

## ENGLISH ACTIVITIES SCHEME OF WORK GRADE 2 TERM 3

School	Grade	Learning Area	Term	Year
	2	English Activities	3	

Week	Lesson	Strand/ Theme	Sub Strand/Sub theme	Specific Learning Outcomes	Key Inquiry Question(S)	Learning Experience	Learning Resources	Assessment	Remarks
1	1	Listening and Speaking  Cultural Activities	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to:  a) Look at the picture and describe the event taking place.  b) Recognise the consonant blends sn in different spoken words.	1. How do you pronounce the following sound sn?  2. Which words Have /sn/ sound in Them.	1. Learners pronounce the sounds by taking turns, and as a whole class as modeled by the teacher, or audio record.  2. Learners are guided to practice new words with the learnt sounds in pairs in response to picture cues, sound prompts and lists of words with the sounds.	Realia, charts, pictures/ photographs and models of learnt sounds, audio-visual recordings of minimal pairs, dialogues, stories and poems with new words.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 108,	Oral questions, Portfolio, Observation	

	<b>2</b>	<b>Reading</b>  Cultural Activities	<b>Comprehension</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>1) Identify the people/animals, where action takes place or the information in a text for comprehension.</p> <p>2) Use common context clues to increase comprehension of a text.</p> <p>3) Answer simple direct and indirect questions based on a text they have read.</p>	<p>1. How can we tell where events have taken place?</p> <p>3) How we tell the characters in a story?</p>	<p>1. In pairs, learners comprehend information through looking at pictures and title of a text and say what will happen in the story.</p> <p>2. Learners are guided to get meaning of words and respond orally (in pairs or groups) to questions based on a text they have read.</p>	<p>Realia, charts, posters and audio-visual materials on direct and indirect questions.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 110</p>	Oral questions, Portfolio, Observation.	
	<b>3</b>	<b>Listening and Speaking</b>  Cultural Activities	<b>Language Structure and Functions.</b>  Wh questions --	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Ask questions</p>	<p>1. When do you wake up?</p>	<p>1. Learners role play activities that lead to the use of what, where, when, whose.</p> <p>2. Answer</p>	<p>Charts, pictures/ photographs, flash cards with prompts for Wh-questions and computer devices with</p>	Oral questions, Portfolio, Observation.	

			<p><i>what, where, when, whose</i></p>	<p>using ‘what’, ‘when’ ‘whose’ and ‘where’ correctly to</p> <p>get information about simple ceremonies like a wedding.</p> <p>b) Appreciate the use of what, where, when and whose to seek information.</p>		<p>questions on <i>What, where, when, whose</i> appropriately.</p> <p>3. Learners engage in meaningful question and answer dialogues</p> <p>using what, where, when, and whose in pairs/small groups</p>	<p>relevant audio/visual recordings of dialogues/ dramatization depicting the use of Wh-questions.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 108-109</p>		
2	1	Writing	Guided Writing	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) write words from a prompt to demonstrate mastery of vocabulary.</p> <p>b) Write the pattern sn correctly, legibly</p>	<p>1. Why is it important to write words in the correct order?</p>	<p>1. Learners respond to the prompts presented to them and write the words correctly.</p> <p>2. Learners write meaningful sentences and paragraphs about themselves with the guidance of the teacher.</p>	<p>Realia, slate and stylus, charts, word slides.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 111</p>	<p>Oral questions, Portfolio, Observation</p>	

				and neatly.					
	<b>2</b>	<b>Reading</b>  Cultural Activities	<b>Connected text reading and fluency</b>	By the end of the sub strand, the learner should be able to:  a) Read the sound /sw/correctly in preparation to reading.  a) Read 65 words accurately per minute from a text.  b) Read a text transitioning from word by word to phrasal reading,	1. Do you sometimes start to read and stop in the middle because you cannot continue?	1. Learners read the sound /sw/ audibly and correctly and words with the sound /sw/  2) Learners read while observing commas, full stops and question marks in pairs.  3) Learners practice reading unfamiliar sentences containing decodable and non-decodable words from printed text, charts, tablets, mobile phone, laptops, computers or overhead projector.	Realia, flash cards, pictures/ photographs and, computer devices for audio-visual recordings of words without letter sound  Correspondence.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 115-117	Oral questions, Portfolio, Observation	
	<b>3</b>	<b>Listening and</b>	<b>Language</b>	By the end of the sub strand, the	1. Where is	1. Take part in games that allow	Charts, pictures/ photographs,	Oral questions,	

		<b>Speaking</b>  Cultural Activities	<b>Structure and Functions.</b>  Wh questions -- <i>what, where, when, whose</i>	learner should be able to:  a) Use what, when, where and whose to denote, object, time, place and ownership,  b) Appreciate the use of what, where, when and whose to seek information.	your Home?  2. When do you wake up?	them to ask questions using the wh- words  2. Sing / recite short poems to practice the use of the use of what, where, when and whose.  3. In groups, learners re-order jumbled up sentences to logical order  .	flash cards with prompts for Wh-questions and computer devices with relevant audio/visual recordings of dialogues/ dramatization depicting the use of Wh-questions.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 113-114	Portfolio, Observation.	
3	1	<b>Writing</b>	<b>Punctuation</b>	By the end of the sub strand, the learner should be able to:  a) Write the pattern sw correctly, legibly and neatly.  b) Recognise appropriate	1. Why is it important to write words in the correct order?	1. Learners respond to the prompts presented to them and write the words correctly.  2. Learners write meaningful sentences and paragraphs about	Realia, slate and stylus, charts, word slides.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 116	Oral questions, Portfolio, Observation	

				<p>punctuation marks in a text.</p> <p>c) Use full stops, capital and small letters, question marks and exclamation marks correctly.</p> <p>.</p>		<p>themselves with the guidance of the teacher.</p>			
	<b>2</b>	<p><b>Reading</b></p> <p>Child Labour.</p>	<b>Comprehension</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Read the sound /tw/ accurately and coorectly.</p> <p>b) Answer simple direct and indirect questions based on a text they have read.</p> <p>c) Enjoy talking about a text they have read.</p>	<p>1. How we tell the characters in a story?</p>	<p>1. Learners interact with a printed or digital text, listen and follow a story, poem or conversation and locate sentences (in pairs or groups) containing answers to direct questions, for information and enjoyment.</p> <p>2. Learners read out words that have the sounds /tw/ aloud as a class and alone.</p>	<p>Realia, charts, posters and audio-visual materials on direct and indirect questions.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 120-121</p>	<p>Oral questions, Portfolio, Observation</p>	
	<b>3</b>	<b>Listening and</b>	<b>Language</b>	<p>By the end of the sub strand, the</p>	<p>1. What</p>	<p>1. Learners group objects in terms</p>	<p>Flash cards, realia, charts,</p>	<p>Oral questions,</p>	

		<b>Speaking</b>  Child Labour.	<b>Structure and Functions.</b>  Describing words (size, colour, shape)	<p>learner should be able to:</p> <p>a) Use describing words in relation to size, colour and shape.</p> <p>b) Appreciate the use of colour, size, shape and number to talk about child labour.</p>	<p>things can you see outside?</p> <p>2. What colour are they?</p>	<p>Size- (big/small), colours - ( red, orange, yellow, green, blue, black, white, pink, purple, grey), and number</p> <p>2. In groups, learners describe objects in the classroom using size, colour and number</p> <p>3. Learners colour pictures of various objects.</p>	<p>pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting the use of words describing size, shape and colour.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 118-119</p>	Portfolio, Observation	
<b>4</b>	<b>1</b>	<b>Writing</b>	<b>Guided Writing</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>1. Write words from a prompt to demonstrate mastery of vocabulary.</p> <p>2. Write the</p>	<p>1. Why is it important to write words in the correct order?</p>	<p>1. Learners respond to the prompts presented to them and write the words correctly.</p> <p>2. Learners match pictures with words and simple sentences.</p>	<p>Realia, slate and stylus, charts, word slides.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 121</p>	Oral questions, Portfolio, Observation.	

				pattern tw legibly and neatly.					
	<b>2</b>	<b>Listening and Speaking</b>  Child Labour	<b>Pronunciation and Vocabulary</b>  Child Labour	By the end of the sub strand, the learner should be able to:  a) Pronounce the sounds /q/ /x/  a) Recognize new words used in the theme to acquire a range of vocabulary and their meaning.  c) Pronounce the vocabulary related to the theme correctly for effective communication.	1. Which words start or end with the sound /x/ /q/?  2. What new words have you learnt?	1. Learners pronounce the sounds by taking turns, and as a whole class as modeled by the teacher, or audio record.  2. Learners are guided to practice new words with the learnt sounds in pairs in response to picture cues, sound prompts and lists of words with the sounds	Realia, charts, pictures/ photographs and models of learnt sounds.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 122-123	Oral questions, Portfolio, Observation.	
	<b>3</b>	<b>Listening and Speaking</b>  Child	<b>Language structure and functions</b>  Describing	By the end of the sub strand, the learner should be able to:  a) Identify different colours	1) What things can you see outside?  2) How many	1. Learners identify things in the environment that have different colours.  2. Learners	Flash cards, realia, charts, pictures/ photographs and audio-visual recordings of dialogues/	Oral questions, Portfolio, Observation	



		Labour	words (size, colour, shape)	of objects found in the environment,  b) Appreciate the use of colour, size, shape and number to talk  about child labour.	are they?  3) What do they look like?	construct sentences in pairs using the  different objects  3. Colour different shapes of objects and describe.  them appropriately  4. Listen to a text containing describing words.	dramatization depicting the use of words describing size, shape and colour.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 123-124		
5	1	Reading	<b>Connected text reading and fluency</b>	By the end of the sub strand, the learner should be able to:  a) Observe basic punctuation marks as they read,  b) Read a text transitioning from word by word to phrasal reading.  c) Answer questions directly or indirectly	1. How can you read  many words in a given text?	1. Learners read while observing  commas, full stops and question  marks in pairs.  2. Learners read aloud the story a windy day in groups, pairs and individually as modeled, and  pick out decodable (phonic) and  non-decodable	Realia, flash cards, pictures/ photographs.  Oxford New Progressive Primary English Learners Book/Grade 2 pg. 124 - 126	Oral questions, Portfolio, Observation	

				related to the story read.		words (sight words)			
	<b>2</b>	<b>Writing</b>	<b>Guided Writing</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) write words from a prompt to demonstrate mastery of vocabulary.</p> <p>b) Recognise the correct form and meaning of the words to be used in filling in gaps.</p>	<p>1. Why is it important to guess the meaning of something?</p>	<p>1 In groups, learners re-order jumbled up sentences to logical order and write two coherent paragraphs of about 5-10 sentences.</p> <p>2. Learners match pictures with words and simple sentences.</p>	<p>Realia, slate and stylus, charts, word slides.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 126-127</p>	<p>Oral questions, Portfolio, Observation</p>	
	<b>3</b>	<b>Listening and Speaking</b>	<b>Attentive listening</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Listen attentively during a conversation about a visit to the hospital.</p> <p>b) Respond to specific simple</p>	<p>1. Why should we obey instructions from our elders?</p>	<p>1. Learners practice interpreting facial expressions and gestures in small groups and pairs as illustrated in posters, pictures and actual demonstration</p>	<p>Realia, charts, pictures/ photographs and models of attentive listening, audio-visual recordings of pictures on attentive Listening.</p>	<p>Oral questions, Portfolio, Observation</p>	

				two directional instructions in oral communication, c) Appreciate the importance of listening attentively for effective communication.		through role play.  2. Sit upright (without sliding/slouching or fidgeting) and maintain focus on the speaker for effective communication.  3. Learners respond to instructions, listen without interrupting as modeled.	Oxford New Progressive Primary English Learners Book/Grade 2 pg. 128-129		
6	1	<b>Listening and Speaking</b>  Caring for others	<b>Language structures and functions</b>  Conjunctions 'and', 'but', 'because'	By the end of the sub strand, the learner should be able to:  a) Use conjunctions to join words and short sentences during in a conversation.  b) Appreciate the differences in people and things	1) Why was the baby crying?	1. Group items and talk about them using the conjunction "and"  2. Contrast objects or people in the classroom room using 'but' in pairs/small groups.	Realia, charts, pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting the use of <i>and</i> , <i>but</i> , <i>because</i> .  Oxford New Progressive	Oral questions, Portfolio, Observation	

				in their environment.			Primary English Learners Book/Grade 2 pg.129-130		
	<b>2</b>	<b>Reading</b>	<b>Word reading</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Read more complex grade level vocabulary with the letter sound /br/ /st/ /fl/ /dr/ correspondence in different formats.</p> <p>b) Enjoy reading grade level vocabulary in a variety of genres.</p>	1) How do you try to read new words?	<p>1. Learners recognise and read more short words as modeled, in groups, pairs and individually through various word attack skills such as look and say, exposure, context clues etc.</p> <p>2. Learners read words without letter sound correspondence from either print.</p>	<p>Story books, poems, newspaper cutting on children's stories.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 130</p>	Oral questions, Portfolio, Observation	
	<b>3</b>	<b>Reading</b>	<b>Comprehension</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Identify the</p>	1. How can we predict how a story, poem or conversation	1. In pairs, learners comprehend information through looking at pictures and title	Realia, flash cards, pictures/ photographs and, computer devices for audio-visual	Oral questions, Portfolio, Observation.	

				<p>people/ animals, where action takes place or the information in a text for comprehension.</p> <p>b) Use common context clues to increase comprehension of a text,</p> <p>d) Answer simple direct and indirect questions based on a text they have read.</p>	<p>will end?</p> <p>2. How we tell the characters in a story?</p>	<p>of a text and say what will happen in the story.</p> <p>2. Learners read while observing commas, full stops and question marks in pairs.</p> <p>3. Learners answer questions related to the comprehension.</p>	<p>recordings of words without letter sound</p> <p>Correspondence.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg.131-132</p>		
<b>7</b>	<b>1</b>	<b>Writing</b>	<b>Guided Writing</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Write words from a prompt to demonstrate mastery of vocabulary.</p>	<p>1) When do we use capital letters?</p> <p>2) When do we use small letters?</p>	<p>1. Learners respond to the prompts presented to them and write the words correctly.</p> <p>2. Learners write meaningful sentences and paragraphs with the guidance of the</p>	<p>Realia, slate and stylus, charts, word slides.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 132</p>	<p>Oral questions, Portfolio, Observation</p>	

						teacher. 3. Learners match pictures with words and simple sentences.			
	<b>2</b>	<b>Listening and Speaking</b>  Caring for others	<b>Language structures and functions</b>  Conjunctions 'and', 'but', 'because'	By the end of the sub strand, the learner should be able to:  a) Use conjunctions to talk about caring for the sick, hungry, the elderly and people with special needs,  b) Appreciate the differences in people and things in their environment.	1) Who was playing hide and find?	1. Sing and recite poems.  2. Listen to a story, poem or conversation and answer oral questions.	Realia, charts, pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting the use of <i>and</i> , <i>but</i> , <i>Because</i> .  Oxford New Progressive Primary English Learners Book/Grade 2 pg.129-130	Oral questions, Portfolio, Observation.	
	<b>3</b>	<b>Listening and Speaking</b>	<b>Pronunciation and Vocabulary</b>	By the end of the sub strand, the learner should be able to:  a) Recognize the consonant blends	How are these words pronounced? Train, Spoon,	1. Learners observe the picture and discuss what is happening.  2. Learners pronounce the	Realia, charts, pictures/ photographs and models of learnt sounds, audio-visual recordings of	Oral questions, Portfolio, Observation.	

				<p>tr, sp, tw in different spoken words.</p> <p>b) Pronounce the vocabulary related to the theme correctly for effective communication.</p> <p>c) Appreciate reading words with the consonant blends tr, sp, tw in a variety of genres.</p>	Twenty.	<p>sounds by taking turns, and as a whole class as modeled by the teacher, or audio record.</p>	<p>minimal pairs, dialogues, stories and poems with new words.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 136</p>		
<b>8</b>	<b>1</b>	<b>Reading</b>	<b>Comprehension</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Identify the people/ animals, where action takes place or the information in a text for comprehension.</p> <p>b) Answer simple</p>	<p>1) How can we tell where events have taken place?</p> <p>3) How we tell the characters in a story?</p>	<p>1. In pairs, learners comprehend information through looking at pictures and title of a text and say what will happen in the story.</p> <p>2. In pairs and groups, learners talk about where the action is taking</p>	<p>Realia, charts, posters and audio-visual materials on direct and indirect questions.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2</p>	Oral questions, Portfolio, Observation.	

				<p>direct and indirect questions based on a text they have read.</p> <p>c) Enjoy talking about a text they have read.</p>		<p>place, who is involved, using clues from pictures and the text.</p> <p>3. Learners are guided to get meaning of words and respond orally (in pairs or groups) to questions based on a text they have read (story)</p>	pg.137-138		
	2	<b>Listening and Speaking</b>	<p><b>Language structures and functions</b></p> <p><b>Caring for others</b></p> <p>Conjunctions ‘because’</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Use the conjunction because to join words and short sentences during in a conversation.</p> <p>b) Appreciate the differences in people and things in their</p>	1. Why was the dog barking?	<p>1. Group items and talk about them using the conjunction “because”</p> <p>2. Sing and recite poems.</p>	<p>Realia, charts, pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting the use of <i>and</i>, <i>but</i>, <i>because</i>.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2</p>	Oral questions, Portfolio, Observation.	



				environment.			pg.135-136		
	3	Writing	Guided Writing	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Copy the pattern q and x neatly and legibly in their exercise books.</p> <p>b) Appreciate the importance of writing correct meaningful words, phrases and sentences.</p>	1. How do we write q and x?	<p>1. Learners match pictures with words and simple sentences</p> <p>2. Learners write meaningful sentences and paragraphs with the guidance of the teacher.</p>	<p>Realia, slate and stylus, charts, word slides.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 138</p>	Oral questions, portfolio, observation	
9	ASSESSMENT								