**Outcome: Listening with acuity for information and enjoyment and appropriately in a wide range of situation.**

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| **WEEK** | **PERIOD** | **MAJOR COMPETENCE** | **SPECIFIC COMPETENCE** | **DEVELOPMENT ACTIVITY** | **METHODS** | **LEARNING ACTIVITY** | **LEARNING AIDS** | **REFERENCE** | **REMARKS** |
| 1 | 1 | I can identify sounds made. | I can name sources of sounds. | **Sound and write**  **Sound made by a snake.**  S S S S S S S  S S S S S S S | Explanation  Guided discovery  Pho nic | Listening  Sounding  Identifying  Writing  Reading  Drawing | Chalk board  Card boards  Book and pencils | **LEARNING FRAME WORK**  **PAGE 53** |  |
| 2 | **Draw sound s pictures.**  Sun snake  Stick star  Slippers stone |  |  |  |
| 3 | **Learn for sound s**.  sweet soap  shoes sauce pan  spoon snail |  |  |  |
|  | 4 |  |  | Skirt shirt  Socks Sponge  Six **6** **7** seven |  |  |  |  |
| **WEEK** | **PERIOD** | **MAJOR COMPETENCE** | **SPECIFIC COMPETENCE** | **DEVELOPMENT ACTIVITY** | **METHODS** | **LEARNING ACTIVITY** | **LEARNING AIDS** | **REFERENCE** | **REMARKS** |
| 1 | 5 | I can identify sounds made in the environment | I can name sources of sounds  I can identify “S” words. | **Read and match.**  skirt  stick  snake  sun  stool | Explanation  Phonic method | Identifying  Reading  Matching | Chalk board  Flash cards | **LEARNING FRAME WORK**  **PAGE 53** |  |
| 2 | 1 | **Name the picture.**  \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_  Stone, stick, six, skirt, stool, stick, sun, snake | Reading  Naming  Identifying |
| 2 | **Circle for the picture.**  sit sun  star stone  star six 6 | Identifying |
| **WEEK** | **PERIOD** | **MAJOR COMPETENCE** | **SPECIFIC COMPETENCE** | **DEVELOPMENT ACTIVITY** | **METHODS** | **LEARNING ACTIVITY** | **LEARNING AIDS** | **REFERENCE** | **REMARKS** |
| 2 | 3 | I can identify sounds made in my environment | I can identify sound s words and pictures. | **Ring the correct word.**  stra star tras  snote notes stone  uns sun nus  sootl sloot stool  snake nakes kenas | Explanation  Phonic method  Look and say | Listening  Observing  Identifying  Reading | Chalkboard  Flash cards  Books and pencils | **LEARNING FRAME WORK**  **PAGE 53** |  |
| 4 | **Read and draw.**  It is a sun  Stone and a sweet.  That is a skirt  A snake and a stool  A stick and a star. |
| 5 |  |  | **Fill in the missing sound.**  s \_\_\_ n st \_\_\_ ck  sta \_\_\_\_ ston \_\_\_  6 s \_\_\_ x st \_\_\_ \_\_\_ l |  |
| **WEEK** | **PERIOD** | **MAJOR COMPETENCE** | **SPECIFIC COMPETENCE** | **DEVELOPMENT ACTIVITY** | **METHODS** | **LEARNING ACTIVITY** | **LEARNING AIDS** | **REFERENCE** | **REMARKS** |
| 3 | 1 | I can identify sound made in my environment. | I can name sounds in my environment | Sound and write.  a a a a  \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_  \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_ | Explanation  Phonic method  Look and say | Listening  Sounding  Reading  Identifying and writing | Chalk broad  Chart  Books and pencils | **LEARNING FRAME WORK**  **PAGE 53** |  |
| 2 |  |  | Read and write.  at and ask  an am arm |  |  |
| Match the same.  an add  ask at  add am  as an  at ask  am as |  |
| **WEEK** | **PERIOD** | **MAJOR COMPETENCE** | **SPECIFIC COMPETENCE** | **DEVELOPMENT ACTIVITY** | **METHODS** | **LEARNING ACTIVITY** | **LEARNING AIDS** | **REFERENCE** | **REMARKS** |
| 3 | 3 | I can identify sounds made in my environment | I can name sounds in my environment | **Fill in sound a.**  \_\_\_\_m \_\_\_ rm  \_\_\_s \_\_\_ ct  \_\_\_\_t \_\_\_dd  \_\_\_\_sk \_\_\_nt | Explanation  Phonic  Discussion | Finding the Missing sound a  Reading | Black board  Chart  Books and pencils | **LEARNING FRAME WORK**  **PAGE 53** |  |
| 4 | **Copy and learn.**  apple arm  axe arrow  ant |  | Reading  Drawing  Identifying |  |
| 5 | Read and match.  an axe  an ant  an apple  an arrow |  | Reading  Identifying  Matching |  |
| **WEEK** | **PERIOD** | **MAJOR COMPETENCE** | **SPECIFIC COMPETENCE** | **DEVELOPMENT ACTIVITY** | **METHODS** | **LEARNING ACTIVITY** | **LEARNING AIDS** | **REFERENCE** | **REMARKS** |
| 4 | 1 | I can identify sounds made in my environment | I can name sounds in my environment  I can make similar sounds at the beginning or ending. | **Read and draw.**  An axe and an apple  An ant and an arm  Its and arrow. | Explanation  Phonic  Look and say | Reading  Drawing | Chalk board  Cards  Books and pencils | **LEARNING FRAME WORK**  **PAGE 53** |  |
| 2 | **Sound and write.**  t t t t t t  t t t t t t  tree tin  table tap  towel ten **10** | Sounding  Drawing  Naming |  |
| 3 | **Read and match.**  tap  tree  table  tin | Reading  Identifying  Matching |
| **WEEK** | **PERIOD** | **MAJOR COMPETENCE** | **SPECIFIC COMPETENCE** | **DEVELOPMENT ACTIVITY** | **METHODS** | **LEARNING ACTIVITY** | **LEARNING AIDS** | **REFERENCE** | **REMARKS** |
| 4 | 4 | I can differentiate between sounds made in my environment | I can identify make words with similar sounds at the beginning or ending | Complete the sentence.  This is a \_\_\_\_\_\_\_  This is a \_\_\_\_\_\_\_  This is a \_\_\_\_\_\_\_  This is a \_\_\_\_\_\_\_  C:\Users\Orange Beez\Pictures\PICTURES\table (2).png This is a \_\_\_\_\_\_\_ | Explanation  Guided discovery  Phonic | Reading  Writing | Chalk board  Chart  Books and pencils | **LEARNING FRAME WORK**  **PAGE 53** |  |
| 5 | Sound and write.  P P P P P P  P P P P P P  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 5 | 1 | C:\Users\Orange Beez\Pictures\PICTURES\pot o.jpg**Sound and write.**  pencil pot  pin  plate  pant |
| **WEEK** | **PERIOD** | **MAJOR COMPETENCE** | **SPECIFIC COMPETENCE** | **DEVELOPMENT ACTIVITY** | **METHODS** | **LEARNING ACTIVITY** | **LEARNING AIDS** | **REFERENCE** | **REMARKS** |
| 5 | 2 | I can differentiate between sounds made in my environment. | I can identify make words of similar sounds at the beginning or ending. | **Circle the odd one out.**  Pin yes pen  Pot pan gun  Pen bell plate  Man pump pine  Pin pad sun | Explanation  Phonic  Look and say | Identifying  Reading  Naming | Chalk board  Chart  Books and pencils | **LEARNING FRAME WORK**  **PAGE 53** |  |
| 3 | **Fill in correctly.**  C:\Users\Orange Beez\Pictures\PICTURES\pot o.jpgPo \_\_\_\_\_ p \_\_\_\_ nt  Penc \_\_\_ l p \_\_\_\_ n  Pl \_\_\_\_ te |  | Identifying  Reading  Filling in |  |
| 4 | **Sound and write.**  i i i i i i i i i i  in it if is  inkpot insect infant |  |

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| **WEEK** | **PERIOD** | **MAJOR COMPETENCE** | **SPECIFIC COMPETENCE** | **DEVELOPMENTAL ACTIVITY** | **METHODS** | **LEARNING ACTIVITY** | **LEARNING AIDS** | **REFERENCE** | **REMARKS** |
| 6 | 1 | I can differentiate between sounds made in my environment. | I can identify, make words with sound at the ending or beginning | Read and match.  Is ink pot  It if  Inkpot is  Insect  it  In Insect  if in | Explanation  Phonic  Look and say | Listening  Sounding  Reading | Black board  Cards  Books  Pencils | **LEARNING FRAME WORK**  **PAGE 53** |  |
| 2 | C:\Users\Orange Beez\Pictures\PICTURES\nail (2).jpgLearn for sound n  Nail needle  nine **9**    Nose |  |  |  |  |
| 6 | 3 | **Underline the soud word.**  s insect car snake  a nine pot at  i on in end  p dress pen ball  n nail red bone  t as tea man |  |  |  |  |

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| **WEEK** | **PERIOD** | **MAJOR COMPETENCE** | **SPECIFIC COMPETENCE** | **DEVELOPMENTAL ACTIVITY** | **METHODS** | **LEARNING ACTIVITY** | **LEARNING AIDS** | **REFERENCE** | **REMARKS** |
| 6 | 3 | I can differentiate between sounds made in my environment | I can identify, make words with similar beginning or ending. | **Complete the sentences**.  It is a \_\_\_\_\_\_\_\_  It is an \_\_\_\_\_\_\_  It is a \_\_\_\_\_\_\_\_  It is a \_\_\_\_\_\_\_\_  It is a \_\_\_\_\_\_\_\_ | Explanation  Phonic  Look and say | Listening  Identifying  Name | Chalk board  Cards  Books and pencils | **LEARNING FRAME WORK**  **PAGE 53** |  |
| 4 | **Write** the first sound for the picture.  \_\_\_\_\_\_\_ \_\_\_\_\_\_  \_\_\_\_\_\_\_ \_\_\_\_\_\_  \_\_\_\_\_\_\_ \_\_\_\_\_\_    \_\_\_\_\_\_\_ \_\_\_\_\_\_ |  |  |

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| **WEEK** | **PERIOD** | **MAJOR COMPETENCE** | **SPECIFIC COMPETENCE** | **DEVELOPMENTAL ACTIVITY** | **METHODS** | **LEARNING ACTIVITY** | **LEARNING AIDS** | **REFERENCE** | **REMARKS** |
| 6 | 5 | I can differentiate between sounds made in my environment | I can identify, make words with similar beginning or ending. | **Sound and write**  Ckh m e r d  \_\_\_ \_\_\_\_ \_\_\_ \_\_\_ \_\_ | Explanation  Phonic  Look and say | Listening  Sounding  Reading | Chalk board  Cards  Books and pencils | **LEARNING FRAME WORK**  **PAGE 53** |  |
|  |  | **Learn for c**  Cat cup  Comb car  cap |
| 7 | 1 | Sound and write.  h h h h h h h  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  House hut  Hen hat |  |  |
|  |  |  | Harm have has  Him his hill  Hot had hey |

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| **WEEK** | **PERIOD** | **MAJOR COMPETENCE** | **SPECIFIC COMPETENCE** | **DEVELOPMENTAL ACTIVITY** | **METHODS** | **LEARNING ACTIVITY** | **LEARNING AIDS** | **REFERENCE** | **REMARKS** |
| 7 | 2 | I can differentiate between sounds made in my environment. | I can identify, make words with similar beginning or ending. E.g. cat, cup, come, pen , hen, men. | **Sound and write**  Kite key  Kettle kid  King kill kin | Explanation  Phonic  Look and say | Listening  Sounding  Reading  Writing | Chalk board  Charts  Books and pencils | **LEARNING FRAME WORK**  **PAGE 53** |  |
| 3 |  |  | **Sound m pictures and words.**  Mat man  Mango moon market maize |
| 4 | **Read and draw.**  Man and moon.  Kite and a kettle.  Key and a mango.  A mat and a mortar. |

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| **WEEK** | **PERIOD** | **MAJOR COMPETENCE** | **SPECIFIC COMPETENCE** | **DEVELOPMENTAL ACTIVITY** | **METHODS** | **LEARNING ACTIVITY** | **LEARNING AIDS** | **REFERENCE** | **REMARKS** |
| 8 | 1 | I can differentiate between sounds made in my environment. | I can identify, make words with similar beginning or ending. | e e e e e e e  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  end  eight  elephant  envelope | Explanation  Phonic  Look and say | Listening  Sounding  Reading  Writing | Chalk board  Charts  Books and pencils | **LEARNING FRAME WORK**  **PAGE 53** |  |
| 2 |  |  | **Sound and read for r.**  r r r r r r r r  read red run  rat rag rope  rack rabbit ruler |
| 3 | **Form sentences.**  That is a rag.  C:\Users\Orange Beez\Pictures\PICTURES\ruler 1.pngThat is a rope  That is a ruler  That is a rat. |

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| **WEEK** | **PERIOD** | **MAJOR COMPETENCE** | **SPECIFIC COMPETENCE** | **DEVELOPMENTAL ACTIVITY** | **METHODS** | **LEARNING ACTIVITY** | **LEARNING AIDS** | **REFERENCE** | **REMARKS** |
| 8 | 4 | I can differentiate between sounds made in my environment. | I can identify, make words with similar beginning or ending. | d d d d d  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  door dress  duck drum  C:\Users\Orange Beez\Pictures\PICTURES\dog.pngdoll dog | Explanation  Phonic  Look and say | Listening  Sounding  Reading  Identifying | Chalk board  Charts  Flash cards | **LEARNING FRAME WORK**  **PAGE 53** |  |
| 5 |  |  | C:\Users\Orange Beez\Pictures\PICTURES\dog.pngC:\Users\Orange Beez\Pictures\PICTURES\key.jpgName the pictures.  \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_  C:\Users\Orange Beez\Pictures\PICTURES\dog.png\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ |