






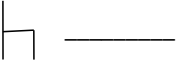
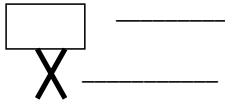





MIDDLE CLASS- TERM THREE









SCHEME OF WORK FOR ENGLISH

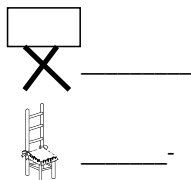



Learning Area 2: Interacting With Exploring, Knowing And Using My Environment







Wk	Day	Learning outcome	Competences	Suggested developmental activities	Methods	Activities	Instructional materials	REF	REM
1	1 To 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Reciting rhymes - Naming things their class e.g a book, a table, a duster, a pencil etc - Drawing things found in class <div style="text-align: center;">  _____  _____  _____ </div>	<ul style="list-style-type: none"> - Question and answer. - Discussion - Discovery - Demonstration 	<ul style="list-style-type: none"> - reading words correctly - Copying the words. - Joining jigsaws - tearing pictures - cutting pictures - pasting pictures - painting picture 	<ul style="list-style-type: none"> - real objects - Pictures - flash cards - scissors - glue - paint - brushes - cereals - newspapers. 	LFW pg 19	Teachers collection





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



				 		- reciting rhymes and role playing			
2	1 to 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - Reciting rhymes - Matching words to pictures e.g ball  chair  book  - Matching to the same words and draw book  bench _____ duster  book _____ bench _____ duster _____ - matching to the same words and write pen chair <u>chair</u> chair pen <u>pen</u> book — book <u>book</u> 	<ul style="list-style-type: none"> - Discussion - Explanation - Illustrations - Demonstration Look and say Illustration Explanation	<ul style="list-style-type: none"> - Reciting rhymes - matching words to pictures. - matching to the same words. - Writing - Drawing - Colouring. 	<ul style="list-style-type: none"> - flash cards - books and pencils - colours - paper work 	LFM pg 19 Teachers collection	

				<ul style="list-style-type: none"> - Write words as given by the teacher. - Drawing and colouring the pictures of things in a class. 																	
3	1 To 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - Reciting rhymes. - Reading simple words - e.g book, pencil, table, chair etc - Reading and drawing pictures of things found in a class. <table border="1"> <tr> <td></td> <td></td> </tr> <tr> <td>book</td> <td>pencil</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>duster</td> <td>table</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>ruler</td> <td>chalk</td> </tr> </table> <ul style="list-style-type: none"> - Matching pictures to words and draw <p>e.g</p> <div style="display: flex; align-items: center;">   </div> <div style="display: flex; align-items: center;">  <p>chair</p> </div> <div style="display: flex; align-items: center;">  <p>table</p> </div> <div style="display: flex; align-items: center;">  <p>book</p> </div>			book	pencil			duster	table			ruler	chalk	<ul style="list-style-type: none"> - Discussion - recitation - Demonstration - Illustration - Explanation - Question and answer - Rote 	<ul style="list-style-type: none"> - reciting rhymes - reading words - drawing pictures - matching pictures - Naming pictures - Sorting words and pictures. 	<ul style="list-style-type: none"> - flash cards - small work cards - small word cards - books and pencils - pictures - single words - paper work 		
																					
book	pencil																				
duster	table																				
ruler	chalk																				



				<ul style="list-style-type: none"> - Naming the pictures  (blackboard, chair)					
4	1 To 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - reciting rhymes - Reading given words e.g bag, dress, stool - Read and draw Umbrella _____ Fish _____ Leaf _____ <ul style="list-style-type: none"> - match and write the word.  bottle <u>bottle</u>  cup <u>cup</u>  bag <u>bag</u> <ul style="list-style-type: none"> - Circle the correct word. - 	<ul style="list-style-type: none"> - discussion - Explanation - Demonstration - Question and answer - Discovery 	<ul style="list-style-type: none"> - reciting rhymes - reading words - matching pictures. - Writing words/. - Circling the correct word. 	<ul style="list-style-type: none"> - Charts - Flash cards - Pictures - Real objects. - Books and pencils - paper work. 	Teachers collection	

				 tin nit itn  blla allb ball  upc cup puc					
5	1 to 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - reciting rhymes - reading words e.g sun leaf milk underlining the correct word. e.g tree banana leaf - Ticking the correct word.  tin^v int  uns sun - Fill in the missing letter sounds  s _ n 	<ul style="list-style-type: none"> - Explanation - Discussion - Demonstration - Question and answer 	<ul style="list-style-type: none"> - reciting rhymes - Reading words - underlined words - Ticking the correct words. - Filling in the missing letters 	<ul style="list-style-type: none"> - Flash cards - paper work - real objects - Single letter cards. - real objects 		
6	1 to 2	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - Role playing (pupils and teachers) - Reading simple words. - Writing words. - 	<ul style="list-style-type: none"> - Discussion - Question and answer 	<ul style="list-style-type: none"> - Acting as a teacher - reading words. - Listening and writing words. 	<ul style="list-style-type: none"> - flash cards - books and pencils 	Teachers collection	

6	3 to 5	Exploring and knowing my immediate environment	<p>I can identify people, animals, plants and other things at the learning centres</p> <ul style="list-style-type: none"> - reading new words a is it A is it - using the new structural pattern formed orally e.g it is a  ball. It is a  book. - Reading the sentence using the pattern learnt. e.g It is a banana. It is a table. - Reading and drawing the pictures. It is a cup.  It is a bed. - Completing the sentences correctly. It is a  It is a It is a 	<ul style="list-style-type: none"> - Discussion - Discovery - Explanation - Demonstration - Explanation - Rote method 	<ul style="list-style-type: none"> - Reading new words - Constructing sentences. - Reading sentences. - Drawing pictures. - Completing sentences. - Making sentence 	<ul style="list-style-type: none"> - flash cards - charts - paper work - books and pencils - work cards - reading cards 		
7	1 to 5	Exploring and knowing my immediate environment	<p>I can identify people, animals, plants and other things at the learning centres</p> <ul style="list-style-type: none"> - Reciting rhymes - Reading words. That is Is that - using the new structural pattern formed orally. 	<ul style="list-style-type: none"> - Discussion - Explanation - Discovery - Question and answer - Demonstration 	<ul style="list-style-type: none"> - Reciting rhymes - Reading words. - Constructing sentences. - Writing sentences 	<ul style="list-style-type: none"> - Flash cards - real objects - pictures - books and pencils 		

				<p>E.g That is a  house</p> <p>That is a  chair.</p> <ul style="list-style-type: none"> - Copying the sentences. - Reading and drawing. <p>That is a girl</p> <p>That is a boy.</p> <ul style="list-style-type: none"> - Completing the sentences correctly. <p>That is a  _____</p> <p>That is a  _____</p> <p>That is a  _____</p>		<ul style="list-style-type: none"> - Reading sentences and drawing pictures. - Completing sentences. 	<ul style="list-style-type: none"> - paper work - charts - reading cards. 		
8	1 To 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - Role play - reading new words - This this - constructing sentences using the new structural pattern. - e.g This is a - Reading the sentences - e.g This is a broom. 	<ul style="list-style-type: none"> - Discussion - Discovery - Explanation - Demonstration 	<ul style="list-style-type: none"> - Acting as a teacher. - Reading words - Constructing sentences - Making sentences - Reading sentences 	<ul style="list-style-type: none"> - chart - flash card - real objects - pictures - reading cards - paper work 		

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				<ul style="list-style-type: none"> - Reading and drawing the pictures. This is a pen. This is a leaf. - Completing the sentences correctly This is a This is a  This is a  This is a 		- complete sentences			
9	1 To 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - Role playing - Reading new words Here, a, is, Is, A, here, The, and , the - Forming the new structural pattern using Here is a Or Here is the - Reading the sentences from the reading cards. - Reading and drawing - Completing the sentences correctly. <p>Here is the</p> <p>Here is a</p>	<ul style="list-style-type: none"> - Demonstration - Discussion - Explanation - Question and answer. 	<ul style="list-style-type: none"> - Role playing - Reading words. - Constructing sentences - Reading sentences - Drawing pictures - Completing sentences. 	<ul style="list-style-type: none"> - Real objects - pictures - flash cards - charts - reading cards - paper work - work cards 		

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10	1 To 5	Exploring and knowing my immediate environment	I can report about important places in the environment	1. Singing a song about the market. 2. Naming people, animals, feeds and vehicles seen in the picture. 3. matching words to pictures. 4. Reading new introduced words. I can see Can I See big small 5. Constructing sentences using the new words about the market. -Forming a new structural pattern using I can see 6. Writing sentences about the market using the structural pattern. 7. Drawing pictures showing people at the market.	- Rote - Discussion - Discovery - Observation - Explanation.	- singing - naming things - matching words to pictures - Reading new words. - Constructing sentences - Writing sentences. - Drawing pictures.	- A big picture of a market. - flash cards - work cards - books and pencils - plain papers - coloured pencils		
11	1. 2.	To have many revision exercises for End of term II tests Week 10's work might be much. You can use some of the time to complete							

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