**TOP CLASS LANGUAGE SCHEME OF WORK TERM I 2020**

**Learning Area 5 / Learning outcome IV**

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| **PD** | **MAJOR COMPET.** | **SPECIFIC COMPETENCE** | **CONTENT** | **METHODS** | **ACTIVITIES** | **LIFE SKILLS** | **L/ AID** | **REF.** | **REM** |
| 1  2 | Orientation | School environment | * Knowing the school environment | * Guided discovery and discussing | * Naming orally | Confidence | Real objects |  | Fluently taught |
| 3 | I can associate sounds the  letters. | Learn how to write and read letters. | * Learning small letter a-m   a b c d e f  g h i j k l  m |  | * Writing * Reading * Identifying. | Communication critical thinking | Individual charts. | L/F 54 |
| 4 |  |  | Learning small letters m-z  m n o p q r s t u v w x y z |  |  |  |  |  |
| 5 |  |  | Writing letters a-z  a b c d e f g h i j k l m n o p q r s t u v w x y z | Question and answer.  Look and say. | * Filling in. * writing | Critical thinking |  |  |
| 1 |  | Learning how to write capital letters | **Learning capital** letters A-M  A B C D E F G H I J K L M |  | * Writing * Reading * Identifying |  |  |  |
| 2 |  |  | Learning capital letters M – Z  A B C D E F G H I J K L M N O P Q R S T U V W X Y Z |  |  | Critical thinking |  |  |

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| 2 | 4 | I can retell stories | Learners will tell and retell stories. | * Teachers creates own story. | * Demonstration | * Answering questions. | Confidence  Fluency  Critical  Thinking |  | Teachers collection. | Fluently taught |
| ` | 5 | Differentiating colours. | Learners will role play colours. | Colours;   * Red * Green * Yellow | * Demonstration * Look and say * Guided discovery question and say. | * Identifying shading sorting painting. | Creativity. | Colours paints | L/W  Page 53 |
| 3 | 1 | I can read simple words and sentences. | Learners will spell read and write the words. | Read and match  Cup bed mat  Mat cup  Cup mat  Bed bed |  | * Matching * Writing |  | Chapel cards | L/W  Page 57 |
|  | 2 |  |  | **Read and draw**  Mat  ECDE1893Bed  Cup |  |  |  |  |  |
|  | 3 | I can use my language appropriately | Children will respond to the asked questions. | Structural pattern.  What is she/he doing?  He/she is ............... |  | * Answering orally. |  | Reading script | L/W page 55 |
|  | 4 | Differentiating colours | Learners will role play colours | Colours;   * Red * Green * Yellow and * blue |  |  |  |  | L/W page 53 |

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| 3 | 5 | I can read simple words and sentences. | Learners will spell read and write words. | Read match a  nd write  Bed \_\_\_\_\_\_ | * Demonstration * Look and say   Guided discovery question and say. | * Matching |  |  | L/W page 53 | Fluently taught |
| 4 | 1 | I can read simple  words and sentences | Learners will read, match and draw.  bed \_\_\_\_\_\_\_\_  spoon \_\_\_\_\_  broom \_\_\_\_\_  stool \_\_\_\_\_\_\_  cup \_\_\_\_\_\_\_ | * Read, match and draw. | * Demonstrating * Look and say. * Guided discovery. | * Matching * Drawing * Writing * naming | Confidence  Fluency  Critical thinking. | Wall charts  Flash cards | L/T page 57 |
|  | 2 | I can identify the position of the object | Learners will identify the positions of the objects. | Where is the ........  ................  ................  ................  on, near, in, under, over. |  |  |  |  | L/T page 57 |

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| 4 | 3 |  |  | Read and draw  in .......................  under......................  near .......................  under .....................  over .......................  in ............................ | * Demonstration * Look and say   Guided discovery question and say. | * Matching * Drawing * Writing * naming | Confidence  Fluency  Critical thinking. | Wall charts  Flash cards | L/T page 57 | Fluently taught |
|  | 4 | I can read simple words and sentences. | Learners will fill in the missing letter. | Fill in the missing letters.  j........g  doo......  g.....te  spo.......n |  |  |  |  | L/T page 57 |
|  | 5 | I can use my language appropriately | Learners will respond to the riddles. | Teachers creates own riddles. | Write correctly  Stloo = ...........  Cra = ............  gtea = .........  hsoue= ............  boorm= ...........   * irgl = ............ | * Question and answer. * Guided discovery. * Demonstration * Discussion. | * Answering orally. | Confidence  Fluency  Critical  Thinking  Communication | Teachers collection |  |

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| 5 | 1 | I can read simple words and sentences. | Learners will listen and write vocabulary | Listen and write  house, car, girl  gate, stool, broom | * Question and answer. * Guided discovery. * Demonstration * Discussion. | * Answering orally. | Confidence  Fluency  Critical  Thinking  Communication | Teachers collection | Learning frame work pag 57 | Fluently taught |
|  | 2 |  |  |  | Write correctly  Stloo = ...........  Cra = ............  gtea = .........  hsoue= ............  boorm= ...........  irgl = ............ |  |  |  | Learning frame work page 57 |
|  | 3 | I can use my language confidently | Expressing feedings | Rhyme  Teacher creates own rhyme |  | * Reciting * Acting * Upon the actions. |  | L/F page 55 |  |
|  | 4 | I can read simple words and sentences. | Learners will complete the sentences. | Complete the sentences  This is a ......  That is a ...... |  |  |  |  |  |

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|  | 5 | I can read simple  words and sentences | Learners will make sentences. | Make sentences.  \_\_\_\_\_    \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_    \_\_\_\_\_\_ | Question and answer guided.  Discovery discussing demonstration. | * Sentence making. * Drawing * Demonstration. | Confidence  Fluency  Critical thinking. | Flash cards states wall charts. | L/F page 57 |  |
| 6 | 1 |  | Learners will tick the correct word.  Cup box  Sun mat  Pot bed  Cat cow  Man boy | Tick the correct word. |  |  |  |  |  |  |
|  | 2  3 |  | Learners will circle the correct word. | Circle the correct word using the vocabulary above. |  |  |  |  |  |  |

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| 3 | 4 | I can read simple words and  sentences | Learners will underline the correct words. | Underline the correct word.    flower tree egg  door tin stool  bed bag ball  book door spoon  sit sun man  jar jur jam | Question and answer guided discovery discussion demonstration. | * Drawing * Reading * Underling | Confidence  Fluency  Critical  Thinking | Real objects  Flash cards  Wall charts | L/W page 57 |  |
| 4 | 5 | I can read simple words and sentences | Learners will name the pictures | Name the pictures |  |  |  |  |  |  |

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| 4 | 1 | I can use my language appropriately | Acting upon the actions given | Actions  Sitting,  dancing  Sweeping, digging  Sleeping,  Walking  Running,  Clapping  Skipping  Eating  Jumping | * Demonstration * Guided discovery * Question and answer. | * Acting | Critical thinking  Confidence fluency | Real actions | L/F page 53 |  |
|  | 2 | I can identify the position of the objects | Learners will identify the position of the objects. | Where is the ...?  Write correctly |  |  |  |  | L/W page 51 |  |

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| 8 | 1  5 |  |  | Revision  Hen, duck, cock  snake, church, wall, tie, doll, toy, bell |  |  |  |  |  |  |
|  | 2 | I can use my language appropriately | Acting upon the action given. | Actions  Sitting, dancing  Sweeping, digging,  Sleeping, walking,  Running, clapping,  Skipping,  Eating,  Jumping |  |  |  |  |  |  |
|  |  | I can read simple words and sentences | Learners will make sentences | Make sentences  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  It is a chalk  This is my teacher  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |
|  |  |  |  | Revision  Hen, duck, cock  snake, church, wall, tie, doll, toy, bell |  |  |  |  |  |  |
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|  | 5 | I can use my language appropriately | Acting upon the action given. | Actions  Sitting, dancing  Sweeping, digging,  Sleeping, walking,  Running, clapping,  Skipping,  Eating,  Jumping |  |  |  |  |  |  |
| 8 | 2 | I can read simple words and sentences | Learners will make sentences | Make sentences  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  It is a chalk  This is my teacher  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |
|  |  |  |  | Revision  Hen, duck, cock  snake, church, wall, tie, doll, toy, bell |  |  |  |  |  |  |