**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 togreetings with reference to relationship in and out of school.b) Respondappropriately to farewell with reference to relationship in and outof school.c) Enjoy responding togreetings 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 toat home and atschool?4) Whose farewell do you respond to at home and at school? | Critical thinkingand problem solvingCommunication and collaborationSelf efficacy | LoveRespect 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’ greetingsand 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 sameLearners 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 greetingsand farewell with reference to relationship.to other learners’ greetingsand 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 learnershould be able to:a) Answer questionscorrectly 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 opportunitiesrequire listening for comprehension? | Communication andcollaborationCritical thinking and problem solving | PatienceResponsibility | 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 comicsand answer simplequestions.practise solving simple riddles |  |  |  |
| 4 | 1-5 |  | **Active listening** | By the end of the sub- strand, the learnersshould be able to:a) Pay attention toconversations 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 thecontribution of others during conversations | 1. How do you show interest during a conversation?2. When should youspeak during a conversation?3. How do you seek clarification in aconversation?4. How do peoplerespond to instructions?5. How do people respond during aconversation | Communication andcollaborationCritical thinking and problem solving | PatienceResponsibility | 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 andimitate.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 learnersshould 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 shortstories in and out of schoola) Identify all letter sounds in the classroom environment.b) Differentiate closely related letter sounds in and out of school. | What opportunities arises for learnersto pass informationto and from parents?2. What could learners tell their teachers about their parents?3. What could learners tell their parents about teachers | Communication andcollaboration | LoveRespect | 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 beengaged in activities where they listen to an audio clip and then talk about it in pairs or in small groupsLearners 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 closelyrelated letter sounds in and out of school.c) Experience pleasure through play in and outof school.d) Say letter sounds after the teacher in class.e) Recall letter sounds in and out of class.f) Enjoy playing auditory memory gamesin and out of class. | 1. What are some of the closely related letter sounds?2. What experiencescould enhance letter sounddiscrimination | Communicationand collaboration | Responsibility | 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 vocabularyrelated to greetings withreference to relationship in and out of school.b) Use vocabulary related to bidding farewell with referenceto relationship in and out of school. | How do you greet people at home and at school?2. How do yourespond to greetings at school and at home?3. How do you bidfarewell at home and at school? | Communicationand collaborationCritical thinking and problem solvingSelf efficacy | LoveRespect 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 schoold) Bid people farewell appropriately with reference to relationship in and out of school.e) Appreciate greeting and bidding people farewell with referenceto relationship in and outof school. |  |  |  | guided to greet as well as bid farewell to visitors who come to class withreference to relationship.encouraged to greet and bid farewell tofamily members at home with reference to time and relationship using appropriate words.recorded clips on greetings and farewell withreference 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 | SPEAKING | **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 andout 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 schoold) Use appropriate | What can you say about yourself?3. What do you do when someone wrongs youWhat 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 saywhen you have wronged someone? | Communicationand collaborationCritical thinking and problem solvingSelf efficacy | LoveRespect 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 excuseself and apologize in andout of school.f) State the appropriatevocabulary 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 questionsLearners 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 enoughfor the audience to hear in school and at home.c) Demonstrate ability to speak confidently in andout of class.d) Enjoy speaking toothers in and out of class. | How should I speak to be heard?2. What should I do to make myselfclear e.g when narrating a story,reciting a poem or rhyme | Communication and collaborationCritical thinking and problem solvingSelf efficacy | Love Respect Responsibility | 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** |  |
| 10 | 1-5 |  | **Passing informati on** | By the end of the sub- strand, the learnersshould be able to:a) Convey messageseffectively 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 andcollaboration | LoveRespectPeace 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 pairsor in small groups.encouraged to talk about what they saw in a field trip or nature walk |  |  |  |
| 11 | 1-5 |  | Naming | By the end of the sub-strand, the learners should be able to: a) Name objects,animals, people andcolours in the immediate environment.b) Name safe objects in the immediate environment.c) Name unsafe objects in the immediate environment.d) Experience pleasure innaming 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 andunsafe objects are we likely to find our environment?3. How do youintegrate new words into the child’s play and daily experiences by naturally weaving them in and out of conversations and vocabulary games? | Communicationand collaboration Critical thinking and problem solving Imaginative and creative | LoveRespect 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** |  |
| 12 | 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 | Communicationand collaboration Critical thinking | LoveRespect 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 classb) 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 lowercase (small) letter | and problem solving Imaginative andcreative | Patience Responsi bility | alphabet.guided to articulate consonant soundsLearners 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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