**LANGUAGE ACTIVITIES GRADE TWO SCHEME OF WORK TERM 1**

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| **WEE K** | **LESS ON** | **STRAND THEME** | **SUB STRAND** | **SPECIFIC LEARNING OUTCOMES** | **KEY INQUIRY QUESTIONS** | **LEARNER EXPERIENCE** | **LEARNING RESOURCE S** | **ASSESSME NT METHODS** | **REFLE CTIO N** |
| **1** | 1-2 | SCHOOL | Language structure and function The verb “to be” | By the end of the sub strand the learner should be able to use past forms of The verb “to be” correctly to construct simple sentences  about things in the past. | As you were coming to school how many did you see? | Learners to be describe their own and other constructed action using was and were | Flash cards  Realia | Written exercises |  |
|  | 3 | SCHOOL | Language structure and function | By the end of the sub strand the learner should be able to use past forms of The verb “to be” in the sentences. | What are they doing? | In small groups learners describe how people using the past form of the verb “to be” | Models of verb using “was “and “were” | Written exercises Oral questions |  |
| **2** | 1-3 | SCHOOL | Language structure The verb “to be” | By the end of the sub strand the learner should be able to use past forms of The verb “to be” in their daiy to day conversations. | What are other things did you see? | Learners take part in role play and language games that allow them to take part in various actions | Dialogue | Written exercises Oral questions |  |
| **3** | 1-3 | Activities at home subject verb agreemen t “was” and “were” | Language structure The verb “to be” | By the end of the sub strand the learner should be able to correct use of subject in agreement sentences | What is Sarah holding?  What are the girls holding | Learners to construct correct sentences based on pictures showing singular and plural subjects | Pictures | Oral questions |  |
| **4** | 1-2 | Activities at home subject verb agreemen t “was” and “were” | Language structure and function | The learner should be able to construct simple sentences about activities at home | What was she doing? | In small groups/  pairs learners  to construct on demonstrated actions by one r more learners. Construct sentences using displayed realia representing singular and plural | Realia | Written exercises |  |
| **4** | 3 | Activities | Language | The learner should | What were | The learner | Pictures | Oral |  |

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|  |  | at home subject verb agreemen t “was” and “were” | structure and function | be able to construct correct sentences in conversation for effective communication | they holding? | should be able to construct correct sentences with subject verb agreement in conversation for effective  communication | Dialogue on subject verb agreement | questions |  |
| **5** | 1-2 | Transport | Objective him, her, them and you, us, me | The learner should be able to use objective pronoun correctly to construct simple sentences about transport | What do you use to come to school? | Learners to work in pairs to construct sentences using objective pronouns | Pictures  Dialogue | Oral questions |  |
|  | 3 | Transport | Objective him, her, them and you, us, me | The learner should be able to pick out objective pronoun to improve oral communication | What does your mother use to go to the market? | Learners to construct sentences on the means of transport using locally available and the objective pronounce.  This car belongs  to Amina.  This car belongs  to her. | Realia  Pictures | Oral questions Written exercise |  |
| **6** | 1-3 | Transport | Objective him, her, them and you, us, me | The learner should be able to use objective pronoun for effective communication in  a story, poem or conversation | What use to visit your aunt and uncle? | Learners to listen to a story, poem or conversation on communication | Story books Pictures | Oral questions |  |
| **7** | 1-3 | Time and months of the year | The verb **to have** Have  Has  Had | The learner should be able to use various forms of the verb **to have**  A main verb to talk  about months of the year, o’clock, am and pm for effective objective pronoun for effective communication | How many months does a year have? | Learners to work in pairs to construct sentences using singular and plural subjects on different forms of the verb to have | chart | Oral questions |  |
| **8** | 1-3 | Time and months of the year | The verb **to have** Have  Has  Had | The learner should be able to recognize correct use of the verb in different contexts | How many fingers do you have? | Learners construct sentences on their body parts | Body parts | Oral questions |  |
| **9** | 1-3 | Time and months of the year | The verb **to have** Have  Has  Had | The learner should be use the verb **to have** for effective communication | Can you name some of the things you see at home? | Learners to construct sentences on the things they have at home and at school | Realia | Oral questions Written exercises |  |
|  | 1-2 | Shopping | Plurals of | The learner should | How do we | Learners in | Realia | Oral |  |

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|  |  | Things w buy | irregular nouns (- ies, -ves) | be able to distinguish between singular and plural nouns including irregular nouns for clear communications | change irregular nouns to plural? | groups to construct sentences about the market, shop, supermarket and shopping  list using plural of irregular nouns |  | questions Written exercises |  |
| **10** | 3 | Shopping Things w buy | Plurals of irregular nouns (- ies, -ves) | The learner should be able to construct sentences based  on pictures of nouns that take plural of irregular nouns ies, -ves) | What can you see in the picture? | Learners in groups to construct sentences  about based on pictures of nouns that take thetaught form | Pictures | Oral questions Written exercises |  |
| **11** | 1-2 | The garden | Present continuou s tense | The learner should be able to use Present  continuous tense  to talk about food we eat/ health and nutrition for effective communications | What are you doing? | Learners construct sentences from ongoing demonstrations  . Construct sentences based on pictures | Pictures | Oral questions Written exercises |  |
|  | 3- | The garden | Present continuou s tense | The learner should be able to use Present  continuous tense a given context | What is the teacher doing? | Learners compete in groups in changing verbs from Present continuous tense | Pictures | Oral questions Written exercises |  |
| **12** | 1-3 | The garden | Present continuou s tense | The learner should be able to demonstrate by asking and answering questions using Present  continuous tense | What are you doing? | Learners to take part in demonstrations  , ask and answer questions using Present continuous tense | Pictures | Oral questions |  |
| **13** | 1-2 | Accidents | Past continuou s tense | The learner should be able to describe actions using past continuous tense for effective communications | What was your parent doing when you got home? | Learners to construct sentences using past continuous tense | Pictures | Oral questions |  |
|  | 3 | Accidents | Past continuou s tense | The learner should be able to change verbs from  present simple continuous to enhance communication | What were you doing  yesterday when it rained? | Iin groups Learners to take part in changing verbs from simple present to past continuous tense | Flash cards | Oral questions Written exercises |  |
| **14** | 1-3 | Accidents | Past continuou s tense | The learner should be able to respond to questions using | What was she doing? | Learners to respond to simple | Workbook | Oral questions Written |  |

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|  |  |  |  | past continuous tense about hygiene, simple injuries and first aid |  | questions using past continuous tense |  | exercises |  |