

GRADE PP1

LANGUAGE ACTIVITIES SCHEME OF WORK TERM ONE YEAR 2019

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFL
1	1-5										
2	1-5	LISTENING	Common greetings and farewell	By the end of the sub-strand, the learner should be able to: a) Respond appropriately to general greetings at home and at school. b) Respond appropriately to time related greetings at home and at school. c) Respond appropriately to farewell at home and at school. d) Respond appropriately to farewell with reference to time at home and at school. e) Enjoy responding appropriately to greetings and farewell at home and at school	1. Who do you meet every day? 2. What time is it likely to happen? 3. How do you greet them at that time	Communication and collaboration Critical thinking and problem solving Imaginative and creative	Love Respect	Learners could observe and imitate greetings and farewell. <input type="checkbox"/> In pairs learners could be asked to practise greeting and bidding farewell. <input type="checkbox"/> Learners could listen to songs, poems and rhymes on general and time related greetings and farewell. <input type="checkbox"/> Learners could be encouraged to respond to greetings every morning and respond to farewell whenever need arises. <input type="checkbox"/> Learners could be encouraged to respond to each other's greetings	Realia	1.Observation 2.Oral questions	

3	1-5			By the end of the sub-strand, the learner should be able to:	1. What do children	Communication and collaboration	Love Respect Patience	<input type="checkbox"/> Learners could be	Realia	.Observation 2.Oral

		a) Respond appropriately to a variety of listening experiences in and out of class. b) Demonstrate enjoyment in a variety of listening experiences	enjoy listening to? 2. What makes listening interesting/enjoyable	Critical thinking and problem solving Self efficacy Digital literacy Imaginative and creative	<p>involved in listening to recorded songs, poems and rhymes and be guided to imitate.</p> <p><input type="checkbox"/> Learners could be asked to record clips of their own activities and view them in class. The activities may include learners singing, telling stories, reciting poems and rhymes.</p> <p><input type="checkbox"/> Learners could listen to short and interesting stories while mimicking some characters in the story.</p> <p><input type="checkbox"/> Learners could be encouraged to sing or dance in response to instrumental music.</p> <p><input type="checkbox"/> Learners could be encouraged to enjoy the listening experiences by</p>	questions	
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							using tone variation, puppets, pictures, costumes, animated stories, musical instruments among others. <input type="checkbox"/> Learners could be asked to listen to short stories from a selected resource person, about things in the immediate environment e.g trees, animals and people and be encouraged to ask, answer questions or retell parts of the story			
4	1-5	Active Listening	By the end of the sub-strand, the learner should be able to: a) Respond to simple instructions in and out of class. b) Take turns during conversations in and out of school. c) Take pleasure in responding to simple instructions in and out of class. d) Enjoy taking turns in a conversation in and out of school	How do you show interest in a conversation ? 2. When should you speak during a conversation ? 3. How do you seek clarification in a	Communication and collaboration Critical thinking and problem solving Self efficacy Imaginative and creative	Love Respect Peace Patience Responsibility	In pairs or small groups, learners could tell news in turns while others are listening. <input type="checkbox"/> Learners could view recorded content using ICT devices and be guided to mimic/imitate. <input type="checkbox"/> Learners could be given	Realia	.Observation 2.Oral questions	

conversation?
4. How can learners be guided to take turns in a conversation?
5. What activities are fun for learners to listen to?

simple instructions and encouraged to respond.

- In pairs or small groups, learners could be guided to take turns in conversations.
- Learners should be encouraged to answer simple questions during conversations.
- Learners could be guided to ask questions during conversations.
- Learners could record clips of their own conversations and be encouraged to view them while receiving positive feedback.
- Learners could be asked to retell what others have said in a conversation.
- Learners could be guided to appreciate the contribution of

							others during conversations			
5	1-5		Passing information Auditory discrimination	By the end of the sub-strand, the learner should be able to: a) Convey verbal messages effectively in and out of class. b) Listen to information attentively for effective communication in and out of class. c) Experience pleasure in passing verbal messages in and out of class d) Recognize sounds in the environment. e) Respond appropriately to sounds in the environment. f) Enjoy listening to sounds in the environment	What opportunities arise for children to pass verbal information? 2. How can children be involved in passing verbal messages? 3. What activities prepare learners to listen attentively?	Critical thinking and problem solving Communication and collaboration Imaginative and creative Digital literacy	Respect Peace Responsibility Love	<input type="checkbox"/> Learners could participate in activities that involve conveying messages to other learners or to teachers e.g. telephone games. <input type="checkbox"/> In pairs and small groups, learners could practise conveying messages to each other. <input type="checkbox"/> Learners could be guided to pay attention when listening to other children, teachers and parents and be appreciated for passing messages effectively. <input type="checkbox"/> Learners could be engaged in dialogue with each other. <input type="checkbox"/> Learners could be involved in	Realia	

							conveying messages whenever an opportunity arises			
6	1-5		Auditory Memory	By the end of the sub-strand, the learner should be able to: a) Recall a variety of sounds in the environment. b) Recall letter sounds in class. c) Take pleasure in listening to sounds in the environment	1. What are the common sounds in the environment ? 2. What are the best ways of exposing learners to sounds? 3. How can opportunities be presented for children to listen to these sounds?	Communication and collaboration Digital literacy Imaginative and creative	Respect Peace Patience Responsibility	Learners could be exposed to a variety of sounds in the environment and be encouraged to recall the sounds they heard. <input type="checkbox"/> Learners could listen to letter sound, audio clips and articulate the letter sounds. <input type="checkbox"/> In pairs and small groups, learners could be engaged in language games e.g. letter sounds, letter names and fishing games. <input type="checkbox"/> Learners could participate in conversations by exploring their prior experience. <input type="checkbox"/> Learners could be guided to say what they heard at home or on the way to	Realia	.Observation 2.Oral questions

								school			
7	1-5		Auditory Memory	By the end of the sub-strand, the learner should be able to: a) Recall a variety of sounds in the environment. b) Recall letter sounds in class. c) Take pleasure in listening to sounds in the environment	1. What are the common sounds in the environment ? 2. What are the best ways of exposing learners to sounds? 3. How can opportunities be presented for children to listen to these sounds?	Communication and collaboration Digital literacy Imaginative and creative	Respect Peace Patience Responsibility	Learners could be exposed to a variety of sounds in the environment and be encouraged to recall the sounds they heard. <input type="checkbox"/> Learners could listen to letter sound, audio clips and articulate the letter sounds. <input type="checkbox"/> In pairs and small groups, learners could be engaged in language games e.g. letter sounds, letter	Realia	.Observation 2.Oral questions	

								names and fishing games. <input type="checkbox"/> Learners could participate in conversations by exploring their prior experience. <input type="checkbox"/> Learners could be guided to say what they heard at home or on the way to school			
8	1-5		Common general and time-related greetings and farewell	By the end of the sub-strand, the learner should be able to: a) Use a range of words for general greetings in school and at home. b) Greet people verbally with reference to time at home and at school. c) Bid people farewell using appropriate words at home and at school. d) Take pleasure in greeting and bidding farewell at home and at school.	What opportunities arise for greetings and bidding farewell at home and at school? 2. Who do you greet at home and at school? 3. How do you greet people at different times of the day? 4. How do you bid people farewell	Communication and collaboration Self efficacy Digital literacy Imaginative and creative	Love Respect Unity	Learners could listen to a radio program on general and time related greetings and farewell and be guided to imitate. <input type="checkbox"/> In pairs or small groups, learners could practice using general and time related greetings and farewell. <input type="checkbox"/> Learners could observe pictures or charts on greetings and farewell and practice greeting and bidding farewell. <input type="checkbox"/> Learners could be encouraged to	Realia	.Observation 2.Oral questions	

respond to greetings and farewell using verbal and non-verbal language at relevant times.

Learners could be guided to greet and bid farewell to visitors who come to class.

Learners could be asked to greet and bid farewell to visitors and family

members at home using appropriate words.

Learners could be encouraged to listen to and imitate general and time related greetings and farewell presented on video clips.

Learners could practise general and time related greetings and farewell through role playing communication

							with locally made phones			
9	1-5	SPEAKING	Self-expression	By the end of the sub-strand, the learner should be able to: a) Express own needs at home and at school. b) Express emotions and feelings appropriately at home and at school. c) Use appropriate vocabulary to express feelings and emotions in school and at home. d) Use appropriate vocabulary to express own needs in school and at home. e) Enjoy expressing themselves verbally at home and in school	1. How do we implore children to express themselves? 2. What is the appropriate way of expressing feelings and emotions	Communication and collaboration Critical thinking and problem solving Self efficacy	Respect Peace Patience Responsibility	Learners could be involved in activities for recognizing emotions. <input type="checkbox"/> Learners could name various emotions after observing a demonstration of variety of emotions. <input type="checkbox"/> Learners could be encouraged to talk about how they feel and be appreciated for expressing their feelings and emotions appropriately. <input type="checkbox"/> Learners could be guided to sing and act out different emotions. <input type="checkbox"/> Learners could be asked to look at pictures depicting different feelings and emotions and identify them. <input type="checkbox"/> Learners	Realia	.Observation 2.Oral questions

							could sing songs and recite poems and rhymes on feelings and emotions <input type="checkbox"/> In pairs and small groups, learners could practice expressing needs, feelings and emotions and respond to each other. <input type="checkbox"/> Learners could observe or listen to the teacher expressing himself or herself. <input type="checkbox"/> Learners could be encouraged to express themselves in school and at home. <input type="checkbox"/> Learners could view video clips depicting various emotions and feelings and talk about them.			
1-0	1-5		Polite language	By the end of the sub-strand, the learner should be able to: a) Use appropriate	What do we say when requesting	Communication and collaboration Critical thinking	Respect Peace Patience Responsibility	Learners could imitate making verbal requests	Realia .Observation 2.Oral questions	

		<p>vocabulary when making requests at home and at school.</p> <p>b) Use appropriate vocabulary when appreciating others at home and at school.</p> <p>c) Experience pleasure in making requests at home and at school.</p> <p>d) Take pleasure in appreciating others when need arises</p>	<p>for something?</p> <p>2. What do we say when we receive something from somebody?</p> <p>3. What situations arise in and out of class to make requests and appreciate others</p>	<p>and problem solving</p> <p>Self efficacy</p>		<p>(e.g. <i>please, thank you</i>) after watching a demonstration.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In pairs or small groups, learners could practice making requests and appreciating others. <input type="checkbox"/> Learners could listen to stories that incorporate making requests and appreciating others. <input type="checkbox"/> In pairs, learners could role play making requests and appreciating others. <input type="checkbox"/> Learners could be guided to deliberately model the habit of making requests and appreciating others as need arises. <input type="checkbox"/> Learners could be encouraged to make requests and appreciate others during relevant situations in school and at 		
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							home. <input type="checkbox"/> Learners could view video clips on request and appreciation and be guided to imitate making requests and appreciation			
1	1-5	Audience Awareness	By the end of the sub-strand, the learner should be able to: a) Demonstrate awareness of own voice in and out of class. b) Speak clearly when talking to others in and out of class. c) Speak loudly enough for the audience to hear in school and at home d) Experience pleasure in varying own voice when communicating with others.	How should I speak to someone who is near? 2. What should I do to my voice when the person I am speaking to moves away from me? 3. What should I do to my voice for him/her to hear if he/she	Communication and collaboration Critical thinking and problem solving Self efficacy	Respect Peace Patience Responsibility	Learners could record pieces of their own voices and be asked to listen and identify own voice, be guided to project and vary their voices appropriately. <input type="checkbox"/> Learners could be encouraged to listen to recorded pieces of other children's voices and comment on how they vary their voice when singing songs, telling stories and reciting poems or rhymes. <input type="checkbox"/> Learners could be encouraged to project their	Realia	.Observation 2.Oral questions	

voice when reporting an offence e.g. when reporting an offence to the teacher

In pairs, learners could practise speech activities whereby the distance between the speaker and the listener is varied. The speaker is encouraged to vary his or her own voice accordingly to meet the needs of the listener.

Learners could listen to a radio or other recorded audio clips. The volume could be deliberately raised or lowered and the learners encouraged to say how this affects their hearing.

Individually and in groups, learners could be involved in presenting

								songs, poems and rhymes in class and during parade.			
1	1-2	5	Naming	By the end of the sub-strand, the learner should be able to: a) Convey verbal messages effectively to the teacher and to other learners. b) Use relevant vocabulary to pass verbal information to the teacher and other learners. c) Enjoy passing verbal messages to the teacher and other learners d) Name objects, people, animals and colours in the immediate environment. e) Take pleasure in naming objects, people, animals and colours in the immediate environment	What do learners talk about in class or in school? 2. What do learners like to tell the teacher about? 3. What opportunities arise for learners to talk to each other? 4. What do learners enjoy talking about? 5. What do learners like to talk to each other about Which people are we likely to find at home, in school, at the market or in a hospital? 2. What objects are we likely to find at home,	Communication and collaboration Critical thinking and problem solving Self efficacy	Respect Peace Patience Responsibility	Learners could be encouraged to talk to each other or to the teacher about themselves. <input type="checkbox"/> Learners could deliver verbal messages to other learners or to teachers in the school and be appreciated when they convey the messages effectively. <input type="checkbox"/> In pairs or small groups, learners could tell and retell news and short stories. <input type="checkbox"/> Learners could engage in dialogue with each other and among themselves. <input type="checkbox"/> Learners should be involved in passing verbal information whenever opportunities	Realia	.Observation 2.Oral questions 3.written questions	

in school, at
the market or
in a hospital

arise.
 Learners
could engage
short
discussions and
be encouraged
to answer
questions.

Learners
could talk about
what they are
doing during
activities and be
guided to ask
and respond to
questions.

Learners
could view a
video clip and
then talk about it
in pairs or in
small groups.

Learners
could be
encouraged to
talk about what
they saw in a
field trip or
nature walk.

Learners could
be involved in
naming objects,
animals and
people in class
and within the
school
compound..

Learners
could recite
poems and
rhymes about

							objects, people and colours. <input type="checkbox"/> Learners could name colours with reference to objects in the environment. <input type="checkbox"/> Learners could be engaged in identifying colours in the immediate environment. <input type="checkbox"/> Learners could be taken for a nature walk and encouraged to identify colours. <input type="checkbox"/> Learners could be engaged in vocabulary games and encouraged to use new words by integrating them their child play and daily experiences, and naturally weaving them in and out of			
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