

## LITERACY ACTIVITIES SCHEME OF WORK GRADE 1 TERM 3

School	Grade	Learning Area	Term	Year
	1	Literacy 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	<b>READING</b>	<b>Reading phrases and sentences</b>	By the end of the sub-strand, the learner should be able to: a) Read aloud short phrases and sentences accurately b) Read unfamiliar words based on phonic knowledge c) Develop an interest in reading new words, phrases and sentences.	Why is it important to read?	Learners are assisted in reading and predicting the meaning of new words Learners re-arrange jumbled words to make meaningful sentences Learners should be exposed to a variety of reading materials to practice reading for fluency.	Charts KLB Visionary English Literacy Activities Grade 1 pg. 177-179	Read short words and phrases	
	2	<b>READING</b>	<b>Reading phrases and sentences</b>	By the end of the sub-strand, the learner should be able to: a) Read aloud short phrases and sentences accurately b) Read unfamiliar words based on phonic knowledge c) Develop an interest in reading new words, phrases and sentences.	Why is it important to read?	Learners are assisted in reading and predicting the meaning of new words Learners re-arrange jumbled words to make meaningful sentences Learners should be exposed to a variety of reading materials to practice reading for fluency.	Charts KLB Visionary English Literacy Activities Grade 1 pg. 180-182	Read short words and phrases	

	3	<b>WRITING</b>	<b>Spelling instruction</b>	By the end of the sub-strand, the learner should be able to: a) Apply the knowledge of blending and segmenting to write words. b) Use proper letter formation with correct spacing to write words correctly c) Develop an interest in spelling and writing new words.	Why is it important to spell words correctly?	1. Learners make new words by playing spelling games (spelling bee, flash cards) in pairs and groups 2. Learners practice formation and spelling of new words by using various strategies (onset and rime, letter-sound correspondence) 3. Learners are guided to use various forms of media to spell and write words. 4. Learners write dictated words correctly.	Picture cards, computer, flash cards, containing words, pencils, stencils, reading charts  KLB Visionary English Literacy Activities Grade 1 pg.183	Dictation, spelling competition	
	4	<b>WRITING</b>	<b>Spelling instruction</b>	By the end of the sub-strand, the learner should be able to: a) Apply the knowledge of blending and segmenting to write words. b) Use proper letter formation with correct spacing to write words correctly c) Develop an	Why is it important to spell words correctly?	1. Learners make new words by playing spelling games (spelling bee, flash cards) in pairs and groups 2. Learners practice formation and spelling of new words by using various strategies (onset and rime, letter-sound correspondence)	Picture cards, computer, flash cards, containing words, pencils, stencils, reading charts  KLB Visionary English Literacy Activities Grade 1 pg.184	Dictation, spelling competition	

				interest in spelling and writing new words.		3. Learners are guided to use various forms of media to spell and write words. 4. Learners write dictated words correctly.			
	5	<b>LISTENING</b>	<b>Story Telling</b>	By the end of the sub-strand, the learner should be able to: a) Listen attentively and confidently respond to stories b) Use a variety of thematic vocabulary c) Develop an interest in listening to oral stories.	What do stories teach us?	1. Learners listen to a variety of stories about self, family, health, hygiene, and home from different sources (self, peers, teacher, a resource person (if available), audio recorded stories 2. Learners respond to oral questions related to the story learned or orally recreate a story	Props for storytelling, picture cards, story books, audio and video-recorded stories, resource person  KLB Visionary English Literacy Activities Grade 1 pg.185	Retelling stories, question and answer	
2	1	<b>SPEAKING</b>	<b>Talk About</b>	By the end of the sub-strand, the learner should be able to: a) Use acquired vocabulary to talk about self appropriately b) Identify themselves with people, objects and places in their environment.	Who/what do you like?	1. Learners practice rules on social interactions (turn-taking, respecting others opinions) 2. Learners engage in conversations to talk about self (name, class, age and gender), home, and community, in pairs and groups.	Audio-visual aids (recorders), Charts bearing names of people, places, and objects  KLB Visionary English Literacy Activities Grade 1 pg.186	Oral presentations, question/answer	

	2	<b>READING</b>	<b>Reading phrases and sentences</b>	By the end of the sub-strand, the learner should be able to: a) Read aloud short phrases and sentences accurately b) Read unfamiliar words based on phonic knowledge c) Develop an interest in reading new words, phrases and sentences.	Why is it important to read?	1. Learners should be exposed to a variety of reading materials to practice reading for fluency. 2. Learners participate in reading games (lucky dip, fishing game), in pairs and groups. 3. Learners mimic words and phrases to produce right intonation.	Charts  KLB Visionary English Literacy Activities Grade 1 pg.187-189	read short words and phrases	
	3	<b>READING</b>	<b>Reading phrases and sentences</b>	By the end of the sub-strand, the learner should be able to: a) Read aloud short phrases and sentences accurately b) Read unfamiliar words based on phonic knowledge c) Develop an interest in reading new words, phrases and sentences.	Why is it important to read?	1. Learners should be exposed to a variety of reading materials to practice reading for fluency. 2. Learners participate in reading games (lucky dip, fishing game), in pairs and groups. 3. Learners mimic words and phrases to produce right intonation.	Charts  KLB Visionary English Literacy Activities Grade 1 pg.190-192	read short words and phrases	
	4	<b>WRITING</b>	<b>Creative Writing</b>	By the end of the sub-strand, the learner should be able to: a) Plan and organize ideas.	Why do we write?	1. Learners create stories from pictures provided (picture spark) 2. Learners are guided to write key	Pencils, organizers, reading cards, pictures, newspaper cuttings, story	Learners organize pictures in sequence to tell a story and write words to caption the	

				b) Learn from oral and reading activities to enrich their written words.		words in the story	books, stencil, crayons.  KLB Visionary English Literacy Activities Grade 1 pg.193	pictures	
	5	<b>WRITING</b>	<b>Creative Writing</b>	By the end of the sub-strand, the learner should be able to: a) Apply knowledge of writing organizer to write a coherent story. b) Apply knowledge of writing conventions to aid meaning and presentation.	What do we write?	1. Learners are guided to develop a storyline by filling in blanks or sequencing jumbled sentences (on the themes myself, my family or my home) in pairs and groups 2. Learners are guided to construct simple sentences for fluency and Meaning.	Pencils, organizers, reading cards, pictures, newspaper cuttings, story books, stencil, crayons.  KLB Visionary English Literacy Activities Grade 1 pg.193	Learners organize pictures in sequence to tell a story and write words to caption the pictures	
3	1	<b>LISTENING</b>	<b>Story Telling</b>	By the end of the sub-strand, the learner should be able to: a) Listen attentively and confidently respond to stories. b) Use a variety of thematic vocabulary. c) Empathize with familiar people in stories.	Who tells us Stories?	1. Learners listen to a variety of stories about self, family, health, hygiene, and home from different sources (self, peers, teacher, a resource person (if available), audio recorded stories. 2. Learners respond to oral questions related to the story learned or orally	Props for storytelling, picture cards, story books, audio and video-recorded stories, resource person  KLB Visionary English Literacy Activities Grade 1 pg.194	Retelling stories, question and answer	

						recreate a story.			
	2	<b>SPEAKING</b>	<b>Talk About</b>	By the end of the sub-strand, the learner should be able to: a) Demonstrate interest to use names of people, places, and objects within the environment b) Express personal emotions, feelings, and opinions about people, places, and objects	Who/what do you like?	1. Interactions (turn-taking, respecting others opinions) 2. Learners engage in conversations to talk about self (name, class, age and gender), home, and community, in pairs and groups.	Audio-visual aids (recorders), Charts bearing names of people, places, and objects  KLB Visionary English Literacy Activities Grade 1 pg.195	Oral presentations, question/answer	
	3	<b>SPEAKING</b>	<b>Talk About</b>	By the end of the sub-strand, the learner should be able to: a) Demonstrate interest to use names of people, places, and objects within the environment. b) Express personal emotions, feelings, and opinions about people, places, and objects.	Why do you like him/her/it?	1. Learners observe the teacher modelling effective speaking skills 2. Learners record their speech and listen as teacher observes	Audio-visual aids (recorders), Charts bearing names of people, places, and objects  KLB Visionary English Literacy Activities Grade 1 pg.196	Oral presentations, question/answer	
	4	<b>READING</b>	<b>Reading phrases and sentences</b>	By the end of the sub-strand, the learner should be able to: a) Read aloud short phrases and sentences accurately	Why is it important to read?	1. Learners should be exposed to a variety of reading materials to practice reading for fluency 2. Learners participate in reading	Charts  KLB Visionary English Literacy Activities Grade 1 pg.197-198	read short words and phrases	

				b) Read unfamiliar words based on phonic knowledge c) Develop an interest in reading new words, phrases and sentences		games (lucky dip, fishing game), in pairs and groups 3. Learners mimic words and phrases to produce right intonation.			
	5	<b>READING</b>	<b>Reading phrases and sentences</b>	By the end of the sub-strand, the learner should be able to: a) Read aloud short phrases and sentences accurately b) Read unfamiliar words based on phonic knowledge c) Develop an interest in reading new words, phrases and sentences	Why is it important to read?	1. Learners should be exposed to a variety of reading materials to practice reading for fluency 2. Learners participate in reading games (lucky dip, fishing game), in pairs and groups 3. Learners mimic words and phrases to produce right intonation.	Charts  KLB Visionary English Literacy Activities Grade 1 pg.199-200	read short words and phrases	
4	1	<b>WRITING</b>	<b>Creative Writing</b>	By the end of the sub-strand, the learner should be able to: a) Plan and organize ideas. b) Apply knowledge of writing organizer to write a coherent story.	What do we write?	1. Learners are guided to write key words in the story. 2. Learners are guided to develop a storyline by filling in blanks or sequencing jumbled sentences (on the themes myself, my family or my home) in pairs and groups	Pencils, organizers, reading cards, pictures, newspaper cuttings, story books, stencil, crayons  KLB Visionary English Literacy Activities Grade 1 pg.201	Learners organize pictures in sequence to tell a story and write words to caption the pictures	
	2	<b>WRITING</b>	<b>Creative</b>	By the end of the	Why do we	1. Learners create	Learners	Pencils,	

			<b>Writing</b>	sub-strand, the learner should be able to: a) Learn from oral and reading activities to enrich their written words. b) Apply knowledge of writing conventions to aid meaning and presentation.	write?	stories from pictures provided (picture spark) 2. Learners are guided to write key words in the story. 3. Learners are guided to construct simple sentences for fluency and meaning	organize pictures in sequence to tell a story and write words to caption the pictures  KLB Visionary English Literacy Activities Grade 1 pg.202	organizers, reading cards, pictures, newspaper cuttings, story books, stencil, crayons	
	3	<b>LISTENING</b>	<b>Effective Communication</b>	By the end of the sub-strand, the learner should be able to: a) Acquire a variety of vocabulary to talk about own and others' experiences. b) Show appreciation of others' feelings as they share their experiences	What makes us happy?	1. Learners share their experiences and feelings (texts on health and hygiene), in pairs, groups and whole class 2. Learners are guided to ask and respond to questions to clarify information on experiences.	Question and answer, Observation of non-verbal cues as the learners share experiences, Role play (drills)  KLB Visionary English Literacy Activities Grade 1 pg.203	audio-recording devices, learners	
	4	<b>SPEAKING</b>	<b>Talk About</b>	By the end of the sub-strand, the learner should be able to: a) Use acquired vocabulary to talk about self appropriately b) Identify themselves with	Why do you like him/her/it?	1. Learners practice rules on social interactions (turn-taking, respecting others opinions) 2. Learners engage in conversations to talk about self (name, class, age and gender), home, and	Audio-visual aids (recorders), Charts bearing names of people, places, and objects  KLB Visionary English Literacy	Oral presentations, question/answer	



				people, objects and places in their environment.		community, in pairs and groups,	Activities Grade 1 pg.204		
	5	<b>SPEAKING</b>	<b>Talk About</b>	By the end of the sub-strand, the learner should be able to: a) Demonstrate interest to use names of people, places, and objects within the environment b) Express personal emotions, feelings, and opinions about people, places, and objects	Who/what do you like?	1. Learners practice rules on social interactions (turn-taking, respecting others opinions) 2. Learners engage in conversations to talk about self (name, class, age and gender), home, and community, in pairs and groups,	Audio-visual aids (recorders), Charts bearing names of people, places, and objects  KLB Visionary English Literacy Activities Grade 1 pg.205	Oral presentations, question/answer	
5	1	<b>READING</b>	<b>Reading phrases and sentences</b>	By the end of the sub-strand, the learner should be able to: a) Read aloud short phrases and sentences accurately. b) Develop an interest in reading new words, phrases and sentences.	Why is it important to read?	1. Learners are assisted in reading and predicting the meaning of new words 2. Learners re-arrange jumbled words to make meaningful sentences 3. Learners should be exposed to a variety of reading materials to practice reading for fluency	Charts  KLB Visionary English Literacy Activities Grade 1 pg.206	Read short words and phrases	
	2	<b>READING</b>	<b>Reading phrases and sentences</b>	By the end of the sub-strand, the learner should be able to:	Why is it important to read?	1. Learners are assisted in reading and predicting the meaning of new	Charts  KLB Visionary English Literacy	Read short words and phrases	

				a) Read aloud short phrases and sentences accurately. b) Develop an interest in reading new words, phrases and sentences.		words 2. Learners re-arrange jumbled words to make meaningful sentences 3. Learners should be exposed to a variety of reading materials to practice reading for fluency	Activities Grade 1 pg.207		
	3	<b>WRITING</b>	<b>Creative Writing</b>	By the end of the sub-strand, the learner should be able to: a) Plan and organize ideas. b) Apply knowledge of writing organizer to write a coherent story. c) Apply knowledge of writing conventions to aid meaning and presentation.	What do we write?	1. Learners are guided to write key words in the story 2. Learners are guided to develop a storyline by filling in blanks or sequencing jumbled sentences (on the themes myself, my family or my home) in pairs and groups	Pencils, organizers, reading cards, pictures, newspaper cuttings, story books, stencil, crayons  KLB Visionary English Literacy Activities Grade 1 pg.208	Learners organize pictures in sequence to tell a story and write words to caption the pictures	
	4	<b>LISTENING</b>	<b>Effective Communication</b>	By the end of the sub-strand, the learner should be able to: a) Use non-verbal cues in oral communication to express feelings and experiences b) Show appreciation of others' feelings as	How do we respond when someone is sad?	1. Learners share their experiences and feelings (texts on health and hygiene), in pairs, groups and whole class 2. Learners listen to songs and poems related to feelings	audio-recording devices, learners  KLB Visionary English Literacy Activities Grade 1 pg.209	Question and answer, Observation of non-verbal cues as the learners share experiences, Role play (drills)	

				they share their experiences.					
	5	<b>LISTENING</b>	<b>Effective Communication</b>	By the end of the sub-strand, the learner should be able to: a) Use non-verbal cues in oral communication to express feelings and experiences b) Use non-verbal cues in oral communication to express feelings and experiences.	How do we respond when someone is sad?	1. Learners share their experiences and feelings (texts on health and hygiene), in pairs, groups and whole class 2. Learners listen to songs and poems related to feelings	audio-recording devices, learners  KLB Visionary English Literacy Activities Grade 1 pg.209	Question and answer, Observation of non-verbal cues as the learners share experiences, Role play (drills	
6	1	<b>SPEAKING</b>	<b>Talk About</b>	By the end of the sub-strand, the learner should be able to: a) Demonstrate interest to use names of people, places, and objects within the environment b) Express personal emotions, feelings, and opinions about people, places, and objects	Who/what do you like?	1. Learners practice rules on social interactions (turn-taking, respecting others opinions) 2. Learners engage in conversations to talk about self (name, class, age and gender), home, and community, in pairs and groups,	Audio-visual aids (recorders), Charts bearing names of people, places, and objects  KLB Visionary English Literacy Activities Grade 1 pg.210	Oral presentations, question/answer	
	2	<b>SPEAKING</b>	<b>Talk About</b>	By the end of the sub-strand, the learner should be able to: a) Use acquired vocabulary to talk	Why do you like him/her/it?	1. Learners practice rules on social interactions (turn-taking, respecting others opinions) 2. Learners engage in	Audio-visual aids (recorders), Charts bearing names of people, places,	Oral presentations, question/answer	

				about self appropriately b) Identify themselves with people, objects and places in their environment.		conversations to talk about self (name, class, age and gender), home, and community, in pairs and groups,	and objects  KLB Visionary English Literacy Activities Grade 1 pg.211		
	3	<b>READING</b>	<b>Reading phrases and sentences</b>	By the end of the sub-strand, the learner should be able to: a) Read aloud short phrases and sentences accurately. b) Read unfamiliar words based on phonic knowledge c) Develop an interest in reading new words, phrases and sentences.	Why is it important to read?	1. Learners should be exposed to a variety of reading materials to practice reading for fluency 2. Learners participate in reading games (lucky dip, fishing game), in pairs and groups 3. Learners mimic words and phrases to produce right intonation.	Charts  KLB Visionary English Literacy Activities Grade 1 pg.212	Read short words and phrases	
	4	<b>WRITING</b>	<b>Creative Writing</b>	By the end of the sub-strand, the learner should be able to: a) Plan and organize ideas b) Learn from oral and reading activities to enrich their written words.	Why do we write?	1. Learners are guided to write key words in the story 2. Learners are guided to develop a storyline by filling in blanks or sequencing jumbled sentences (on the themes myself, my family or my home) in pairs and groups 3. Learners are guided to construct simple sentences for	Pencils, organizers, reading cards, pictures, newspaper cuttings, story books, stencil, crayons  KLB Visionary English Literacy Activities Grade 1 pg.213	Learners organize pictures in sequence to tell a story and write words to caption the pictures	

						fluency and meaning.			
	5	<b>WRITING</b>	<b>Creative Writing</b>	By the end of the sub-strand, the learner should be able to: a) Apply knowledge of writing organizer to write a coherent story b) Apply knowledge of writing conventions to aid meaning and presentation	Why do we write?	1. Learners are guided to write key words in the story 2. Learners are guided to develop a storyline by filling in blanks or sequencing jumbled sentences (on the themes myself, my family or my home) in pairs and groups 3. Learners are guided to construct simple sentences for fluency and meaning.	Pencils, organizers, reading cards, pictures, newspaper cuttings, story books, stencil, crayons  KLB Visionary English Literacy Activities Grade 1 pg.214	Learners organize pictures in sequence to tell a story and write words to caption the pictures	
7	1	<b>LISTENING</b>	<b>Conversation</b>	By the end of the sub-strand, the learner should be able to: a) Listen attentively and actively participate in conversations in different contexts. b) Appreciate taking turns while engaged in collaborative conversations.	What do we talk about?	1. Learners associate the keywords displayed with those in the conversation listened to? 2. Learners record audios of conversations and listen to them. 3. Learners watch videos of different conversations.	Audio tapes, videos on conversations related to theme, Phones  KLB Visionary English Literacy Activities Grade 1 pg.215-216	Question and answer, role play, dramatization	
	2	<b>LISTENING</b>	<b>Conversation</b>	By the end of the sub-strand, the learner should be able to: a) Recognize and use vocabulary related to	What do we talk about?	1. Learners associate the keywords displayed with those in the conversation listened to? 2. Learners record	Audio tapes, videos on conversations related to theme, Phones	Question and answer, role play, dramatization	

				the themes myself, my family, my school, and my home b) Appreciate taking turns while engaged in collaborative conversations.		audios of conversations and listen to them. 3. Learners watch videos of different conversations.	KLB Visionary English Literacy Activities Grade 1 pg.217		
	3	<b>SPEAKING</b>	<b>Presentation skills</b>	By the end of the sub-strand, the learner should be able to: a) Use a variety of vocabulary to express self appropriately. b) Use appropriate tonal variation, articulation and stress to express self confidently c) Appreciate the use of transition words to sequence events.	What does a good presenter do?	1. Learners are guided to brainstorm on activities for each day of the week, individually, in pairs and groups. 2. Learners attempt to respond to questions related to sequencing of activities for each day of the week (before, after, then) 3. Learners sing songs, rhymes and recite poems related to routine activities	Story maps (graphic organizers), list of transition (signal words), Fairy tales and fables, charts, calendar about events  KLB Visionary English Literacy Activities Grade 1 pg.218	Narration (check use of signal words), question/answer	
	4	<b>SPEAKING</b>	<b>Presentation skills</b>	By the end of the sub-strand, the learner should be able to: a) Use a variety of vocabulary to express self appropriately. b) Use appropriate	What does a good presenter do?	1. Learners are guided to brainstorm on activities for each day of the week, individually, in pairs and groups. 2. Learners attempt to respond to questions related to	Story maps (graphic organizers), list of transition (signal words), Fairy tales and fables, charts, calendar about events	Narration (check use of signal words), question/answer	

				tonal variation, articulation and stress to express self confidently c) Appreciate the use of transition words to sequence events.		sequencing of activities for each day of the week (before, after, then) 3. Learners sing songs, rhymes and recite poems related to routine activities	KLB Visionary English Literacy Activities Grade 1 pg.219-220		
	5	<b>READING</b>	<b>Reading comprehension</b>	By the end of the sub-strand, the learner should be able to: a) Read simple texts fluently and with understanding b) Read aloud short texts and stories accurately	Why is it important to understand what you read?	1. Learners are exposed to a variety of texts for reading 2. Learners are guided to read sentences aloud for meaning 3. Learners ask and answer simple questions related to materials read	Reading materials, flashcards, library, readers  KLB Visionary English Literacy Activities Grade 1 pg.221	Listening, Question/Answer	
8	1	<b>READING</b>	<b>Reading comprehension</b>	By the end of the sub-strand, the learner should be able to: a) Read at an appropriate speed for enjoyment. b) Develop an interest in reading short stories with comprehension.	Why is it important to understand what you read?	1. Learners are prompted to predict meaning from pictures 2. Learners use learned vocabulary to construct simple sentences 3. Learners identify and name characters from pictures	Reading materials, flashcards, library, readers  KLB Visionary English Literacy Activities Grade 1 pg.221	Listening, Question/Answer	
	2	<b>WRITING</b>	<b>Creative Writing</b>	By the end of the sub-strand, the learner should be able to: a) Apply knowledge	What do we write?	1. Learners are guided to write key words in the story 2. Learners are guided to develop a	Pencils, organizers, reading cards, pictures, newspaper	Learners organize pictures in sequence to tell a story and write words to	

				of writing organizer to write a coherent story b) Apply knowledge of writing conventions to aid meaning and presentation.		storyline by filling in blanks or sequencing jumbled sentences (on the themes myself, my family or my home) in pairs and groups 3. Learners are guided to construct simple sentences for fluency and meaning	cuttings, story books, stencil, crayons  KLB Visionary English Literacy Activities Grade 1 pg.222	caption the pictures	
	3	<b>WRITING</b>	<b>Creative Writing</b>	By the end of the sub-strand, the learner should be able to: a) Plan and organize ideas. b) Learn from oral and reading activities to enrich their written words. c) Apply knowledge of writing organizer to write a coherent story.	Why do we write?	1. Learners are guided to write key words in the story 2. Learners are guided to develop a storyline by filling in blanks or sequencing jumbled sentences (on the themes myself, my family or my home) in pairs and groups 3. Learners are guided to construct simple sentences for fluency and meaning.	Learners organize pictures in sequence to tell a story and write words to caption the pictures  KLB Visionary English Literacy Activities Grade 1 pg.222	Pencils, organizers, reading cards, pictures, newspaper cuttings, story books, stencil, crayons	
	4	<b>WRITING</b>	<b>Creative Writing</b>	By the end of the sub-strand, the learner should be able to: a) Plan and organize ideas. b) Learn from oral and reading activities	Why do we write?	1. Learners are guided to write key words in the story 2. Learners are guided to develop a storyline by filling in blanks or sequencing jumbled sentences	Learners organize pictures in sequence to tell a story and write words to caption the pictures	Pencils, organizers, reading cards, pictures, newspaper cuttings, story books, stencil, crayons	



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