**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 | READIN  G | **Reading three to four letter words** | By the end of the lesson, the learner should be able to:  Demonstrate ability  to blend syllables to read three to four letter words in and out of class | What activities enhance  learner’s  ability to read words? | Critical thinking Communication and collaboration | Unity Peace humility | Learners could be engaged in blending syllables  to form three to  four 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 the  lesson, the learner  should be able to: Read three to four letter words correctly in and out of class | What  activities  enhance learner’s ability to read words? | Critical thinking  Communication  and collaboration | Unity  Peace humility | Learners could  practise reading  three and four letter words in pairs and small groups | Realia  charts | Observation  Oral questions |  |
|  | 5 |  | **Reading three to four letter words** | By the end of the lesson, the learner should be able to: Enjoy participating  in activities that involve reading three to four letter words in and out of class | What activities enhance learner’s  ability to read words? | Critical thinking Communication and collaboration | Unity Peace humility | Learners could be involved in a variety of activities  to read three to four  letter 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 learners  mishandle books | Critical thinking Communication and collaboration | Unity Peace humility | Learners could observe as teacher demonstrates how  to 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 mishandle  books | Critical thinking Communication and collaboration | Unity Peace humility | Learners could observe as teacher demonstrates how to turn pages from  right to left | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Book**  **handling**  skills | By the end of the  lesson, the learner  should be able to Enjoy participating in book handling activities in and out of class | In what  ways do learners mishandle books | Critical thinking  Communication  and collaboration | Unity  Peace  humility | Learners should  practise how to hold a book appropriately whenever opportunities arise. | Realia  charts | Observation  Oral  questions |  |
| 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 learners  mishandle  books | Critical thinking Communication and collaboration | Unity Peace humility | Learners could observe a demonstration on  how to turn pages  and 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 a  writing | Critical thinking Communication and | Unity Peace humility | Learners could observe a  demonstration on | Realia charts | Observation Oral questions |  |

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|  |  |  |  | Turn pages from right to left during a writing activity in  and out of class | tool? | collaboration |  | how to turn pages and practise turning pages from right to  left. |  |  |  |
|  | 5 |  | **Writing readiness**  **skills** | By the end of the  lesson, the learner should be able to Turn pages from right to left as they scribble | How do we  hold a  writing tool? | Critical thinking  Communication  and collaboration | Unity  Peace humility | Learners could be  encouraged 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 writing posture.  In pairs, learners practise the correct writing posture | Realia  charts | Observation  Oral questions |  |
|  | 3-  4 |  | **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 writing posture.  In pairs, learners  practise the correct writing posture | Realia  charts | Observation  Oral questions |  |
|  | 5 |  | **Writing**  **Posture** | By the end of the lesson, the learner should be able to Enjoy participating | How do we position a book when  writing | Critical thinking Communication and collaboration | Unity Peace humility | In pairs and groups learners could practise the  appropriate writing  posture. 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 as  others practise it. |  |  |  |
| 5 | 1-  2 |  | **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  necessary skills for preparing a learner to write | Critical thinking  Communication  and collaboration | Unity  Peace humility | The learners could  observe the teacher  demonstrate folding and tearing or cutting paper along a marked line and practise folding and tearing along a line | Realia  charts | Observation  Oral 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 necessary  skills for preparing a learner to write | Critical thinking Communication and collaboration | Unity Peace humility | The learners could observe the teacher demonstrate  folding 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 necessary  skills for preparing a learner to write | Critical thinking Communication and collaboration | Unity Peace humility | Learners could be engaged in typing freely on a  computer key board.  Learners could practise through  free 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 enhance  pattern writing  skills in children | Communication and collaboration | Peace humility | observe the teacher demonstrate  writing 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 activities  would  enhance pattern writing skills in children | Critical thinking Communication and collaboration | Unity Peace humility | In pairs or small groups, learners  could make print  patterns using different objects | Realia charts | Observation Oral 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  activities would enhance pattern writing skills in children | Critical thinking  Communication and collaboration | Unity  Peace humility | Learners could  copy line patterns on sand trays or slate boards as the teacher demonstrates | Realia  charts | Observation  Oral questions |  |
| 7 | 1-  2 |  | **Letter formation** | By the end of the  lesson, the learner should be able to Form letters correctly in and out of class | How do you shape letters of the alphabet | Critical thinking  Communication  and  collaboration | Unity  Peace humility | Learners could sing  rhymes related to letter formation.  Learners could  observe the teacher demonstrate letter  formation in the air, on sand trays, slate boards and imitate. | Realia  charts | Observation  Oral 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 collaboration  By 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 teacher  demonstrate letter formation in the air, on sand trays, slate boards and imitate. | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Letter formation** | By the end of the  lesson, 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 thinking  Communication  and collaboration | Unity  Peace  humility | Learners could be  guided to model, colour and paint letters of the alphabet while singing related rhymes | Realia  charts | Observation  Oral  questions |  |
| 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 you  use for writing  practice | Critical thinking Communication and collaboration | Unity Peace humility | Learners could be encouraged to trace letters of the  alphabet. Learners could  copy 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 for  writing 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 you  use for writing  practice | Critical thinking Communication and collaboration | Unity Peace humility | Learners could be involved in making patterns using  letters of the alphabet. | Realia charts | Observation Oral questions |  |
| 9  &  10 |  | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT |
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