**PP1 LANGUAGE ACTIVITIES SCHEME OF WORK TERM TWO**

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| **WE EK** | **LES SO N** | **STRA ND** | **S- STRAND** | **SPECIFIC LEARNINIG OUTCOMES** | **KEY INQURY QUESTI ONS** | **CORE COMPETENCE** | **VALUES** | **LEARNING EXPERIENCES** | **LEARNING RESOURCE S** | **ASSESSME N** | **REFLECTIO N** |
| 2 | 1-2 | SPEA  KIN G | Articula tion of Letter Sounds | By the end of the sub- strand, the learner should be able to Articulate vowels  correctly in and out of school | How do different letters soun | Effective  communication | Unity peace | Learners could observe and imitate articulation of  vowel sounds (a, e, i, o, | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | Articula tion of Letter  Sounds | By the end of the sub- strand, the learner should be able to  Articulate consonants correctly  in and out of school | How do different letters  soun | Effective  communication | Unity peace | Learners should be encouraged to practise articulating consonant sounds. | Charts realia | Observatio oral questions |  |
|  | 5 |  | Articula  tion of Letter Sounds | By the end of the sub-  strand, the learner should be able to Demonstrate awareness of letter- sound correspondence in class | How do  different letters soun | Effective  communication | Unity  peace | Learners could be  encouraged to articulate letter sounds after the teacher | Charts  realia | Observatio  oral questions |  |
| 3 | 1-2 | REA  DIN G | Book handling  skills | By the end of the sub- strand, the learner  should be able to | How do we hold  books | Communication and  collaboration, | esponsi  bility | Learners could be engaged in a  book handling | Charts  Realia | Observatio oral questions |  |

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|  |  |  |  | Hold a book top side  up in and out of school | when reading? | digital literacy |  | activities and be guided to hold books top side up  and turn pages from right to le |  |  |  |
|  | 3-4 |  | Book  handling skills | By the end of the sub-  strand, the learner should be able to Demonstrate ability to turn pages from right to left when opening a page in and out of school | How do  we hold books when reading? | Communication  and collaboration, digital literacy | esponsi  bility | Learners could  view a video clip depicting holding a book top side  up and turning  pages from right to left and be guided to imitate | Charts  realia | Observatio  oral questions |  |
|  | 5 |  | Book handling skills | By the end of the sub- strand, the learner should be able to  Take pleasure in book handling and storage activities in and out of school | How do you open  pages of a book when reading | Communication and collaboration,  digital literacy | esponsi  bility | Learners could sing rhymes related to holding  books top side up and turning pages from right to left | Charts realia | Observatio oral questions |  |
| 4 | 1-2 | REA  DIN G | Reading  readines s skills | By the end of the sub-  strand, the learner should be able to | How do  you move your eyes when reading | Communication  and collaboration, digital literacy | esponsi  bility | In pairs or in  groups, learners could arrange pictures from left to right. | Charts  realia | Observatio  oral  questions |  |
|  | 3-4 |  | Reading readines  s skills | By the end of the sub- strand, the learner  should be able to | How do you  move | Communication and  collaboration, | esponsi  bility | Learners could be engaged in a  picture walk | Charts realia | Observatio oral questions |  |

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|  |  |  |  |  | your eyes when  reading | digital literacy |  | activity and guided to turn pages from right  to left |  |  |  |
|  | 5 |  | Reading  readines  s skills | By the end of the sub-  strand, the learner  should be able to  Turn pages from right to left when opening a  page | How do  you  move your eyes when reading | Communication  and  collaboration, digital literacy | esponsi  bility | Learners could be  engaged in a  picture walk activity and guided to turn pages from right to left | Charts  realia | Observatio  oral questions |  |
| 5 | 1-2 |  | Print  awarene  ss | By the end of the sub-  strand, the learner  should be able to  Talk about pictures in and out of school | What  pictures  do you enjoy looking at? | Communication  and  collaboration, digital literacy | esponsi  bility | Learners could be  provided with  relevant pictures and encouraged to talk about them. | Charts  realia | Observatio  oral questions |  |
|  | 3-4 |  | Print  awarene  ss | By the end of the sub-  strand, the learner  should be able to Demonstrate awareness of print in and out of school | What  pictures  do you enjoy looking at? | Communication  and  collaboration, digital literacy | esponsi  bility | Learners could be  engaged in ‘read  aloud’ activities. Learners could view pictures depicting a story during a read aloud session | Charts  realia | Observatio  oral  questions |  |
|  | 5 |  | Print awarene ss | By the end of the sub- strand, the learner should be able to  Enjoy reading pictures  in and out of school | What pictures do you enjoy  looking at? | Communication and collaboration, digital literacy | esponsi  bility | Learners could view picture cut outs depicting stories and be  encouraged to answer questions on the story in | Charts realia | Observatio oral questions |  |

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|  |  |  |  |  |  |  |  | pairs or in small groups |  |  |  |
| 6 | 1-2 |  | Visual discrimi nation | By the end of the sub- strand, the learner should be able to:  Talk about similarities  in objects and pictures in class | What do you see around class | Decision  making, Critical thinking | Peace unity | Learners could be engaged in games that enhance visual  discrimination e.g. fixing jigsaw puzzles. | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | Visual discrimi nation | By the end of the sub- strand, the learner should be able to:  Talk about differences  in objects and pictures in class. | What do you see around class | Decision  making, Critical thinking | Peace unity | Learners could be engaged in identifying ‘odd- one out’ pictures,  objects from a set of pictures or objects respectfully | Charts realia | Observatio oral questions |  |
|  | 5 |  | Visual discrimi nation | By the end of the sub-  strand, the learner should be able to: Enjoy participating in visual discrimination activities in and out of class | What do  you see around class | Decision  making, Critical thinking | Peace  unity | Learners could  match and pair objects and pictures. | Charts  realia | Observatio  oral  questions |  |
| 7 | 1-2 |  | Visual memory | By the end of the sub-  strand, the learner should be able to Recall objects, colours | What do  you see around class? | Decision  making, Critical thinking | Peace  unity | In pairs or small  groups, learners could be engaged in visual memory games. | Charts  realia | Observatio  oral questions |  |

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|  |  |  |  | and pictures in class |  |  |  | In pairs, learners could be guided to play letter  memory games |  |  |  |
|  | 3-4 |  | Visual memory | By the end of the sub-  strand, the learner should be able to Recall letters of the alphabet in books and charts. | What do  you see  around class? | Decision  making, Critical thinking | Peace  unity | In pairs or small  groups, learners  could be engaged in visual memory games.  In pairs, learners  could be guided to play letter memory games | Charts  realia | Observatio  oral questions |  |
|  | 5 |  | Visual memory | By the end of the sub- strand, the learner should be able to  Talk about what they  have seen in class | What do you see  around  class? | Decision  making, Critical thinking | Peace unity | In pairs or small groups, learners  could be engaged  in visual memory games.  In pairs, learners could be guided  to play letter memory games | Charts realia | Observatio oral questions |  |
| 8 | 1-2 |  | Visual memory | By the end of the sub- strand, the learner should be able to  tell about what they have seen in class | What do you see around  class? | Decision  making, Critical thinking | Peace unity | In pairs or small groups, learners could be engaged  in visual memory games.  In pairs, learners could be guided  to play letter memory games | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | Visual | By the end of the sub- | What do | Decision | Peace | pairs and small | **Charts** | Observatio |  |

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|  |  |  | memory | strand, the learner should be able to Talk about what they have seen in class | you see around class? | making, Critical  thinking | unity | groups, learners could be engaged in interactive  digital visual memory games. | **realia** | oral questions |  |
|  | 5 |  | Visual memory | By the end of the sub-  strand, the learner should be able to Enjoy participating in visual memory activities in and out of class | What do  you see around class? | Decision  making, Critical thinking | Peace  unity | pairs and small  groups, learners could be engaged in interactive digital visual memory games. | Charts  realia | Observatio  oral questions |  |
| 9 | 1-2 |  | Readin  g  Posture | By the end of the sub-  strand, the learner should be able to learner should be able to: Demonstrate appropriate reading posture when reading in and out of class. | What is  inappro priate reading posture | Decision  making, Critical thinking | Unity,  Respect | Learners could be  encouraged to practise the correct reading posture after observing a demonstration on sitting properly when picture reading | Charts  realia | Observatio  oral questions |  |
|  | 3-4 |  | Readin  g  Posture | By the end of the sub-  strand, the learner should be able to Identify correct reading postures in pictures or in class. | What is  inappro priate reading posture | Decision  making, Critical thinking | Unity,  Respect | Learners could be  guided to sing songs and recite poems and rhymes related to appropriate reading posture | Charts  realia | Observatio  oral questions |  |
|  | 5 |  | Readin  g  Posture | By the end of the sub- strand, the learner  should be able to | What is inappro  priate | Decision  making, Critical | Unity,  Respect | Learners could record  themselves as | Charts realia | Observatio oral questions |  |

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|  |  |  |  | Enjoy participating in reading posture activities in class. | reading posture | thinking |  | they practise correct reading posture and  receive positive feedback |  |  |  |
| 10 | 1-2 |  | Letter  Recogni tion | By the end of the sub-  strand, the learner should be able to Recognize letters of the alphabet in upper case in and out of class | Which  play experien ces enhance letter recognit ion | Decision  making, Critical thinking | Unity,  Respect | Learners could be  guided to identify letters on print in the immediate environment | Charts  realia | Observatio  oral questions |  |
|  | 3-4 |  | Letter  Recogni tion | By the end of the sub- strand, the learner  should be able to  Match upper case letters with corresponding lower case letters in class. | Which play  experien  ces enhance letter recognit ion | Decision  making, Critical thinking | Unity,  Respect | Learners could be asked to match  upper and lower  case letters incorporated in children’s play to enhance letter recognition | Charts realia | Observatio oral questions |  |
|  | 5 |  | Letter  Recogni tion | By the end of the sub-  strand, the learner Enjoy participating in letter recognition activities in and out of class  should be able to | Which  play experien ces enhance letter recognit ion | Decision  making, Critical thinking | Unity,  Respect | Learners could  compete in letter recognition games and encouraged to show fairness in winning and acceptance in loosing | Charts  realia | Observatio  oral  questions |  |
| 11 | 1-2 | WRI  TING | Book  handling | By the end of the sub-  strand, the learner | How do  we | Decision  making, | Unity,  Respect | Learners could  observe as | Charts  realia | Observatio  oral |  |

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|  |  |  | skills | should be able to: Demonstrate how to handle books properly | arrange books on  shelves | Critical thinking |  | teacher demonstrates  how to turn pages from right to left |  | questions |  |
|  | 3-4 |  | Book  handling  skills | By the end of the sub-  strand, the learner  should be able to: Enjoy participating in book handling activities | How do  we  arrange books on shelves | Decision  making, Critical thinking | Unity,  Respect | Learners could be  involved in a  writing walk where they turn pages from right to left as they scribble on each page | Charts  realia | Observatio  oral questions |  |
|  | 5 |  | Book handling  skills | By the end of the sub- strand, the learner  should be able to: Participate in storing  books properly in and out of school | How do we  arrange books  on shelves | Decision  making, Critical thinking | Unity,  Respect | Learners could be involved in a  writing walk where they turn  pages from right to left as they scribble on each page | Charts realia | Observatio oral questions |  |
| 12 |  |  | Writing  readines s skills | By the end the sub-  strand, learners should be able to: Demonstrate the  ability to hold a  writing tool properly in and out of class | How do  we hold a  writing tool? | Decision  making, Critical thinking | Unity,  Respect | Learners could  observe a demonstration on how to turn pages and practise turning pages from right to left | Charts  realia | Observatio  oral  questions |  |
|  |  |  | Writing readines s skills | By the end the sub- strand, learners should be able to:  Scribble from left to  right and top to bottom | How do we hold a  writing  tool? | Decision  making, Critical thinking | Unity,  Respect | Learners could practise turning pages from right to left as they  scribble on each | Charts realia | Observatio oral questions |  |

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|  |  |  |  | on a page |  |  |  | page.  In groups, learners could be guided to scribble  from left to right  on a page. |  |  |  |
|  |  |  | Writing readines s skills | By the end the sub- strand, learners should be able to: Turn pages  from right to left as  they scribble | How do we hold a  writing  tool? | Decision  making, Critical thinking | Unity,  Respect | Learners could observe a demonstration on  how to turn pages  and practise turning pages from right to left | Charts realia | Observatio oral questions |  |
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