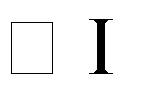
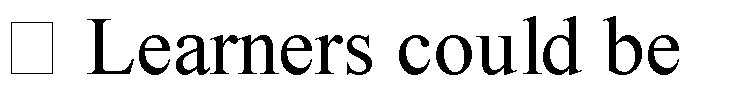
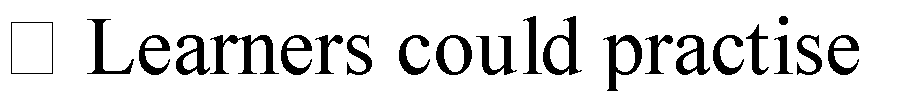
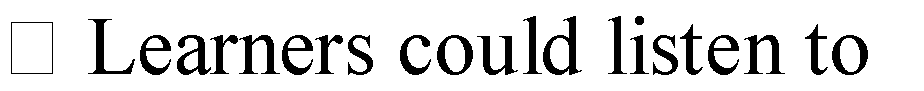
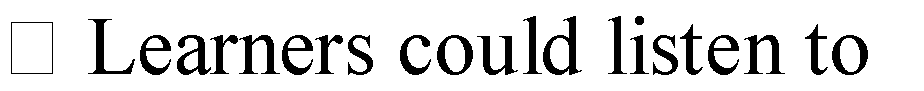
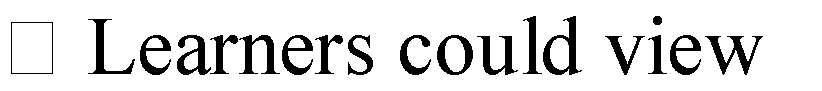
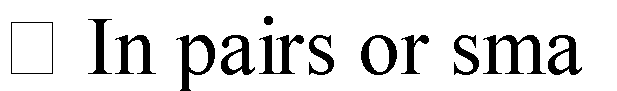
**PP2 LANGUAGE ACTIVITIES SCHEME OF WORK TERM ONE**

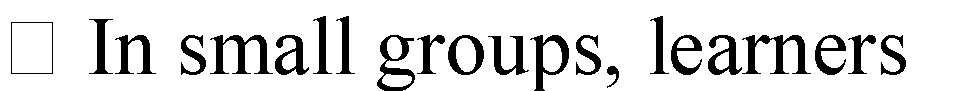
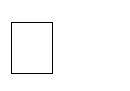
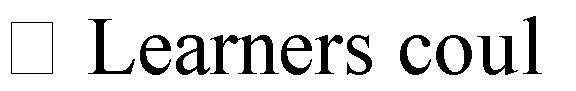
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| **W E**  **E K** | **LE SS O N** | **STRANDS** | **S-STRAND** | **SPECIFIC LEARNING OUTCOMES** | **KEY INQURY QUESTIONS** | **CORE COMPETENCE** | **VALUES** | **LEARNING EXPERIENCES** | **LEARNING RESOURCE S** | **ASSESSM ENT** | **REF L** |
| **1** | **1** |  |  |  |  |  |  |  |  |  |  |
| **2** | **1-**  **5** | **LISTENI**  **NG** | **Common**  **greetings and farewell related to relationsh ip** | By the end of the sub-  strand, the learner should be able to: a) Respond appropriately to  greetings with reference to relationship in and out of school.  b) Respond  appropriately to farewell with reference to relationship in and out  of school.  c) Enjoy responding to  greetings and farewell with reference to relationship in and out of school | 1) What opportunities arise for responding to greetings with reference to relationship at home and at school?  2) What opportunities arise for responding to farewell with reference to relationship at home and at school?  3) Whose greetings do you respond to  at home and at  school?  4) Whose farewell do you respond to at home and at school? | Critical thinking  and problem solving  Communication and collaboration  Self efficacy | Love  Respect Unity Peace Patience | Learners could respond to greetings and farewell with reference to relationship.  learners could practise responding to greetings and farewell with reference to relationship.  to other learners’ greetings  and farewell with reference to relationship using verbal and non- verbal language.  guided to respond to visitors’ greetings and farewell with reference to relationship using appropriate words.  encouraged to respond to visitors and family members’ greetings and farewell at home with reference to relationship using appropriate words.  recorded clips on responding to greetings and farewell with reference to relationship and imitate the same  Learners could respond to greetings and farewell with reference to relationship. | **Realia**  **Charts** | **1.Observ**  **ation**  **2.Oral question s** |  |



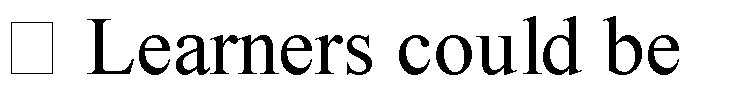
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|  |  |  |  |  |  |  |  | n pairs or small groups, learners could practise responding to greetings  and farewell with reference to relationship.  to other learners’ greetings  and farewell with reference to relationship using verbal and non- verbal language.  guided to respond to visitors’ greetings and farewell with reference to relationship using appropriate words.  encouraged to respond to visitors and family members’ greetings and farewell at home with reference to relationship using appropriate words.  recorded clips on responding to greetings and farewell with reference to relationship and imitate the same |  |  |  |
| 3 | 1-  5 | LISTENIN G | **Listening for comprehe nsion** | By the end of the sub- strand, the learner  should be able to:  a) Answer questions  correctly after a listening experience in class.  b) Solve simple riddles in and out of school.  c) Sing songs with actions in and out of school.  d) Recite poems and rhymes with actions in | 1. How does a child develop comprehension skills?  2. How does a child demonstrate comprehension?  3. What daily opportunities  require listening for comprehension? | Communication and  collaboration  Critical thinking and problem solving | Patience  Responsi  bility | Learners could respond to simple verbal instructions.  engaged in listening to a story and be encouraged to answer questions.  simple questions after listening to a recorded story.  guided to solve simple riddles. | **Realia** | **.Observa tion**  **2.Oral question s** |  |



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|  |  |  |  | and out of school.  e) Take pleasure in activities that involve listening for comprehension. | 4. What makes listening comprehension fun |  |  | guided to solve oral language puzzles.  guided to recite poems and rhymes with actions.  singing songs with actions. audio-visual digital comics  and answer simple  questions.  practise solving simple riddles |  |  |  |
| 4 | 1-  5 |  | **Active listening** | By the end of the sub- strand, the learners  should be able to:  a) Pay attention to  conversations in and out of school.  b) Answer questions after listening to a story. c) Respond to simple instructions in and out of school.  d) Appreciate the  contribution of others during conversations | 1. How do you show interest during a conversation?  2. When should you  speak during a conversation?  3. How do you seek clarification in a  conversation?  4. How do people  respond to instructions?  5. How do people respond during a  conversation | Communication and  collaboration  Critical thinking and problem solving | Patience  Responsi  bility | In pairs or small groups, learners could tell stories and poems while others listen. They could be encouraged to ask and answer questions.  encouraged to retell stories told by the teacher and other learners.  and solve riddles. recorded content and  imitate.  simple instructions and encouraged to respond.  ll groups,  learners could be guided to take turns in conversations and answer simple questions.  recorded clips of their own conversations as they are appreciated and corrected.  guided to | **Realia charts** | **.Observa tion**  **2.Oral**  **question s** |  |



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|  |  |  |  |  |  |  |  | appreciate the contribution of others during conversations.  could be involved in verbal games, songs, poems and rhymes that involve turn taking.  demonstrate an activity involving turn takin |  |  |  |
| 5 | 1-  5 |  | Passing informatio n  **Auditory discrimin ation** | By the end of the sub- strand, the learners  should be able to: a) Convey verbal messages effectively in and out of school.  b) Retell short stories in and out of school.  c) Engage in dialogue in and out of school.  d) Take pleasure in passing verbal messages and retelling short  stories in and out of school  a) Identify all letter sounds in the classroom environment.  b) Differentiate closely related letter sounds in and out of school. | What opportunities arises for learners  to pass information  to and from parents?  2. What could learners tell their teachers about their parents?  3. What could learners tell their parents about teachers | Communication and  collaboration | Love  Respect | Learners could be asked to deliver verbal messages to and from parents/guardians.  groups, learners could tell and retell news and short stories.  appreciated when they convey verbal messages effectively.  encouraged to engage in dialogue with parents.  engaged in short discussions and encouraged to ask and answer questions.  d be  engaged in activities where they listen to an audio clip and then talk about it in pairs or in small groups  Learners could be guided to articulate letter sounds.  audio clips depicting articulation of letter sounds and identify the articulated sounds | **Realia charts** | Observat ion |  |



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| 6 | 1-  5 |  | **Auditory**  **discrimin ation**  **Auditory memor** | By the end of the sub-  strand, the learners should be able to:  a) Identify all letter sounds in the classroom environment.  b) Differentiate closely  related letter sounds in and out of school.  c) Experience pleasure through play in and out  of school.  d) Say letter sounds after the teacher in class.  e) Recall letter sounds in and out of class.  f) Enjoy playing auditory memory games  in and out of class. | 1. What are some of the closely related letter sounds?  2. What experiences  could enhance letter sound  discrimination | Communication  and collaboration | Responsi  bility | Learners could be guided to articulate letter sounds.  audio clips depicting articulation of letter sounds and identify the articulated sounds.  articulate closely related letter sounds as demonstrated. e.g. /p/ and  /b/, /t/ and /d/, /k/ and /c/,  /l/ and /r/, /f/ and /v/, /s/  and /z/, /w/ and /y/, /k/and  /q/.  recorded audio clips of closely related sounds and recognize the sounds.  groups, learners could be involved in letter sound games.  songs and recite letter sound rhymes.  guided to use interactive programmes on letter sounds | **Realia**  **charts** | **.Observa**  **tion**  **2.Oral question s** |  |
| 7 | 1-  5 | **SPEAKIN**  **G** | **Common**  **greetings and farewell related to relationsh ip** | By the end of the sub-  strand, the learners should be able to: a) Use vocabulary  related to greetings with  reference to relationship in and out of school.  b) Use vocabulary related to bidding farewell with reference  to relationship in and out of school. | How do you greet people at home and at school?  2. How do you  respond to greetings at school and at home?  3. How do you bid  farewell at home and at school? | Communication  and collaboration  Critical thinking and problem solving  Self efficacy | Love  Respect Responsi bility | Learners could imitate greetings and farewell with reference to relationship.*(e.g good morning teacher, good evening mother, Good*  *night father)*  learners could practise greetings and farewell with reference to relationship. | **Realia**  **charts** | **.Observa**  **tion**  **2.Oral question s** |  |

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|  |  |  |  | c) Greet people appropriately with reference to relationship in and out of school  d) Bid people farewell appropriately with reference to relationship in and out of school.  e) Appreciate greeting and bidding people farewell with reference  to relationship in and out  of school. |  |  |  | guided to greet as well as bid farewell to visitors who come to class with  reference to relationship.  encouraged to greet and bid farewell to  family members at home with reference to time and relationship using appropriate words.  recorded clips on greetings and farewell with  reference to relationship and imitate.  greetings and bidding farewell with reference to relationship through role playing.  interactive songs on greetings and farewell with reference to relationship |  |  |  |
| 8 | 1-  5 | SPEAKIN  G | **Self- expressio n**  **Polite**  **Language** | By the end of the sub-  strand, the learners should be able to:  a) Express their needs and ideas verbally in and  out of school.  b) Use appropriate vocabulary to express their needs and ideas in and out of school.  c) Take pleasure in expressing their ideas and needs verbally and non-verbally at home and in school  d) Use appropriate | What can you say about yourself?  3. What do you do when someone wrongs you  What do you say when you want to make a request?  . What do you say when you want to be excused to go somewhere?  . What do you say  when you have wronged someone? | Communication  and collaboration  Critical thinking and problem solving  Self efficacy | Love  Respect Responsi bility | Learners could be encouraged to express their needs, ideas and thoughts freely.  encouraged to sing songs that express their needs.  appreciated when they express their needs and ideas.  groups, learners could tell each other news and stories.  encouraged to participate in conversations on topics | **Realia** | **.Observa**  **tion**  **2.Oral**  **question s** |  |

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|  |  |  |  | vocabulary when making requests in and out of school.  e) Use appropriate vocabulary to excuse  self and apologize in and  out of school.  f) State the appropriate  vocabulary for excusing self |  |  |  | of their choice.  engaged in discussions involving problem solving tasks such as puzzles, riddles among others.  encouraged to express themselves verbally in school and at home.  encouraged to use appropriate means when expressing needs.  encouraged to talk about what they are doing during activities.  encouraged to talk about themselves.  engaged in short discussions and encouraged to answer questions  Learners could demonstrate making requests, excusing self and apologizing. e.g. *(‘May I’,*  *‘Excuse me’ and ‘I am*  *sorry,)*  learners could practise and role play making requests, excusing self and apologizing?  stories that incorporate making requests, excusing self and apologizing.  video |  |  |  |

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| 9 | 1-  5 | **SPEAKIN G** | **Audience awarenes s** | By the end of the sub- strand, the learners should be able to:  a) Speak clearly when talking to others in and out of class.  b) Speak loud enough  for the audience to hear in school and at home.  c) Demonstrate ability to speak confidently in and  out of class.  d) Enjoy speaking to  others in and out of class. | How should I speak to be heard?  2. What should I do to make myself  clear e.g when narrating a story,  reciting a poem or rhyme | Communication and collaboration  Critical thinking and problem solving  Self efficacy | Love Respect Responsi  bility | Learners could be encouraged to listen to recorded pieces of their own voice.  encouraged to sing songs, tell stories and recite poems and rhymes with clarity.  engaged in conversations whenever opportunities arise.  groups, learners could be encouraged to retell stories told by adults and other learners.  groups, learners could be involved in presenting songs, poems and rhymes in class and during parade.  encouraged to make presentations and be appreciated.  opportunities to dramatise. | **Realia** | **.Observa tion**  **2.Oral question s** |  |
| 1  0 | 1-  5 |  | **Passing informati on** | By the end of the sub- strand, the learners  should be able to:  a) Convey messages  effectively at home and in school.  b) Retell short stories in and out of school.  c) Use relevant vocabulary when engaging in dialogue.  d) Take pleasure in | 1. What opportunities arise for learners to pass information to and from parents?  2. What do learners like to tell teachers about their parents?  3. What do learners like to tell parents about teachers? | Communication and  collaboration | Love  Respect  Peace Responsi bility | Learners could deliver verbal messages to and from home.  groups learners could tell and retell news and short stories.  encouraged to convey verbal messages effectively.  engaged in dialogue with parents. | **Realia** | **.Observa tion**  **2.Oral question s** |  |

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|  |  |  |  | passing verbal messages and retelling stories in and out of school |  |  |  | engaged in short discussions and encouraged to answer questions.  to ask and respond to questions.  engaged in activities where they view a video clip and then talk about it in pairs  or in small groups.  encouraged to talk about what they saw in a field trip or nature walk |  |  |  |
| 1  1 | 1-  5 |  | Naming | By the end of the sub-  strand, the learners should be able to: a) Name objects,  animals, people and  colours in the immediate environment.  b) Name safe objects in the immediate environment.  c) Name unsafe objects in the immediate environment.  d) Experience pleasure in  naming colours, objects and people in the immediate environmen | 1. What objects, colours and people are we likely to find in our neighbourhood?  2. What safe and  unsafe objects are we likely to find our environment?  3. How do you  integrate new words into the child’s play and daily experiences by naturally weaving them in and out of conversations and vocabulary games? | Communication  and collaboration Critical thinking and problem solving Imaginative and creative | Love  Respect Unity Peace Patience Responsi bility | Learners could name objects, animals, people and colours.  poems and rhymes related to colours.  involved in naming colours with reference to relevant objects.  for a nature walk and encouraged to identify colours, safe and unsafe objects in the immediate environment.  guided to name concrete objects and pictures using ICT devices | **Realia** | **.Observa**  **tion**  **2.Oral question s** |  |
| 1  2 | 1-  5 |  | **Articulati on of letter** | By the end of the sub-  strand, the learners should be able to:  a) Articulate vowels and | 1. What is the sound corresponding to | Communication  and collaboration Critical thinking | Love  Respect Unity Peace | Learners could observe charts and flashcards with all the letters of the | Realia | **.Observa**  **tion**  **2.Oral question** |  |

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|  |  |  |  | consonants correctly in and out of class  b) Demonstrate awareness of letter- sound correspondence in and out of class.  c) Take pleasure in activities relating to letter sounds in and out of class | each upper case (capital) letter and its equivalent lower  case (small) letter | and problem solving Imaginative and  creative | Patience Responsi bility | alphabet.  guided to articulate consonant sounds  Learners could be guided to recite letters of the alphabet.  encouraged to practise articulating vowel sounds.  engaged in singing songs and reciting poems and rhymes relating to all letter sounds.  engaged in activities e.g. fishing games, skittle games, dice games among others to enhance sound articulation.  encouraged to integrate letter sounds into the learner’s play and daily experiences.  encouraged to use flash cards and charts to enhance articulation of all letter sounds.  involved in viewing and listening to sound and video clips that enhance letter sound articulation.  guided to relate the upper case (capital) letters and the lower case (small) letters with the corresponding sounds.  encouraged to articulate closely related letter |  | **s**  **3.written question s** |  |

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|  |  |  |  |  |  |  |  | sounds such as /p/ and /b/,  /t/ and /d/, /k/ and /c/, /l/  and /r/, /f/ and /v/, /s/ and  /z/, /w/ and /y/, /k/and /q/ |  |  |  |
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