

PP2**LANGUAGE ACTIVITIES SCHEME OF WORK TERM TWO**

WEEK	LESSON	STRAND	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFLECTION
2	1-2	SPEAKING	Articulation of letter sounds	By the end of the sub-strand, the learners should be able to: Articulate vowels and consonants correctly in and out of class	Which letter sounds are closely related	Effective communication turn taking.	Unity, responsibility	Learners could be guided to articulate consonant sounds	Charts realia	Observational questions	
	3-4		Articulation of letter sounds	By the end of the sub-strand, the learners should be able to: Demonstrate awareness of letter-sound correspondence in and out of class.	Which letter sounds are closely related	Effective communication turn taking.	Unity, responsibility	Learners could be encouraged to practise articulating vowel sounds	Charts realia	Observational questions	
	5		Articulation of letter sounds	By the end of the sub-strand, the learners should be able to: Take pleasure in activities relating to letter sounds in and out of class	Which letter sounds are closely related	Effective communication turn taking.	Unity, responsibility	Learners could be encouraged to use flash cards and charts to enhance articulation of all letter sounds	Charts realia	Observational questions	
3	1-2	READING	Book handling skills	By the end of the sub-strand, the learners should be able to: Demonstrate book	How do you open pages of	Creative thinking, critical	Unity, responsibility	In pairs and groups learners can be encouraged to	Charts Realia	Observational questions	

				handling skills in and out of school	a book when reading	thinking		cover books			
	3-4		Book handling skills	By the end of the sub-strand, the learners should be able to: Demonstrate ability to arrange books properly	How do you open pages of a book when reading	Creative thinking, critical thinking	Unity, responsibility	Learners could be engaged in book arranging activities and guided to store them properly.	Charts realia	Observational questions	
	5		Book handling skills	By the end of the sub-strand, the learners should be able to: Take pleasure in book handling and storage activities	How do you open pages of a book when reading	Creative thinking, critical thinking	Unity, responsibility	In pairs or small groups learners could practise arranging books topside up in shelves or book corner	Charts realia	Observational questions	
4	1-2		Reading readiness skills	By the end of the sub-strand, the learners should be able to: Demonstrate left-right eye orientation when reading	How do you open pages of a book when reading	Creative thinking, critical thinking	Unity, responsibility	Learners could view animated pictures that drag and drop from left to right in a digital clip	Charts realia	Observational questions	
	3-4		Reading readiness skills	By the end of the sub-strand, the learners should be able to: Demonstrate top-bottom orientation skills when reading	How do you open pages of a book when reading	Creative thinking, critical thinking	Unity, responsibility	In pairs or small groups, learners could practise looking at pictures from left to right, moving the eye from top-to-bottom of the	Charts realia	Observational questions	

								page and turning pages from right to left.			
	5		Reading readiness skills	By the end of the sub-strand, the learners should be able to: Turn pages from right to left when opening a page	How do we handle a book when reading	Creative thinking, critical thinking	Unity, responsibility	Learners could record themselves as they practise turning pages from right to left and view the video clip for self-assessment	Charts realia	Observational questions	
5	1-2		Print Awareness	By the end of the sub-strand, the learners should be able to: Talk about pictures in and out of school	What pictures do you enjoy looking at?	Creative thinking, critical thinking	Unity, responsibility	Learners could be provided with relevant pictures and encouraged to talk about them	Charts realia	Observational questions	
	3-4		Print Awareness	By the end of the sub-strand, the learners should be able to: Demonstrate awareness of print in and out of school	What pictures do you enjoy looking at?	Creative thinking, critical thinking	Unity, responsibility	In pairs, learners could be involved in reading picture stories to each other	Charts realia	Observational questions	
	5		Print Awareness	By the end of the sub-strand, the learners should be able to: Enjoy reading pictures in and out of school	What pictures do you enjoy looking at?	Creative thinking, critical thinking	Unity, responsibility	In pairs or in small groups, learners could ask and answer questions	Charts realia	Observational questions	

6	1-2		Visual discrimination	By the end of the sub-strand, learners should be able to: Identify differences and similarities in objects and pictures at home and at school	What visual discrimination experiences do children enjoy?	Creative thinking, critical thinking	Unity, responsibility	Learners could identify odd-one out pictures, objects from a set of pictures or objects respectfully	Charts realia	Observational questions	
	3-4		Visual discrimination	By the end of the sub-strand, learners should be able to: Match and pair pictures and objects at home and at school	What visual discrimination experiences do children enjoy?	Creative thinking, critical thinking	Unity, responsibility	In pairs and small groups, learners could be involved in playing visual discrimination games, fix jigsaw puzzles among other visual discrimination activities	Charts realia	Observational questions	
	5		Visual discrimination	By the end of the sub-strand, learners should be able to: Take pleasure in visual discrimination activities at home and at school	What visual discrimination experiences do children enjoy?	Creative thinking, critical thinking	Unity, responsibility	In pairs and small groups, learners could be involved in playing visual discrimination games, fix jigsaw puzzles among other visual discrimination activities	Charts realia	Observational questions	
7	1-2		Visual memory	By the end of the sub-strand, learners should be able to: Recall objects, colours and pictures in the	What do you see around the home?	Creative thinking, critical thinking	Unity, responsibility	Individually, in pairs or small groups, learners could be engaged in visual memory	Charts realia	Observational questions	

				immediate environment				games.			
	3-4		Visual memory	By the end of the sub-strand, learners should be able to: Recall letters of the alphabet in and out of class	What do you see around the home?	Creative thinking, critical thinking	Unity, responsibility	In pairs or small groups, learners could be guided to play letter memory games.	Charts realia	Observational questions	
	5		Visual memory	By the end of the sub-strand, learners should be able to: Talk about what they have seen in the immediate environment	What do you see around the home?	Creative thinking, critical thinking	Unity, responsibility	Learners could visit a learning corner within the class and recall what they saw.	Charts realia	Observational questions	
8	1-2		Reading posture	By the end of the sub-strand, learners should be able to Identify correct reading posture in pictures.	How do we sit when reading	Creative thinking, critical thinking	Unity, responsibility	Learners could be guided to visit a local library to experience reading posture	Charts realia	Observational questions	
	3-4		Reading posture	By the end of the sub-strand, learners should be able to Sit appropriately when reading in and out of class	How do we sit when reading	Creative thinking, critical thinking	Unity, responsibility	Learners could practise sitting properly when picture reading in class.	Charts realia	Observational questions	

	5		Reading posture	By the end of the sub-strand, learners should be able to Enjoy participating in activities on reading posture in and out of class	How do we sit when reading	Creative thinking, critical thinking	Unity, responsibility	Learners could sing songs and recite poems and rhymes related to appropriate reading posture	Charts realia	Observational questions	
9	1-2		Letter recognition	By the end of the sub-strand, learners should be able to Match upper case letters with corresponding lower case letters in class	How do we match lower and upper case letters	Creative thinking, critical thinking	Unity, responsibility	Learners could be engaged in matching upper and lower case letters using skittle game.	Charts realia	Observational questions	
	3-4		Letter recognition	By the end of the sub-strand, learners should be able to Match upper case letters with corresponding lower case letters in class	How do we match lower and upper case letters	Creative thinking, critical thinking	Unity, responsibility	Learners could label objects using letter stickers and encouraged to identify the letters.	Charts realia	Observational questions	
	5		Letter recognition	By the end of the sub-strand, learners should be able to Take pleasure in letter matching activities in and out of class	How do we match lower and upper case letters	Creative thinking, critical thinking	Unity, responsibility	Individually or in small groups, learners could be engaged in activities related to letter recognition games e.g. letter	Charts realia	Observational questions	

								fishing games, letter sorting			
10	1-2		Reading syllables	By the end of the sub-strand, learners should be able to: Read syllables in and out of class	How do we blend letter sounds to make syllables ?	Creative thinking, critical thinking	Unity, responsibility	Learners could be engaged in blending sounds to make syllables e.g ta, pa, da, ma	Charts realia	Observational questions	
	3-4		Reading syllables	By the end of the sub-strand, learners should be able to: Demonstrate ability to read syllables in class.	How do we blend letter sounds to make syllables ?	Creative thinking, critical thinking	Unity, responsibility	Learners could be encouraged to read syllabuses	Charts realia	Observational questions	
	5		Reading syllables	By the end of the sub-strand, learners should be able to: Enjoy participating in activities that involve reading syllables	How do we blend letter sounds to make syllables ?	Creative thinking, critical thinking	Unity, responsibility	Learners could practise reading syllables in pairs and small groups	Charts realia	Observational questions	
11	1-2		Reading three to four letter words	By the end of the sub-strand, learners should be able to: Demonstrate ability to blend syllables to read three to four letter	How do we blend syllables to make words?	Creative thinking, critical thinking	Unity, responsibility	Learners could be engaged in blending syllables to form three to four letter words and	Charts realia	Observational questions	

				words in and out of class				guided to read the words			
	3-4		Reading three to four letter words	By the end of the sub-strand, learners should be able to: Read three to four letter words correctly in and out of class	How do we blend syllables to make words?	Creative thinking, critical thinking	Unity, responsibility	Learners could practise reading three and four letter words in pairs and small groups	Charts realia	Observational questions	
	5		Reading three to four letter words	By the end of the sub-strand, learners should be able to: Enjoy participating in activities that involve reading three to four letter words in and out of class	How do we blend syllables to make words?	Creative thinking, critical thinking	Unity, responsibility	Learners could be involved in a variety of activities to read three to four letter words.	Charts realia	Observational questions	
12	1-2	WRITING	Book handling	By the end of the sub-strand, the learner should be able to Demonstrate ability to handle books appropriately in and out of class	How do we handle books	Creative thinking, critical thinking	Unity, responsibility	Learners could practise arranging books appropriately (top side up).	Charts realia	Observational questions	
	3-4		Book handling	By the end of the sub-strand, the learner should be able to Arrange books properly in and out of	How do we handle books	Creative thinking, critical thinking	Unity, responsibility	Learners could practise caring for and storing books in the appropriate	Charts realia	Observational questions	

