**PP1 LANGUAGE ACTIVITIES 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 | **Letter Recognitio n** | By the end of the lesson, the learner  should be able to:  Recognize letters of the alphabet in upper case in and out of class | Which play  experience  s enhance letter recognition | Critical thinking Communication and collaboration | Unity Peace humility | Learners could be guided to identify  letters on print in  the immediate environment | Realia charts | Observation Oral questions |  |
|  | 3-  4 |  | **Letter**  **Recognitio n** | By the end of the  lesson, the learner should be able to: Recognize letters of the alphabet in lower case in and out of class | Which  play experience s enhance letter  recognition | Critical thinking  Communication  and collaboration | Unity  Peace  humility | Learners could be  asked to match upper and lower case letters incorporated in children’s play to enhance letter recognition | Realia  charts | Observation  Oral  questions |  |
|  | 5 |  | **Letter Recognitio n** | By the end of the lesson, the learner should be able to:  Match upper case  letters with corresponding lower case letters in class | Which play experience  s enhance  letter recognition | Critical thinking Communication and collaboration | Unity Peace humility | Learners could fix  letter jigsaws. Learners could be guided to recognize letters on walls, charts, cards and labels to enhance letter recognitio | 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 Enjoy participating in book handling activities | 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 Participate in storing books properly in  and out of school | 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 Demonstrate the ability 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 Scribble from left to right and top to | How do we  hold a  writing tool? | Critical thinking  Communication  and collaboration | Unity  Peace  humility | In groups, learners  could be guided to  scribble from left to right on a page. | Realia  charts | Observation  Oral  questions |  |

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|  |  |  |  | bottom on a page |  |  |  |  |  |  |  |
|  | 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 in activities for writing posture in and out of class. | 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 learners could  recite a writing  posture rhyme as | Realia charts | Observation Oral questions |  |

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|  |  |  |  |  |  |  |  | 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-  2 |  | **Pattern**  **Writing** | By the end of the lesson, the learner should be able to | What activities would  enhance | Critical thinking Communication and collaboration | Unity Peace humility | Learners could observe the teacher demonstrate  writing line | Realia charts | Observation Oral questions |  |

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|  |  |  |  | Write simple line patterns in class | pattern writing skills in  children |  |  | patterns in the air and imitate |  |  |  |
|  | 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 Demonstrate ability 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 |  |
|  | 3-  4 |  | **Letter** | By the end of the  lesson, the learner | How do | Critical thinking  Communication  and | Unity  Peace | Learners could sing  rhymes related to  letter formation. | Realia  charts | Observation  Oral |  |

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|  |  |  | **formation** | should be able to Demonstrate ability to form letters correctly in and out of class | you shape letters of the  alphabet | collaboration  By the end of the lesson, the learner should be able to | humility | Learners could observe the teacher demonstrate letter  formation in the air, on sand trays, slate  boards and imitate. |  | 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  Practice | By the end of the lesson, the learner should be able to Write letters of the alphabet correctly in class | What resources would you use for  writing practice | Critical thinking Communication and collaboration | Unity Peace humility | Learners could be encouraged to join dots to make letters of the alphabet | Realia charts | Observation Oral questions |  |
|  | 3-  4 |  | Writing  Practice | By the end of the  lesson, the learner  should be able to Take pleasure in using basic tools for writing in class | 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 |  |
|  | 5 |  | Writing  Practice | By the end of the  lesson, the learner  should be able to Enjoy participating in writing practice | What  resources  would you use for writing | 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 |  |

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|  |  |  |  | activities in class | practice |  |  |  |  |  |  |
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