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

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| W EE K | LE SS O N | STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQURY QUESTION | CORE COMPETENCE | VALUES | LEARNING EXPERIENCES | LEARNING RESOURCE | ASSESSEMEN T | REFLECTION |
| 1 | 1-2 | Reading | **Letter Recognitio n** | By the end of the lesson, the learnershould be able to:Recognize letters of the alphabet in upper case in and out of class | Which playexperiences enhance letter recognition | Critical thinking Communication and collaboration | Unity Peace humility | Learners could be guided to identifyletters on print inthe immediate environment | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Letter****Recognitio n** | By the end of thelesson, the learner should be able to: Recognize letters of the alphabet in lower case in and out of class | Whichplay experience s enhance letterrecognition | Critical thinkingCommunicationand collaboration | UnityPeacehumility | Learners could beasked to match upper and lower case letters incorporated in children’s play to enhance letter recognition | Realiacharts | ObservationOralquestions |  |
|  | 5 |  | **Letter Recognitio n** | By the end of the lesson, the learner should be able to:Match upper caseletters with corresponding lower case letters in class | Which play experiences enhanceletter recognition | Critical thinking Communication and collaboration | Unity Peace humility | Learners could fixletter jigsaws. Learners could be guided to recognize letters on walls, charts, cards and labels to enhance letter recognitio | Realia charts | Observation Oral questions |  |

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| 2 | 1-2 | writing | **Book handling** skills | By the end of the lesson, the learner should be able to Demonstrate how to handle books properly | In what ways do learnersmishandle books | Critical thinking Communication and collaboration | Unity Peace humility | Learners could observe as teacher demonstrates howto turn pages from right to left | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Book handling** skills | By the end of the lesson, the learner should be able to Enjoy participating in book handling activities | In what ways do learners mishandlebooks | Critical thinking Communication and collaboration | Unity Peace humility | Learners could observe as teacher demonstrates how to turn pages fromright to left | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Book****handling**skills | By the end of thelesson, the learnershould be able to Participate in storing books properly inand out of school | In whatways do learners mishandle books | Critical thinkingCommunicationand collaboration | UnityPeacehumility | Learners shouldpractise how to hold a book appropriately whenever opportunities arise. | Realiacharts | ObservationOralquestions |  |
| 3 | 1-2 |  | **Writing readiness****skills** | By the end of thelesson, the learner should be able to Demonstrate the ability to hold a writing tool properly in and out of class | In whatways dolearners mishandle books | Critical thinkingCommunicationandcollaboration | UnityPeace humility | Learners couldobserve ademonstration on how to turn pages and practise turning pages from right to left. | Realiacharts | ObservationOral questions |  |
|  | 3-4 |  | **Writing readiness****skills** | By the end of thelesson, the learnershould be able to Scribble from left to right and top to | How do wehold awriting tool? | Critical thinkingCommunicationand collaboration | UnityPeacehumility | In groups, learnerscould be guided toscribble from left to right on a page. | Realiacharts | ObservationOralquestions |  |

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|  |  |  |  | bottom on a page |  |  |  |  |  |  |  |
|  | 5 |  | **Writing****readiness skills** | By the end of thelesson, the learner should be able to Turn pages from right to left as they scribble | How do wehold a writing tool? | Critical thinkingCommunication and collaboration | UnityPeace humility | Learners could beencouraged to observe a demonstration on how to hold a writing tool and imitate |  |  |  |
| 4 | 1-2 |  | **Writing****Posture** | By the end of the lesson, the learner should be able to Sit appropriately when scribbling, drawing or writing in class | How do we position a book when writing | Critical thinking Communication and collaboration | Unity Peace humility | Encourage learners to practise after demonstrating the appropriate writingposture.In pairs, learners practise the correct writing posture | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Writing****Posture** | By the end of thelesson, the learnershould be able to Sit appropriately when scribbling, drawing or writing in class | How do weposition a book when writing | Critical thinkingCommunicationand collaboration | UnityPeacehumility | Encourage learnersto practise after demonstrating the appropriate writing posture.In pairs, learners practise the correct writing posture | Realiacharts | ObservationOralquestions |  |
|  | 5 |  | **Writing****Posture** | By the end of the lesson, the learner should be able to Enjoy participating in activities for writing posture in and out of class. | How do we position a book whenwriting | Critical thinking Communication and collaboration | Unity Peace humility | In pairs and groups learners could practise theappropriate writing posture. One of the learners couldrecite a writingposture rhyme as | Realia charts | Observation Oral questions |  |

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|  |  |  |  |  |  |  |  | others practise it. |  |  |  |
| 5 | 1-2 |  | **Eye-hand****coordinati on skills** | By the end of thelesson, the learner should be able to Demonstrate eye- hand coordination when writing | What arethe necessary skills for preparing a learner to write | Critical thinkingCommunication and collaboration | UnityPeace humility | The learners couldobserve the teacher demonstratefolding and tearing or cutting paperalong a marked line and practise folding and tearing along a line | Realiacharts | ObservationOral questions |  |
|  | 3-4 |  | **Eye-hand coordinati****on skills** | By the end of thelesson, the learnershould be able to Demonstrate eye- hand coordination when writing | What arethe necessaryskills forpreparing a learner towrite | Critical thinkingCommunicationand collaboration | UnityPeacehumility | The learners couldobserve the teacher demonstratefolding and tearingor cutting paper along a marked lineand practise folding and tearing along a line | Realiacharts | ObservationOralquestions |  |
|  | 5 |  | **Eye-hand coordinati****on skills** | By the end of thelesson, the learner should be able to Take pleasure in participating in eye- hand coordination activities in class. | What arethenecessary skills for preparing a learner to write | Critical thinkingCommunicationand collaboration | UnityPeace humility | Learners could beengaged in typingfreely on a computer key board.Learners couldpractise throughfree modeling using clay, dough | Realiacharts | ObservationOral questions |  |
| 6 | 1-2 |  | **Pattern****Writing** | By the end of the lesson, the learner should be able to | What activities wouldenhance | Critical thinking Communication and collaboration | Unity Peace humility | Learners could observe the teacher demonstratewriting line | Realia charts | Observation Oral questions |  |

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|  |  |  |  | Write simple line patterns in class | pattern writing skills inchildren |  |  | patterns in the air and imitate |  |  |  |
|  | 3-4 |  | **Pattern****Writing** | By the end of thelesson, the learner should be able to Hold writing tools appropriately when writing patterns | Whatactivitieswould enhance pattern writing skills in children | Critical thinkingCommunicationand collaboration | UnityPeace humility | In pairs or smallgroups, learnerscould make print patterns using different objects | Realiacharts | ObservationOral questions |  |
|  | 5 |  | **Pattern****Writing** | By the end of the lesson, the learner should be able to Enjoy participating in pattern writing activities in class | What activitieswould enhancepattern writing skills in children | Critical thinking Communication and collaboration | Unity Peace humility | Learners could copy line patternson sand trays or slate boards as theteacher demonstrates | Realia charts | Observation Oral questions |  |
| 7 | 1-2 |  | **Letter formation** | By the end of thelesson, the learnershould be able to Demonstrate ability to form letters correctly in and out of class | How do you shape letters of the alphabet | Critical thinkingCommunicationand collaboration | UnityPeacehumility | Learners could singrhymes related to letter formation. Learners could observe the teacher demonstrate letter formation in the air, on sand trays, slate boards and imitate. | Realiacharts | ObservationOralquestions |  |
|  | 3-4 |  | **Letter** | By the end of thelesson, the learner | How do | Critical thinkingCommunicationand | UnityPeace | Learners could singrhymes related toletter formation. | Realiacharts | ObservationOral |  |

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|  |  |  | **formation** | should be able to Demonstrate ability to form letters correctly in and out of class | you shape letters of thealphabet | collaborationBy the end of the lesson, the learner should be able to | humility | Learners could observe the teacher demonstrate letterformation in the air, on sand trays, slateboards and imitate. |  | questions |  |
|  | 5 |  | **Letter formation** | By the end of thelesson, the learner should be able to Experience pleasure participating in letter formation activities in and out of class | How do you shape letters of the alphabet | Critical thinkingCommunication and collaboration | UnityPeace humility | Learners could beguided to model, colour and paint letters of the alphabet while singing related rhymes | Realiacharts | ObservationOral questions |  |
| 8 | 1-2 |  | WritingPractice | By the end of the lesson, the learner should be able to Write letters of the alphabet correctly in class | What resources would you use forwriting practice | Critical thinking Communication and collaboration | Unity Peace humility | Learners could be encouraged to join dots to make letters of the alphabet | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | WritingPractice | By the end of thelesson, the learnershould be able to Take pleasure in using basic tools for writing in class | Whatresources would you use for writing practice | Critical thinkingCommunicationand collaboration | UnityPeacehumility | Learners could beencouraged to trace and copy letters of the alphabet. | Realiacharts | ObservationOralquestions |  |
|  | 5 |  | WritingPractice | By the end of thelesson, the learnershould be able to Enjoy participating in writing practice | Whatresourceswould you use for writing | Critical thinkingCommunicationand collaboration | UnityPeacehumility | Learners could beinvolved in makingpatterns using letters of the alphabet. | Realiacharts | ObservationOralquestions |  |

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|  |  |  |  | activities in class | practice |  |  |  |  |  |  |
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