**PP2 LANGUAGE 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 | **Reading three to four letter words** | By the end of the lesson, the learner should be able to:Demonstrate abilityto blend syllables to read three to four letter words in and out of class | What activities enhancelearner’sability to read words? | Critical thinking Communication and collaboration | Unity Peace humility | Learners could be engaged in blending syllablesto form three tofour letter words and guided to read the words | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Reading three to four letter words** | By the end of thelesson, the learnershould be able to: Read three to four letter words correctly in and out of class | Whatactivitiesenhance learner’s ability to read words? | Critical thinkingCommunicationand collaboration | UnityPeace humility | Learners couldpractise readingthree and four letter words in pairs and small groups | Realiacharts | ObservationOral questions |  |
|  | 5 |  | **Reading three to four letter words** | By the end of the lesson, the learner should be able to: Enjoy participatingin activities that involve reading three to four letter words in and out of class | What activities enhance learner’sability to read words? | Critical thinking Communication and collaboration | Unity Peace humility | Learners could be involved in a variety of activitiesto read three to fourletter wor | 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 Arrange books properly in and out of class | 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 Enjoy participating in book handling activities in and out of class | 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 the lesson, the learner should be able to Hold a writing tool properly in and out of class | In what ways do learnersmishandlebooks | Critical thinking Communication and collaboration | Unity Peace humility | Learners could observe a demonstration onhow to turn pagesand practise turning pages from right to left. | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Writing readiness skills** | By the end of the lesson, the learner should be able to | How do we hold awriting | Critical thinking Communication and | Unity Peace humility | Learners could observe ademonstration on | Realia charts | Observation Oral questions |  |

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|  |  |  |  | Turn pages from right to left during a writing activity inand out of class | tool? | collaboration |  | how to turn pages and practise turning pages from right toleft. |  |  |  |
|  | 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 awriting tool? | Critical thinkingCommunicationand collaboration | UnityPeace humility | Learners could beencouraged toobserve a demonstration on how to hold a writing tool and imitate |  |  |  |
| 4 | 1-2 |  | **Writing****Posture** | By the end of thelesson, the learner should be able to Sit appropriately when scribbling, drawing or writing in class | How do weposition a book when writing | Critical thinkingCommunication and collaboration | UnityPeace humility | Encourage learnersto practise after demonstrating the appropriate writing posture.In pairs, learners practise the correct writing posture | Realiacharts | ObservationOral questions |  |
|  | 3-4 |  | **Writing****Posture** | By the end of thelesson, the learner should be able to Sit appropriately when scribbling, drawing or writing in class | How do weposition abook when writing | Critical thinkingCommunicationand collaboration | UnityPeace humility | Encourage learnersto practise afterdemonstrating the appropriate writing posture.In pairs, learnerspractise the correct writing posture | Realiacharts | ObservationOral questions |  |
|  | 5 |  | **Writing****Posture** | By the end of the lesson, the learner should be able to Enjoy participating | How do we position a book whenwriting | Critical thinking Communication and collaboration | Unity Peace humility | In pairs and groups learners could practise theappropriate writingposture. One of the | Realia charts | Observation Oral questions |  |

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|  |  |  |  | in activities for writing posture in and out of class. |  |  |  | learners could recite a writing posture rhyme asothers 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 arethenecessary skills for preparing a learner to write | Critical thinkingCommunicationand collaboration | UnityPeace humility | The learners couldobserve the teacherdemonstrate folding and tearing or cutting paper along 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 the lesson, the learner should be able to Demonstrate eye- hand coordination when writing | What are the necessaryskills for preparing a learner to write | Critical thinking Communication and collaboration | Unity Peace humility | The learners could observe the teacher demonstratefolding and tearing or cutting paper along a marked line and practise folding and tearing along a line | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Eye-hand coordinati on skills** | By the end of the lesson, the learner should be able to Take pleasure in participating in eye- hand coordination activities in class. | What are the necessaryskills for preparing a learner to write | Critical thinking Communication and collaboration | Unity Peace humility | Learners could be engaged in typing freely on acomputer key board.Learners could practise throughfree modeling using clay, dough | Realia charts | Observation Oral questions |  |
| 6 | 1- |  | **Pattern** | By the end of the | What | Critical thinking | Unity | Learners could | Realia | Observation |  |

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|  | 2 |  | **Writing** | lesson, the learner should be able to Write simple line patterns in class | activities would enhancepattern writingskills in children | Communication and collaboration | Peace humility | observe the teacher demonstratewriting line patterns in the air and imitate | charts | Oral questions |  |
|  | 3-4 |  | **Pattern****Writing** | By the end of the lesson, the learner should be able to Hold writing tools appropriately when writing patterns | What activitieswouldenhance pattern writing skills in children | Critical thinking Communication and collaboration | Unity Peace humility | In pairs or small groups, learnerscould make printpatterns using different objects | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Pattern****Writing** | By the end of thelesson, the learner should be able to Enjoy participating in pattern writing activities in class | Whatactivities would enhance pattern writing skills in children | Critical thinkingCommunication and collaboration | UnityPeace humility | Learners couldcopy line patterns on sand trays or slate boards as the teacher demonstrates | Realiacharts | ObservationOral questions |  |
| 7 | 1-2 |  | **Letter formation** | By the end of thelesson, the learner should be able to Form letters correctly in and out of class | How do you shape letters of the alphabet | Critical thinkingCommunicationandcollaboration | UnityPeace humility | Learners could singrhymes related to letter formation.Learners couldobserve the teacher demonstrate letterformation in the air, on sand trays, slate boards and imitate. | Realiacharts | ObservationOral questions |  |

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|  | 3-4 |  | **Letter formation** | By the end of the lesson, the learner should be able to Demonstrate ability to form letters correctly in and out of class | How do you shape letters of the alphabet | Critical thinking Communication and collaborationBy the end of the lesson, the learner should be able to | Unity Peace humility | Learners could sing rhymes related to letter formation.Learners could observe the teacherdemonstrate letter formation in the air, on sand trays, slate boards and imitate. | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Letter formation** | By the end of thelesson, the learnershould be able to Experience pleasure participating in letter formation activities in and out of class | How do you shape letters of the alphabet | Critical thinkingCommunicationand collaboration | UnityPeacehumility | Learners could beguided to model, colour and paint letters of the alphabet while singing related rhymes | Realiacharts | ObservationOralquestions |  |
| 8 | 1-2 |  | **Writing letters of the alphabet** | By the end of the lesson, the learner correctly in class should be able to Demonstrate ability to write letters properly in and out of class | What resources would youuse for writingpractice | Critical thinking Communication and collaboration | Unity Peace humility | Learners could be encouraged to trace letters of thealphabet. Learners couldcopy letters of the alphabet. | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Writing letters of the alphabet** | By the end of the lesson, the learner should be able to Write letters of the alphabet properly in and out of clas | What resources would you use forwriting practice | Critical thinking Communication and collaboration | Unity Peace humility | Learners could be encouraged to trace and copy letters of the alphabet. | Realia charts | Observation Oral questions |  |

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|  | 5 |  | **Writing letters of the alphabet** | By the end of the lesson, the learner should be able to Enjoy participating in writing practice activities in class | What resources would youuse for writingpractice | Critical thinking Communication and collaboration | Unity Peace humility | Learners could be involved in making patterns usingletters of the alphabet. | Realia charts | Observation Oral questions |  |
| 9&10 |  | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT |
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