musical Instruments	By the end of the lesson pupils should be able to: - Identify traditional musical instruments from Zimbabwe. - Explain the cultural significance of these instruments.	Observation	PE and Arts Syllabus pg. 44 Physical Education and Arts Textbook pg. 25 -26	Photos, Real Instruments	- Introduction: Discussion on Zimbabwean music. - Pupils share their knowledge on traditional instruments. - Lesson Development: Teacher demonstrates instruments using photos and real instruments. - Pupils practice identifying instruments in groups. - Written Work: Describing the significance of Zimbabwean instruments. - Conclusion: Recap and feedback.	
7	Music and Dance: Practical Session with Musical Instruments	By the end of the lesson pupils should be able to: - Demonstrate playing traditional	Practical Skills Demonstrating Explaining Naming	PE and Arts Syllabus pg. 44 Physical Education and Arts Textbook pg. 28 -29	Real Instruments, Videos	- Introduction: Hands-on session with instruments. - Pupils explore and discuss techniques. - Lesson Development: Teacher guides pupils in playing	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCIE S/SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
		Zimbabwean musical instruments. - Explain the techniques used in playing these instruments.				instruments using demonstrations and videos. - Pupils practice playing in groups. - Written Work: Reflecting on the practical session. - Conclusion: Recap and feedback.	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCIE S/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
L 3&4	Music and Dance: Development of Cultural Dances in Zimbabwe	By the end of the lesson pupils should be able to: - Identify various cultural dances in Zimbabwe.	Identification	PE and Arts Syllabus pg. 44 Physical Education and Arts Textbook pg. 29 -31 Exercise page 29	Videos, Photos	- Introduction: Discussion on cultural dances. - Pupils share their knowledge on Zimbabwean dances.	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCIE S/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
		- Explain the significance of these dances in Zimbabwean culture.		Exercise 4.6 pagr 31		- Lesson Development: Teacher demonstrates different cultural dances using videos and photos. - Pupils practice identifying dances in groups. - Written Work: Describing the significance of Zimbabwean dances. - Conclusion: Recap and feedback.	
8 L 1&2	Music and Dance: Cultural Dance Preservation	By the end of the lesson pupils should be able to: - Identify methods of preserving cultural dances. - Explain the importance of preserving cultural	Observation	PE and Arts Syllabus pg. 44 Physical Education and Arts Textbook pg. 29-31	Videos, Interviews	- Introduction: Discussion on cultural preservation. – - Pupils share their thoughts on preserving dances. - Lesson Development: Teacher demonstrates preservation methods using videos and interviews.	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCIE S/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
		heritage through dance.				- Pupils practice identifying methods in groups. - Written Work: Describing the importance of preservation. - Conclusion: Recap and feedback.	
L 3&4	Music and Dance: Practical Session with Cultural Dances	By the end of the lesson pupils should be able to: - Demonstrate performing various Zimbabwean cultural dances. - Explain the techniques and significance of these dances.	Practical Skills	PE and Arts Syllabus pg. 44 Physical Education and Arts Textbook pg. 29-31	Real-life Demonstrations, Videos	- Introduction: Hands-on session with cultural dances. - Pupils explore and discuss techniques. - Lesson Development: Teacher guides pupils in performing dances using demonstrations and videos. - Pupils practice dancing in groups. - Written Work: Reflecting on the	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCIE S/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
L 5&^ 6	Music and Dance: Practical Session with Cultural Dances	lesson pupils should be able to: - Demonstrate performing various Zimbabwean cultural dances. - Explain the techniques and significance of these dances.	Demonstrating Explaining	PE and Arts Syllabus pg. 44 Physical Education and Arts Textbook pg. 29 -31	Real-life Demonstrations, Videos	Introduction: Hands-on session with cultural dances. - Pupils explore and discuss techniques. - Lesson Development: Teacher guides pupils in performing dances using demonstrations and videos. - Pupils practice dancing in groups. - Written Work: Reflecting on the	
L7& 8	Music and Dance: Practical Session with Cultural Dances	lesson pupils should be able to: - Demonstrate performing various Zimbabwean cultural dances. - Explain the techniques and	Demonstrating Explaining	PE and Arts Syllabus pg. 44 Physical Education and Arts Textbook pg. 29 -31	Real-life Demonstrations, Videos	Introduction: Hands-on session with cultural dances. - Pupils explore and discuss techniques. - Lesson Development: Teacher guides pupils in performing	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCIE S/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
		significance of these dances.				dances using demonstrations and videos. - Pupils practice dancing in groups. - Written Work: Reflecting on the	
8 L1& 2	Music and Dance: Practical Session with Cultural Dances	- Demonstrate performing various Zimbabwean cultural dances. - Explain the techniques and significance of these dances.	Demonstrating Explaining	PE and Arts Syllabus pg. 44 Physical Education and Arts Textbook pg. 29 -31 Exercise 4.6 Page 30 -31	Real-life Demonstrations, Videos	Introduction: Hands-on session with cultural dances. - Pupils explore and discuss techniques. - Lesson Development: Teacher guides pupils in performing dances using demonstrations and videos. - Pupils practice dancing in groups. - Written Work: Reflecting on the	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCIE S/SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
L3& 4	Visual Arts: Roles and Development of Visual Arts in the Post- Colonial Era	By the end of the lesson pupils should be able to: - Identify the roles of visual arts in the post-colonial era. - Explain the development of visual arts since the post-colonial period.	Identifying Explaining	PE and Arts Syllabus pg. 44 Physical Education and Arts Textbook pg. 32 -33 Exercise 5.1 Page 32 -33	Photos, Videos	- Introduction: Discussion on post-colonial visual arts. - Pupils share their knowledge on the roles and development of visual arts. - Lesson Development: Teacher demonstrates the development using photos and videos. - Pupils practice identifying roles in groups. - Written Work: Describing the roles and development of visual arts. - Conclusion: Recap and feedback.	
L5& 6	Visual Arts: Ways of Preserving and Conserving Artworks	By the end of the lesson pupils should be able to: - Identify methods of preserving and	Observation	PE and Arts Syllabus pg. 44 Physical Education and Arts Textbook pg. 32 -33	Photos, Demonstrations	- Introduction: Discussion on preserving and conserving artworks. - Pupils share their knowledge on preservation methods.	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCIE S/SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
		conserving artworks. - Explain the importance of these methods.		Exercise 5.1 Page 32 -33		- Lesson Development: Teacher demonstrates methods using photos and demonstrations. - Pupils practice identifying methods in groups. - Written Work: Describing the importance of preservation. - Conclusion: Recap and feedback.	
L 7 &8	Visual Arts: Practical Session on Artwork Preservation	By the end of the lesson pupils should be able to: - Demonstrate techniques for preserving and conserving artworks. - Apply preservation methods to sample artworks.	Demonstrating Preserving	PE and Arts Syllabus pg. 44 Physical Education and Arts Textbook pg. 32 -33 Exercise 5.1 Page 32 -33	Real-life Demonstrations, Materials	- Introduction: Hands-on session on preservation techniques. - Pupils explore and discuss techniques. - Lesson Development: Teacher guides pupils in preserving artworks using demonstrations and materials. - Pupils practice preservation techniques in groups.	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCIE S/SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
						- Written Work: Reflecting on the practical session. - Conclusion: Recap and feedback.	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
9 L 1 &2	Visual Arts: Works of Art in Zimbabwean Societies	By the end of the lesson pupils should be able to: - Identify significant works of art in Zimbabwean societies. - Explain the cultural and historical	Identifying Explaining	PE and Arts Syllabus pg. 44 Physical Education and Arts Textbook pg. 35 -36 Exercise 5.2 Page 36 -37	Photos, Videos	- Introduction: Discussion on Zimbabwean artworks. - Pupils share their knowledge on significant works of art. - Lesson Development: Teacher demonstrates	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
		significance of these artworks.				artworks using photos and videos. - Pupils practice identifying works of art in groups. - Written Work: Describing the significance of Zimbabwean artworks. - Conclusion: Recap and feedback.	
L 3&4	Visual Arts: Comparative Study of Artworks from Different Societies	By the end of the lesson pupils should be able to: - Compare works of art from different Zimbabwean societies.	Critical Thinking	PE and Arts Syllabus pg. 44 Physical Education and Arts Textbook pg. 32 -33	Charts, Videos	- Introduction: Discussion on comparative study of artworks. - Pupils share their insights on artistic styles and themes.	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
		- Explain the similarities and differences in artistic styles and themes.		Exercise 5.1 Page 32 -33		- Lesson Development: Teacher guides pupils in comparing artworks using charts and videos. - Pupils practice comparing in groups. - Written Work: Summarizing the comparative study. - Conclusion: Recap and feedback.	
L5 &6	Visual Arts: Practical Session on Creating Artworks Inspired by Zimbabwean Art	By the end of the lesson pupils should be able to: - Create artworks inspired by Zimbabwean art.	Practical Skills	PE and Arts Syllabus pg. 44 Physical Education and Arts	Art Materials, Demonstrations	- Introduction: Hands-on session on creating artworks. - Pupils explore and discuss techniques. - Lesson Development:	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION		
		- Explain the techniques and themes used in their artworks.		Textbook pg. 32 -33 Exercise 5.1 Page 32 -33 <table><tr><td></td><td></td></tr></table>				Teacher guides pupils in creating artworks using demonstrations and materials. - Pupils practice creating art in groups. - Written Work: Reflecting on the practical session. - Conclusion: Recap and feedback.	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES / SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
L 7&8	Theatre: Role of Theatre in the Pre-Colonial	By the end of the lesson pupils should be able to:	Analysis	PE and Arts Syllabus pg. 42	Photos, Videos	- Introduction: Discussion on historical theatre.	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCIES / SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
	and Colonial Era	- Identify the role of theatre during the pre-colonial and colonial era - Explain how theatre influenced society during these periods.		Physical Education and Arts Textbook pg. 39-49 Exercise 6.2 Page 41		- Pupils share their knowledge on theatre's role in history. - Lesson Development: Teacher demonstrates the role using photos and videos. - Pupils practice identifying roles in groups. - Written Work: Describing the role of theatre in pre-colonial and colonial times. - Conclusion: Recap and feedback.	
10 L 1 & @	Theatre: Indigenous Theatre Themes	By the end of the lesson pupils should be able to: - Identify common themes in indigenous theatre.	Observation	PE and Arts Syllabus pg. 42 Physical Education and Arts Textbook pg. 39-49 Exercise 6.2	Photos, Videos	- Introduction: Discussion on indigenous theatre. - Pupils share their knowledge on theatre themes.	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCIES / SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
		- Explain the significance of these themes in indigenous cultures.		Page41		- Lesson Development: Teacher demonstrates themes using photos and videos. - Pupils practice identifying themes in groups. - Written Work: Describing themes in indigenous theatre. - Conclusion: Recap and feedback.	
L3& 4	Theatre: Comparative Study of Theatre Themes in Different Eras	By the end of the lesson pupils should be able to: - Compare themes in theatre during the pre-colonial, colonial, and post-colonial periods.	Critical Thinking	PE and Arts Syllabus pg. 42 Physical Education and Arts Textbook pg. 39-41 Exercise 6.3 Page42	Charts, Videos	- Introduction: Discussion on theatre themes. - Pupils share their insights on different eras. - Lesson Development: Teacher guides pupils in comparing themes using charts and videos.	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCIES / SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
		- Explain the similarities and differences.				- Pupils practice comparing in groups. - Written Work: Summarizing the comparative study. - Conclusion: Recap and feedback.	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
L 4&5	Theatre: Indigenous Theatre Tools and Media	By the end of the lesson pupils should be able to: - Identify tools and media used in indigenous theatre. - Explain the importance of these	Identification	PE and Arts Syllabus pg. 42 Physical Education and Arts Textbook pg. 39-40 Exercise 6.3 Page 41	Photos, Videos	- Introduction: Discussion on indigenous theatre tools. - Pupils share their knowledge on tools and media. - Lesson Development: Teacher demonstrates tools and media using photos and videos.	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
		tools and media in performances.				- Pupils practice identifying tools in groups. - Written Work: Describing tools and media in indigenous theatre. - Conclusion: Recap and feedback.	
11 L 1&2	Theatre: Practical Session on Using Indigenous Theatre Tools and Media	By the end of the lesson pupils should be able to: - Demonstrate using tools and media in indigenous theatre performances. - Explain the techniques and significance of these tools.	Practical Skills	PE and Arts Syllabus pg. 42 Physical Education and Arts Textbook pg. 39-40 Exercise 6.3 Page 43	Real-life Demonstrations, Materials	- Introduction: Hands-on session with theatre tools. - Pupils explore and discuss techniques. - Lesson Development: Teacher guides pupils in using tools and media in performances using demonstrations and materials. - Pupils practice using tools in groups. - Written Work: Reflecting on the practical session.	

WE EK	TOPIC/CONTE NT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
						- Conclusion: Recap and feedback.	
L 2&#	Theatre: Review ofenous Theatre Themes and Tools	By the end of the lesson pupils should be able to: - Review themes and tools used in indigenous theatre. - Recall the importance of these elements in performances.	Analysis	PE and Arts Syllabus pg. 42 Physical Education and Arts Textbook pg. 39-40 Exercise 6.3 Page41	Photos, Videos	- Introduction: Recap of indigenous theatre themes and tools. - Pupils share their knowledge on these elements. - Lesson Development: Teacher reviews themes and tools using photos and videos. - Pupils practice identifying elements in groups. - Written Work: Summarizing themes and tools in indigenous theatre. - Conclusion: Recap and feedback.	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
11	Gymnastics	By the end of the lesson pupils should be able to: - List static and dynamic balances	Listing Naming	PE and Arts Syllabus pg. 42 Physical Education and Arts Textbook pg. 44-46 Exercise 7.1 Page 47	Diagrams, Models	- Introduction: The teacher balances on feet . - Pupils share their knowledge different types of balances - Lesson Development: Teacher explain using ,pictures diagrams and models. - Pupils practice identifying balances in groups. - Written Work: Summarizing organ functions. - Conclusion: Recap and feedback.	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
11	Gymnastics	By the end of the lesson pupils should be able to: - execute weight transference using different body parts	Executing	PE and Arts Syllabus pg. 42 Physical Education and Arts Textbook pg. 44-46 Exercise 7.1 Page 47	Videos, Music Samples	- Introduction: The teacher balances on feet . - Pupils share their knowledge different types of balances - Lesson Development: Teacher explain using ,pictures diagrams and models. - Pupils practice identifying balances in groups. - Written Work: Summarizing organ functions. - Conclusion: Recap and feedback.	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
11	Balances and locomotion	By the end of the lesson pupils should be able to: practice dynamic balances from static balances -	Problem-Solving Practicing	Physical Education and Arts Syllabus 42 Exercise 7.1 Page 47 Exercise 7.4 page 50 -52	Photos, Videos	- Pupils share their knowledge different types of balances - Lesson Development: Teacher explain using ,pictures diagrams and models. - Pupils practice identifying balances in groups. - Written Work: Summarizing organ functions. - Conclusion: Recap and feedback	
12	Revision: Cultural Dances and Preservation	By the end of the lesson pupils should be able to:	Observation	Physical Education and Arts	Videos, Photos	- Introduction: Recap of cultural dances and preservation.	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
		- Review the development of cultural dances in Zimbabwe. - Recall methods of preserving cultural dances.		Syllabus page 42 Exercise 7.1 Page 47 Exercise 7.4 page 50 -5		- Pupils share their knowledge on dance development and preservation. - Lesson Development: Teacher reviews concepts using videos and photos. - Pupils practice identifying dances and methods in groups. - Written Work: Summarizing cultural dances and preservation methods. - Conclusion: Recap and feedback.	
12	Revision: Visual Arts (Post-Colonial	By the end of the lesson pupils should be able to:	Analysis	PE and Art syllabus page 42	Photos, Demonstrations	- Introduction: Recap of visual arts concepts.	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
	Era and Preservation)	- Review the roles and development of visual arts in the post-colonial era. - Recall methods of preserving and conserving artworks.		Education and Arts Textbook pg. 23 -2		- Pupils share their knowledge on post-colonial development and preservation. - Lesson Development: Teacher reviews concepts using photos and demonstrations. - Pupils practice identifying roles and methods in groups. - Written Work: Summarizing visual arts development and preservation. - Conclusion: Recap and feedback.	

WEEK	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	S.O.M	MEDIA	METHODS AND ACTIVITIES	EVALUATION
12	Revision: Theatre (Themes and Tools) End of term test examination	By the end of the lesson pupils should be able to: - Review indigenous theatre themes. - Recall tools and media used in indigenous theatre.	Critical Thinking	Physical Education and Arts Textbook pg. 23 -28	Photos, Videos	- Introduction: Recap of theatre themes and tools. - Pupils share their knowledge on indigenous theatre. - Lesson Development: Teacher reviews themes and tools using photos and videos. - Pupils practice identifying themes and tools in groups. - Written Work: Summarizing indigenous theatre themes and tools. - Conclusion: Recap and feedback.	

MATHEMATICS
TOPICS TO BE COVERED

NUMBER

- **OPERATIONS**

-

AIMS—

Learners should be able to:

Recall, recognize and use mathematical symbols, terms and definitions Estimate, approximate and use appropriate degree of accuracy Interpret and use mathematics in life situations Utilize the problem solving methods to enhance facilitating and learning

1 Lesson 1	<u>Number</u> Whole numbers (0-100 000) Numerals	During the lesson learners should be able to:--identify, read and write numbers in numerals and words in the range.	Identifyin g Reading Matching	Mathematics Junior syllabus grade 3-7Page 40 HBC Plusone learners Mathematics book Grade 5 page 1 -3 Exercise 1.1 page 3	Abacuses Number lines cards	Assumed knowledge:Learners know whole numbers Intro:learners count together in tens up to 100 000. 1. Learners identify numbers in numerals and match them with numbers in words while the facilitator assists them. 2.In groups learners write the number in words while the facilitator assists them. 3.Learners give feedback from their groups while the facilitator assists them. 4. Learners write an exercise in their exercise books individually. Con: Learners under the guidance of the facilitator revise work written	
Lesson 2	<u>NUMBE R</u>	During the lesson learners should be able	Identifyin g	Mathematics Junior	Chart with numbers in words	<u>Assumed knowledge:</u> learners can write numbers in the range (1-10 000) in words.	

	Whole numbers (0-100 000) -Words	to:--- identify, read and write numbers in numerals and words in the range.	Reading Matching Discussing	syllabus grade 3-7 Page 40 HBC Plusone learners Mathematics book Grade 5 page 1 -3 Exercise 1.1 page 3		Intro: learners read the number line on the walls. 1. The facilitator explains on reading and writing numbers in words. 2. Few learners demonstrate writing numbers in words while the facilitator assists them. 3. In groups learners write given numbers in words while the facilitator assists them. 4. Learners report back from group work activities while the facilitator assists them.. 5. Learners write their individual work. Con: Revision of the written work.	
Lesson 3	<u>NUMBERS</u> Whole numbers (0-100 000) - Numeral and words:- Counting in	During the lesson learners should be able to:--- Count in ascending and descending order	Identifying Writing Reading Counting	Mathematics Junior syllabus grade 3-7 Page 40 HBC Plusone learners Mathematics book Grade 5 page 5 -6 Exercise 1.1 page 3	Chart Work cards Number line Abacus Flash cards, Charts	Assumed knowledge: learners can count numbers in the range (0-10 000). Intro: Learners read the number line on the walls. 1. The facilitator explains and demonstrates on counting in ascending and descending. 2. Few learners demonstrate counting numbers in ascending and descending order while the facilitator assists them. 3. Learners count numbers in given ranges in ascending and descending order in their groups while the facilitator assists them. 4.	

	ascendin g and descendi ng order					Learners give feedback from their groups while facilitator assists them. 5. Individual written work Con: Revision of the written work.	
Lesson 4	<u>NUMBE R</u> Whole numbers (0-100 000) -Place value Value of digits in a number	During the lesson learners should be able to:--- Give values of digits in a number	Identifyin g Writing Reading Counting	Mathematics Junior syllabus grade 3-7 Page 40 HBC Plusone learners Mathematics book Grade 5 page 7 -8 Exercise 1.2 page 8	Chart Work cards Number line Abacus Flash cards, Charts	Assumed knowledge: learners are able to read and count numbers. Intro: Recap of the previous lesson. 1. Facilitator explains and demonstrates place value of digits on different numbers. 2. Few learners explain and demonstrate on values of digits of given numbers while the facilitator assists them. 3. Learners in pairs give place values of digits in given numbers while the facilitator assists them. 4. Learners give feedback from their pair work while the facilitator assists them. 5. Individual written work. Con: Revision of the written work.	
Lesson 5	<u>NUMBE R</u> Whole numbers	During the lesson learners should be able to:--- Give	Identifyin g	Mathematics Junior syllabus grade 3-7	Chart Work cards Number line	Assumed knowledge: learners are able to read and count numbers. Intro: Recap of the previous lesson.	

	(0-100 000) -Place value Value of digits in a number	values of digits in a number	Writing Reading Counting	Page 40 HBC Plusone learners Mathematics book Grade 5 page 7 -9 Exercise 1.2 page 8	Abacus Flash cards, Charts	1. Learners explain and demonstrate on values of digits of given numbers while the facilitator assists them. 2. Learners in groups give place values of digits in given numbers while the facilitator assists them. 3. Learners give feedback from their group work while the facilitator assists them. 5. Individual written work. Con: Revision of the written work.	
Lesson 6	Revision Ex <u>Topics:</u> - Numbers Concept : - All concepts taught on the above topic.	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explaining Describing Identifying	Mathematics Junior syllabus grade 3-7Page 38 HBC Plusone learners Mathematics book Grade 5 page 1 -8 Exercise 1.4 page 8	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the week. 1. Class discussion of concepts taught during the week. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	

	- Revision test question s						
W							
2 Lesson 1	<u>NUMBE R</u> Whole numbers (0-100 000) -Place value - Arrangin g numbers in order of size.	During the lesson learners should be able to:--- arrange numbers in order of size.	Identifyin g Writing Reading Counting	Mathematics Junior syllabus grade 3-7 Page 40 HBC Plusone learners Mathematics book Grade 5 page 7	Chart Work cards Number line Abacus Flash cards, Charts	Assumed knowledge: Learners know hundred, tens and units. Intro: Learners identify tens and units on an abacus. Dev: 1. Facilitator explains and demonstrates arranging numbers in order of size. 2. Learners arrangement numbers in order of size on the chalkboard while the facilitator assists them. 3. Learners in groups arrange given numbers in order of size while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Individual written work Con: Revision of the written work.	

Lesson 2	<u>NUMBE R</u> Whole numbers -Place value - Arranging numbers in order of size.	During the lesson learners should be able to:---arrange numbers in order of size.	Identifyin g Writing Reading Counting	Mathematics Junior syllabus grade 3-7 Page 40 HBC Plusone learners Mathematics book Grade 5 page 7 -8	Chart Work cards Number line Abacus Flash cards, Charts	Assumed knowledge: Learners know hundred, tens and units. Intro: Learners identify tens and units on an abacus. Dev: 1. Learners arrangement numbers in order of size on the chalkboard while the facilitator assists them. 2. Learners in groups arrange given numbers in order of size while the facilitator assists them. 3. Learners give feedback from their groups while the facilitator assists them. 4. Individual written work. Con: Revision of the written work.	
Lesson 3	<u>NUMBE R</u> Whole numbers - Comparison - Comparing	During the lesson learners should be able to:--- Compare given numbers using <, > or = signs.	Identifyin g Writing Reading Counting	Mathematics Junior syllabus grade 3-7 Page 40 HBC Plusone learners Mathematics book Grade 5 page 17	Chart Work cards Number line Abacus Flash cards, Charts	Assumed knowledge: learners are able to read and write numbers. Intro: Recap of the previous lesson. Dev: 1. Facilitator explains and demonstrates on comparing numbers on the chalkboard. 2. Learners in groups compare give numbers in groups using <, > or = signs while the facilitator assists them.	

	numbers using <, > and = signs			Exercise 2.3 page 17		3. Learners give feedback from their groups while the facilitator guides them. 4. Learners write their individual work on number sequences Con: Revision of the written work.	
Lesson 4	<u>NUMBERS</u> Whole numbers - Comparison - Sequencing numbers in order of size.	During the lesson learners should be able to:--- Sequence numbers in order of size.	Identifying Writing Reading Counting	Mathematics Junior syllabus grade 3-7 Page 40 HBC Plusone learners Mathematics book Grade 5 page 10 Exercise 1.14 page 10	Chart Work cards Number line Abacus Flash cards, Charts	Assumed knowledge: learners are able to read and write numbers. Intro: Recap of the previous lesson. Dev: 1. The facilitator explains and demonstrates on sequencing numbers in order of size. 2. Learners in groups write number in order of size while the facilitator assists them. 3. Learners give feedback from their groups while the facilitator guides them. 4. Learners write their individual work on number sequences Con: Revision of the written work.	
Lesson 5	<u>NUMBERS</u> Whole numbers	During the lesson learners should be able to:--- Round off numbers to the	Identifying	Mathematics Junior syllabus grade 3-7	Chart Work cards Number line	Assumed knowledge: Learners are able to round numbers to the nearest ten. Intro: Recap of the previous lesson.	

	- Rounding off - Rounding off numbers to the nearest ten and hundred	nearest ten and hundred.	Writing Reading Counting	Page 40 HBC Plusone learners Mathematics book Grade 5 page 13 Exercise 2.2 page 15	Abacus Flash cards, Charts	Dev: 1. The facilitator explains and demonstrates on rounding off of numbers to the nearest ten and hundred. 2. Learners round given numbers to the nearest ten and hundred on the chalkboard while the facilitator guides them. 3. Learners in groups round off numbers to the nearest ten and hundred while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator guides them. 5. Learners write their individual work on number sequences Con: Revision of the written work.	
Lesson 6	Revision Ex <u>Topics:</u> - Numbers Concept : - All concepts	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explaining Describing Identifying	Mathematics Junior syllabus grade 3-7 Page 40 HBC Plusone learners Mathematics book Grade 5 page 13 -14	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the week. 1. Class discussion of concepts taught during the week. 2. Learners answer oral questions from the facilitator on learned concepts.	

	taught on the above topic. - Revision test questions			Exercise 2.1 page 14		2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
3 2 Lesson 1	<u>NUMBERS</u> Whole numbers - Rounding off - Rounding off numbers to the nearest thousand	During the lesson learners should be able to: ---Round off numbers to the nearest thousand.	Identifying Writing Reading Counting	Mathematics Junior syllabus grade 3-7 Page 40 HBC Plusone learners Mathematics book Grade 5 page 13 -14 Exercise 2.1 page 14	Chart Work cards Number line Abacus Flash cards, Charts	Assumed knowledge: Learners are able to round numbers to the nearest hundred. Intro: Recap of the previous lesson. Dev: 1. The facilitator explains and demonstrates on rounding off numbers to the nearest thousand. 2. Learners estimate given numbers to the nearest thousand on the chalkboard while the facilitator guides them. 3. Learners in groups round off numbers to the nearest thousand while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator guides them.	

						5. Learners write their individual work on number sequences Con: Revision of the written work.	
Lesson 2	<u>NUMBE</u> <u>R</u> Whole numbers - Roundin g off - Roundin g off numbers to the nearest ten thousand.	During the lesson learners should be able to:--- Round off numbers to the nearest ten thousand.	Identifyin g Writing Reading Counting	Mathematics Junior syllabus grade 3-7 Page 40 HBC Plusone learners Mathematics book Grade 5 page 13 -15 Exercise 2.1 page 14	Chart Work cards Number line Abacus Flash cards, Charts	Assumed knowledge: Learners are able to round numbers to the nearest hundred. Intro: Recap of the previous lesson. Dev: 1. The facilitator explains and demonstrates on rounding off numbers to the nearest ten thousand. 2. Learners round off given numbers to the nearest ten thousand on the chalkboard while the facilitator guides them. 3. Learners in groups estimate numbers to the nearest ten thousand while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator guides them. 5. Learners write their individual work on number sequences Con: Revision of the written work.	
	<u>NUMBE</u> <u>R</u>	During the lesson learners should be able	Writing Numeratin g	Mathematics Junior	Chart Work cards	Assumed knowledge: Learners are able to round numbers.	

Lesson 3	Whole numbers - Estimation and Approximation Approximation in life situation.	to:--- Apply approximate in life situation.	Approximating	syllabus grade 3-7 Page 40 HBC Plusone learners Mathematics book Grade 5 page 17 Exercise 2.2 page 16	Number line Abacus Flash cards, Charts	Intro: Recap of the previous lesson. Dev: 1. The facilitator explains and demonstrates on approximating numbers of objects in life situations. 2. Learners in groups give approximate numbers of objects in real life situation and verify by counting and checking while the facilitator guides them. 3. Learners give feedback from their groups while the facilitator guides them. 5. Learners write their individual work on number sequences Con: Revision of the written work.	
Lesson 4	<u>NUMBERS</u> Whole numbers - Estimation and Approximation Approximation in	During the lesson learners should be able to:--- Apply approximate in life situation.	Writing Numerating Approximating	Mathematics Junior syllabus grade 3-7 Page 40 HBC Plusone learners Mathematics book Grade 5 page 13 -17	Chart Work cards Number line Abacus Flash cards, Charts	Assumed knowledge: Learners are able to round numbers. Intro: Recap of the previous lesson. Dev: 1. The facilitator explains and demonstrates on approximating numbers of objects in life situations. 2. Learners in groups give approximate numbers of objects in real life situation and verify by counting and checking while the facilitator guides them.	

	life situation.					3. Learners give feedback from their groups while the facilitator guides them. 5. Learners write their individual work on number sequences Con: Revision of the written work.	
Lesson 5	<u>NUMBE R</u> Whole numbers - Expanded notation :- Expressing numbers in expanded form: 5236= 5000+200 + 30 + 6 and	During the lesson learners should be able to:---Express numbers in expanded notation or form.	Writing Numerating	Mathematics Junior syllabus grade 3-7 Page 40 HBC Plusone learners Mathematics book Grade 5 page 4 Exercise 1.2 page 4	Chart Work cards Number line Abacus Flash cards, Charts	Assumed knowledge: Learners know place values of numbers Intro: Recap of the previous lesson. Dev: 1. The facilitator explains and demonstrates on expanding numbers. 2. Learners express and expand given numbers while the facilitator assists them. 3. Learners in groups expand given numbers while the facilitator guides them. 4. Learners give feedback from their groups while the facilitator guides them. 5. Learners write their individual work on number sequences Con: Revision of the written work.	

	vice versa.						
Lesson 6	Revision Ex <u>Topics:</u> - Numbers Concept : - All concepts taught on the above topic. - Revision test questions	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explainin g Describin g Identifyin g	Mathematics Junior syllabus grade 3-7 Page 40 HBC Plusone learners Mathematics book Grade 5 page 1 =20	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the week. 1. Class discussion of concepts taught during the week. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
4	<u>NUMBE R</u>	During the lesson learners should be able to:--- Identify,	Writing	Mathematics Junior	Fraction chart Work Cards	Assumed knowledge: Learners have seen a fraction.	

Lesson 1	Proper fractions -Proper fractions • - (where the denominators are 2 to 10, 20, 50, and 100).	read and write fractions with denominators in the given range.	Identifying Reading	syllabus grade 3-7 Page 41 HBC Plusone learners Mathematics book Grade 5 page 25 -26 Exercise 4.3 page 3	Flash cards	Intro: Cutting of fruits in halves and quarters. Dev: 1. Facilitator explains on proper fractions with denominators up to 100 on the chalkboard. 2. Learners write fractions with denominators given while the facilitator assists them. 3. Learners in pairs identify and write fractions with denominators in the given range while the facilitator assists them. 4. Learners give feedback from their pair work. 5. Learners write their individual work Con: Revision of the written work.	
Lesson 2	<u>NUMBER</u> Proper Fractions Fractions with denominators 2-10, 20,	During the lesson learners should be able to:---draw, name and shade fractions on diagrams	Drawing Naming	Mathematics Junior syllabus grade 3-7 Page 41 HBC Plusone learners Mathematics book Grade 5 page 27 -28	Fraction chart Work Cards Flash cards	Assumed knowledge: learners know a fraction. Intro: Recap from the previous lesson. Dev:1. Facilitator demonstrates on drawing, naming and shading fractions on diagrams. 2. Learners in groups draw, name and shade fractions on diagrams while the facilitator assists them.	

	50, and 100			Exercise 4.1 page 27		3. Learners give feedback from their groups while the facilitator assists them. 4. Learners write their individual work Con: Revision of the written work.	
Lesson 3	<u>NUMBE R</u> Proper Fractions Fractions with denominators 2-10, 20, 50, and 100	During the lesson learners should be able to:--- Reduce fractions to their lowest terms	Reducing Dividing	Mathematics Junior syllabus grade 3-7 Page 40 HBC Plusone learners Mathematics book Grade 5 page 31 -32 Exercise 4.4 page 32	Fraction chart Work Cards Flash cards	Assumed knowledge: learners know a fraction. Intro: Recap from the previous lesson. Dev:1. Facilitator demonstrates on reducing fractions to the lowest terms on the chalkboard. 2. Few learners demonstrate reducing fractions to their lowest term to other while the facilitator assists them. 3. Learners in groups reduce given fractions to their lowest terms while the facilitator assists them. 4. Learners give feedback from their groups. 5. Learners write their individual work Con: Revision of the written work.	
Lesson 4	<u>NUMBE R</u> Proper fractions	During the lesson learners should be able to:--- Compare	Calculating Writing Identifying	Mathematics Junior syllabus grade 3-7	Fraction chart Work Cards Flash cards	Assumed knowledge: learners know a fraction. Intro: Reading of the fraction chart.	

	-Proper fractions • - Comparison Using <, > or = signs.	fractions using <, > or = signs.	Reading	Page 40 HBC Plusone learners Mathematics book Grade 5 page 28-30 Exercise 4.6 page 30		Dev: 1. Facilitator explains and demonstrates on comparing proper fractions using <, > or = signs. 2. Learners compare proper fractions on the chalkboard while the facilitator assists them. 3. Learners in groups compare given fractions using <, > or = while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 4. Learners write their individual work Con: Revision of the written work.	
Lesson 5	<u>NUMBE R</u> Proper fractions -Proper fractions • - Equivalence fractions	During the lesson learners should be able to:--- Write fractions in their equivalent forms	Writing Identifyin g Reading Comparin g	Mathematics Junior syllabus grade 3-7 Page 41 HBC Plusone learners Mathematics book Grade 5 page 27 -28 Exercise 4.1 page 27	Fraction chart Work Cards Flash cards	Assumed knowledge: Learners know a fraction. Intro: Reading of the fraction chart. Dev: 1. Facilitator explains demonstrates on finding equivalent fractions on the chalkboard. 2. Learners give equivalent fractions of given fractions while the facilitator guides them. 3. Learners in groups find equivalent fractions of given fractions while the facilitator assists them.	

						4. Learners give feedback from their groups while the facilitator assists them. 5. Individual written work. Con: Revision of the written work.	
Lesson 6	Revision Ex <u>Topics:</u> -Proper fractions Concept : - All concepts taught on the above topic. - Revision test questions	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explaining Describing Identifying	Mathematics Junior syllabus grade 3-7 Page 42 -41 HBC Plusone learners Mathematics book Grade 5 page 30 -31 Exercise 4.3 page 31	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the week. 1. Class discussion of concepts taught during the week. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
Weekly aim(s): 3.2 To help learners to acquire and apply mathematical concepts and skills and use them as tools in study, work, leisure and everyday transactions through use of technology							

5 Lesson 1	<u>NUMBE R</u> Proper fractions -Proper fractions . -Lowest terms	During the lesson learners should be able to:--- reduce fractions to their lowest term.	Writing Identifyin g Reading	Mathematics Junior syllabus grade 3-7 Page 41 HBC Plusone learners Mathematics book Grade 5 page 31 -32 Exercise 4.1 page 31	Number line Fraction chart Fraction chart Work Cards Flash cards	Assumed knowledge: learners know a proper fraction. Intro: Recap of the previous lesson. Dev: 1. Facilitator explains and demonstrates on reducing proper fractions on the chalkboard. 2. Learners reduce given fractions on the chalkboard while the facilitator guides them. 3. Learners in groups reduce given fractions while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners write an exercise in their books individually. Con. Revision of written and recap of concepts.	
Lesson 2	<u>NUMBE R</u> Proper fractions -Proper fractions .	During the lesson learners should be able to:--- arrange fractions in ascending or descending order.	Relating Writing Identifyin g Reading	Mathematics Junior syllabus grade 3-7 Page 41 HBC Plusone learners Mathematics	Fraction chart Number line Fraction chart Work Cards Flash cards	Assumed knowledge: learners are able to reduce fractions to their lowest terms. Intro: Recap of the previous lesson. Dev: 1. Facilitator explain and demonstrates arranging of proper fractions in ascending and descending order on the chalkboard.	

	- Sequencing			book Grade 5 page 32 -335 Exercise 4.5 page 35 Exercise 4.5 Page 35		2. Few learners arrange given fractions in ascending and descending order while the facilitator assists them. 3. Learners in groups arrange given fractions in ascending and descending order while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners write their individual work Cocnl: Revision of the written work.	
Lesson 3	<u>NUMBE R</u> Mixed Numbers -Mixed numbers - Forming mixed numbers.	During the lesson learners should be able to:---identify mixed numbers	Relating Writing Identifyin g Reading	Mathematics Junior syllabus grade-7 Page 41 HBC Plusone learners Mathematics book Grade 5 page 37 -38 Exercise 5.1 page 38	Fraction chart Number line Fraction chart Work Cards Flash cards	Assumed knowledge: learners know a mixed number fraction. Intro: Recap of the previous lesson. Dev: 1. Facilitator explains and demonstrates on forming mixed numbers on the chalkboard. 2. Learners form mixed numbers by putting together wholes and fractions 2 and $\frac{3}{4}$= $2\frac{3}{4}$ while that facilitator assists them. 3. Learners in groups form mixed numbers while the facilitator assists them. 4. Learners give feedback from their groups. 5. Individual written work.	

						Con: Revision of the written work and recap of concepts.	
Lesson 4	<u>NUMBE R</u> Mixed Numbers -Mixed numbers - Conversion:- Converting mixed numbers to improper fractions	During the lesson learners should be able to:--- Convert mixed numbers to improper fractions and vice versa.	Relating Writing Identifying Reading	Mathematics Junior syllabus grade-7 Page 41 HBC Plusone learners Mathematics book Grade 5 page 40 -41 Exercise 5.2 page 41	Fraction chart Number line Fraction chart Work Cards Flash cards	Assumed knowledge: learners know a mixed number fraction. Intro: Recap of the previous lesson. Dev: 1. Facilitator explains and demonstrates on converting mixed numbers to improper fractions and vice-versa 2. Three learners demonstrate converting of mixed numbers into improper fractions while the facilitator assists them. 3. Learners in groups convert mixed numbers to improper fractions while the facilitator assists them. 4. Learners give feedback from their groups. 5. Individual written work. Con: Revision of the written work and recap of concepts.	
Lesson 5	<u>NUMBE R</u> Mixed Numbers	During the lesson learners should be able to:--- Compare mixed numbers using numbers	Relating Writing Identifying Reading	Mathematics Junior syllabus grade-7 Page 41	Fraction chart Number line Fraction chart Work Cards	Assumed knowledge: learners know a mixed number fraction. Intro: Recap of the previous lesson.	

	-Mixed numbers - Comparison Comparing mixed numbers using <, > and = signs	using <, > or = signs.		HBC Plusone learners Mathematics book Grade 5 page 41 -42 Exercise 5.3 page 43	Flash cards	Dev: 1. Facilitator explains and demonstrates on comparing mixed numbers on the chalkboard. 2. Learners in groups compare mixed numbers using <, > or = signs while the facilitator assists them. 3. Learners give feedback from their groups while the facilitator assists them. 5. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts.	
Lesson 6	Revision Ex <u>Topics:</u> - Improper fractions Concept : - All concepts taught on	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explaining Describing Identifying	Mathematics Junior syllabus grade 3-7 Page 40 Exercise 5.4 Page 45 -67	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the week. 1. Class discussion of concepts taught during the week. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work.	

	the above topic. - Revision +test questions					Con. Revision of written and recap of concepts	
Weekly aim(s): 3.4 To help learners to develop an inquiring mind through child centred approaches.							
6 Lesson 1	<u>NUMBERS</u> Mixed Numbers -Mixed numbers -Word problems involving mixed numbers	During the lesson learners should be able to:--- Solve problems involving mixed numbers	Relating Writing Identifying Reading	Mathematics Junior syllabus grade-7 Page 41 HBC Plusone learners Mathematics book Grade 5 page 44 -45 Exercise 5.4 page 45	Fraction chart Number line Fraction chart Work Cards Flash cards	Assumed knowledge: learners know a mixed number fraction. Intro: Recap of the previous lesson. Dev: 1. Learners apply mixed numbers in solving given problems: e.g. Sharing. 2. Learners in group solve given problems involving word problems while the facilitator assists them. 3. Learners give feedback from their groups while the facilitator assists them. 5. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts.	

Lesson 2	<u>NUMBE</u> <u>R</u> Numerati on System - Numerat ion System - Numerati on: (Arabic and roman)	During the lesson learners should be able to:--- Identify, read and write Roman numerals.	Relating Writing Identifyin g Reading	HBC Plusone learners Mathematics book Grade 5 page 2 -3 Exercise 1.3 page 3	Chart Work Cards Flash cards Watches	Assumed knowledge: learners know Arabic numerals. Intro: Recap of the previous lesson. Dev: 1. The facilitator explains on Roman numerals. 2. Learners state, read and write Roman numerals I to C on the chalkboard while the facilitator assists them. 3. Learners in group state, read and write Roman numerals while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts.	
Lesson 3	<u>NUMBE</u> <u>R</u> Numerati on System - Numerat	During the lesson learners should be able to:--- Convert Roman numerals and vice versa	Relating Writing Identifyin g Reading	Mathematics Junior syllabus grade-7 Page 42 HBC Plusone learners	Chart Work Cards Flash cards Watches	Assumed knowledge: Learners know Arabic numerals. Intro: Recap of the previous lesson. Dev: 1. The facilitator explains and demonstrates on how the Roman numerals are built from I to L (I, V, X, L)	

	ion System - Numeration: (Arabic and roman) - Building of Roman numerals	within the range.		Mathematics book Grade 5 page 19 -22 Exercise 3.2page 22		2. Learners demonstrate on building Roman numerals on the chalkboard while the facilitator assists them. 3. Learners in groups building Roman numerals while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts.	
Lesson 4	<u>NUMBERS</u> Mixed Numbers - Numeration System - Numeration	During the lesson learners should be able to: ---Convert Roman numerals and vice versa within the range.	Relating Writing Identifying Reading	Mathematics Junior syllabus grade-7 Page 42 HBC Plusone learners Mathematics book Grade 5 page 22 -23	Chart Work Cards Flash cards Watches	Assumed knowledge: Learners know Arabic numerals. Intro: Recap of the previous lesson. Dev: 1. Learners demonstrate on building Roman numerals on the chalkboard while the facilitator assists them. 2. Learners in groups express Arabic numerals to Roman numerals within the range I to C while the facilitator assists them. 3. Learners give	

	on: (Arabic and roman) - Converting			Exercise 3.3 page 23		feedback from their groups while the facilitator assists them. 4. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts.	
Lesson 5	<u>NUMERATION</u> Numeration System - Numeration System - Numeration: (Arabic and roman)	During the lesson learners should be able to:--- Convert Roman numerals and vice versa within the range.	Relating Writing Identifying Reading	Mathematics Junior syllabus grade-7 Page 42 HBC Plusone learners Mathematics book Grade 5 page 22 -23 Exercise 3.3 page 23	Chart Work Cards Flash cards Watches	Assumed knowledge: Learners know Arabic numerals. Intro: Recap of the previous lesson. Dev: 1. Learners demonstrate on building Roman numerals on the chalkboard while the facilitator assists them. 2. Learners in groups convert Arabic numerals to Roman numerals in given range and vice versa while the facilitator assists them. 3. Learners give feedback from their groups while the facilitator assists them. 4. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts.	

	- Converting						
Lesson 6	Revision Ex <u>Topics:</u> - Numeration System. Concept :- All concepts taught on the above topic. - Revision test questions	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explaining Describing Identifying	Mathematics Junior syllabus grade 3-7 Page 42 HBC Plusone learners Mathematics book Grade 5 page 19 -22 Exercise 3.5 page 23	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the week. 1. Class discussion of concepts taught during the week. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	

7 Lesson 1	<u>NUMBERS</u> Decimals (Up to 3 places) - Numeration - Reading and writing numerals to 3 decimal numbers	During the lesson learners should be able to:--- Identify , read and write decimals.	Relating Writing Identifying Reading	Mathematics Junior syllabus grade-7 Page 42 HBC Plusone learners Mathematics book Grade 5 page 48 -50 Exercise 6.1 page 50	Chart Work Cards Flash cards Watches	Assumed knowledge: Learners know decimal numbers. Intro: Recap of the previous lesson. Dev: 1. The facilitator explains and demonstrates on reading and writing in numerals up to 3 decimal places 2. Learners state, read and write numerals to 3 decimal places while the facilitator assists them. 3. Learners in groups write and read given numerals up to 3 decimal places while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts.	
Lesson 2	<u>NUMBERS</u> Decimals (Up to 3 places) - Place value	During the lesson learners should be able to:--- determine place value of a digit in decimal.	Relating Writing Identifying Reading	Mathematics Junior syllabus grade-7 Page 42 HBC Plusone learners Mathematics	Chart Work Cards Flash cards Watches	Assumed knowledge: Learners know decimal numbers. Intro: Recap of the previous lesson. Dev: 1. The facilitator explains and demonstrates on place values of decimal numbers up to 3 decimal places with not more than 5 digits on the chalkboard. 2. Learners in groups write place values of	

	Decimal numbers place values			book Grade 5 page 50 -51 Exercise 6.2 page 51		given decimals numbers up to 3 decimal places with not more than 5 digits while the facilitator assists them. 3. Learners give feedback from their groups while the facilitator assists them. 4. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts.	
Lesson 3	<u>NUMBERS</u> Decimals (Up to 3 places) Diagrammatic representations -Decimal diagrammatic interpretation	During the lesson learners should be able to:--- Interpret diagrammatic representation of decimals.	Relating Writing Identifying Reading	Mathematics Junior syllabus grade-7 Page 42 HBC Plusone learners Mathematics book Grade 5 page 51 -52 Exercise 6.2 page 52	Chart Work Cards Flash cards Watches	Assumed knowledge: Learners know decimal numbers. Intro: Recap of the previous lesson. Dev: 1. The facilitator explains and demonstrates on diagrammatical representation of decimals on the chalkboard. 2. Learners in groups illustrate diagrammatical representation of decimal numbers while the facilitator assists them. 3. Learners give feedback from their groups while the facilitator assists them. 4. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts.	

Lesson 4	<u>NUMBE</u> <u>R</u> Decimals (Up to 3 places) Compari sons Compari ng decimal numbers	During the lesson learners should be able to:---Compare decimals numbers using $<$, $>$ or $=$ -differentiate decimals	Relating Writing Identifyin g Reading	Mathematics Junior syllabus grade-7 Page 42 HBC Plusone learners Mathematics book Grade 5 page 52 -53 Exercise 6.3 page 53	Chart Work Cards Flash cards Watches	Assumed knowledge: Learners know decimal numbers. Intro: Recap of the previous lesson. Dev: 1. The facilitator explains and demonstrates on comparing decimals numbers on the chalkboard. 2. Learners in groups compare given decimal numbers while the facilitator assists them. 3. Learners give feedback from their groups while the facilitator assists them. 4. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts.	
Lesson 5	<u>NUMBE</u> <u>R</u> Decimals (Up to 3 places) Estimati on Roundin g off decimals	During the lesson learners should be able to:---Rounding off decimals	Relating Writing Identifyin g Reading	Mathematics Junior syllabus grade-7 Page 41 HBC Plusone learners Mathematics book Grade 5 page 53 -54	Chart Work Cards Flash cards Watches	Assumed knowledge: Learners know decimal numbers. Intro: Recap of the previous lesson. Dev: 1. The facilitator explains and demonstrates on rounding off decimals on the chalkboard. 2. Learners in groups round off given decimals to the nearest unit and tenth while the facilitator assists them. 3. Learners give feedback from their groups while the facilitator assists them.	

				Exercise 6.4 page 53		4. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts.	
Lesson 6	Revision Ex <u>Topics:</u> - Decimals Numbers Concept :- All concepts taught on the above topic. - Revision test questions	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explaining Describing Identifying	Mathematics Junior syllabus grade 3-7 Page 41 HBC Plusone learners Mathematics book Grade 5 page 53 -54 Exercise 6.4 page 53-55	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the week. 1. Class discussion of concepts taught during the week. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	

8 Lesson 1	NUMBE R Percenta ge Conversi on - Converte ng percenta ges	During the lesson learners should be able to:--- Express fraction as percentages and vice versa	Relating Writing Identifyin g Reading	Mathematics Junior syllabus grade-7 Page 43 HBC Plusone learners Mathematics book Grade 5 page 56 -57 Exercise 7.1 page 57	Chart Work Cards Flash cards Watches	Assumed knowledge: Learners know percentages. Intro: Recap of the previous lesson. Dev: 1. The facilitator explains and demonstrates on converting percentages to fractions and vice versa on the chalkboard. 2. Learners in groups write given fractions in percentages while the facilitator assists them. 3. Learners give feedback from their groups while the facilitator assists them. 4. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts.	
Lesson 2	NUMBE R Percenta ge Conversi on - Expressi ng	During the lesson learners should be able to:--- Change one quantity/ amount as a percentage of another.	Relating Writing Identifyin g Reading	Mathematics Junior syllabus grade-7 Page 42 HBC Plusone learners Mathematics	Chart Work Cards Flash cards Watches	Assumed knowledge: Learners know percentages. Intro: Recap of the previous lesson. Dev: 1. The facilitator explains and demonstrates on expressing one quantity and amount as percentages of another on the chalkboard. 2. Learners in groups express given quantities and amounts as percentages while the facilitator assists them. 3. Learners	

	quantity as percentages.			book Grade 5 page 56 -57 Exercise 7.1 page 57		give feedback from their groups while the facilitator assists them. 4. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts.	
Lesson 3	<u>NUMBERS</u> Percentages Comparisons Comparing percentages using <, > or = signs	During the lesson learners should be able to:--- Compare percentages using <, > or = signs -differentiate percentages	Relating Writing Identifying Reading	Mathematics Junior syllabus grade-7 Page 43 HBC Plusone learners Mathematics book Grade 5 page 59 Exercise 7.3 page 59	Chart Work Cards Flash cards Watches	Assumed knowledge: Learners know percentages Intro: Recap of the previous lesson. Dev: 1. The facilitator explains and demonstrates on comparing percentages using <, > or = signs on the chalkboard. 2. Learners in groups compare given percentages while the facilitator assists them. 3. Learners give feedback from their groups while the facilitator assists them. 4. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts.	
Lesson 4	<u>NUMBERS</u>	During the lesson learners should be able to:--- Show relationships	Relating Writing	Mathematics Junior syllabus grade-7	Chart Work Cards Flash cards	Assumed knowledge: Learners know percentages Intro: Recap of the previous lesson.	

	Percentages Equivalence Relationships between percentages and fractions	between percentages and fractions	Identifying Reading	Page 43 HBC Plusone learners Mathematics book Grade 5 page 59 -60 Exercise 7.4 page 61	Watches	Dev: 1. The facilitator explains and demonstrates on finding percentages equivalent to , on the chalkboard. 2. Learners in groups find percentages of fractions given while the facilitator assists them. 3. Learners give feedback from their groups while the facilitator assists them. 4. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts.	
Lesson 5	NUMBERS Percentages Equivalence Relationships between percentages and fractions	During the lesson learners should be able to:---Show relationships between percentages and fractions	Relating Writing Identifying Reading	Mathematics Junior syllabus grade-7 Page 43 HBC Plusone learners Mathematics book Grade 5 page 59 Exercise 7.3 page 59	Chart Work Cards Flash cards Watches	Assumed knowledge: Learners know percentages Intro: Recap of the previous lesson. Dev: 1. Learners find percentages of given fractions on the chalkboard while the facilitator assists them. 2. Learners in groups find percentages of fractions given while the facilitator assists them. 3. Learners give feedback from their groups while the facilitator assists them. 4. Learners write an exercise in their books individually.	

						Con: Revision of the written work and recap of concepts.	
Lesson 6	Revision Ex <u>Topics:</u> - Percentages Concept : - All concepts taught on the above topic. - Revision test questions	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explainin g Describin g Identifyin g	Mathematics Junior syllabus grade 3-7 Page 42 HBC Plusone learners Mathematics book Grade 5 page 40 Exercise 7.1 page 61-63 Examination page 64 -69	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the week. 1. Class discussion of concepts taught during the week. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
Weekly aim(s): 3.4 To help learners to develop an inquiring mind through child centred approaches							
9	<u>OPERATIONS</u>	During the lesson learners should be able to:---	Adding Writing	Mathematics Junior	Chart Work Cards	Assumed knowledge: Learners have done addition before.	

Lesson 1	Addition of whole numbers Addition -whole numbers whose sum is less than or equal to 100 000	Demonstrate an understanding of basic addition facts.	Counting Reading	syllabus grade-7 Page 44 HBC Plusone learners Mathematics book Grade 5 page 70-72 Exercise 8.1 page 71	Flash cards Counters Abacuses	Intro: The facilitator tells some addition problem to learners. Dev: 1. The facilitator pose addition problems to learners. 2. Learners solve problems given on the chalkboard while the facilitator assists them. 3. Learners in groups solve problems given on addition while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts.	
Lesson 2	<u>OPERATIONS</u> Addition of whole numbers (whose sum is less than or equal to 100 000)	During the lesson learners should be able to:--- Add with carrying.	Adding Writing Counting Reading	Mathematics Junior syllabus grade-7 Page 44 HBC Plusone learners Mathematics book Grade 5 page 71 -73	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: Learners have done addition before. Intro: The facilitator tells some addition problem to learners. Dev: 1. The facilitator explains and demonstrates on addition with carrying on the chalkboard. 2. Few learners solve given addition with carrying problems on the chalkboard while the facilitator assists them. 3. Learners in groups solve problems given on addition with carrying while the	

	Addition -Adding with carrying			Exercise 8.2 page 72		facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts.	
Lesson 3	<u>OPERATIONS</u> Addition of whole numbers (whose sum is less than or equal to 100 000) Addition - Addition of measures	During the lesson learners should be able to:--- add measures.	Adding Writing Counting Reading	Mathematics Junior syllabus grade-7 Page 44 HBC Plusone learners Mathematics book Grade 5 page 73 -75 Exercise 8.2page 73	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: Learners have done addition before. Intro: The facilitator tells some addition problem to learners. Dev: 1. The facilitator explains and demonstrates on addition of measures on the chalkboard. 2. Few learners solve given addition of measures problems on the chalkboard while the facilitator assists them. 3. Learners in groups solve problems given on addition of measures while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts.	

Lesson 4	<u>OPERATIONS</u> Addition of whole numbers (whose sum is less than or equal to 100 000) Addition - Associati on and Commut ative laws	During the lesson learners should be able to:--- Use the association and commutative laws	Adding Writing Counting Reading	Mathematics Junior syllabus grade-7 Page 44 HBC Plusone learners Mathematics book Grade 5 page 73 -74 Exercise 7.1 page 73	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: Learners have done addition before. Intro: The facilitator tells some addition problem to learners. Dev: 1. The facilitator explains and demonstrates on addition using association and commutative laws on the chalkboard. 2. Few learners solve given addition problems using association and commutative laws on the chalkboard while the facilitator assists them. 3. Learners in groups solve problems given on addition using association and commutative laws while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts.	
Lesson 5	<u>OPERATIONS</u> Addition of whole numbers (whose sum is	During the lesson learners should be able to:--- Use addition to solve real life situation.	Adding Writing Counting Reading	Mathematics Junior syllabus grade-7 Page 44 HBC Plusone learners	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: Learners have done addition before. Intro: The facilitator tells some addition problem to learners. Dev: 1. The facilitator pose addition problems to learners. 2. Learners solve problems given on the chalkboard while the	

	less than or equal to 100 000) Addition -Use of addition in real life situation			Mathematics book Grade 5 page 73 -74 Exercise 7.1 page 73		facilitator assists them. 3. Learners in groups solve problems given on addition while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners write an exercise in their books individually. Con: Revision of the written work and recap of concepts	
Lesson 6	Revision Ex <u>Topics:</u> Operations: Addition Concept :- All concepts taught on the above topic.	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explaining Describing Identifying	Mathematics Junior syllabus grade 3-7 Page 44 HBC Plusone learners Mathematics book Grade 5 page 74 -77 Exercise 8.4 page 57	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the week. 1. Class discussion of concepts taught during the week. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	

	- Revision test question s						
	Weekly aim(s): 3.2 To help learners to acquire and apply mathematical concepts and skills and use them as tools in study, work, leisure and everyday transactions through use of technology						
10 Lesson 1	<u>OPERA TIONS</u> Subtracti on of whole numbers(0 – 100 000) Subtract ion - Subtracti on of whole numbers.	During the lesson learners should be able to:--- Demonstrate subtraction.	Adding Writing Counting Reading	Mathematics Junior syllabus grade-7 Page 44 HBC Plusone learners Mathematics book Grade 5 page 76 -78 Exercise 9.1 page 78	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: Learners have done addition before. Intro: The facilitator tells some addition problem to learners. Dev: 1. The facilitator explains and demonstrates on subtraction of whole numbers on the chalkboard. 2. Few learners solve given subtraction problems on the chalkboard while the facilitator assists them. 3. Learners in groups solve problems given on subtraction while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners write an exercise in their books individually on subtraction. Con: Revision of the written work and recap of concepts.	

Lesson 2	<u>OPERATIONS</u> Subtraction of whole numbers(0 – 100 000) Subtraction - Subtraction by decomposition	During the lesson learners should be able to:--- Subtract by decomposition	Adding Writing Counting Reading	HBC Plusone learners Mathematics book Grade 5 page 76 -78 Exercise 9.1 page 78	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: Learners have done subtraction before. Intro: The facilitator tells some addition problem to learners. Dev: 1. The facilitator explains and demonstrates on subtraction of whole numbers on the chalkboard. 2. Few learners solve given on subtraction problems on the chalkboard while the facilitator assists them. 3. Learners in groups solve problems given on subtraction while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners write an exercise in their books individually on subtraction. Con: Revision of the written work and recap of concepts.	
Lesson 3	<u>OPERATIONS</u> Subtraction of whole numbers(0 – 100 000)	During the lesson learners should be able to:--- Subtract given whole numbers by equal addition.	Adding Writing Counting Reading	Mathematics Junior syllabus grade-7 Page 44 HBC Plusone learners Mathematics	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: Learners have done subtraction before. Intro: The facilitator tells some addition problem to learners. Dev: 1. The facilitator explains and demonstrates on subtraction of whole numbers on the chalkboard. 2. Few learners solve given subtraction problems on the chalkboard while the facilitator assists them.	

	Subtraction - Subtraction by equal addition			book Grade 5 page 76 -78 Exercise 9.1 page 78		3. Learners in groups solve problems given on subtraction while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them.5. Learners write an exercise in their books individually on subtraction. Con: Revision of the written work and recap of concepts.	
Lesson 4	<u>OPERATIONS</u> Subtraction of whole numbers(0 – 100 000) Subtraction - Subtraction of measures	During the lesson learners should be able to:--- Subtract measures, to solve at least half of at given problems correctly.	Adding Writing Counting Reading	HBC Plusone learners Mathematics book Grade 5 page 76 -78 Exercise 9.1 page 78	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: Learners have done subtraction before. Intro: The facilitator tells some addition problem to learners. Dev.: 1. The facilitator explains and demonstrates on subtraction of measures on the chalkboard. 2. Few learners solve given subtraction of measures problems on the chalkboard while the facilitator assists them. 3. Learners in groups solve problems given on subtraction of measures while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them.5. Learners write an exercise in their books individually on subtraction. Con: Revision of the written work and recap of concepts.	

Lesson 5	<u>OPERATIONS</u> Subtraction of whole numbers(0 – 100 000) Subtraction - Subtraction of measures	During the lesson learners should be able to:--- Subtract measures, to solve at least half of at given problems correctly.	Adding Writing Counting Reading	Mathematics Junior syllabus grade-7 Page 44 HBC Plusone learners Mathematics book Grade 5 page 76 -78 Exercise 9.1 page 78	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: Learners have done subtraction before. Intro: The facilitator tells an addition problem to learners. Dev: 1. The facilitator explains and demonstrates on subtraction of measures on the chalkboard. 2. Few learners solve given subtraction of measures problems on the chalkboard while the facilitator assists them. 3. Learners in groups solve problems given on subtraction of measures while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them.5. Learners write an exercise in their books individually on subtraction. Con: Revision of the written work and recap of concepts.	
Lesson 6	Revision Ex <u>Topics:</u> Operations: Subtraction	During the lesson learners should be able to:- Answer at least half of the revision test	Explaining Describing Identifying	Mathematics Junior syllabus grade 3-7 Page 44 HBC Plusone learners Mathematics	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the week. 1. Class discussion of concepts taught during the week.	

	Concept :- All concepts taught on the above topic. - Revision test questions	questions given correctly.		book Grade 5 page 76 -78 Exercise 9.1 page 78		2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
11 Lesson 1	<u>OPERATIONS</u> Subtraction of whole numbers(0 – 100 000) Subtraction - Subtraction	During the lesson learners should be able to:--- Subtract measures, to solve at least half of at given problems correctly.	Adding Writing Counting Reading	Mathematics Junior syllabus grade-7 Page 44 HBC Plusone learners Mathematics book Grade 5 page 76 -78 Exercise 9.1 page 78	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: Learners have done subtraction before. Intro: The facilitator tells an addition problem to learners. Dev: 1. The facilitator explains and demonstrates on subtraction of measures on the chalkboard. 2. Few learners solve given subtraction of measures problems on the chalkboard while the facilitator assists them. 3. Learners in groups solve problems given on subtraction of measures while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them.5. Learners write an	

	on of measures					exercise in their books individually on subtraction. Con: Revision of the written work and recap of concepts.	
Lesson 2	<u>OPERATIONS</u> Subtraction of whole numbers(0 – 100 000) Subtraction - Subtraction of measures	During the lesson learners should be able to:--- Subtract measures, to solve at least half of at given problems correctly.	Adding Writing Counting Reading	Mathematics Junior syllabus grade-7 Page 44 HBC Plusone learners Mathematics book Grade 5 page 76 -78 Exercise 9.1 page 78	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: Learners have done subtraction before. Intro: The facilitator tells an addition problem to learners. Dev: 1. The facilitator explains and demonstrates on subtraction of measures on the chalkboard. 2. Few learners solve given subtraction of measures problems on the chalkboard while the facilitator assists them. 3. Learners in groups solve problems given on subtraction of measures while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners write an exercise in their books individually on subtraction. Con: Revision of the written work and recap of concepts.	
Lesson 2	Revision Ex <u>Topics:</u>	During the lesson learners	Counting Identifying	Mathematics Junior	Chart Work Cards	Assumed knowledge: learners are able to answer revision test questions.	

	Number Operations: Concepts: - All concepts taught on the above topics. - Revision test questions	should be able to:- Answer at least half of the revision test questions given correctly.	Writing	syllabus grade 3-7 Page 38-42 HBC Plusone learners Mathematics book Grade 5 page 76 -78 Exercise 9.1 page 78	Flash cards Counters Abacuses	Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
Lesson 3	Revision Ex Topics: Number Operations: Concepts: -	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Counting Identifying Writing	Mathematics Junior syllabus grade 3-7 Page 44 HBC Plusone learners Mathematics book Grade 5 page 76 -78	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts.	

	All concepts taught on the above topics. - Revision test questions			Exercise 9.1 page 78		2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
Lesson 4	Revision Ex <u>Topics:</u> Number Operations: Concept :- All concepts taught on the above topics. - Revision	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Counting Identifying Writing	Mathematics Junior syllabus grade 3-7 Page 38-42 HBC Plusone learners Mathematics book Grade 5 page 76 -78 Exercise 9.1 page 78 HBC Plusone learners Mathematics	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	

	test questions			book Grade 5 page 76 -78 Exercise 9.1 page 78			
Lesson 5	Revision Ex <u>Topics:</u> Number Operations: Concept :- All concepts taught on the above topics. - Revision test questions	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Counting Identifying Writing	Mathematics Junior syllabus grade 3-7 Page 38-42 HBC Plusone learners Mathematics book Grade 5 page 76 -78 Exercise 9.1 page 78	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	

Lesson 6	Revision Ex <u>Topics:</u> Number Operations: Concept :- All concepts taught on the above topics. - Revision test questions	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Counting Identifying Writing	Mathematics Junior syllabus grade 3-7 Page 38-42 HBC Plusone learners Mathematics book Grade 5 page 76 -78 Exercise 9.1 page 78	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
	Weekly aim(s): 3.2 To help learners to acquire and apply mathematical concepts and skills and use them as tools in study, work, leisure and everyday transactions through use of technology						
12 Lesson 1	Revision Ex <u>Topics:</u>	During the lesson learners should be able to:-	Counting Identifying	Mathematics Junior syllabus grade 3-7	Chart Work Cards Flash cards	Assumed knowledge: learners are able to answer revision test questions.	

	Number Operations: Concepts: - All concepts taught on the above topics. - Revision test questions	Answer at least half of the revision test questions given correctly.	Writing	Page 38-44 HBC Plusone learners Mathematics book Grade 5 page 76 -78 Exercise 9.1 page 80 -81	Counters Abacuses	Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
Lesson 2	Revision Ex Topics: Number Operations: Concepts: -	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Counting Identifying Writing	Mathematics Junior syllabus grade 3-7 Page 38-44 HBC Plusone learners Mathematics book Grade 5 page 76 -78	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts.	

	All concepts taught on the above topics. - Revision test questions			Exercise 9.1 page 80 -81		2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
Lesson 3	Revision Ex <u>Topics:</u> Number Operations: Concept :- All concepts taught on the above topics. - Revision	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Counting Identifying Writing	Mathematics Junior syllabus grade 3-7 Page 38-44 HBC Plusone learners Mathematics book Grade 5 page 76 -78 Exercise 9.1 page 80 -81	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	

	test questions						
Lesson 4	Revision Ex <u>Topics:</u> Number Operations: Concept :- All concepts taught on the above topics. - Revision test questions	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Counting Identifying Writing	Mathematics Junior syllabus grade 3-7 Page 38-44 HBC Plusone learners Mathematics book Grade 5 page 76 -78 Exercise 9.1 page 80 -81	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
Lesson 5	Revision Ex	During the lesson learners	Counting	Mathematics Junior	Chart Work Cards	Assumed knowledge: learners are able to answer revision test questions.	

	Topics: Number Operations: Concept : - All concepts taught on the above topics. - Revision test questions	should be able to:- Answer at least half of the revision test questions given correctly.	Identifying Writing	syllabus grade 3-7 Page 38-44 HBC Plusone learners Mathematics book Grade 5 page 76 -78 Exercise 9.1 page 80 -81	Flash cards Counters Abacuses	Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
Lesson 6	Revision Ex Topics: Number Operations:	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Counting Identifying Writing	Mathematics Junior syllabus grade 3-7 Page 38-44 HBC Plusone learners Mathematics	Chart Work Cards Flash cards Counters Abacuses	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts.	

	Concept :- All concepts taught on the above topics. - Revision test questions			book Grade 5 page 76 -78 Exercise 9.1 page 80 -81		2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
--	---	--	--	---	--	--	--

ENGLISH
SKILLS TO BE COVERED

Listening/Observing,
Speaking/Signing,
Reading/Signing,
Writing/Brailing

AIMS----To help learners to

Develop the four basic skill namely listening, speaking, reading, and writing in the English language with Emphasis on visual, manual and tactile skills Express themselves freely in a variety of situations that involve the use of functional English Write accurately in English.
Listen to/observe and understand texts or any form of communication in English

SOURCE- ENGLISH LANGUAGE JUNIOR SYLLABUS GRADE 3 -7

	Lesson 1	LISTENING OBSERVING <u>Phonics</u> -The 44 phonemes in English 20 vowels such as /oo/,ae/ee	Learners should be able to:- distinguish the 44 phonemes in English 20 vowels 24 consonant	Identifying Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 34 2 HBC Plusone Learners book English Learners Book Page 11	Phonic alphabet A variety of texts Word cards Dictionaries ICT tools	Assumed knowledge: Learners are able to read letters of the alphabet. Intro: Learners read the the letters of the alphabet. 1. The facilitator explains and demonstrates on the 44 English sounds. 2. Learners differentiate the 44 English sounds while the facilitator assists them. 3. Learners pronounce given words with the correct stress and intonation while the facilitator assists them. 4. Learners listening to different text read. Con: Singing rhymes.	
	Lesson 2	READING <u>Words with the same</u>	Learners should be able to:-	Reading Writing Listening	English Junior syllabus grade 3-7	A variety of texts Reading cards	Assumed knowledge: Learners are able to read letters of the alphabet. Intro: Recap of the previous lesson.	

		<u>ending sound</u> -Same sounds words such: doctor/letter/beggar/eager	-Read words with the same ending sound -read given texts -Identify words with words with same ending sound in given passages.	Speaking	Page 34 2 HBC Plusone Learners book English Learners Book Page 18	Word cards Dictionaries ICT tools	1. The facilitator explains on sounds of words with the same ending. 2. Learners read given words with same ending while the facilitator assists them.3. Learners in groups group different words with the same ending sounds while the facilitator assists them.4. Learners pronounce given words while the facilitator assists them. 5. Learners give feedback from their groups while the facilitator assists them. Con:Oral review of the lesson.	
	Lesson 3	SPEAKING/ SIGNING <u>Articulation</u> Patterns for single words such as factory, doctor, doctor -Intonation patterns	Learners should be able to:-- -Pronounce words correctly/sign s words accurately	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 36 2 HBC Plusone Learners book English Learners Book Page 13	National Anthem Script Sign language chart Word cards Dictionaries ICT tools	Assumed knowledge: Learners are able to read letters of the alphabet. Intro: Learners read the letters of the alphabet. 1. The facilitator explains and demonstrates on pronunciation of words. 2. Learners pronounce given words while the facilitator assists them. 3. Learners practise reading different texts and singles words while the facilitator assists them. 4. Learners pronounce given words while the facilitator assists them. Con:Oral review of the lesson.	

	Lesson 4	WRITING/ BRAILING <u>Punctuation</u> -Punctuation marks - Capital letters and full stops	Learners should be able to:- -Use punctuation marks such as capital letters and full stops correctly.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Pge 33 2 HBC Plusone Learners book English Learners Book Page 8	Chart punctuation marks -a variety of texts -sentence strips	Assumed knowledge: Learners some of the punctuation marks. Intro: Learners name the punctuation marks they know. 1. The facilitator explains and demonstrates on the use of capital letters and full stops. 2. Learners read given texts observing the use of capital letters and full stops while the facilitator assists them. 3. Learners identify punctuation marks in the given texts 4. Learners punctuate given paragraphs individually. Con: Revision and recap of concepts taught.	
	Lesson 5	LISTENING OBSERVING <u>Phonics</u> -Sounds of different letters	Learners should be able to:- -Differentiate sounds of different words	Identifying Reading Writing Listening Speaking Writing Reading	English Junior syllabus grade 3-7 Page 34 2 HBC Plusone Learners book	Phonic alphabet A variety of texts Word cards Dictionaries ICT tools	Assumed knowledge: Learners are able to identify 44 English sounds. Intro: Learners identify the 44 English sounds. 1. The facilitator explains and demonstrates on sounds of different words. 2. Learners listen to different texts read. 3. Learners read given passages in groups while the facilitator assists them.	

					English Learners Book Page 11		4. Learners give feedback from their groups. Con: Oral review of the lesson.	
	Lesson 6	READING/ SIGNING <u>Comprehension</u> <u>Linda' garage</u> -Skimming and scanning Silent reading. - Comprehension answering	Learners should be able to: --read a variety of texts with understanding -answer at least half of the comprehension questions correctly	Reading Writing Listening Speaking	English Junior syllabus grade 3-7Page 40 2 HBC Plusone Learners book English Learners Book Page 1 - 2	Story books A variety of texts Sentence trips Work cards	Assumed knowledge: Learners are able to read texts. Intro: Learners read unfamiliar words and use them in their own sentences. 1. Learners read the comprehension passage while the facilitator assists them. 2. Learners identify main points in the passage they have read while the facilitator assists them. 3. Learners answer comprehension questions in groups while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners answer comprehension questions correctly. Con: Revision of written work and recap of concepts.	
		WRITING/ BRAILING	Learners should be able to: --write controlled/	Reading Writing Listening	English Junior syllabus grade 3-7	Word cards ICT Tools	Assumed knowledge: Learners are to describe different journies Intro: Learners talks about their friends.	

	Lesson 7	<u>Composition writing</u> A journey by bus -correct punctuation -use of topic sentences. - paragraphing skills	guided composition about journey by bus	Speaking	Page 42 2 HBC Plusone Learners book English Learners Book Page 8	Story books Sentence strips Charts Pictures	1. The facilitator outlines the composition framework. 2. Learners in pairs write a controlled composition about journey by bus while the facilitator assists them. 3. Learners give feedback from their groups while the facilitator assists them. 4. Learners write their composition individually in their exercise books. Con: Few learners read their composition.	
	Lesson 8	<u>Writing Dictation and Spellings</u> Variety of texts taught during the week	Learners should be able to:--- write at least half of spellings dictated words correctly.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 44 2 HBC Plusone Learners book English Learners Book Page 21	ICT Tools Flash/word cards Sentence strips	Assumed knowledge: learners have done spellings and dictation before Intro: Recapping of previous lessons. 1. Learners read sentences from sentence strips 2. Learners read words from flash cards and word cards 3. The facilitator call out words and learners write 4. The facilitator call out sentences and learners write Con: Revision work written	

	2 Lesson 1	LISTENING/OBSERVING <u>Instructions/Commands</u> A series of instructions/commands such as:- stand up, jump around etc.	Learners should be able to:--- Follow a series of instructions/commands	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 44 2 HBC Plusone Learners book English Learners Book Page 63	Pictures Recording of instructions Instruction cards ICT tools	Assumed knowledge: Learners know some of the commanding words. Intro: Learners listen/observe a set of given instruction/commands 1. Learners name commanding words while the facilitator assists them. 2. Learners respond to a set of given instructions/commands while the facilitator helps them. 3. Role playing by learners giving instructions and following instructions while the facilitator assists them. Con: Oral review of the lesson.	
	Lesson 2	<u>WRITING/BRAILING</u> Instructions/commands such as:- stand up, jump around etc.	Learners should be able to:--- - Use given commanding words in their own sentences -Write at least five	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 44 2 HBC Plusone Learners book English Learners	Pictures Recording of instructions Instruction cards ICT tools	Assumed knowledge: Learners know some of the commanding words. Intro: Recap of the previous lesson. 1. Learners name commanding words while the facilitator assists them. 2. Learners in groups make sentences on given commanding words while the facilitator helps them. 3. Learners give feedback from their groups while the facilitator assists them. 4. Learners write an exercise in their exercise books individually.	

			commanding sentences.		Book Page 63		Con: Oral review of the lesson.	
	Lesson 3	SPEAKING SIGNING <u>Debate</u> -Child Marriages, Child abuse, Entertaining	Learners should be able to:- -Identify topical issues -Discuss on topical issues using correct tenses. -Dramatize topical issues	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 44 2 HBC Plusone Learners book English Learners Book Page 11	Pictures A variety of texts I.C.T tools	Assumed knowledge: Learners know forms of abuse. Intro: Learner read texts on topical issues. 1. The facilitator give focus of the lesson 2. Learners list topical issues while the facilitator assists them. 3. Learners in group dramatize on given topical issues while the facilitator guides them. 4. Learners give feedback on group work. Con: Oral review of the lesson.	
	Lesson 4	Listening/Observing <u>Listening Comprehension</u> <u>The dog and the bone</u>	Learners should be able to:- -Listen and respond appropriately to questions from different texts read.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 44 2 HBC Plusone Learners book	Pictures A variety of texts I.C.T tools Reading Cards Question strips	Assumed knowledge: Learners are able to read given texts. Intro: Learner read texts from given passages. 1. Learners listen to texts read. 2. Learners in groups answer questions from question strips while the facilitator assists them. 3. Learners give feedback from their groups while the facilitator assists them.	

		-Different texts. - Comprehension questions			English Learners Book Page 7 - 8		4. Learners mime actions from a text read. 5. Learners write an exercise in their exercise books Con: Oral review of the lesson.	
	Lesson 5	READING/ SIGNING <u>Intensive Reading</u> -Variety of texts -A variety of words from different texts	Learners should be able to:- -read the text silently -Identify new words in the text -Give contextual meanings of words.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 44 2 HBC Plusone Learners book English Learners Book Page 8-9	Different texts for reading Job cards ICT Tools	Assumed knowledge: Learners are able to read. Intro: Learners read new words on flash cards. 1.The facilitator gives focus of the lesson. 2. Learners read a variety of texts silently identifying new words while the facilitator guides them. 3. Learners in groups give contextual meaning of new words from the passage while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5.Learners write an exercise in their books individually. Con: Oral review of the lesson and recap of concepts.	
	Lesson 6	READING/ SIGNING	Learners should be able to:- read	Reading Writing	English Junior syllabus	Story books	Assumed knowledge: Learners are able to read texts.	

		<u>Comprehension</u> -Skimming and scanning Silent reading. - Comprehension answering	a variety of texts with understanding -answer at least half of the comprehension questions correctly	Listening Speaking	grade 3-7 Page 39 2 HBC Plusone Learners book English Learners Book Page 8-9	A variety of texts Sentence trips Work cards	Intro: Learners read unfamiliar words and use them in their own sentences. 1.Learners read the comprehension passage while the facilitator assists them.2. Learners identify main points in the passage they have read while the facilitator assists them. 3.Learners answer comprehension questions in groups while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners answer comprehension questions correctly. Con:Revision of written work and recap of concepts.	
	Lesson 7	DICTATION AND SPELLING <u>Words and sentences from various texts</u>	Learners should be able to:-- -Write dictated words correctly.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 44 2 HBC Plusone Learners book English	ICT Tools Flash/word cards Sentence strips A variety of texts	Assumed knowledge: Learners have done spellings and dictation before. Intro: Recapping previous lessons 1.Learners read sentences from sentence strips 2.Learners read words from flash cards and word cards while the facilitator assists them. 3.Playing spelling Bee Game while learners write their spellings in individually. 4. Revision and recap of concepts.	

					Learners Book Page 21		Con: Revise work written	
	Lesson 8	WRITING/ BRAILING <u>Composition writing</u> -Informal letter:- -correct punctuation -use of topic sentences. - paragraphing skills	Learners should be able to:-- write controlled/ guided composition letter about their school.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 33 2 HBC Plusone Learners book English Learners Book Page 3	Word cards ICT Tools Story books Sentence strips Charts Pictures	Assumed knowledge: Learners are to describe their school. Intro: Learners talks about their school. 1. The facilitator outlines the composition framework. 2. Learners in pairs write a controlled composition a letter about their new school while the facilitator assists them. 3. Learners give feedback from their groups while the facilitator assists them. 4. Learners write their composition individually in their exercise books. Con: Few learners read their composition.	
	3 Lesson 1	LISTENING/ OBSERVING <u>Information retention</u>	Learners should be able to:-- -Respond appropriately to questions using words such as	Identifying Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 32	Recording Charts Pictures	Assumed knowledge: Learners know some of short response Intro: Learners read texts on flash cards. 1. The facilitator gives focus of the lesson. 2. Learners read texts from a chart while the facilitator guides them. 3. Learners in groups	

		-Short responses such as: true/false, it's true/it isn't	true/false, yes/no, correct/incorrect.		2 HBC Plusone Learners book English Learners Book Page 29		answer questions using short response while the facilitator while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners write an exercise in their books individually Con: Oral review of the lesson.	
	Lesson 2	WRITING/ BRAILING <u>-words with same sound but different spelling and meaning</u>	Learners should be able to:-- -Write words with same sound but different spelling and meaning	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 34 2 HBC Plusone Learners book English Learners Book Page 18		Assumed knowledge: Learners can read words. Intro: Re-cape the previous lesson 1. The facilitator give focus of the lesson 2. Learners read words from a chart 3. Learners identify words with same sound but different spelling and meaning while the facilitator assists them. 4. Learners list words with same sound but different spelling and meaning in groups 5. Learners give feedback from their groups. 6. Learners write an exercise in their books individually. Con: Revise work done	

	Lesson 3	SPEAKING SIGNING <u>-Public speaking</u> -Public speaking skills such as self-expression, clarity, posture, gestures and confidence.	Learners should be able to:-- -express themselves confidently before an audience. -Present prepared and unprepared speeches	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 36 2 HBC Plusone Learners book English Learners Book Page 11	A variety of texts - Recordings Resource person ICT tools	Assumed knowledge: Learners are able to express themselves through speaking. Intro: Re-cape of the previous lesson. 1. The facilitator give focus of the lesson 2. Learners make notes for prepared speech while the facilitator assists them. 3. Learners rehearse for public speaking while the facilitator guides them. 4. Reciting poems while the facilitator guides them. Con: Oral review of the lesson.	
	Lesson 4	READING/ SIGNING <u>Extensive reading</u> <u>Clean up campaign</u> -A variety of text	Learners should be able to:-- -Read a variety of texts for leisure. -Give contextual meaning of	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 39 2 HBC Plusone Learners book English Learners	Variety of text ICT tools Word cards Magazines Large print books	Assumed knowledge: Learners are able to read. Intro: Learners re-cape previous lesson 1. The facilitator gives focus of the lesson. 2. Learners read a variety of texts extensively while the facilitator guides them. 3. Learners list new words from the texts they have read. 4. Learners in groups answer questions from the texts they read and identify contextual meaning of new words while the facilitator assists them.	

		-New words from the text	words from the texts.		Book Page 14 -19		5. Learners give feedback from the groups while the facilitator assists them. 6. Learners write an exercise in their groups individually. Con: Oral review of the lesson.	
	Lesson 5	READING/ SIGNING <u>Comprehension</u> -Skimming and scanning Silent reading. - Comprehension answering	Learners should be able to:--read a variety of texts with understanding -answer at least half of the comprehension questions correctly	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 39 2 HBC Plusone Learners book English Learners Book Page 14 -15	Story books A variety of texts Sentence trips Work cards	Assumed knowledge: Learners are able to read texts. Intro: Learners read unfamiliar words and use them in their own sentences. 1.Learners read the comprehension passage while the facilitator assists them.2. Learners identify main points in the passage they have read while the facilitator assists them. 3.Learners answer comprehension questions in groups while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners answer comprehension questions correctly. Con:Revision of written work and recap of concepts.	
		WRITING/ BRAILING	Learners should be able to:-	Reading Writing Listening	English Junior syllabus	Chart punctuation marks	Assumed knowledge: Learners some of the punctuation marks.	

	Lesson 6	<u>Punctuation</u> -Punctuation marks - Inverted commas	-Use inverted commas correctly.	Speaking	grade 3-7 Page 30	-a variety of texts -sentence strips	Intro: Learners name the punctuation marks they know. 1. The facilitator explains and demonstrates on the use of inverted commas. 2. Learners read given texts observing the use inverted commas while the facilitator assists them. 3. Learners identify punctuation marks in the given texts 4. Learners punctuate given paragraphs individually. Con: Revision and recap of concepts taught.	
	Lesson 7	WRITING/ BRAILING <u>Letter writing</u> <u>Informal letter</u> -Telling your friend about your new school	Learners should be able to: -- Identify differences and similarities between formal and informal letters. -Write informal letter to their	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 33 2 HBC Plusone Learners book English Learners	Word cards ICT Tools Story books Sentence strips Charts Pictures	Assumed knowledge: Learners know types of letter. Intro: Learners identify types of letters. 1. Learners state differences and similarities between informal and formal letter writing while the facilitator assists them. 2. Learners observe the sample of an informal letters. 3. Learners in pairs write their informal letters while the facilitator assists them. 4. Learners give feedback from their pair work while the facilitator assists them.	

			friends telling them about their new school.		Book Page 16		5. Learners write their informal letters in their books individually. Con: Few learners read their composition.	
	Lesson 8	Revision Ex Skill: Reading/Sig ning Listening/O bser Speaking/Si gnin Writing/Brai ling Concept: - All concepts taught on the above skills. -Revision test questions	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explainin g Describin g Identifyin g	English Junior syllabus grade 3-7 Page 34/36 2 HBC Plusone Learners book English Learners Book Page 1 - 19	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the week. 1. Class discussion of concepts taught during the week. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	

	4 Lesson 1	LISTENING/ OBSERVING <u>Story telling</u> <u>-Incomplete stories</u>	Learners should be able to:-- -Listen to an incomplete story and complete it logically	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 40 2 HBC Plusone Learners book English Learners Book Page 23	Pictures I.C.T tools Different story books	Assumed knowledge: Learners can read words Intro: Re-cape previous lessons. 1. The facilitator give focus of the lesson 2. Learners listen to an incomplete story 3. Learners suggest possible endings while the facilitator assists them. 4. Learners in groups dramatize possible endings of the story they have head. Con: Oral review of the lesson.	
	Lesson 2	WRITING/ BRAILING <u>Preposition</u> <u>s</u> -Use prepositions to construct sentences	Learners should be able to:-- -Use preposition to construct sentences.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 33 2 HBC Plusone Learners book English Learners	Work cards Flash cards Chart Pictures	Assumed knowledge: Learners know some of the preposition. Intro: Learners name the preposition they know. 1. The facilitator gives focus of the lesson. 2. Learners name preposition they know while the facilitator assists them. 3. Learners in pairs make sentences using prepositions while the facilitator assists them. 4. Learners give feedback from their pair works. 5. Individual written work in their books.	

					Book Page 123		Con: Revision and recap of the concepts.	
	Lesson 3	SPEAKIN G/ SIGNING <u>Registers</u> Communicat ion registers.	Learners should be able to:-- Use appropriate registers to express themselves in different situations.	Reading Writing Listening Speaking	English Junior syllabus grade 3- 7 Page 37 2 HBC Plusone Learners book English Learners Book Page 6	ICT Tools Pictures of people -Anytime cards e.g. Xmas cards	Assumed knowledge: Learners can greet and introduce friends Intro: Learners re-cape previous lesson 1. The facilitator give focus of the lesson 2. Learners use appropriate registers for social interaction such as greetings, introductions, persuading and requesting something while the facilitator assists them. 3. Learners demonstrate the appropriate ways of expressing ideas in different communicative situation such as persuading and requesting something while the facilitator guides them. 4. Learners role play greetings and introductionwhile the facilitator guides them. CON: Oral review of the lesson.	
	Lesson 4	WRITING/ BRAILING <u>Language structures</u>	Learners should be able to:--	Reading Writing Listening	English Junior syllabus	Work cards Sentence strips	Assumed knowledge: Learners some tenses. Intro: Re-cape of the previous lesson. 1. The facilitator give focus of the lesson	

		-Past tense -The choir sang beautifully last night.	--Use correct past tense to complete given sentences. -Construct their own sentences using given past tenses.	Speaking	grade 3-7 Page 33 2 HBC Plusone Learners book English Learners Book Page 26	Chart	2. Learners say the past tenses of given words while the facilitator guides them. 3. Learners in groups complete given sentences with past tenses and construct their own sentences. 4. Learners give feedback from their groups while the facilitator assists them 5. Learners write an exercise in their books individually. Con: Revision of written work and recap of concepts.	
	Lesson 5	READING/ SIGNING <u>Fluent reading</u> <u>Difficult time for Zandi</u> Reading skills such as:- Punctuation marks, word recognition, intonation	Learners should be able to:-- Read texts fluently observing punctuation marks	Punctuating Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 39 2 HBC Plusone Learners book English Learners Book Page 23-24	Chat with punctuation marks ICT tools Word cards	Assumed knowledge: Learners are able to read. Intro: Learners re-cape previous lesson. 1. The facilitator gives focus of the lesson. 2. Learners read in turns observing punctuation while the facilitator assists them. 3. Learners identify punctuation marks and say how they are used in written texts while the facilitator guides them. 4. Learners take turns to read given texts while the facilitator guides them. 5. Learners individually answer some questions from the texts the have read. Con: Oral review of the lesson done.	

		and word attack						
	Lesson 6	READING/ SIGNING <u>Comprehension</u> -Skimming and scanning Silent reading. - Comprehension answering	Learners should be able to: --read a variety of texts with understanding -answer at least half of the comprehension questions correctly	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 39 2 HBC Plusone Learners book English Learners Book Page 23-24	Story books A variety of texts Sentence trips Work cards	Assumed knowledge: Learners are able to read texts. Intro: Learners read unfamiliar words and use them in their own sentences. 1. Learners read the comprehension passage while the facilitator assists them. 2. Learners identify main points in the passage they have read while the facilitator assists them. 3. Learners answer comprehension questions in groups while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners answer comprehension questions correctly. Con: Revision of written work and recap of concepts.	
	Lesson 7	WRITING/ BRAILING Penmanship	Learners should be able to: -- - practice penmanship -write legibly using grade 3-	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 40	Alphabet New Nelson Script chart	Assumed knowledge: Learners are able to write. Intro: Re-cape of the previous lesson. 1. The facilitator gives focus of the lesson. 2. Learners read letters of the alphabet on the wall	

		(handwriting)	7 nelson script		2 HBC Plusone Learners book English Learners Book Page 19		3. Learners identify letters on the nelson script handwriting chart while the facilitator guides them. 4. Learners practice writing legibly individually in their books Con:Facilitator say the importance of writing legibly	
	Lesson 8	WRITING/ BRAILING <u>Composition writing</u> -Importance of trees:- -correct punctuation -use of topic sentences. - paragraphing skills	Learners should be able to:-- write controlled/ guided composition about importance of trees.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 33 2 HBC Plusone Learners book English Learners Book Page 25	Word cards ICT Tools Story books Sentence strips Charts Pictures	Assumed knowledge: Learners are to construct sentences. Intro: Learners talks about trees. 1.The facilitator outlines the composition framework. 2. Learners in pairs write a controlled composition about the importance of trees while the facilitator assists them. 3. Learners give feedback from their groups while the facilitator assists them. 4. Learners write their composition individually in their exercise books. Con: Few learners read their composition.	
	5	LISTENING	Learners should be able to:- distinguish	Identifying Reading	English Junior syllabus	Phonic alphabet	Assumed knowledge: Learners are able to read letters of the alphabet.	

Lesson 1	OBSERVING <u>Phonics</u> -The 44 English sounds -Stress patterns for two or more syllabic words.	different sounds in a set of given words. -Pronounce words with correct stress and intonation.	Writing Listening Speaking	grade 3-7 Page 44 2 HBC Plusone Learners book English Learners Book Page 11	A variety of texts Word cards Dictionaries ICT tools	Intro: Learners read the the lettersof the alphabet. 1. The facilitator gives focus of the lesson. 2. Learners distinguish different sounds of given sets of words while the facilitator assists them. 3. Learners in groups distinguish different sounds of given sets of words while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. Con: Oral review of the lesson.	
Lesson 2	WRITING/ BRAILING <u>Language structures</u> -Present tense e.g. Vongai fights for the rights of children.	Learners should be able to:-- --Use correct present tense to complete given sentences. -Construct their own sentences using given present tenses.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 33 2 HBC Plusone Learners book English Learners Book Page 33	Work cards Sentence strips Chart	Assumed knowledge: Learners some tenses. Intro: Re-cape of the previous lesson. 1. The facilitator give focus of the lesson 2. Learners give present tenses of words given while the facilitator assists them. 3. Learners in groups complete given sentences with present tenses and construct their own sentences. 4. Learners give feedback from their groups while the facilitator assists them 5. Learners write an exercise in their books individually.	

							Con: Revision of written work and recap of concepts.	
	Lesson 3	SPEAKING/ SIGNING <u>Registers</u> Communication registers.	Learners should be able to: -- Use appropriate registers to express themselves in different situations.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 37 2 HBC Plusone Learners book English Learners Book Page 6	ICT Tools Pictures of people -Anytime cards e.g. Xmas cards	Assumed knowledge: Learners can greet and introduce friends Intro: Learners re-cape previous lesson 1. The facilitator give focus of the lesson 2. Learners use appropriate registers for social interaction such as greetings, introductions, persuading and requesting something while the facilitator assists them. 3. Learners demonstrate the appropriate ways of expressing ideas in different communicative situation such as persuading and requesting something while the facilitator guides them. 4. Learners role play greetings and introduction while the facilitator guides them. CON: Oral review of the lesson.	
	Lesson 4	READING/ SIGNING <u>Understanding warnings</u>	Learners should be able to:--- -Read instructions, warnings and	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 40	Pesticides containers Insecticide containers	Assumed knowledge: Learners are able to read. Intro: Re-cape of the previous lesson. 1. The facilitator gives focus of the lesson. 2. Learners read instructions and warning while the facilitator guides them.	

		<u>and instructions</u> -Labels, Instructions and symbols on containers of different commodities such as medicines, insecticides etc	symbols on containers. -Explain the meaning of instructions, warnings and symbols on containers		2 HBC Plusone Learners book English Learners Book Page	Local environment	3. Learners interpret instruction and warnings while the facilitator assists them. 4. Learners in groups answer questions on instructions and warning while the facilitator assists them. 5. Learners give feedback from their groups while the facilitator assists them. 6. Learners write an exercise in their books individually. Con: Oral review of the lesson.	
	Lesson 5	READING/ SIGNING <u>Comprehension</u> <u>The Khami Ruins</u> -Skimming and scanning Silent reading. -	Learners should be able to:--read a variety of texts with understanding -answer at least half of the comprehension questions correctly	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 39 2 HBC Plusone Learners book English Learners Book	Story books A variety of texts Sentence trips Work cards	Assumed knowledge: Learners are able to read texts. Intro: Learners read unfamiliar words and use them in their own sentences. 1.Learners read the comprehension passage while the facilitator assists them.2. Learners identify main points in the passage they have read while the facilitator assists them. 3.Learners answer comprehension questions in groups while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them.	

		Comprehension answering			Page 30-31		5. Learners answer comprehension questions correctly. Con:Revision of written work and recap of concepts.	
	Lesson 6	DICTATION AND SPELLING <u>Words and sentences from various texts</u>	Learners should be able to:-- -Write dictated words correctly.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 35 2 HBC Plusone Learners book English Learners Book Page 35	ICT Tools Flash/word cards Sentence strips A variety of texts	Assumed knowledge: Learners have done spellings and dictation before. Intro: Recapping previous lessons 1.Learners read sentences from sentence strips 2.Learners read words from flash cards and word cards while the facilitator assists them. 3.Playing spelling Bee Game while learners write their spellings in individually. 4. Revision and recap of concepts. Con:Revise work written	
	Lesson 7	SPEAKING SIGNING <u>-Public speaking</u> -Public speaking	Learners should be able to:-- -express themselves confidently	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 35	A variety of texts - Recordings Resource person	Assumed knowledge: Learners are able to express themselves through speaking. Intro:Re-cape of the previous lesson. 1.The facilitator give focus of the lesson 2. Learners make notes for prepared speech while the facilitator assists them.	

		skills such as self-expression, clarity, posture, gestures and confidence.	before an audience. -Present prepared and unprepared speeches		2 HBC Plusone Learners book English Learners Book Page 41	ICT tools	3. Learners rehearse for public speaking while the facilitator guides them. 4. Reciting poems while the facilitator guides them. Con: Oral review of the lesson.	
	Lesson 8	WRITING/ BRAILING <u>Letter writing</u> <u>Formal letter</u> -Seeking permission to visit a national park of their own choice.	Learners should be able to:-- -Write a formal letter to the manager of the national park of their own seeking permission to visit the national park.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 33 2 HBC Plusone Learners book English Learners Book Page 39	Word cards ICT Tools Story books Sentence strips Charts Pictures	Assumed knowledge: Learners know types of letter. Intro: Learners identify types of letters. 1. Learners state differences and similarities between informal and formal letter writing while the facilitator assists them. 2. Learners observe the sample of a formal letters. 3. Learners in pairs write their formal letter to the manager of those national parks of their own choice while the facilitator assists them. 4. Learners give feedback from their pair work while the facilitator assists them. 5. Learners write their formal letters in their books individually. Con: Few learners read their composition.	

	6 Lesson 1	LISTENING/OBSERVING <u>Instructions/Commands</u> A series of instructions/commands such as:- stand up, jump around etc.	Learners should be able to:--- Follow a series of instructions/commands	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 34 2 HBC Plusone Learners book English Learners Book Page 20	Pictures Recording of instructions Instruction cards ICT tools	Assumed knowledge: Learners know some of the commanding words. Intro: Learners listen/observe a set of given instruction/commands 1. Learners name commanding words while the facilitator assists them. 2. Learners respond to a set of given instructions/commands while the facilitator helps them. 3. Role playing by learners giving instructions and following instructions while the facilitator assists them. Con: Oral review of the lesson.	
	Lesson 2	WRITING/BRAILING <u>Punctuation</u> -Punctuation marks - Question marks.	Learners should be able to:- -Use punctuation marks such as question marks correctly.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 30 2 HBC Plusone Learners book English Learners	Chart punctuation marks -a variety of texts -sentence strips	Assumed knowledge: Learners some of the punctuation marks. Intro: Learners name the punctuations marks they know. 1. The facilitator explains and demonstrates on the use of question marks. 2. Learners read given texts observing the use question marks while the facilitator assists them. 3. Learners punctuate given paragraphs individually.	

					Book Page 41		Con: Revision and recap of concepts taught.	
	Lesson 3	READING/ SIGNING <u>Extensive reading</u> <u>A New situation</u> -A variety of text -New words from the text	Learners should be able to:-- -Read a variety of texts for leisure. -Give contextual meaning of words from the texts.	Reading Writing Listening Speaking	English Junior syllabus grade 3- 7 Page 39 2 HBC Plusone Learners book English Learners Book Page 37 -38	Variety of text ICT tools Word cards Magazines Large print books	Assumed knowledge: Learners are able to read. Intro: Learners re-cape previous lesson 1. The facilitator gives focus of the lesson. 2. Learners read a variety of texts extensively while the facilitator guides them. 3. Learners list new words from the texts they have read. 4. Learners in groups answer questions from the texts they read and identify contextual meaning of new words while the facilitator assists them. 5. Learners give feedback from the groups while the facilitator assists them. 6. Learners write an exercise in their groups individually. Con: Oral review of the lesson.	
	Lesson 4	WRITING/ BRAILING <u>Language structures</u> -Sentence construction	Learners should be able to:-- -Use given words to complete	Reading Writing Listening Speaking	2 HBC Plusone Learners book English Learners Book Page 41	Work cards Sentence strips Chart	Assumed knowledge: Learners are able to make their own sentences using given words. Intro: Re-cape of the previous lesson. 1. The facilitator give focus of the lesson 2. Learners use given words to complete given sentences while the facilitator assists them.	

			given sentences -Make their own sentences using given words.		2 HBC Plusone Learners book English Learners Book Page 27		3. Learners in groups complete given sentences with given words and construct their own sentences. 4. Learners give feedback from their groups while the facilitator assists them 5. Learners write an exercise in their books individually. Con: Revision of written work and recap of concepts.	
	Lesson 5	SPEAKING/ SIGNING Registers Communication registers.	Learners should be able to:-- Use appropriate registers to express themselves in different situations.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 37 2 HBC Plusone Learners book English Learners Book Page 6	ICT Tools Pictures of people -Anytime cards e.g. Xmas cards	Assumed knowledge: Learners can greet and introduce friends Intro: Learners re-cape previous lesson 1. The facilitator give focus of the lesson 2. Learners use appropriate registers for social interaction such as greetings, introductions, persuading and requesting something while the facilitator assists them. 3. Learners demonstrate the appropriate ways of expressing ideas in different communicative situation such as persuading and requesting something while the facilitator guides them. 4. Learners role play greetings and introduction while the facilitator guides them. CON: Oral review of the lesson.	

Lesson 6	READING/ SIGNING <u>Comprehension</u> <u>The AIDS quiz</u> -Skimming and scanning Silent reading. - Comprehension answering	Learners should be able to:--read a variety of texts with understanding -answer at least half of the comprehension questions correctly	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 38 2 HBC Plusone Learners book English Learners Book Page 43 -44	Story books A variety of texts Sentence strips Work cards	Assumed knowledge: Learners are able to read texts. Intro: Learners read unfamiliar words and use them in their own sentences. 1.Learners read the comprehension passage while the facilitator assists them.2. Learners identify main points in the passage they have read while the facilitator assists them. 3.Learners answer comprehension questions in groups while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners answer comprehension questions correctly. Con:Revision of written work and recap of concepts.	
Lesson 7	WRITING/ BRAILING <u>Composition writing</u> -The visit to the park	Learners should be able to:-- write controlled/ guided composition about their neighbours.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 33 2 HBC Plusone Learners	Word cards ICT Tools Story books Sentence strips Charts	Assumed knowledge: Learners are to construct sentences. Intro: Learners talks about national parks . 1.The facilitator outlines the composition framework. 2. Learners in pairs write a controlled composition about their neighbour while the facilitator assists them.	

		-correct punctuation -use of topic sentences. - paragraphing skills			book English Learners Book Page 45	Pictures	3. Learners give feedback from their groups while the facilitator assists them. 4. Learners write their composition individually in their exercise books. Con: Few learners read their composition.	
	Lesson 8	Revision Ex Skill: Reading/Signing Listening/Observer Speaking/Signing Writing/Braille Concept: - All concepts taught on the above skills.	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explaining Describing Identifying	English Junior syllabus grade 3-7 Page 33/39 2 HBC Plusone Learners book English Learners Book Page 1 -46	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the week. 1. Class discussion of concepts taught during the week. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	

		-Revision test questions						
	7 Lesson 1	LISTENING/ OBSERVING <u>Public Speaking</u> <u>-Hiv and AIDS</u>	Learners should be able to:-- -express themselves confidently before an audience	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 36 2 HBC Plusone Learners book English Learners Book Page 48	Pictures I.C.T tools Different story books	Assumed knowledge: Learners can read words Intro: Re-cape previous lessons. 1.The facilitator give focus of the lesson 2. Learners listen to an incomplete story 3. Learners suggest possible endings while the facilitator assists them. 4. Learners in groups dramatize possible endings of the story they have head. Con: Oral review of the lesson.	
	Lesson 2	WRITING/ BRAILING <u>Language structures</u> -Singular and plurals. A frog, a	Learners should be able to:-- - Name how may things they are talking about e.g.if it's more than	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 43 2 HBC Plusone Learners	Work cards Sentence strips Chart	Assumed knowledge: Learners are able to make their own sentences using given words. Intro: Re-cape of the previous lesson. 1.The facilitator give focus of the lesson 2. Learners say whether the given things are singular or plural while the facilitator assists them.	

		sheep (Singular) Ten frogs, four frogs (Plural). If they can make it plural– it's a Noun.	one; they have to spell it differently.		book English Learners Book Page 46		3. Learners in groups change given things from singular to plural while the facilitator guides them. 4. Learners give feedback from their groups while the facilitator assists them 5. Learners write an exercise in their books individually. Con: Revision of written work and recap of concepts.	
	Lesson 3	SPEAKING/ SIGNING Debate -Debating procedures -Debating skills such as confidence, clarity,...	-express themselves in correct English through debate on topical and other issues.	Describing Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 36 2 HBC Plusone Learners book English Learners Book Page 11	A variety of texts Recordings Resource persons	Assumed knowledge: Learners construct sentences. Intro: Learners re-cape previous lesson 1. The facilitator gives focus of the lesson. 2. Learners and the facilitator discuss topical and other issues 3. Learners analyse views of other learners while the facilitator guides them. 4. Learners in groups hold debate and shows on topical and other issues while the facilitator guides them. Con: Oral review of the lesson.	

Lesson 4	WRITING/ BRAILING <u>Dictation and spellings</u> Words and sentences from various texts	Learners should be able to:-- -Write dictated words correctly.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 35 2 HBC Plusone Learners book English Learners Book Page 41	ICT Tools Flash/word cards Sentence strips A variety of texts	Assumed knowledge: Learners have done spellings and dictation before. Intro: Recapping previous lessons 1. Learners read sentences from sentence strips 2. Learners read words from flash cards and word cards while the facilitator assists them. 3. Playing spelling Bee Game while learners write their spellings in individually. 4. Revision and recap of concepts. Con: Revise work written	
Lesson 5	READING/ SIGNING <u>Fluent reading</u> <u>The Lead Guitar</u> Reading skills such as:- Punctuation marks, word	Learners should be able to:-- - Read texts fluently observing punctuation marks	Punctuati ng Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 35 2 HBC Plusone Learners book English Learners	Chat with punctuation marks ICT tools Word cards	Assumed knowledge: Learners are able to read. Intro: Learners re-cape previous lesson. 1. The facilitator gives focus of the lesson. 2. Learners read in turns observing punctuation while the facilitator assists them. 3. Learners identify punctuation marks and say how they are used in written texts while the facilitator guides them. 4. Learners take turns to read given texts while the facilitator guides them. 5. Learners individually answer some questions from the texts the have read.	

		recognition, intonation and word attack			Book Page 50 -51		Con: Oral review of the lesson done.	
	Lesson 6	READING/ SIGNING <u>Comprehension</u> -Skimming and scanning Silent reading. - Comprehension answering	Learners should be able to:-- read a variety of texts with understanding -answer at least half of the comprehension questions correctly	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 35 2 HBC Plusone Learners book English Learners Book Page 51 -52	Story books A variety of texts Sentence trips Work cards	Assumed knowledge: Learners are able to read texts. Intro: Learners read unfamiliar words and use them in their own sentences. 1. Learners read the comprehension passage while the facilitator assists them. 2. Learners identify main points in the passage they have read while the facilitator assists them. 3. Learners answer comprehension questions in groups while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners answer comprehension questions correctly. Con: Revision of written work and recap of concepts.	
		WRITING/ BRAILING	Learners should be able to:-- -Write dictated	Reading Writing Listening	English Junior syllabus grade 3-7	ICT Tools Flash/word cards	Assumed knowledge: Learners have done spellings and dictation before. Intro: Recapping previous lessons	

	Lesson 7	<u>Dictation and spellings</u> Words and sentences from various texts	words correctly.	Speaking	Page 35 2 HBC Plusone Learners book English Learners Book Page 54	Sentence strips A variety of texts	1.Learners read sentences from sentence strips 2.Learners read words from flash cards and word cards while the facilitator assists them. 3.Playing spelling Bee Game while learners write their spellings in individually. 4. Revision and recap of concepts. Con:Revise work written	
	Lesson 8	WRITING/ BRAILING <u>Letter writing</u> <u>Formal letter</u> -Applying for a grade 6 place at a school of their own choice.	Learners should be able to:-- Identify differences and similarities between formal and informal letters. -Write formal letter to their friends telling them about their new school.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 33 2 HBC Plusone Learners book English Learners Book Page 57	Word cards ICT Tools Story books Sentence strips Charts Pictures	Assumed knowledge: Learners know types of letter. Intro: Learners identify types of letters. 1.Learners state differences and similarities between informal and formal letter writing while the facilitator assists them.2. Learners observe the sample of a formal letters. 3.Learners in pairs write their formal letters while the facilitator assists them. 4. Learners give feedback from their pair work while the facilitator assists them. 5. Learners write their informal letters in their books individually. Con: Few learners read their composition.	

8 1/3/19 Lesson 1	LISTENING/OBSERVING <u>Information retention</u> -Short responses such as: true/false, it's true/it isn't	Learners should be able to:-- -Respond appropriately to questions using words such as true/false, yes/no, correct/incorrect.	Identifying Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 33 2 HBC Plusone Learners book English Learners Book Page 19	Recording Charts Pictures	Assumed knowledge: Learners know some of short response Intro: Learners read texts on flash cards. 1. The facilitator gives focus of the lesson. 2. Learners read texts from a chart while the facilitator guides them. 3. Learners in groups answer questions using short response while the facilitator while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners write an exercise in their books individually Con: Oral review of the lesson.
Lesson 2	WRITING/BRAILING <u>Language structures</u> -Future tense e.g.Kuda will fight for the rights of vegetables	Learners should be able to:-- --Use correct future tense to complete given sentences. -Construct their own sentences	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 36 2 HBC Plusone Learners book English	Work cards Sentence strips Chart	Assumed knowledge: Learners some tenses. Intro: Re-cape of the previous lesson. 1. The facilitator give focus of the lesson 2. Learners give future tenses of words given while the facilitator assists them. 3. Learners in groups complete given sentences with future tenses and construct their own sentences.

			using given future tenses.		Learners Book Page 53		4. Learners give feedback from their groups while the facilitator assists them 5. Learners write an exercise in their books individually. Con: Revision of written work and recap of concepts.	
	Lesson 3	SPEAKING SIGNING -Public speaking -Public speaking skills such as self-expression, clarity, posture, gestures and confidence.	Learners should be able to:-- -express themselves confidently before an audience. -Present prepared and unprepared speeches	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 36 2 HBC Plusone Learners book English Learners Book Page 48	A variety of texts - Recordings Resource person ICT tools	Assumed knowledge: Learners are able to express themselves through speaking. Intro: Re-cape of the previous lesson. 1. The facilitator give focus of the lesson 2. Learners make notes for prepared speech while the facilitator assists them. 3. Learners rehearse for public speaking while the facilitator guides them. 4. Reciting poems while the facilitator guides them. Con: Oral review of the lesson.	
	Lesson 4	Listening/Observing	Learners should be able to:- -Listen and respond	Reading Writing Listening	English Junior syllabus grade 3-7	Pictures A variety of texts	Assumed knowledge: Learners are able to read given texts. Intro: Learner read texts from given passages.	

		<u>Listening Comprehension</u> <u>The village Herione</u> -Different texts. - Comprehension questions	appropriately to questions from different texts read.	Speaking	Page 39 2 HBC Plusone Learners book English Learners Book Page 59 -60	I.C.T tools Reading Cards Question strips	1.Learners listen to texts read. 2. Learners in groups answer questions from question strips while the facilitator assists them. 3. Learners give feedback from their groups while the facilitator assists them. 4. Learners mime actions from a text read. 5. Learners write an exercise in their exercise books Con: Oral review of the lesson.	
	Lesson 5	DICTATION AND SPELLING <u>Words and sentences from various texts</u>	Learners should be able to:-- -Write dictated words correctly.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 35 2 HBC Plusone Learners book English Learners Book Page 79	ICT Tools Flash/word cards Sentence strips A variety of texts	Assumed knowledge: Learners have done spellings and dictation before. Intro: Recapping previous lessons 1.Learners read sentences from sentence strips 2.Learners read words from flash cards and word cards while the facilitator assists them. 3.Playing spelling Bee Game while learners write their spellings in individually. 4. Revision and recap of concepts. Con:Revise work written	

Lesson 6	READING/ SIGNING <u>Comprehension</u> <u>The village heroine</u> -Skimming and scanning Silent reading. - Comprehension answering	Learners should be able to:--read a variety of texts with understanding -answer at least half of the comprehension questions correctly	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 38 2 HBC Plusone Learners book English Learners Book Page 59 -51	Story books A variety of texts Sentence strips Work cards	Assumed knowledge: Learners are able to read texts. Intro: Learners read unfamiliar words and use them in their own sentences. 1.Learners read the comprehension passage while the facilitator assists them.2. Learners identify main points in the passage they have read while the facilitator assists them. 3.Learners answer comprehension questions in groups while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners answer comprehension questions correctly. Con:Revision of written work and recap of concepts.	
Lesson 7	WRITING/ BRAILING <u>Composition writing</u> -Importance of agriculture :-	Learners should be able to:--write controlled/ guided composition about the	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 33 2 HBC Plusone Learners	Word cards ICT Tools Story books Sentence strips Charts	Assumed knowledge: Learners are to construct sentences. Intro: Learners identify importance of trees. 1.The facilitator outlines the composition framework. 2. Learners in pairs write a controlled composition about the importance of agriculture while the facilitator assists them.	

		-correct punctuation -use of topic sentences. - paragraphing skills	importance of agriculture.		book English Learners Book Page 61	Pictures	3. Learners give feedback from their groups while the facilitator assists them. 4. Learners write their composition individually in their exercise books. Con: Few learners read their composition.	
	Lesson 8	Revision Ex Skill: Reading/Signing Listening/Observer Speaking/Signing Writing/Brailling Concept: - All concepts taught on the above skills.	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explaining Describing Identifying	English Junior syllabus grade 3-7 Page 33 /39	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the week. 1. Class discussion of concepts taught during the week. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	

		-Revision test questions						
	9 Lesson 1	LISTENING/OBSERVING <u>Instructions/Commands</u> A series of instructions/commands such as:- stand up, jump around etc.	Learners should be able to:--- Follow a series of instructions/commands	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 34 2 HBC Plusone Learners book English Learners Book Page 65	Pictures Recording of instructions Instruction cards ICT tools	Assumed knowledge: Learners know some of the commanding words. Intro: Learners listen/observe a set of given instruction/commands 1. Learners name commanding words while the facilitator assists them. 2. Learners respond to a set of given instructions/commands while the facilitator helps them. 3. Role playing by learners giving instructions and following instructions while the facilitator assists them. Con: Oral review of the lesson.	
	Lesson 2	WRITING/BRAILING <u>Language structures</u> -Adjectives e.g. Luke was wearing	Learners should be able to:-- --Use correct adjective to complete given sentences.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 33 2 HBC Plusone	Work cards Sentence strips Chart	Assumed knowledge: Learners some tenses. Intro: Re-cape of the previous lesson. 1. The facilitator give focus of the lesson 2. Learners give adjectives of words given while the facilitator assists them.	

		a <u>green</u> shirt. (They describe things i.e they tell you size, shape, colour of things)	-Construct their own sentences using given adjectives		Learners book English Learners Book Page 39		3. Learners in groups identify adjectives in given sentences while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them 5. Learners write an exercise in their books individually. Con: Revision of written work and recap of concepts.	
	Lesson 3	SPEAKING/ SIGNING Registers Communication registers.	Learners should be able to:-- Use appropriate registers to express themselves in different situations.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 37 2 HBC Plusone Learners book English Learners Book Page 58	ICT Tools Pictures of people -Anytime cards e.g Xmas cards	Assumed knowledge: Learners can greet and introduce friends Intro: Learners re-cape previous lesson 1. The facilitator give focus of the lesson 2. Learners use appropriate registers for social interaction such as greetings, introductions, persuading and requesting something while the facilitator assists them. 3. Learners demonstrate the appropriate ways of expressing ideas in different communicative situation such as persuading and requesting something while the facilitator guides them. 4. Learners role play greetings and introduction while the facilitator guides them. CON: Oral review of the lesson.	

Lesson 4	WRITING/ BRAILING <u>Dictation and spellings</u> Words and sentences from various texts	Learners should be able to:-- -Write dictated words correctly.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 35 2 HBC Plusone Learners book English Learners Book Page 41	ICT Tools Flash/word cards Sentence strips A variety of texts	Assumed knowledge: Learners have done spellings and dictation before. Intro: Recapping previous lessons 1. Learners read sentences from sentence strips 2. Learners read words from flash cards and word cards while the facilitator assists them. 3. Playing spelling Bee Game while learners write their spellings in individually. 4. Revision and recap of concepts. Con: Revise work written	
Lesson 5	READING/ SIGNING <u>Extensive reading</u> <u>Holidays</u> -A variety of text -New words from the text	Learners should be able to:-- -Read a variety of texts for leisure. -Give contextual meaning of words from the texts.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 38 2 HBC Plusone Learners book English Learners	Variety of text ICT tools Word cards Magazines Large print books	Assumed knowledge: Learners are able to read. Intro: Learners re-cape previous lesson 1. The facilitator gives focus of the lesson. 2. Learners read a variety of texts extensively while the facilitator guides them. 3. Learners list new words from the texts they have read. 4. Learners in groups answer questions from the texts they read and identify contextual meaning of new words while the facilitator assists them.	

					Book Page 74 -75		5. Learners give feedback from the groups while the facilitator assists them. 6. Learners write an exercise in their groups individually. Con: Oral review of the lesson.	
	Lesson 6	WRITING/ BRAILING Penmanship (handwriting)	Learners should be able to:-- -practice penmanship -write legibly using grade 3-7 nelson script	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 32 2 HBC Plusone Learners book English Learners Book Page 35	Alphabet New Nelson Script chart	Assumed knowledge: Learners are able to write. Intro: Re-cape of the previous lesson. 1.The facilitator gives focus of the lesson. 2.Learners read letters of the alphabet on the wall 3. Learners identify letters on the nelson script handwriting chart while the facilitator guides them. 4. Learners practice writing legibly individually in their books Con:Facilitator say the importance of writing legibly	
	Lesson 7	LISTENING/ OBSERVING <u>Information retention</u>	Learners should be able to:-- -Respond appropriately to questions using words such as	Identifying Reading Writing Listening	English Junior syllabus grade 3-7 Page 33	Recording Charts Pictures	Assumed knowledge: Learners know some of short response Intro: Learners read texts on flash cards. 1.The facilitator gives focus of the lesson. 2. Learners read texts from a chart while the facilitator guides them. 3. Learners in groups	

		-Short responses such as: true/false, it's true/it isn't	true/false, yes/no, correct/incorrect.	Speaking	2 HBC Plusone Learners book English Learners Book Page 19		answer questions using short response while the facilitator while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners write an exercise in their books individually Con: Oral review of the lesson.	
	Lesson 8	WRITING BRAILING <u>Creative writing</u> Summary	Learners should be able to:-- --summarise story read with good handwriting picking main points	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 38 2 HBC Plusone Learners book English Learners Book Page 63	Story books Work cards Sentence strips	Assumed knowledge: learners have written before INTRO: re-cape of the previous lesson 1. The facilitator give focus of the lesson 2. learners read texts in turns each for understanding 3. discuss what has been read 4. learners read texts in turns 5. summarising the story individually ON: read best summaries	
	10	LISTENING	Learners should be able to:-- - distinguish	Identifying Reading Writing	English Junior syllabus	Phonic alphabet	Assumed knowledge: Learners are able to read letters of the alphabet. Intro: Learners read the the letters of the alphabet.	

	Lesson 1	OBSERVING <u>Phonics</u> Long and short vowel sounds	long and short vowel sounds such as pull/pool Fool/full .	Listening Speaking	grade 3-7 Page 34 2 HBC Plusone Learners book English Learners Book Page 91	A variety of texts Word cards Dictionaries ICT tools	1. The facilitator gives focus of the lesson. 2. Learners identify words with various sounds while the facilitator assists them. 3. Learners state words with long and short vowel sound while the facilitator assists them. 4. Learners list words with long and short vowels Con: Oral review of the lesson.	
	Lesson 2	WRITING/ BRAILING <u>Language structures</u> -Adverbs:- are the ‘-ly’ word that say how something was done e.g Takura’s sisters sing <u>beautifully</u> .	Learners should be able to:-- --Use correct adverbs to complete given sentences. -Construct their own sentences using given adverbs.	Reading Writing Listening Speaking	2 HBC Plusone Learners book English Learners Book Page 33	Work cards Sentence strips Chart	Assumed knowledge: Learners some tenses. Intro: Re-cape of the previous lesson. 1. The facilitator give focus of the lesson 2. Learners use given adverbs in their own sentences while the facilitator assists them. 3. Learners in groups complete given sentences with the correct adverb while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them 5. Learners write an exercise in their books individually.	

							Con: Revision of written work and recap of concepts.	
	Lesson 3	READING/ SIGNING <u>Understanding warnings and instructions</u> -Labels, Instructions and symbols on containers of different commodities such as medicines, insecticides etc.	Learners should be able to:--- -Read instructions, warnings and symbols on containers. -Explain the meaning of instructions, warnings and symbols on containers	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 34 2 HBC Plusone Learners book English Learners Book Page 65	Pesticides containers Insecticide containers Local environment	Assumed knowledge: Learners are able to read. Intro: Re-cape of the previous lesson. 1. The facilitator gives focus of the lesson. 2. Learners read instructions and warning while that facilitator guides them. 3. Learners interpret instruction and warnings while the facilitator assists them. 4. Learners in groups answer questions on instructions and warning while the facilitator assists them. 5. Learners give feedback from their groups while the facilitator assists them. 6. Learners write an exercise in their books individually. Con: Oral review of the lesson.	
	Lesson 4	SPEAKING /SIGNING <u>Debate</u>	Learners should be able to:- -Identify topical issues	Reading Writing Listening Speaking	English Junior syllabus grade 3-7		Assumed knowledge: Learners know forms of abuse. Intro: Learner read texts on topical issues. 1. The facilitator give focus of the lesson	

		-Child Marriages, Child abuse, Enterprising	-Discuss on topical issues using correct tenses. -Dramatize topical issues		Page 35 2 HBC Plusone Learners book English Learners Book Page 82		2. Learners list topical issues while the facilitator assists them. 3. Learners in group dramatize on given topical issues while the facilitator guides them. 4. Learners give feedback on group work. Con: Oral review of the lesson.	
	Lesson 5	READING/ SIGNING <u>Understanding warnings and instructions</u> -Labels, Instructions and symbols on containers of different commodities such as medicines,	Learners should be able to:--- -Read instructions, warnings and symbols on containers. -Explain the meaning of instructions, warnings and symbols on containers	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 35 2 HBC Plusone Learners book English Learners Book Page 65	Pesticides containers Insecticide containers Local environment	Assumed knowledge: Learners are able to read. Intro: Re-cape of the previous lesson. 1.The facilitator gives focus of the lesson. 2. Learners read instructions and warning while that facilitator guides them. 3. Learners interpret instruction and warnings while the facilitator assists them. 4. Learners in groups answer questions on instructions and warning while the facilitator assists them. 5. Learners give feedback from their groups while the facilitator assists them. 6. Learners write an exercise in their books individually.	

		insecticides etc.					Con: Oral review of the lesson.	
	Lesson 6	READING/ SIGNING <u>Comprehension</u> <u>Speech and prize giving day</u> -Skimming and scanning Silent reading. - Comprehension answering	Learners should be able to:-- read a variety of texts with understanding -answer at least half of the comprehension questions correctly	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 39 2 HBC Plusone Learners book English Learners Book Page 80 -81	Story books A variety of texts Sentence trips Work cards	Assumed knowledge: Learners are able to read texts. Intro: Learners read unfamiliar words and use them in their own sentences. 1. Learners read the comprehension passage while the facilitator assists them. 2. Learners identify main points in the passage they have read while the facilitator assists them. 3. Learners answer comprehension questions in groups while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners answer comprehension questions correctly. Con: Revision of written work and recap of concepts.	
	Lesson 7	SPEAKING SIGNING <u>-Public speaking</u>	Learners should be able to:-- -express themselves confidently	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 35	A variety of texts - Recordings	Assumed knowledge: Learners are able to express themselves through speaking. Intro: Re-cape of the previous lesson. 1. The facilitator give focus of the lesson	

		-Public speaking skills such as self-expression, clarity, posture, gestures and confidence.	before an audience. -Present prepared and unprepared speeches		2 HBC Plusone Learners book English Learners Book Page 150	Resource person ICT tools	2. Learners make notes for prepared speech while the facilitator assists them. 3. Learners rehearse for public speaking while the facilitator guides them. 4. Reciting poems while the facilitator guides them. Con: Oral review of the lesson.	
	Lesson 8	WRITING/ BRAILING <u>Letter writing</u> <u>Formal letter</u> -Applying for a job as window cleaner at a local supermarket during the school holiday to raise money for the school trip	Learners should be able to:-- -Write formal letter looking for a job as window cleaner at the local shops during the school holiday.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 33 2 HBC Plusone Learners book English Learners Book Page 61	Word cards ICT Tools Story books Sentence strips Charts Pictures	Assumed knowledge: Learners know types of letter. Intro: Learners identify types of letters. 1. Learners state differences and similarities between informal and formal letter writing while the facilitator assists them. 2. Learners observe the sample of a formal letters. 3. Learners in pairs write a letter looking for job as a window cleaner at the local supermarket while the facilitator assists them. 4. Learners give feedback from their pair work while the facilitator assists them. 5. Learners write their letters in their books individually. Con: Few learners read their composition.	

	11 Lesson 1	Revision Ex Skill: Reading/Sig ning Listening/O bser Speaking/Si gnin Writing/Brai ling Concept: - All concepts taught on the above skills. -Revision test questions	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explainin g Describin g Identifyin g	English Junior syllabus grade 3-7 Page 33/39 2 HBC Plusone Learners book English Learners Book Page 1 - 90	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
	Lesson 2	Revision Ex Skill: Reading/Sig ning	During the lesson learners should be able to:-	Explainin g Describin g	English Junior syllabus grade 3-7	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term.	

		Listening/O bser Speaking/Si gnin Writing/Brai ling Concept: - All concepts taught on the above skills. -Revision test questions	Answer at least half of the revision test questions given correctly.	Identifyin g	Page 33/43 2 HBC Plusone Learners book English Learners Book Page 1 90		1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
	Lesson 3	Revision Ex Skill: Reading/Sig ning Listening/O bser Speaking/Si gnin	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explainin g Describin g Identifyin g	English Junior syllabus grade 3-7 Page 33 /39 2 HBC Plusone Learners book	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually.	

		Writing/Brailing Concept: - All concepts taught on the above skills. -Revision test questions			English Learners Book Page 191		3. Revision and recap of written work. Con. Revision of written and recap of concepts	
	Lesson 4	Revision Ex Skill: Reading/Signing Listening/Observer Speaking/Signing Writing/Brailing Concept: - All concepts taught on	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explaining Describing Identifying	English Junior syllabus grade 3-7 Page 33/39 2 HBC Plusone Learners book English Learners Book	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	

		the above skills. -Revision test questions			Page 1 - 90			
	Lesson 5	Revision Ex Skill: Reading/Sig ning Listening/O bser Speaking/Si gnin Writing/Brai ling Concept: - All concepts taught on the above skills. -Revision test questions	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explainin g Describin g Identifyin g	English Junior syllabus grade 3-7 Page 33/39	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	

	Lesson 6	Revision Ex Skill: Reading/Sig ning Listening/O bser Speaking/Si gnin Writing/Brai ling Concept: - All concepts taught on the above skills. -Revision test questions	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explainin g Describin g Identifyin g	English Junior syllabus grade 3-7 Page 33-43 2 HBC Plusone Learners book English Learners Book Page 195	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
	Lesson 7	Revision Ex Skill: Reading/Sig ning	During the lesson learners should be able to:-	Explainin g Describin g	English Junior syllabus grade 3-7	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term.	

		Listening/O bser Speaking/Si gnin Writing/Brai ling Concept: - All concepts taught on the above skills. -Revision test questions	Answer at least half of the revision test questions given correctly.	Identifyin g	Page 33 /43 2 HBC Plusone Learners book English Learners Book Page 1 - 98		1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
	Lesson 8	Revision Ex Skill: Reading/Sig ning Listening/O bser Speaking/Si gnin	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explainin g Describin g Identifyin g	English Junior syllabus grade 3-7 Page 33 -43	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually.	

		Writing/Brailling Concept: - All concepts taught on the above skills. -Revision test questions					3. Revision and recap of written work. Con. Revision of written and recap of concepts	
	12 Lesson 1	Revision Ex Skill: Reading/Signing Listening/Observer Speaking/Signing Writing/Brailling Concept: - All concepts taught on	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explaining Describing Identifying	English Junior syllabus grade 3-7 Page 33-43 2 HBC Plusone Learners book English Learners Book	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	

		the above skills. -Revision test questions			Page 1 - 90			
	Lesson 2	Revision Ex Skill: Reading/Sig ning Listening/O bser Speaking/Si gnin Writing/Brai ling Concept: - All concepts taught on the above skills. -Revision test questions	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explainin g Describin g Identifyin g	English Junior syllabus grade 3-7 Page 33 -38 2 HBC Plusone Learners book English Learners Book Page 1 - 98	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	

	Lesson 3	Revision Ex Skill: Reading/Sig ning Listening/O bser Speaking/Si gnin Writing/Brai ling Concept: - All concepts taught on the above skills. -Revision test questions	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explainin g Describin g Identifyin g	English Junior syllabus grade 3-7 Page 33 462 HBC Plusone Learners book English Learners Book Page 1 - 101	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
	Lesson 4	Revision Ex Skill: Reading/Sig ning	During the lesson learners should be able to:-	Explainin g Describin g	English Junior syllabus grade 3-7	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term.	

		Listening/O bser Speaking/Si gnin Writing/Brai ling Concept: - All concepts taught on the above skills. -Revision test questions	Answer at least half of the revision test questions given correctly.	Identifyin g	Page 33-44 2 HBC Plusone Learners book English Learners Book Page 1 - 97		1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
	Lesson 5	Revision Ex Skill: Reading/Sig ning Listening/O bser Speaking/Si gnin	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explainin g Describin g Identifyin g	English Junior syllabus grade 3-7 Page 33-43 2 HBC Plusone Learners book	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually.	

		Writing/Brailing Concept: - All concepts taught on the above skills. -Revision test questions			English Learners Book Page 198		3. Revision and recap of written work. Con. Revision of written and recap of concepts	
	Lesson 6	Revision Ex Skill: Reading/Signing Listening/Observer Speaking/Signing Writing/Brailing Concept: - All concepts taught on	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explaining Describing Identifying	English Junior syllabus grade 3-7 Page 33-45	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	

		the above skills. -Revision test questions						
	Lesson 7	Revision Ex Skill: Reading/Sig ning Listening/O bser Speaking/Si gnin Writing/Brai ling Concept: - All concepts taught on the above skills. -Revision test questions	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explainin g Describin g Identifyin g	English Junior syllabus grade 3-7 Page 33-45 2 HBC Plusone Learners book English Learners Book Page 1 - 98	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	

	Lesson 8	Revision Ex Skill: Reading/Sig ning Listening/O bser Speaking/Si gnin Writing/Brai ling Concept: - All concepts taught on the above skills. -Revision test questions	During the lesson learners should be able to:- Answer at least half of the revision test questions given correctly.	Explainin g Describin g Identifyin g	English Junior syllabus grade 3-7 Page 33-45 2 HBC Plusone Learners book English Learners Book Page 1 - 98	-work cards Flash cards Charts	Assumed knowledge: learners are able to answer revision test questions. Intro: Recap of concepts taught during the term. 1. Class discussion of concepts taught during the term. 2. Learners answer oral questions from the facilitator on learned concepts. 2. Learners write revision test in their books individually. 3. Revision and recap of written work. Con. Revision of written and recap of concepts	
--	-----------------	---	---	---	--	--------------------------------------	--	--

Indigenous Language SHONA

Zvinangwa4]

- “+Kuti vadzidzi vakwanise kuverenga, kutaura, kunyora uyewo kuva nezvinooneka, kubatika pamwe nekukwanisa kuita mabasa emaoko
- Kukurudzira vadzidzi kuti vanzwane nevamwe munguva dzakasiyana.
 - Kuti vadzidzi Vakwanise kushandisa mishina {ICT technology}
- Kuti vana vaone kukosha kwemitauro yedu yemuno vagofarira kugara vachiiverenga pachavo kuitira tsika neunhu hwavo kutaurawo ngano dzepasi chigare
 - Vadzidzi Vakwanise kuite hurukuro nhetembo pamwe ne nziyo kana zvimwewo [puzzles, riddles, quiz, questions]

Tugono

1. Kuteerera 2. Kutaura

3. Kuverenga

4. Kunyora

L

Vavairo:Kuti vadzidzi vawe neunyanzvi mu kuverenga, kutaura, kunyora uyewo kuva nezvinooneka, kubatika pamwe nekukwanisa kuita mabasa emaoko. Kukurudzira vadzidzi kuti vanzwane nevamwe munguva dzakasiyana.Kuti vana vaone kukosha kwemitauro yedu yemuno vagofarira kugara vachiiverenga pachavo kuitira tsika neunhu hwavo kutaurawo ngano dzepasi chigare.

1 Chidzidzo 1&2	Zvokutaura nekuteerera. Zvandinoda nezvandinofarira Farira dzidzo	Vava vanotariswa kukwanisa ku:--- kutaura pamusoro pamusoro pezvavanoda	Kutaura Kuteerera. Kunyora.	Vana vanoziwa vatungamiriri vemudunhu ravo.	Indigenous languages Syll Grde 3-7, Page 28 2 Makadhi Mifananidzo 47 2 HBC Rodza Pfungwa bhuku revana Gwaro	Nhanganyaya –Mudzidzisi anotaura kanyaya pamusoro pezvaanoda nezvaanofarira 1. Vadzidzi vano taurirana pamusoro pezvavanofarira nezvavanoda. 2. Vadzidzi mumapoka avo vano taurirana pamusoro
--	--	--	--------------------------------	---	---	--

		nezvavanofarira -kuumba mazwinemitin himira yakapihwa.			Rechishanu grade 5 peji 1 -2	pezvanoda vachichirechedza musiyano pazviri. 3. Vadzidzi vanopakura zvavawana. 4. Vadzidzi vanoumba mazwi nemitinhimira yakapihwa. Mhedziso – mibvunzo yekupeta basa	
Chidzidzo 3 &4	Kuverenga nekuinyora. Nzwisiso. Farira Dzidzo -kupindura mibvunzo yenzwisiso	Vava vanotariswa kukwanisa ku:--- kuverenga ndima vachinzwisisa. -kupindura mibvunzo mitanhatu kubva mundima yaverengwa.	kuverenga kunyora	Vadzidzi vanogona kuverenga.	Indigenous languages Syll Grde 3-7, Page 47 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 2 -3 Makadhi Mifananidzo	Nhanganyaya –Mudzidzisi nevana vanoimba rwiyo. 1 Vadzidzi vano verenga mazwi matsva kubva mundima icha verengwa voma tsanangura. 2 Vadzidzi vano verenga ndima 3 Vadzidzi vano pindura mibvunzo iri pamakadhi. 4 Vana vanopakura zvavawana. 5 Vana vanonyora basa sedungamunhu. Mhedziso – dzokororo yebasa ranyorwa nevana.	

Chidzidzo 5	Kutaura nekunyora. Zviito	Vava vanotariswa kukwanisa ku:--- kudoma zviito zvingangoita zvishanu. -kuzadzisa zvirevo neziito zvakapihwa.	Kunyora Kutaura	-vana vanoziwa zvimwe zviito.	Indigenous languages Syll Grde 3-7, Page 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 5 Makadhi	Nhanganyaya – vadzidzi vanoita zvavanenge vanzi vaite nemudzidzisi. 1 Vadzidzi vano verenga zviito zviripamakadhi. 2 Vadzidzi vano doma zviito zvavanoziwa. 3 Vadzidzi vano pindura mibvunzo sedungamunhu. Mhedziso – dzokororo yebasa ranyorwa nevana.	
Chidzidzo 6	Kutaura nekuteerera. Hurukuro Didzo	Vava vanotariswa kukwanisa ku:-- kuita hurukuro pamusoro pezvavanoda nezvavanofarira	Kutaura Kuteerera.	-vana vanoziwa mabasa evatongi vemumaruva.	Indigenous languages Syll Grde 3-7, Page 30 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 6	Nhanganyaya – vadzidzi vanodoma zvanoda nezvavanofarira 1. Vadzidzi vano verenga mazwi ari pamakadhi pamusoro pezvinhu zvinodiwa nemunhu kuti arame. 2. Vadzidzi vanoita hurukuro pamusoro pezvavanoda kuti varame vachibatsirwa nemudzidzisi. 3. Vadzidzi vano pindura mibvunzo sedungamunhu.	

						Mhedziso – dzokororo yebasa rakurukurwa.	
Chidzidzo 7	Kunyora -Rondedzero Basa randinoda kuazoita ndakura	Vava vanotarirwa kukwanisa ku:--- kunyora rondedzero nemutauro wakanaka pamusoro pebasa ravanoda kuzoita	Kunyora	Vana vanogona kuumba mitsara yakazara.	Indigenous languages Syll Grde 3-7, Page 59 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 5	Nhanganyaya – vadzidzi vanoogorora mifananidzo pamusoro pemabasa 1. Vana vanodoma mabasa avanoda kana vakura. 2. Vana vanodoma mayorerwo erondedzero vachibatsirwa nemudzidzisi. 3. Vadzidzi vanopa chidumbu cherondedzero mumaboka. 3. Vadzidzi vanoverenga zvavanyora. 4. Vadzidzi vano nyora rondedzero sedungamunhu. Mhedziso – vana vatatu vanoverenga zvavanyora.	
Chidzidzo 8	Kunyora (Penmanship -Nelson's script)	Vava vanotarirwa kukwanisa ku:--- kunyora vachiumba mavara zvakanaka.	kuverenga kunyora	Vana vanoziwa zvimwe zvinongedzo	Indigenous languages Syll Grde 3-7, Page 60 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 5	Nhanganyaya – vadzidzi vanoongorora chati rinerunyoro rwe 'Nelson's script' 1. Mudzidzisi anoratidza vana manyorero akanaka. 2 Vadzidzi vari mumapoka vano edzeserakunyora vachiteedzerarunyoro rwakanaka. 3 Vadzidzi vano nyora basa ravo sedungamunhu.	

						Mhedziso – dzokororo yebasa.	
Vavariro: Kuti vadzidzi vawe neunyanzvi mu kuverenga, kutaura, kunyora uyewo kuva nezvinooneka, kubatika pamwe nekukwanisa kuita mabasa emaoko. Kukurudzira yemuno vagofarira kugara vachiiverenga pachavo kuitira tsika neunhu hwavo kutaurawo ngano dzepasi chigare.							
2 Chidzidzo 1	Zvokutaura nekuteerera Kutandara pasichigare	Vava vanotariswa kukwanisa ku:--- kudoma zviitiko zviiriko zvekyutandara zvepasichigare -Kutsangura zviitiko zvemunharaunda nemunyika	Kutaura Kuteerera Kunyora.	Vana vanoziva zvimwe zvinoitika munharaunda	Indigenous languages Syll Grde 3-7, Page 45 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 7 Makadhi Mifananidzo	Nhanganyaya –Mudzidzisi anoratidza vana mifananidzo yezviitiko zvakasiyana siyana. 1. Vadzidzi vanodoma zviitiko zvinoitika munharaunda dzavanobva 2. Vadzidzi mumapoka avo vano taurirana zviitiko zvinoitika munharaunda dzavanobva nezvinoitika munyika yese vachibatsirwa nemudzidzisi. 3. Vana vanopakurirana zvavawana mumapoka 4. Vadzidzi vanoumba mazwi nemitinhimira yakapihwa. Mhedziso – Mibvunzo yekupeta basa	
Chidzidzo 2 & 3	Kuverenga nekunyora. Kutandara pasichigare	Vava vanotariswa kukwanisa ku:---	kuverenga kunyora	Vadzidzi vanogona kuverenga.	Indigenous languages Syll Grde 3-7, Page 47 2 HBC Rodza Pfungwa bhuku revana Gwaro	Nhanganyaya –Mudzidzisi anotaurira vadzidzi kanyaya pamusoro pemabasa emaoko.	

	Nzwisiso -Kupindura mibvunzo yenzwisiso	kuverenga ndima vachinzwisisa. -kupindura mibvunzo mitanhatu kubva mundima yaverengwa.			Rechishanu grade 5 peji 8 -10 Makadhi Mifananidzo.	1.Vadzidzi vano verenga mazwi matsva kubva mundima icha verengwa voma tsanangura. 2.Vadzidzi vano verenga ndima vachibatsirwa nemudzidzisi 3.Vadzidzi vano pindura mibvunzo iri pamakadhi. 4. Vana vanonyora basa sedungamunhu. Mhedziso – dzokororo yebasa ranyorwa nevana.	
Chidzidzo 4	Kutaura nekuteerera - Zvakakoshera zviitiko zvimunharau nda nezviitiko zvenyika yose	Vava vanotariswa kukwanisa ku:--- kutsanangura zvakoshera zviitiko zvemunharaunda nezviitiko zvenyika yose	Kunyora Kutaura	-vana vanoziwa zviitiko zvenoitika munharaunda nezvinoitika munyika yese.	Indigenous languages Syll Grde 3-7, Page 40 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 13 Makadhi Mifanidzo	Nhanganyaya – vadzidzi vanodoma zviitiko zvinoitika munharaunda dzavanobva zvakakosha. 1. Vana vanodoma zviitiko zvinoitika munharaunda dzavanobva nezvinoitika munyika mese. 2. Mudzidzisi anotsangura pamusoro pekukosha kwezviitiko zvemunharaunda nenyika yose zvadomwa nevana. 3. Vana vano taurirana mumapoka avo zvakakoshera zviitiko zvemunharaunda nezvenyika yese vachibatsirwa nemudzidzisi. 4. Vana	

						vanopakurirana zvavawana mumapoka avo vachibatsirwa nemudzidzisi. Mhedziso – dzokororo yebasa raitwa mumapoka.	
Chidzidzo 5	Kunyora Zvikombere dzo -Zvimiso:- (Fullstop, Capital letter, exclamation marks, comma etc	Vava vanotarirwa kukwanisa ku:--- kushandisa zvimisomzvaka kodzera	Kutaura Kuteerera.	-vana vanoziwa zvimwe zvezvimiso.	Indigenous languages Syll Grde 3-7, Page 56 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 18	Nhanganyaya – Vana vanodoma zvimiso zvavanoziwa. 1. Vadzidzi vano doma zvimiso zvavanoziwa. 2 Mudzidzisi anotsanangura pamusoro pezvimiso. 3 Vadzidzi vari mumapoka vanoisa zvimiso ndima yavanenge vapihwa mudzidzisi achivabatsira. 4 Vadzidzi vanopakurirana zvavawana mumapoka avo mudzidzisi achivabatsira. 5 Vana vanonyora basa mumabhuku sedungamunhu. Mhedziso – dzokororo yebasa ranyorwa nevana.	
Chidzidzo 6 & 7	Kunyora rondedzero Chiitiko chakaitika	Vava vanotarirwa kukwanisa ku:- Kutsanangura	Kunyora	Vana vanogona kuumba mitsara yakazara.	Indigenous languages Syll Grde 3-7, Page 58 2 HBC Rodza Pfungwa bhuku revana Gwaro	Nhanganyaya – vadzidzi vanoona mifananidzo yezvitiko zvakasiana 1. Vadzidzi vanodoma zvitiko zvinovanakidza zvinoitika	

	mudunhu medu chakandifadz a	chiitiko chakaitika mudunhu mavo chakavafadza -kushanidisa zvimiso nezvirunga mutauro nemazvo.			Rechishanu grade 5 peji 11-12	mudunhu mavo. 2. Vadzidzi vanotaura zvinotarisisirwa pakunyora rondedzero yanaka vachibatsirwa nemudzidzisi. 3. Vana mumapoka vanonyora rondedzero pamusoro pechiitiko chakaitika mudunhu mavo chakavafadza. 4. Vana vanopakurirana zvavawana mumapoka avo mudzidzisi achivabatsira. 5. Vana vanonyora rondedzero mumabhuku avo mumwe nemumwe Mhedziso – vana vatatu vanoverenga zvavanyora.	
Chidzidzo 8	Kunyora Zviperego.	Vava vanotarisisirwa kukwanisa ku:--- kunyora zviperengo zvemazwi anoita gumi.	kuverenga kunyora	Vana vakambo nyora zviperengo.	Indigenous languages Syll Grde 3-7, Page 54 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 13	Nhanganyaya – vadzidzi vanoongorora nekutsanangura mifananidzo yakapihwa, 1. Vadzidzi vano verenga mazwi akapihwa. 2. Vadzidzi vanotsanangura mazwiakapihwa. 3. Mudzidzisi anodanidzira mazwi vana vakateerera. 4. Vadzidzi vano nyora zviperengo sedungamunhu. Mhedziso – dzokororo yebasa.	

Vavariro: Kuti vadzidzi vawe neunyanzvi mu kuverenga, kutaura, kunyora uyewo kuva nezvinooneka, kubatika pamwe nekukwanisa kuita mabasa emaoko. Kukurudzira vadzidzi kuti vanzwane nevamwe munguva dzakasiyana. Kuti vana vaone kukosha kwemitauro yedu yemuno vagofarira kugara vachiiverenga pachavo kuitira tsika neunhu hwavo kutaurawo ngano dzepasi chigare.						
3 Chidzidzo 1	Zvokutaura nekuteerera. Mitambo yepasicgaigare Hwaro hweupenyu	Vava vanotarirwa kukwanisa ku:--- kudoma tsika dzechinyakare dzaiitika mumatunhu avo. Kukurukura pamuso pamusoro penhorondo yemhuri dzavo.	Kutaura Kuteerera. Kunyora.	Vana vanoziwa tsika dzechinyakeare.	Indigenous languages Syll Grde 3-7, Page 62 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 13 Makadhi	Nhanganyaya –Vadzidzi vanoona mifananidzo ine tsika dzechinyakare. 1. Vadzidzi vanodoma dzika dzechinyakare dzavanoziwa mudzidzisi achivabatsira. 2. Vana vanotaurirana vari mumapoka pamusoro penhorondo dzemhuri dzavo mudzidzisi achivabatsira. 3. Vana vanopakurirana zvavawana mumapoka avo. 4. Vana vatsanangura nhorondo yemhuri dzvao vamwe vachinzwa. Mhedziso – mibvunzo yekupeta basa
Chidzidzo 2 & 3	Kuverenga nekuinyora. -Kuverenga vachidodomesa -Nzwisiso:- Kupindura	Vava vanotarirwa kukwanisa ku:--- kuverenga ndima vachidodomesa.	kuverenga kunyora	Vadzidzi vanogona kuverenga.	Indigenous languages Syll Grde 3-7, 47 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 14 -16	Nhanganyaya –Mudzidzisi vanoverenga mazwi angangova matsva abva mundima yavachavarenga vomatsangura. 1. Vadzidzi vano verenga mazwi matsva kubva mundima icha verengwa voma tsanangura. 2. Vadzidzi vano verenga ndima vachibatsirwa

	mibvunzo yenzwisiso	-kupindura mibvunzo mitanhatu kubva mundima yaverengwa.			Makadhi	nemudzidzisi. 3. Vadzidzi vano pindura mibvunzo iri pamakadhi vari mumapoka vachibatsirwa nemudzidzisi. 4. Vadzidzi vanopkaurirana zvavawana mumapoka. 5. Vadzidzi vanonyora basa sedungamunhu. Mhedziso – dzokororo yebasa ranyorwa nevana.	
Chidzidzo 4	Kuverenga Zvimiso: -chitura mafemo -chidonhwe	Vava vanotarirwa kukwanisa ku:--- kuverenga ndima vachiongorora zvimiso nemazvo.	Kunyora Kutaura	Vana vanogona kuverenga.	Indigenous languages Syll Grde 3-7, Page 56 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 2 -3 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 18 Makadhi Mifanidzo	Nhanganyaya – Mudzidzisi anoratidza vana kuverenga kwakanaka. 1. Vadzidzi vano verenga ndima vachifema pose panechitura befu mudzidzisi anobatsira vadzidzidi. 2. Vadzidzi vanovereng vari mumapoka mudzidzisi axchibatsira vadzidzi. 3. Vadzidzi vanoverengera mudzidzisi sedungamunhu. Mhedziso – Vana vanotaura nyaya yavavernga muchindimbu.	
Chidzidzo 5	Kunyora Mazwi anopesana.	Vava vanotarirwa kukwanisa ku:--- kudoma	Kutaura Kuteerera.	-vana vanoziwa mamwe mazwi anopesana.	Indigenous languages Syll Grde 3-7, Page 35	Nhanganyaya – vadzidzi vanodoma mazwi anopesana. 1. Vadzidzi vano doma mazwi anopesana neakanyorwa.	

	Sokuti, Harahwa- Mukomana.	mazwi anopesana nemashanu akapihwa. -kuumba zvirevo nemazwi anopesana.				2.Vadzidzi vanoumba zvirevo mumapoka vopakura zvavawana vachibatsirwa nemudzidzisi. 3. Vana vanopakurirana zvavawana mumapoka avo. 4.Vadzidzi vano pindura mibvunzo sedungamunhu. Mhedziso – Dzokororo yebasa ranyorwa nevana.	
Chidzidzo 6 & 7	Kunyora Rondedzero -Mhuri yedu	Vava vanotarirwa kukwanisa ku:--- kunyora rondedzero pamusoro pemusoro pemhuri dzavo	Kunyora	Vana vanogona kuumba mitsara yakazara.	Indigenous languages Syll Grde 3-7, Page 34	Nhanganyaya – Vadzidzi vanoongorora mufananidzo. 1. Vadzidzi vanotsangura zvinotarirwa pakunyora rondedzero mudzidzisi achivabatsira. 2. Vadzidzi vanonyora pamusoro pemhuri dzavo vari mumapoka mudzidzisi achivabatsira. 3. Vadzidzi vanopakurirana zvavawana mumapoka avo. 4.Vadzidzi vano nyora rondedzero sedungamunhu. Mhedziso – Vadzidzi vatatu vanoverenga zvavanyora.	

Chidzidzo 8	Kunyora Tsumo: Kuzadzisa tsumo.	Vava vanotarirwa kukwanisa ku:--- kupa tsumo ina dzavano ziva. -kuzadzisa tsumo dzakapihwa nechishona chakanaka.	Kuverenga. a. Kunyora.	Vana vanoziya tsumo.	Indigenous languages Syll Grde 3-7, Page 34	Nhanganyaya – Vadzidzi vanodoma tsumo dzavano ziva. 1. Vadzidzi vano vanopa tsumo dzavanoziva. 2. Vadzidzi mumapoka avo vano zadzisa tsumo dzakapihwa vachibatsirwa nemudzidzisi. 3. Vana vanopakurirana zvavawana mumapoka avo mudzidzisi achivabatsira. 4. Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – Dzokororo yebasa.	
Vavariro: Kuti vadzidzi vawe neunyanzvi mu kuverenga, kutaura, kunyora uyewo kuva nezvinooneka, kubatika pamwe nekukwanisa kuita mabasa emaoko. Kukurudzira vadzidzi kuti vanzwane nevamwe munguva dzakasiyana. Kuti vana vaone kukosha kwemitauro yedu yemuno vagofarira kugara vachiiverenga pachavo kuitira tsika neunhu hwavo kutaurawo ngano dzepasi chigare.							
4 Chidzidzo 1	Zvokutaura nekuteerera. Zvenguva -mazuva evhiki, mwedzi yegore nemwaka yegore	Vava vanotarirwa kukwanisa ku:--- Kudoma mazuva evhiki, mwedzi nemwaka yegore.	Kutaura Kuteerera. Kunyora.	Vana vanoziya dzimwe tsika dzevatema.	Indigenous languages Syll Grde 3-7, Page 27 ne 57 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 18 Makadhi Bambiri	Nhanganyaya –Vadzidzi vanoimba karwiyo vachidoma mazuva evhiki, nemwedzi. 1. Vadzidzi vadoma mashoko anoshandiswa kutaura zvenguva vachibatsirwa nemudzidzisi. 2. Vadzidzi vanodoma mazuva, mwezi nemwaka yegore nezvitiko zvinoitika mairi vachibatsirwa nemudzidzisi.Vadzidzi vanoita	

						hurukuro pamusoro petsika dzevatema. 3. Vana vanopkaurirana zvavawana mumapoka avo mudzidzisi achivabatsira 4. Vadzidzi vanoumba zvirovo nemazwi akapihwa Mhedziso – Mibvunzo yekupeta basa	
Chidzidzo 2 & 3	Kuverenga nekunyora. Nzwisiso Kutenga nekutengese rana -kupindura mibvunzo yenzwisiso	Vava vanotariswa kukwanisa ku:--- kuverenga ndima vachinzwisisa.- kupindura mibvunzo mitanhatu kubva mundima yaverengwa.	kuverenga kunyora	Vadzidzi vanogona kuverenga.	Indigenous languages Syll Grde 3-7, peji 31 ne62 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 23-24 Makadhi. Mifananidzo	Nhanganyaya –Mudzidzisi anotaridza vana mifananidzo ytsika dzakasiyana-siyana. 1. Vadzidzi vano verenga mazwi matsva kubva mundima icha verengwa voma tsanangura. 2. Vadzidzi vano verenga ndima vachibatsirwa nemudzidzisi. 3. Vadzidzi vano pindura mibvunzo iri pamakadhi vari mumapoka vachibatsirwa nemudzidzisi. 4. Vadzidzi vanonyora basa sedungamunhu. Mhedziso – dzokororo yebasa ranyorwa nevana.	
Chidzidzo 4	Kuverenga /Kunyora	Vava vanotariswa	Kunyora Kutaura	Vana vakambonzwa dzime fananidzo.	Indigenous languages Syll Grde 3-7, Page 50	Nhanganyaya – Vadzidzi vanonoverenga mazwi efananidzo akapihwa.	

	Fananidzo: Sokuti, - Mazino ake akachena semukaka.	kukwanisa ku:--- kuverenga mazwi efananidzo mashanu akapihwa. - kutsanagura zvinoreva fananidzo. -kuzadzisa zvirevo nefananidzo dzakapihwa.			2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 2 -3 Makadhi Mifanidzo	1. Vadzidzi vano verenga mazwi akapihwa nekuatsanangura zvaanoreva vachibatsirwa nemudzidzisi. 2. Vadzidzi vari mumapoka vanoumba zvirevo nekuzadzisa zvirevo zvakapihwa nefananidzo vachibatsirwa nemudzidzisi 3. Vana vanopakurirana zvavawana vachibatsirwa nemudzidzisi. 4. Vadzidzi vanoita basa ravo sedungamunhu vachizadzisa zvirevo Mhedziso – Dzokororo yebasa ranyorwa.	
Chidzidzo 5	Kunyora Mazwi anoreva zvimwechete. Chibage - magwere	Vava vanotariswa kukwanisa ku:--- kudoma mazwi anoreva zvimwechete	Kutaura Kuteerera.	-vana vanoziwa mamwe mazwi anoreva zvimwechete.	Indigenous languages Syll Grde 3-7, page 34 Mifananidzo Makadhi	Nhanganyaya – vadzidzi vanodoma mazwi anoreva zvimwechete. 1. Vadzidzi vano verenga mazwi akapihwa uye kuatsanangura vachibatsirwa nemudzidzisi. 2. Vadzidzi vanopa mazwi anoreva zvakafanana neakapihwa pamakadhi vari mumapoka vachibatsirwa	

		nemashanu akapihwa. -kuumba zvirevo nemazwi anoreva zvimweche te.				nemudzidzisi. 3. Vana vanopakurirana zvavawana mudzidzisi achivabatsira. 4. Vadzidzi vano pindura mibvunzo sedungamunhu. Mhedziso – Dzokororo yebasa ranyorwa nevana.	
Chidzidzo 6	Kunyora Rondedzero Mwaka wegore wandinofarira	Vava vanotariswa kukwanisa ku:--- kunyora rondedzero vachitsana ngura tsika dzedu	Kunyora	Vana vanogona kuumba mitsara yakazara.	Indigenous languages Syll Grde 3-7, Page 67 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 16	Nhanganyaya – Vadzidzi vanoongorora mufananidzo 1. Vana vanodoma mwaka yegore. 2. Vana vanotsangura mwaka yegore yavanofarira mudzidzisi achivabatsira. 3. Vana vanodoma manyorerwe erondedzero akanaka mudzidzisi anobatsira vadzidzi. 4. Vadzidzi vano nyora rondedzero sedungamunhu. Mhedziso – Vana vatatu vanoverenga zvavanyora.	
Chidzidzo 7	Kunyora Tsumo: Kuzadzisa tsumo.	Vava vanotariswa kukwanisa ku:--- kudoma tsumo shanu	Kuverenga. Kunyora.	Vana vanoziya dzimwe tsumo.	Indigenous languages Syll Grde 3-7, Page 67 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 57	Nhanganyaya – Vadzidzi vanodoma tsumo dzavano ziva. 1. Vadzidzi vano verenga tsumo dzisina kuzadzira. 2. Vadzidzi mumapoka vanotsanangura zvinoreva tsumo dzakapihwa vachibatsirwa nemudzidzisi. 3.	

		dzavanoziv a.				Vadzidzi vanopakurirana zvavawana. 4. Vadzidzi vano nyora basa ravo sedungamunhu vachi zadzisa tsumo. Mhedziso – Dzokororo yebasa.	
Chidzidz o 8	<u>Dzokororo</u> Zvirungamut auro -Nzwisiso -Rondedzero -Kupindura mibvunzo yedzokororo	Vava vanotaristr wa kukwanis a ku:-- kunyora dzokororo yezvaka dzidzwa mumasvon do maviri adarika.	Kuverenga. Kunyora.	Vana vano rangerira zvavakamboita	Indigenous languages Syll Grde 3-7, Page 1 -29 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 57 Makadhi Zvitai tai	Nhanganyaya – Dzokororo yemusoro mikuru yakadzidzwa. 1 Vadzidzi pamwe nemudzidzisi vanodzokorora basa rese rakaitwa uye richabvunzwa. 2. Vadzidzi vano verenga mazwi mirairo. 3. Mudzidzisi anonyora basa kuchidziro. 4. Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – dzokororo yebasa.	

Vavariro: Kuti vadzidzi vawe neunyanzvi mu kuverenga, kutaura, kunyora uyewo kuva nezvinooneka, kubatika pamwe nekukwanisa kuita mabasa emaoko. Kukurudzira vadzidzi kuti vanzwane nevamwe munguva dzakasiyana. Kuti vana vaone kukosha kwemitauro yedu yemuno vagofarira kugara vachiiverenga pachavo kuitira tsika neunhu hwavo kutaurawo ngano dzepasi chigare.						
5 Chidzidzo 1	Zvokutaura nekuteerera. - Pfupiso, Nhau nenyaya -Kutaura nyaya kana nhau yataurwa muchidimbu	Vava vanotariswa kukwanisa ku:--- -Kutaura nyaya, memhau dzinoitika mumatunhu avanobva. -Kutaura nyaya kana nhau yataurwa muchidimbu	Kutaura Kuteerera. Kunyora.	Vana vanoziwa mabikirwo ebota.	Indigenous languages Syll Grde 3-7, Page 49 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 32 Makadhi Mifananidzo	Nhanganyaya –Vadzidzi vanoona mifananidzo yezviitiko zvakasiyana siyana 1. Vadzidzi vachinjana vanotsangura nhau nenyaya dzinoitika mumatunhu avanobva. 2. Vadzidzi vanochinjana kutaura nhau dzino inotika mumatunhu avo nenyika yese. 3. Vadzidzi vanotaura nhau nenyaya dzataurwa muchidimbu vachibatsirwa nemudzidzisi. 4. Vadzidzi vanoumba mazwi nemitinhimira yakapihwa. Mhedziso – Mibvunzo yekupeta basa
Chidzidzo 2 & 3	Kuverenga nekuinyora. Nzwisiso Kutiza chikoro kwakaipa	Vava vanotariswa kukwanisa ku:--- kuverenga ndima	kuverenga kuterera kunyora kuverenga	Vadzidzi vanogona kuverenga. Kutaura	Indigenous languages Syll Grde 3-7, Page 47 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 29 -30	Nhanganyaya –Mudzidzisi anotaridza vama mufananidzo yevanhu vari pamabiko. 1. Vadzidzi vano verenga mazwi matsva kubva mundima icha verengwa voma tsanangura. 2. Vadzidzi vano

	-Kuverenga ndima yenzwisiso -Kupindura mibvunzo yenzwisiso	vachinzwisisa. -kupindura mibvunzo mitanhatu kubva mundima yaverengwa.			Makadhi Mifananidzo.	verenga ndima vachibatsirwa nemudzidzisi. 3. Vadzidzi vano pindura mibvunzo iri pamakadhi vopakura zvavawana. 4. Vadzidzi vanonyora basa sedungamunhu. Mhedziso – Dzokororo yebasa ranyorwa nevana.	
Chidzidzo 4	Kunyora (Penmanship -Nelson's script) -Kunyora vachiumba mavara zvakanaka	Vava vanotariswa kukwanisa ku:--- kunyora vachiumba mavara zvakanaka.	kuverenga kunyora	Vana vanoziwa zvimwe zvinongedzo	Indigenous languages Syll Grde 3-7, Page 34 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 26	Nhanganyaya – vadzidzi vanoongorora chati rinerunyororwe 'Nelson's script' 1. Mudzidzisi anoratidza vana manyorero akanaka. 2. Vadzidzi vari mumapoka vano edzeserakunyora vachiteedzerarunyororwakanaka. 3. Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – Dzokororo yebasa.	
Chidzidzo 5	Kunyora Mazwi muuzhinji Sokuti, Mutambo—mitambo	Vava vanotariswa kukwanisa ku:--- kuisa mazwi muuzhinji.	Kutaura Kuteerera.	-vana vanoziwa zvisihoma uye zvakanaka.	Indigenous languages Syll Grde 3-7, Page 50 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 22	Nhanganyaya – vadzidzi vanoongorora mifananidzo yezvinhu zvisihoma uye zvakanaka. 1. Vadzidzi vano verenga mazwi ose apapihwa muushoma 2. .	

		-kuzadzisa zvirevo nemazwi ari muuzhinji.				2.Vadzidzi vaisa mazwi akapihwa muuzhinji vari mumapoka vopakura zvavawana. 3.Vadzidzi vano pindura mibvunzo sedungamunhu kuzadzisa zvirevo. Mhedziso – Dzokororo yebasa ranyorwa nevana.	
Chidzidzo 6	Kunyora ronedzero Tsamba -Nyora tsamba kushamwari uchiudza nyaya yakaitika mudunhu menyu yakakufadza	Vava vanotariswa kukwanisa ku--- -Kunyora tsamba kushamwari uchiudza nyaya yakaitika mudunhu menyu yakakufadza	Kunyora	Vana vanogona kuumba mitsara yakazara.	Indigenous languages Syll Grde 3-7, Page 58 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 49	Nhanganyaya – Vadzidzi vanoita hurukuru pamusoro penyaya dzinoitika mumatunhu avo. 1. Mudzisisi anotsanangura pamusoro tsamba kushamwari. 2. Vadzidzi vanodoma zvinotariswa pakunyora tsamba. 3. Vana vanoita hurukuro pamusoro penhau dzakaitika mumatunhu avo dzakavafadza. 4 Vana vanonyora tsamba kushamwari dzavo mudzidzisi achibatsira vana. Mhedziso – Vana vatatu vanoverenga zvavanyora.	
Chidzidzo 7	Kuverenga/ Kunyora Zvimiso	Vava vanotariswa	Kuverenga. Kunyora.	Vana vanoziya zvimwe zvimiso	Indigenous languages Syll Grde 3-7, Pji 56	Nhanganyaya – Vadzidzi vano verenga kandima kanezvimiso.	

	- chikatyamadzo -nyora	kukwanisa ku:--- kutsanangura mashandisirwo ezvimiso zvakaipihwa			2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 58	1 Vadzidzi vatsanangura mashandisirwo ezvimiso zvakaipihwa. 2 Vadzidzi vanoumba zvirevo vachishandisa zvimiso zvakaodzera vari mumapoka. 1. Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – dzokororo yebasa.	
Chidzidzo 8	Dzokororo Zvirungamut auro -Nzwisiso -Rondedzero -Kupindura mibvunzo yedzokororo	Vava vanotariswa kukwanisa ku:-- kunyora dzokororo yezvaka dzidzwa mumasvondo maviri adarika.	Kuverenga. Kunyora.	Vana vano rangarira zvavakamboita	Indigenous languages Syll Grde 3-7, Page 40 -49 Makadhi Zvitai tai	Nhanganyaya – Dzokororo yemusoro mikuru yakadzidzwa. 1 Vadzidzi pamwe nemudzidzisi vanodzokorora basa rese rakaitwa uye richabvunzwa. 2. Vadzidzi vano verenga mazwi mirairo. 3. Mudzidzisi anonyora basa kuchidzira. 4. Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – dzokororo yebasa.	
Vavairo: Kuti vadzidzi vawe neunyanzvi mu kuverenga, kutaura, kunyora uyewo kuva nezvinooneka, kubatika pamwe nekukwanisa kuita mabasa emaoko. Kukurudzira vadzidzi kuti vanzwane nevamwe munguva dzakasiyana. Kuti vana vaone kukosha kwemitauro yedu yemuno vagofarira kugara vachiiverenga pachavo kuitira tsika neunhu hwavo kutaurawo ngano dzepasi chigare.							

6 Chidzidzo 1	Zvokutaura nekuteerera. -Kuverenga manhamba - Kuverenga e.g motsi, piri, ina, shanu etc	Vava vanotariswa kukwanisa ku:--- -kuverenga manhamba - Kushandisa manumber muzvirevo	Kutaura Kuteerera. Kunyora.	Vana vanoziwa mamwe mazwi anoshandiswa pakuverenga	Indigenous languages Syll Grde 3-7, Page 51 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 28 Makadhi Mifananidzo	Nhanganyaya –Vadzidzi vanoimba rwiyo vachishandisa manhamba 1. Mudzidzisi anotsangura pamusoro pekuverenga manhamba. 2. Vana vanoverenga manhamba kusvika kuna 70 vachibatsirwa nemudzidzisi. 3. Vadzidzi vari mumapoka vanoshandisa manhamba muzvirevo vachibatsirwa nemudzidzisi. 4. Vadzidzi vanopakurirana zvavawana mumapoka avo. Mhedziso – Mibvunzo yekupeta basa
Chidzidzo 2 & 3	Kuverenga nekuinyora. Kukosha kwemukaka Nzwisiso -Kupindura mibvunzo yenzwisio	Vava vanotariswa kukwanisa ku:--- -kuverenga ndima vachinzwisisa. -kupindura mibvunzo mitanhatu	kuverenga kunyora	Vadzidzi vanogona kuverenga.	Indigenous languages Syll Grde 3-7, Page 15, 23 ne 47 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 39 -40 Makadhi. Mifananidzo	Nhanganyaya –Mudzidzisi anotaridza vama mufananidzo yevanhu vari pamabiko. 1. Vadzidzi vano verenga mazwi matsva kubva mundima icha verengwa voma tsanangura. 2. Vadzidzi vano verenga ndima vachibatsirwa nemudzidzisi. 3. Vadzidzi vano pindura mibvunzo iri pamakadhi vopakura zvavawana.

		kubva mundima yaverengwa.				4. Vadzidzi vanonyora basa sedungamunhu. Mhedziso – Dzokororo yebasa ranyorwa nevana.	
Chidzidzo 4	Kunyora (Penmanship -Nelson’s script) -Kunyora vachiumba mavara zvakanaka	Vava vanotariswa kukwanisa ku:--- kunyora vachiumba mavara zvakanaka.	kuverenga kunyora	Vana vanoziwa zvimwe zvinongedzo	Indigenous languages Syll Grde 3-7, Page 34 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 29	Nhanganyaya – vadzidzi vanoongorora chati rinerunyoro rwe ‘Nelson’s script’ 1. Mudzidzisi anoratidza vana manyorero akanaka. 2. Vadzidzi vari mumapoka vano edzeserakunyora vachiteedzerarunyoro rwakanaka. 3. Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – Dzokororo yebasa.	
Chidzidzo 5	Kunyora Tsumo: - Tsanangudzo dzetsumo.	Vava vanotariswa kukwanisa ku:--- -kupa tsanangudzo dzetsumo dzakapihwa.	Kutaura Kuteerera.	-vana vanoziwa zvinoreva dzimwe tsumo.	Indigenous languages Syll Grde 3-7, Page 50 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 41 Mifananidzo	Nhanganyaya – Vadzidzi vanodoma tsumo dzavanoziwa. 1. Vadzidzi vano verenga tsumo dzakapihwa uye kudzitsanangura vachibatsirwa nemudzidzisi. 2. Vadzidzi vanoita basa remumapoka vopakura zvavawana vachibatsirwa nemudzidzisi.. 3. Vadzidzi vano pindura mibvunzo sedungamunhu.	

						Mhedziso – Dzokororo yebasa ranyorwa nevana.	
Chidzidzo 6 & 7	Kunyora Rondedzero Tsamba -Kukosha kwemiti	Vava vanotariswa kukwanisa ku:--- -kudoma miti yavanoziva uye kukosha kwayo. -kunyora tsamba kushamwari vachitsanangura kukosha kwekuchengetedza miti.	Kunyora Kuverenga	Vana vanogona kuumba mitsara yakazara.	Indigenous languages Syll Grde 3-7, Page 58 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 43	Nhanganyaya – Vadzidzi vanoongorora mufananidzo yenharaunda yakaparadzwa. 1. Vadzidzi vanodoma zvakakoshera miti mudzidzisi achivabatsira. 2. Vadzidzi mumapoka vataurirana pamusoro pekukosha kwemiti. 3. Vana vanonyora tsamba kushamwari dzavo vachitsangura kukosha kwemiti vachibatsirwa nemudzidzisi. 4. Vadzidzi vano nyora tsamba sedungamunhu. Mhedziso – Vana vatatu vanoverenga zvavanyora.	
Chidzidzo 8	Kunyora Panogara mhuka: Mombe-mudanga	Vava vanotariswa kukwanisa ku:---	Kuverenga. Kunyora.	Vana vanoziya panogara dzimwe mhuka.	Indigenous languages Syll Grde 3-7, Page 62 . 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 44	Nhanganyaya – Vadzidzi vanodoma mhuka dzavano ziva. 1. Vadzidzi vano verenga chati rine mhuka.	

		-kudoma mhuka nomwe nemisha yadzo.				2.Vadzidzi mumapoka vanopa mhuka uye padzinogara mudzidzisi achibatsira vana.3. Vana vanopakurirana zvavawana mumapoka. 4.Vadzidzi vano nyora basa ravo sedungamunhu vachipa misha yedzo. Mhedziso – dzokororo yebasa.	
Vavariro:Kuti vadzidzi vawe neunyanzvi mu kuverenga, kutaura, kunyora uyewo kuva nezvinooneka, kubatika pamwe nekukwanisa kuita mabasa emaoko. Kukurudzira vadzidzi kuti vanzwane nevamwe munguva dzakasiyana. Kuti vana vaone kukosha kwemitauro yedu yemuno vagofarira kugara vachiiverenga pachavo kuitira tsika neunhu hwavo kutaurawo ngano dzepasi chigare.							
7 Chidzidzo 1	Zvokutaura nekuteerera. Zvitendero -chitendero chevatemala	Vava vanotarisa wa kukwanisa ku:--- -kudoma maitirwo ezvinhu mumatunhu u - kutsanangu ra maitirwo ekutongwa kwenyaya.	Kutaura Kuteerera. Kunyora.	Vana vanoziwa matongerwoemho svamumaguta	Indigenous languages Syll Grde 3-7, Page 62 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 36 Makadhi Mifananidzo	Nhanganyaya –Vadzidzi vanoimba karwiyo 1.Vadzidzi vano doma maitirwo ezvinhu zvakasiyana siyana mumatunhu avo sekuti matongerwo enyaya. 2.Vadzidzi mumapoka avo vano tsanangura pamusoro pematongerwo enyaya mudzidzisi achibatsirana nevadzidzi. 3. Vana vanopakura zvavawana mudzidzisi achibatsira vadzidzi. 4.Vadzidzi vanoumba mazwi nemitinhimira yakapihwa.	

		-kuumba mazwi nemitinhi mira yakapihwa.				Mhedziso – Mibvunzo yekupeta basa	
Chid zidzo 2 & 3	Kuverenga nekuinyora. Chitendero chechikristu Nzwisiso -Kupindura mibvunzo yenzwisiso	Vava vanotarisa wa kukwanisa ku:--- -kuverenga ndima vachinzwisa. -kupindura mibvunzo mitanhatu kubva mundima yaverengwa.	kuverenga kunyora	Vadzidzi vanogona kuverenga.	Indigenous languages Syll Grde 3-7, Page 47 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 45 -47 Makadhi Mifananidzo.	Nhanganyaya –Mudzidzisi anotaridza vama mufananidzo yevanhu vari pamabiko. 1. Vadzidzi vano verenga mazwi matsva kubva mundima icha verengwa voma tsanangura. 2. Vadzidzi vano verenga ndima vachibatsirwa nemudzidzisi. 3. Vadzidzi vano pindura mibvunzo iri pamakadhi vopakura zvavawana. 4. Vadzidzi vanonyora basa sedungamunhu. Mhedziso – Dzokororo yebasa ranyorwa nevana.	
Chid zidzo 4	Kuverenga. Kuteedza/kuongorora zvimiso	Vava vanotarisa wa kukwanisa ku:---	Kunyora Kutaura	Vana vano ziva zvimwe zvimiso.	Indigenous languages Syll Grde 3-7, Page 47 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 45 peji 45 -57	Nhanganyaya – Mudzidzisi anotaridza vana kuverenga kwakanaka. 1. Vadzidzi vanopa zvimiso zvina zvavano ziva	

		-kupa zvimiso zvina zvavano ziva -kuverenga vachiteedz a zvimiso nemazvo.				2.Vadzidzi kuverenga vachiteedza zvimiso nemazvo vachibatsirwa nemudzidzisi. 3.Vadzidzi vano verenga sedungamunhu. Mhedziso – vana vagona kuverenga vano verenga vamwe vakateerera.	
Chid zidzo 5	Kunyora Tsumo: -Tsanangudzo dzetsumo.	Vava vanotaristr wa kukwanis a ku:--- -kupa tsanangudz o dzetsumo dzakapihw a.	Kutaura Kuteerera.	-vana vanoziwa zvinoreva dzimwe tsumo.	Indigenous languages Syll Grde 3-7, Page 50 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 16 Mifananidzo	Nhanganyaya – Vadzidzi vanodoma tsumo dzavanoziwa. 1.Vadzidzi vano verenga tsumo dzakapihwa uye kudzitsanangura vachibatsira nemudzidzisi. 2.Vadzidzi vanoita basa remumapoka vopakura zvavawana mudzidzisi achibatsira vadzidzi. 3. Vadzidzi vanopakurirana zvavawana vachibatsirwa nemudzidzisi. 4. Vadzidzi vano pindura mibvunzo sedungamunhu. Mhedziso – dzokororo yebasa ranyorwa nevana.	

Chid zidzo 6	Kunyora rondedzero Rondezdero -Zuva randisingakangan we	Vava vanotarisir wa kukwanis a ku:--- - kutsanangu ra zuva ravasingak anganwe. - kushandisa zvirunga mutauro nezvimiso pakunyora rondedzero	Kunyora	Vana vanogona kuumba mitsara yakazara.	Indigenous languages Syll Grde 3-7, Page 58 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 49	Nhanganyaya – Vadzidzi vanotsanangura mifananidzo iri pachati. 1. Vadzidzi vanotsangura pamusoro pezuva ravasinga kanganwi. 2. Vana vari mumapoka vanotaurirana pamusoro pezuva ravasingakanganwi vachibatsirwa nemudzidzisi. 3. Vadzidzi vanonyora rondedzero pamusoro pezuva ravasingakanganwi. 4. Vadzidzi vano nyora rondedzero sedungamunhu. Mhedziso – Vana vatatu vanoverenga zvavanyora.	
Chid zidzo 7	Kunyora Madimikira : -Tsanangudzo dzemadimikira	Vava vanotarisir wa kukwanis a ku:--- -kupa tsanangudz o dzemadimi kira akapihwa.	Kutaura Kuteerera.	-vana vanoziwa zvinoreva mamwe madimikira	Indigenous languages Syll Grde 3-7 Page 50 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji	Nhanganyaya – Vadzidzi vanodoma madimikira avanoziwa. 1. Vadzidzi vano verenga madimikira akapihwa uye kuatsanangura vachibatsirwa nemudzidzisi. 2. Vadzidzi vanotsangura madaimikira apihwa vari mumapoka vachibatsirwa nemudzidzisi.	

					Mifananidzo	3. Vadzidzisi vanopakurirana zvavawana. 3.Vadzidzi vano pindura mibvunzo sedungamunhu. Mhedziso – Dzokororo yebasa ranyorwa nevana.	
Chidzidzo 8	Kunyora Fananidzo Sokuti, Akanaka sengirozi.	Vava vanotariswa kukwanisa ku--- -Kupa fananidzo dzakakodzera.	Kuverenga. Kunyora.	Vana vanoziya dzimwe fananidzo.	Indigenous languages Syll Grde 3-7, Page 50 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 35	Nhanganyaya – Vadzidzi vanoterera kanyaya kubva kumudzidzisi. 1.Vadzidzi vano verenga mazwi akapihwa. 2.Vadzidzi vanotsvanangura mhuka nemaitiro adzo vachibatsirwa nemudzidzisi.	

						3. Vadzidzi vanopa fananidzo dzakakodzera vachibatsirwa nemudzidzisi. 4. Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – Dzokororo yebasa.	
Vavariro:Kuti vadzidzi vawe neunyanzvi mu kuverenga, kutaura, kunyora uyewo kuva nezvinooneka, kubatika pamwe nekukwanisa kuita mabasa emaoko. Kukurudzira vadzidzi kuti vanzwane nevamwe munguva dzakasiyana. Kuti vana vaone kukosha kwemitauro yedu yemuno vagofarira kugara vachiiverenga pachavo kuitira tsika neunhu hwavo kutaurawo ngano dzepasi chigare.							
8 Chidzidzo 1	Zvokutaura nekuteerera. Mazwi nemashoko -Mazwi nemashoko	Vava vanotariswa kukwanisa ku:--- - kushandisa mazwi nemashoko akanaka pakutaura -kufambisa mazwi nemashoko nemutauro wakanaka	Kutaura Kuteerera. Kunyora.	Vana vanoziwa muutauro wavo	Indigenous languages Syll Grde 3-7, Page 50 . 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 52 Makadhi Mifananidzo	Nhanganyaya –Vadzidzi vano verenga mazwi angangova matsva pakadhi vomatsanangura. 1. Mudzidzisi anotsangura pamusoro pekufambisa mazwi nemashoko. 2. Vadzidzi vanopindura mazwi nemashoko kubva kumudzidzisi. 3. Vadzidzi mumapoka vanoita kamutambo kekutaridza mafambisirwo emazwi nemashoko nechishona chakanaka vachibatsirwa nemudzidzisi. 4 Vana vanoongorora mafambisirwo emashoko vachibatsirwa nemudzidzisi. Mhedziso – Mibvunzo yekupeta basa	

Chid zidzo 2 & 3	Kuverenga nekuinyora. Nzwisiso Chenjera -Kuverenga ndima yenzwisiso -Kupindura mibvunzo yenzwisiso	Vava vanotariswa kukwanisa ku:--- -kuverenga ndima vachinzwisisa. -kupindura mibvunzo mitanhatu kubva mundima yaverengwa.	kuverenga kunyora	Vadzidzi vanogona kuverenga.	Indigenous languages Syll Grde 3-7, Page 47 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 53 -54 Makadhi. Mifananidzo	Nhanganyaya –Mudzidzisi anotaridza vama mufananidzo yevanhu vari pamabiko. 1. Vadzidzi vano verenga mazwi matsva kubva mundima icha verengwa voma tsanangura. 2. Vadzidzi vano verenga ndima vachibatsirwa nemudzidzisi. 3. Vadzidzi vano pindura mibvunzo iri pamakadhi vopakura zvavawana. 4. Vadzidzi vanonyora basa sedungamunhu. Mhedziso – Dzokororo yebasa ranyorwa nevana.
Chid zidzo 4	Kunyora (Penmanship- Nelson’s script) -Kunyora vachiumba mavara zvakanaka	Vava vanotariswa kukwanisa ku:--- kunyora vachiumba mavara zvakanaka.	kuverenga kunyora	Vana vanoziwa zvimwe zvinongedzo	Indigenous languages Syll Grde 3-7, Page 34 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 55	Nhanganyaya – vadzidzi vanoongorora chati rinerunyoro rwe ‘Nelson’s script’ 1. Mudzidzisi anoratidza vana manyorero akanaka. 2. Vadzidzi vari mumapoka vano edzeserakunyora vachiteedzerarunyoro rwakanaka. 3. Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – Dzokororo yebasa.

Chid zidzo 5	Kunyora Nzira dzokufambisa mashoko -Nzira dzokufambisa mashoko	Vava vanotarisirwa kukwaniswa a ku:--- -kudoma nzira dzinoshand iswa kufambisa mazwi nemashoko . - kuongoror a kushandis wa kwemichin a pakufambi swa kwemazwi nemashoko .	Kutaura Kuteerera.	-vana vanoziwa kodzero dzavo.	Indigenous languages Syll Grde 3-7, Page 57 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 55 Mifananidzo	Nhanganyaya – vadzidzi vanodoma nzira dzavanoziwa dzekufambisa mashoko. 1. Vadzidzi vano tsanangura nzira dzavanoziwa dzekufambisa mashoko vachibatsirwa nemudzidzisi. 2. Vadzidzi vanodoma nzira dzekufambisa mazwi nemashoko vachibatsirwa nemudzidzisi. 3. Vadzidzi mumapoka vanoongorora kushandiswa kwemuchina pakufambiswa kwemazwi nemashoko mudzidzisi achivabatasira. 4. Vadzidzi vanopkaurirana zvavawana mumapoka avo. 5. Vadzidzi vanonyora basa sedungamunhu. Mhedziso – Dzokororo yebasa ranyorwa nevana.	
Chid zidzo 6	Kunyora Rondedzero Tsamba	Vava vanotarisirwa	Kunyora Kutsangura Kuteerera	Vana vanogona kuumba mitsara yakazara.	Indigenous languages Syll Grde 3-7, Page 58 2 HBC Rodza Pfungwa bhuku revana Gwaro	Nhanganyaya – Vadzidzi vanoongorora mufananidzo. 1. Vadzidzi vanodoma zvinotarisirwa pakunyora	

	-Kunyora tsamba kuna baba vachikumbira mari yechikoro	kukwanisa ku:--- -Kunyora tsamba kuna baba vachikumbira mari yechikoro			Rechishanu grade 5 peji 56	tsamba kuna baba vachibatsirwa nemudzidzisi. 2. Vana vanotsangura manyorerwo etsamba akanaka vachibatsirwa nemudzidzisi. 3. Vadzidzi vanonyora tsamba mumabhuku avo mudzidzisi achibatsira vana. 4. Vadzidzi vanoverenga tsamba dzavo. Mhedziso – Vana vatatu vanoverenga zvavanyora.
Chidzidzo 7	Kunyora Zviito: Sokuti, -ridza.	Vava vanotariswa kukwanisa ku:--- -kudoma mazwi ezviito mana avanoziva. - kushandisa zviitomuzvirevo zvavo.	Kutaura Kuteerera.	-vana vanoziwa zviito.	Indigenous languages Syll 8.5, P 19 page 50 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 57	Nhanganyaya – Vadzidzi vanodoma zviito zvavanoziwa. 1. Vadzidzi vano verenga mazwi ezviito akapihwa. 2. Vadzidzi vanoshandisa mazwi ava pihwa muzvirevo vari mumapoka vachibatsirwa nemudzidzisi. 3. Vadzidzi vanopakurirana zvavawana mumapoka avo mudzidzisi achibatsira vana. 4. Vadzidzi vano pindura mibvunzo sedungamunhu kuzadzisa zvirevo. Mhedziso – Dzokororo yebasa ranyorwa nevana.

Chid zidzo 8	Dzokororo Zvirungamutauro -Nzwisiso -Rondedzero -Kupindura mibvunzo yedzokororo	Vava vanotarisir wa kukwanis a ku:-- kunyora dzokororo yezvaka dzidzwa mumasvon do maviri adarika.	Kuverenga. Kunyora.	Vana vano rangerira zvavakamboita	Indigenous languages Syll Grde 3-7, Page 37 -52 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 1 -57 Makadhi Zvitai tai	Nhanganyaya – Dzokororo yemusoro mikuru yakadzidzwa. 1 Vadzidzi pamwe nemudzidzisi vanodzokorora basa rese rakaitwa uye richabvunzwa. 2. Vadzidzi vano verenga mazwi mirairo. 3. Mudzidzisi anonyora basa kuchidziro. 4. Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – dzokororo yebasa.	
Vavariro: Kuti vadzidzi vawe neunyanzvi mu kuverenga, kutaura, kunyora uyewo kuva nezvinooneka, kubatika pamwe nekukwanisa kuita mabasa emaoko. Kukurudzira vadzidzi kuti vanzwane nevamwe munguva dzakasiyana. Kuti vana vaone kukosha kwemitauro yedu yemuno vagofarira kugara vachiiverenga pachavo kuitira tsika neunhu hwavo kutaurawo ngano dzepasi chigare.							
9 1 Chid zidzo 1	Zvokutaura nekuteerera. Zvemafanbiro nekwekuenda nako - Zvemafambiro:- Mativi mana enyika	Vava vanotarisir wa kukwanis a ku:--- -kudoma mativi mana enyika	Kutaura Kuteerera. Kunyora.	Vana vanoziva mativi mana enyika.	Indigenous languages Syll Grde 3-7, Page 47 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 34 Makadhi Mifananidzo	Nhanganyaya –Vadzidzi vanoita kamutambo ‘Mberi- shure’ 1. Vadzidzi vano doma mativi manaenyika. 2. Vadzidzi vanoona mifananidzo inotaridza mafambiro nekuitsangura zvainoreva vachibatsirwa nemudzidzisi.	

	- Zvingwarizvema fambiro	-kupa munhu mafambiro akanaka				3. Vadzidzi mumapoka mumapoka vanotsvaga mafambirwo nezvimbo vachisandisa mativi mana vachibatsirwa nemudzidzisi 4. Vana vaopakurirana zvavawana mumapoka avo vachibatsirwa nemudzidzisi. 5. Vadzidzi vanoumba mazwi nemitinhimira yakapihwa. Mhedziso – Mibvunzo yekupeta basa	
Chidzidzo 2 & 3	Kuverenga nekuinyora. Nzwisiso Zororo Rasvika -Kuverenga ndima yenzwisiso -Kupindura mibvunzo yenzwisiso	Vava vanotariswa kukwanisa ku:--- -kuverenga ndima vachinzwisisa. -kupindura mibvunzo mitanhatu kubva mundima yaverengwa.	kuverenga kunyora	Vadzidzi vanogona kuverenga.	Indigenous languages Syll Grde 3-7, Page 47 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 59 -60 Makadhi. Mifananidzo	Nhanganyaya –Mudzidzisi anotaridza vama mufananidzo yevanhu vari pamabiko. 1.Vadzidzi vano verenga mazwi matsva kubva mundima icha verengwa voma tsanangura. 2.Vadzidzi vano verenga ndima vachibatsirwa nemudzidzisi. 3.Vadzidzi vano pindura mibvunzo iri pamakadhi vopakura zvavawana. 4. Vadzidzi vanonyora basa sedungamunhu. Mhedziso – Dzokororo yebasa ranyorwa nevana.	

Chid zidzo 4	Kunyora (Penmanship- Nelson's script) -Kunyora vachiumba mavara zvakanaka	Vava vanotarisa wa kukwanis a ku:--- kunyora vachiumba mavara zvakanaka.	kuverenga kunyora	Vana vanoziwa zvimwe zvinongedzo	Indigenous languages Syll Grde 3-7, Page 34 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 60	Nhanganyaya – vadzidzi vanoongorora chati rinerunyoro rwe 'Nelson's script' 1. Mudzidzisi anoratidza vana manyorero akanaka. 2. Vadzidzi vari mumapoka vano edzeserakunyora vachiteedzerarunyoro rwakanaka. 3. Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – Dzokororo yebasa.
Chid zidzo 5	Kunyora Madimikira : -Tsanangudzo dzemadimikira	Vava vanotarisa wa kukwanis a ku:--- -kupa tsanangudzo o dzemadimi kira akapihwa.	Kutaura Kuteerera.	-vana vanoziwa zvinoreva mamwe madimikira	Indigenous languages Syll Grde 3-7, Page 50 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 61 Mifananidzo	Nhanganyaya – Vadzidzi vanodoma madimikira avanoziwa. 1. Vadzidzi vano verenga madimikira akapihwa uye kuatsanangura vachibatsirwa nemudzidzisi. 2. Vadzidzi vanotsangura madimikira vari mumapoka vachibatsirwa nemudzidzisi. 3. Vana vanopakurirana zvavawana vari mumapoka vachibatsirwa nemudzidzisi. 4. Vadzidzi vano pindura mibvunzo sedungamunhu. Mhedziso – Dzokororo yebasa ranyorwa nevana.

Chid zidzo 6	Kunyora rondedzero Hurukuro -Kubvunza mafambiro	Vava vanotarisirwa kukwanisa a ku:--- -kunyora hurukuro yevanhu varibvunza na mafambiro nechishona chakanaka	Kunyora Kutaura Kutsanangura	Vana vanogona kuumba mitsara yakazara.	Indigenous languages Syll Grde 3-7, Page 58 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji63	Nhanganyaya – Vadzidzi vanodoma mativi mana enyika. 1. Vadzidzi vanoita hurukuru mumapoka yemafambiro nekutsangura mifananidzo inotaridza mafambiro vachibatsirwa nemudzidzisi. 2. Vadzidzi vanonyora hurukuro pkati vevanhu vaviri vachibvunzana mafambiro vachibatsirwa nemudzidzisi. 3. Vadzidzi vano verenga hurukuro dzvavo. 4. Vadzidzi vanonyora hurukuro dzavo sedungamunhu. Mhedziso – Vadzidzi vatatu vanoverenga zvavanyora.
Chid zidzo 7	Kunyora Zvimiso -Kushandisa zvimiso	Vava vanotarisirwa kukwanisa a ku:--- - kutsanangu ra mashandisi rwo ezvimiso.	Kuverenga. Kunyora.	Vana vanoziya zvimiso	Indigenous languages Syll Grde 3-7, Page 56 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 62	Nhanganyaya – Vadzidzi vano doma zvimiso zvina zvavano ziva 1. Vadzidzi vatsanangura mashandisirwo ezvimiso izvi vachibatsirwa nemudzidzisi. 2. Vadzidzi vanoisa zvimiso ndima dzavapihwa vari mumapoka vachibatsirwa nemudzidzisi.

		- kushandisa zvimiso pakunyora.				3. Vadzidzi vanopakurirana zvavawana mumapoka avo. 4. Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – Dzokororo yebasa.	
Chid zidzo 8	Kunyora Zviperego. -kunyora zviperengo zvakanaka	Vava vanotarir wa kukwanis a ku:--- -kunyora zviperengo zvemazwi anoita gumi.	kuverenga kunyora	Vana vakambo nyora zviperengo.	Indigenous languages Syll Grde 3-7, Page 50 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 64	Nhanganyaya – Vadzidzi vanoongorora nekutsanangura mifananidzo yakapihwa. 1. Vadzidzi vano verenga mazwi akapihwa. 2. Vadzidzi vanotsanangura mazwiakapihwa vari muzvikwata vachibatsirwa nemudzidzisi. 3. Vana vanopakurirana zvavawana mumapoka avo 4. Mudzidzisi anodanidzira mazwi vana vakateerera. 5. Vadzidzi vano nyora zviperengo sedungamunhu. Mhedziso – Dzokororo yebasa.	
Vavariro: Kuti vadzidzi vawe neunyanzvi mu kuverenga, kutaura, kunyora uyewo kuva nezvinooneka, kubatika pamwe nekukwanisa kuita mabasa emaoko. Kukurudzira vadzidzi kuti vanzwane nevamwe munguva dzakasiyana. Kuti vana vaone kukosha kwemitauro yedu yemuno vagofarira kugara vachiiverenga pachavo kuitira tsika neunhu hwavo kutaurawo ngano dzepasi chigare.							
10	Zvokutaura nekuteerera. Zvirunga mutauro -Nyaudzosingwi	Vava vanotarir wa kukwanis a ku:---	Kutaura Kuteerera. Kunyora.	Vana vanoziwa mureza wenyika.	Indigenous languages Syll Grde 3-7, Page 50 2 HBC Rodza Pfungwa bhuku revana Gwaro	Nhanganyaya –Vadzidzi vanodoma zvinhu zvinoshandiswa kubika muriwo unovanakira.	

Chid zidzo 1		-kudoma nyaudzosin gwi - kutsanangu ra basa renyaudzos ingwi - kushandisa nyaudzosin gwi muzvirevo			Rechishanu grade 5 peji 61 Makadhi Mifananidzo	1. Vadzidzi vanodoma nyaudzosingwi dzavanoziva. 2. Mudzidzisi anotsanangura pamusoro pebasa renyaudzosingwi nemashandisirwo adzo muzvirevo. 3. Vana mumapoka vanotaurirana pamusoro pekushandisa nyaudzosingwi nekudzishandisa muzvirevo zvavo vachibatsirwa nemudzidzisi. 4. Vana vanopakurirana zvavawana mumapoka avo vachibatsirwa nemudzidzisi Mhedziso – Mibvunzo yekupeta basa	
Chid zidzo 2 & 3	Kuverenga nekuinyora. Nzwisiso Basa nderemunhu wese -Kuverenga ndima yenzwisiso -Kupindura mibvunzo yenzwisiso	Vava vanotarirwa kukwanis a ku:--- -kuverenga ndima vachinzwis isa. -kupindura mibvunzo	kuverenga kunyora	Vadzidzi vanogona kuverenga.	Indigenous languages Syll Grde 3-7, Page 47 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 72 -74 Makadhi. Mifananidzo	Nhanganyaya –Mudzidzisi anotaridza vama mufananidzo yevanhu vari pamabiko. 1. Vadzidzi vano verenga mazwi matsva kubva mundima icha verengwa voma tsanangura. 2. Vadzidzi vano verenga ndima vachibatsirwa nemudzidzisi.	

		mitanhatu kubva mundima yaverengwa.				3.Vadzidzi vano pindura mibvunzo iri pamakadhi vopakura zvavawana. 4. Vadzidzi vanonyora basa sedungamunhu. Mhedziso – Dzokororo yebasa ranyorwa nevana.	
Chidzidzo 4	Kunyora (Penmanship- Nelson’s script) -Kunyora vachiumba mavara zvakanaka	Vava vanotariswa kukwanisa ku:--- kunyora vachiumba mavara zvakanaka.	kuverenga kunyora	Vana vanoziwa zvimwe zvinongedzo	Indigenous languages Syll Grde 3-7, Page 34 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 74	Nhanganyaya – vadzidzi vanoongorora chati rinerunyoro rwe ‘Nelson’s script’ 1.Mudzidzisi anoratidza vana manyorero akanaka. 2.Vadzidzi vari mumapoka vano edzeserakunyora vachiteedzerarunyoro rwakanaka. 3.Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – Dzokororo yebasa.	
Chidzidzo 5	Kunyora Nyaudzosingwi: -Vai -mwanda	Vava vanotariswa kukwanisa ku:--- -kudoma nyaudzosingwi shanu dzavano ziva.	Kutaura Kuteerera.	-vana vanoziwa dzimwe nyaudzosingwi	Indigenous languages Syll Grde 3-7, Page 50 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 74 Mifananidzo	Nhanganyaya – Vadzidzi vanodoma nyaudzosingwi dzavanoziwa. 1.Vadzidzi vano verenga mazwi akapihwa uye kuatsanangura. 2. Vadzidzi vanoumba zvirevo vari mumapoka vachibatsirwa nemudzidzisi.	

		-kuumba zvirevo nenyauzo singwi dzakapihw a.				3. Vadzidzi vanopkaurirana zvavawana mumapoka avo. 4. Vadzidzi vano umba zvirevo nenyauzosingwi sedungamunhu. Mhedziso – Dzokororo yebasa ranyorwa nevana.	
Chid zidzo 6	Kunyora Rondedzero -Zuva randisingakanga nwi	Vava vanotariswa kukwanis a ku:--- -kunyora rondedzero vachitsana ngurapamu soro pezuva ravasingak anganwi.	Kunyora Kutaura Kuverenga	Vana vanogona kuumba mitsara yakazara.	Indigenous languages Syll 8.5, P 58 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 76	Nhanganyaya – Vadzidzi vanotaura zviitiko zvakaitika muhupenyu hwavo zvavafadza zvavasingakanganwe. 1. Vadzidzi vanotaurirana vari mumapoka pamusoro pezuva ravasingakanganwi vachibatsirwa nemudzidzisi. 2. Vadzidzi vanonyora rondedzero mumapoka avo pamusoro pezuva ravasingakanganwe vachishandisa zvirunga mutauro. 3. Vadzidzi vanopakurirana zvavawana mumapoka avo. 4. Vadzidzi vano nyora rondedzero sedungamunhu. Mhedziso – Vana vatatu vanoverenga zvavanyora.	

Chid zidzo 7	Kunyora Uzhinji hwemazwi. -Uto – mauto	Vava vanotarir wa kukwanis a ku:--- -kuisa mazwi mana arimuusho ma muuzhinji.	Kuverenga. Kunyora.	Vana vanoziya uzhinji hwemamwe mazwi.	Indigenous languages Syll Grde 50 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 56	Nhanganyaya – Mudzidzisi anoratidza vana chinhu chimwe uye zvazowanda. 1. Vadzidzi vano verenga mazwi akapihwa muushoma uye muuzhinji. 2. Vadzidzi mupoka vanoisa zvirevo zvakapihwa muuzhinji vachibatsirwa nemudzidzisi. 3. Vadzidzi vanopakurirana zvavawana mumapoka avo. 4. Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – Dzokororo yebasa.
Chid zidzo 8	<u>Dzokororo</u> Zvirungamutauo -Nzwisiso -Rondedzero -Kupindura mibvunzo yedzokororo	Vava vanotarir wa kukwanis a ku:-- kunyora dzokororo yezvaka dzidzwa mumasvon do maviri adarika.	Kuverenga. Kunyora.	Vana vano rangerira zvavakamboita	Indigenous languages Syll Grde 3-7, Page 47-53 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 1 -79 Makadhi Zvitai tai	Nhanganyaya – Dzokororo yemusoro mikuru yakadzidzwa. 1 Vadzidzi pamwe nemudzidzisi vanodzokorora basa rese rakaitwa uye richabvunzwa. 2. Vadzidzi vano verenga mazwi mirairo. 3. Mudzidzisi anonyora basa kuchidziro. 4. Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – dzokororo yebasa.

Vavariro: Kuti vadzidzi vawe neunyanzvi mu kuverenga, kutaura, kunyora uyewo kuva nezvinooneka, kubatika pamwe nekukwanisa kuita mabasa emaoko. Kukurudzira vadzidzi kuti vanzwane nevamwe munguva dzakasiyana. Kuti vana vaone kukosha kwemitauro yedu yemuno vagofarira kugara vachiiverenga pachavo kuitira tsika neunhu hwavo kutaurawo ngano dzepasi chigare.						
11 Chidzidzo 1	<u>Dzokororo</u> Zvirungamutauro -Nzwisiso -Rondedzero -Kupindura mibvunzo yedzokororo	Vava vanotariswa kukwanisa ku:-- kunyora dzokororo yezvaka dzidzwa mumasvon do maviri adarika.	Kuverenga. Kunyora.	Vana vano rangarira zvavakamboita	Indigenous languages Syll Grde 3-7, Page 47-53 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 1 -79 Makadhi Zvitai tai	Nhanganyaya – Dzokororo yemusoro mikuru yakadzidzwa. 1 Vadzidzi pamwe nemudzidzisi vanodzokorora basa rese rakaitwa uye richabvunzwa. 2. Vadzidzi vano verenga mazwi mirairo. 3. Mudzidzisi anonyora basa kuchidziro. 4. Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – dzokororo yebasa.
Chidzidzo 2 & 3	<u>Dzokororo</u> Zvirungamutauro -Nzwisiso -Rondedzero -Kupindura mibvunzo yedzokororo	Vava vanotariswa kukwanisa ku:-- kunyora dzokororo yezvaka dzidzwa mumasvon do maviri adarika.	Kuverenga. Kunyora.	Vana vano rangarira zvavakamboita	Indigenous languages Syll Grde 3-7, Page 47-53 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 1 -79	Nhanganyaya – Dzokororo yemusoro mikuru yakadzidzwa. 1 Vadzidzi pamwe nemudzidzisi vanodzokorora basa rese rakaitwa uye richabvunzwa. 2. Vadzidzi vano verenga mazwi mirairo. 3. Mudzidzisi anonyora basa kuchidziro.

						4.Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – dzokororo yebasa.	
Chidzidzo 4	<u>Dzokororo</u> Zvirungamutauro -Nzwisiso -Rondedzero -Kupindura mibvunzo yedzokororo	Vava vanotariswa kukwanisa ku:-- kunyora dzokororo yezvaka dzidzwa mumasvon do maviri adarika.	Kuverenga. Kunyora.	Vana vano rangarira zvavakamboita	Indigenous languages Syll Grde 3-7, Page 47-53 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 1 -79	Nhanganyaya – Dzokororo yemusoro mikuru yakadzidzwa. 1Vadzidzi pamwe nemudzidzisi vanodzokorora basa rese rakaitwa uye richabvunzwa. 2.Vadzidzi vano verenga mazwi mirairo. 3.Mudzidzisi anonyora basa kuchidziro. 4.Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – dzokororo yebasa.	
Chidzidzo 5 &6	<u>Dzokororo</u> Zvirungamutauro -Nzwisiso -Rondedzero -Kupindura mibvunzo yedzokororo	Vava vanotariswa kukwanisa ku:-- kunyora dzokororo yezvaka dzidzwa mumasvon do maviri adarika.	Kuverenga. Kunyora.	Vana vano rangarira zvavakamboita	Indigenous languages Syll Grde 3-7, Page 47-53 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 1 -79	Nhanganyaya – Dzokororo yemusoro mikuru yakadzidzwa. 1Vadzidzi pamwe nemudzidzisi vanodzokorora basa rese rakaitwa uye richabvunzwa. 2.Vadzidzi vano verenga mazwi mirairo. 3.Mudzidzisi anonyora basa kuchidziro.	

						4.Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – dzokororo yebasa.	
Chidzidzo 7	<u>Dzokororo</u> Zvirungamutauro -Nzwisiso -Rondedzero -Kupindura mibvunzo yedzokororo	Vava vanotarisa wa kukwanisa ku:-- kunyora dzokororo yezvaka dzidzwa mumasvon do maviri adarika.	Kuverenga. Kunyora.	Vana vano rangarira zvavakamboita	Indigenous languages Syll Grde 3-7, Page 47-53 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 1 -79	Nhanganyaya – Dzokororo yemusoro mikuru yakadzidzwa. 1Vadzidzi pamwe nemudzidzisi vanodzokorora basa rese rakaitwa uye richabvunzwa. 2.Vadzidzi vano verenga mazwi mirairo. 3.Mudzidzisi anonyora basa kuchidziro. 4.Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – dzokororo yebasa.	
Chidzidzo 8	<u>Dzokororo</u> Zvirungamutauro -Nzwisiso -Rondedzero -Kupindura mibvunzo yedzokororo	Vava vanotarisa wa kukwanisa ku:-- kunyora dzokororo yezvaka dzidzwa mumasvon	Kuverenga. Kunyora.	Vana vano rangarira zvavakamboita	Indigenous languages Syll Grde 3-7, Page 47-53 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 1 -79	Nhanganyaya – Dzokororo yemusoro mikuru yakadzidzwa. 1Vadzidzi pamwe nemudzidzisi vanodzokorora basa rese rakaitwa uye richabvunzwa. 2.Vadzidzi vano verenga mazwi mirairo.	

		do maviri adarika.				3.Mudzidzisi anonyora basa kuchidziro. 4.Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – dzokororo yebasa.	
12 Chid zidzo 1	<u>Dzokororo</u> Zvirungamutauro -Nzwisiso -Rondedzero -Kupindura mibvunzo yedzokororo	Vava vanotarisa wa kukwanisa ku:-- kunyora dzokororo yezvaka dzidzwa mumasvon do maviri adarika.	Kuverenga. Kunyora.	Vana vano rangarira zvavakamboita	i Indigenous languages Syll Grde 3-7, Page 47-53 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 1 -79	Nhanganyaya – Dzokororo yemusoro mikuru yakadzidzwa. 1Vadzidzi pamwe nemudzidzisi vanodzokorora basa rese rakaitwa uye richabvunzwa. 2.Vadzidzi vano verenga mazwi mirairo. 3.Mudzidzisi anonyora basa kuchidziro. 4.Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – dzokororo yebasa.	
Chid zidzo 2 & 3	<u>Dzokororo</u> Zvirungamutauro -Nzwisiso -Rondedzero -Kupindura mibvunzo yedzokororo	Vava vanotarisa wa kukwanisa ku:-- kunyora dzokororo yezvaka dzidzwa mumasvon	Kuverenga. Kunyora.	Vana vano rangarira zvavakamboita	Indigenous languages Syll Grde 3-7, Page 47-53 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 1 -79	Nhanganyaya – Dzokororo yemusoro mikuru yakadzidzwa. 1Vadzidzi pamwe nemudzidzisi vanodzokorora basa rese rakaitwa uye richabvunzwa. 2.Vadzidzi vano verenga mazwi mirairo.	

		do maviri adarika.				3. Mudzidzisi anonyora basa kuchidziro. 4. Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – dzokororo yebasa.	
Chid zidzo 4	<u>Dzokororo</u> Zvirungamutauro -Nzwisiso -Rondedzero -Kupindura mibvunzo yedzokororo	Vava vanotarisa wa kukwanis a ku:-- kunyora dzokororo yezvaka dzidzwa mumasvon do maviri adarika.	Kuverenga. Kunyora.	Vana vano rangerira zvavakamboita	Indigenous languages Syll Grde 3-7, Page 47-53 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 1 -79	Nhanganyaya – Dzokororo yemusoro mikuru yakadzidzwa. 1 Vadzidzi pamwe nemudzidzisi vanodzokorora basa rese rakaitwa uye richabvunzwa. 2. Vadzidzi vano verenga mazwi mirairo. 3. Mudzidzisi anonyora basa kuchidziro. 4. Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – dzokororo yebasa.	
Chid zidzo 5 &6	<u>Dzokororo</u> Zvirungamutauro -Nzwisiso -Rondedzero -Kupindura mibvunzo yedzokororo	Vava vanotarisa wa kukwanis a ku:-- kunyora dzokororo yezvaka dzidzwa mumasvon	Kuverenga. Kunyora.	Vana vano rangerira zvavakamboita	Indigenous languages Syll Grde 3-7, Page 47-53 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 1 -79	Nhanganyaya – Dzokororo yemusoro mikuru yakadzidzwa. 1 Vadzidzi pamwe nemudzidzisi vanodzokorora basa rese rakaitwa uye richabvunzwa. 2. Vadzidzi vano verenga mazwi mirairo.	

		do maviri adarika.				3.Mudzidzisi anonyora basa kuchidziro. 4.Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – dzokororo yebasa.	
Chid zidzo 7	<u>Dzokororo</u> Zvirungamutauro -Nzwisiso -Rondedzero -Kupindura mibvunzo yedzokororo	Vava vanotarisa wa kukwanisa ku:-- kunyora dzokororo yezvaka dzidzwa mumasvon do maviri adarika.	Kuverenga. Kunyora.	Vana vano rangarira zvavakamboita	Indigenous languages Syll Grde 3-7, Page 47-53 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 1 -79	Nhanganyaya – Dzokororo yemusoro mikuru yakadzidzwa. 1Vadzidzi pamwe nemudzidzisi vanodzokorora basa rese rakaitwa uye richabvunzwa. 2.Vadzidzi vano verenga mazwi mirairo. 3.Mudzidzisi anonyora basa kuchidziro. 4.Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – dzokororo yebasa.	
Chid zidzo 8	<u>Dzokororo</u> Zvirungamutauro -Nzwisiso -Rondedzero -Kupindura mibvunzo yedzokororo	Vava vanotarisa wa kukwanisa ku:-- kunyora dzokororo yezvaka dzidzwa mumasvon	Kuverenga. Kunyora.	Vana vano rangarira zvavakamboita	Indigenous languages Syll Grde 3-7, Page 47-53 2 HBC Rodza Pfungwa bhuku revana Gwaro Rechishanu grade 5 peji 1 -79	Nhanganyaya – Dzokororo yemusoro mikuru yakadzidzwa. 1Vadzidzi pamwe nemudzidzisi vanodzokorora basa rese rakaitwa uye richabvunzwa. 2.Vadzidzi vano verenga mazwi mirairo.	

		do maviri adarika.				3.Mudzidzisi anonyora basa kuchidziro. 4.Vadzidzi vano nyora basa ravo sedungamunhu. Mhedziso – dzokororo yebasa.	
--	--	-----------------------	--	--	--	---	--

