

GRADE ONE

LITERACY ACTIVITIES SCHEME OF WORK TERM TWO YEAR 2018

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFLECTION
1	1-5								
2	1-5	<b>LISTENING</b>	<p><b>Listen to instructions and questions</b></p> <p><b>Phonological Awareness</b></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) listen attentively to a variety of simple instructions and questions</p> <p>b) respond appropriately and confidently to a variety of simple instructions and questions</p> <p>c) use appropriate courtesy words and phrases in giving and responding to instructions and questions</p> <p>d) apply the vocabulary learnt to give instructions and ask questions</p> <p>e) appreciate the importance of giving and responding to instructions and questions appropriately</p> <p>f) orally pronounce, blend syllables in spoken words and onset- rimes of single-syllable words</p> <p>g) segment syllables in spoken words and onset rimes of single-syllable words</p> <p>h) discriminate the initial, middle and final sounds in</p>	<p>Who gives us instructions?</p> <p>2) Who asks us questions</p> <p>3) What are some of the sounds we hear?</p> <p>3) What produces the sounds we hear?</p> <p>How do we say those sounds</p>	<p>Learners listen to a variety of simple instructions and questions through various media(orally, audio-recorded, video-recorded)</p> <p>Learners are encouraged to give and respond to instructions and questions appropriately using both verbal and non-verbal cues</p> <p>Learner practice giving and responding to instructions and questions individually, in pairs and groups</p> <p>Learners role-play and dramatise giving and responding to instructions and questions(Class rules and regulations)</p> <p>Learners model turn taking</p> <p>Learners listen to and participate in rhymes, songs, poems, tongue twisters and riddles on the themes: myself, my school and my home, individually, in pairs and groups</p> <p>Learners segment, blend and produce initial, middle and final sounds (use colours and objects in their surrounding)</p> <p>Learners listen to letter sounds and the syllables formed from them(depends on each language)</p>	<b>Realia charts</b>	<p><b>1.Observation</b></p> <p><b>2.Oral questions</b></p> <p><b>3.written questions</b></p>	

				<p><b>three</b> letter words for correct pronunciation</p> <p>i) add or substitute individual sounds in simple, one-syllable words to make new words.</p> <p>j) recognise and sound the commonly used letter sounds and syllables</p>		Learners observe the displayed letters as they listen to the sounds			
3	1-5		<p><b>1.3 Story Telling</b></p> <p>&amp;</p> <p><b>Effective Communication</b></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) listen attentively and confidently respond to stories</p> <p>b) use a variety of thematic vocabulary</p> <p>c) develop an interest in listening to oral stories</p> <p>d) appreciate their culture and values as taught through oral stories</p> <p>e) empathise with familiar people in stories</p> <p>f) develop their creative and imaginative power as they create mental images of the oral stories</p> <p>g) acquire a variety of vocabulary to talk about own and others</p> <p>h) use non-verbal cues in oral communication to express feelings and</p>	<p>1) Who tells us stories?</p> <p>2) When are stories told?</p> <p>3) What do stories teach us</p>	<p>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</p> <p>Learners record their stories and listen to them</p> <p>Learners respond to oral questions related to the story learned or orally recreate a story</p> <p>Learners role play, ask questions, tell stories and sing songs related to the story learnt(themes: self, family, and home), in pairs and small groups</p> <p>Learners share their experiences and feelings (texts on health and hygiene), in pairs, groups and whole class</p> <p>Learners are guided to ask and respond to questions to clarify information on experiences</p> <p>Learners interact with audio and audio-visual teaching aids to relate to the experiences and</p>	<b>Realia charts</b>	<p><b>.Observation</b></p> <p><b>2.Oral questions</b></p> <p><b>3.written questions</b></p>	

				<p>experiences</p> <p>h) show appreciation of others' feelings as they share their experiences</p>		<p>feelings of others</p> <p>Learners listen to songs and poems related to feelings information on experiences</p> <p>Learners interact with audio and audio-visual teaching aids to relate to the experiences and feelings of others</p> <p>Learners listen to songs and poems related to feelings</p>			
4	1-5	<b>SPEAKING</b>	<p><b>Conversation</b></p> <p><b>2.1 Imitation</b></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) listen attentively and actively participate in conversations in different contexts</p> <p>b) recognize and use vocabulary related to the themes myself, my family, my school, and my home</p> <p>c) appreciate taking turns while engaged in collaborative conversations</p> <p>d) acquire a range of vocabulary for communication in different contexts</p> <p>e) use appropriate vocabulary to express self in different contexts</p> <p>f) respond confidently to communication in different contexts</p> <p>g) exhibit appropriate mannerisms during</p>	<p>Who do we talk to?</p> <p>2) What do we talk about?</p>	<p>Learners role play or dramatise a conversation involving issues relating to the theme my home</p> <p>Learners participate in collaborative conversation on different themes(check on Fluency, accuracy with words and pronunciation, turn taking skills, in pairs and small groups</p> <p>Learners associate the keywords displayed with those in the conversation listened to</p> <p>Learners record audios of conversations and listen to them</p> <p>Learners watch videos of different conversations</p> <p>The learners are guided to brainstorm on who, how, when and why people communicate</p> <p>Learners listen to and practice conversations in different contexts</p> <p>Learners simulate communication at home ( with parent/guardian, sister, brother ),</p>	<b>Realia Charts</b>	<p><b>.Observation</b></p> <p><b>2.Oral questions</b></p> <p><b>3.written questions</b></p>	

				conversation in different contexts		in pairs, small groups and whole class. The learners role play various scenarios of communication based on the theme (my home)			
5	1-5	<b>SPEAKING</b>	<p><b>Responding to instructions and questions</b></p> <p><b>Phonological Awareness</b></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) respond confidently to simple oral questions and instructions from different media</p> <p>b) use appropriate words in giving and responding to instructions and</p> <p>e) name and say letters representing sounds</p> <p>f) blend given letter sounds to make syllables and syllables to form words</p> <p>g) segment syllables to letter sounds and words to syllables</p> <p>h) appreciate word formation by actively engaging in blending and segmenting letter sounds and syllables</p>	<p>1) What do you do when you want something?</p> <p>2) How do you respond when asked to do something?</p>	<p>Learners practice asking and answering questions in pairs or groups</p> <p>Learners take and respond to instructions and questions(Myself, my family, my home, my school, my community</p> <p>Learners practice reading aloud letters representing sounds (auditory awareness), individually, in pairs and groups</p> <p>Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups</p> <p>Learners say and point to pictures with sight words</p> <p>Learners sing songs (themes: myself, my home, my community</p>	<b>Realia charts</b>		

6	1-5	<b>SPEAKING</b>	<p><b>Talk About</b></p> <p><b>Presentational skills</b></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) use acquired vocabulary to talk about self appropriately</p> <p>b) identify themselves with people, objects and places in their environment</p> <p>c) demonstrate interest to use names of people, places, and objects within the environment</p> <p>d) express personal emotions, feelings, and opinions about people, places, and objects</p> <p>e) use a variety of vocabulary to express self appropriately</p> <p>f) use appropriate tonal variation, articulation and stress to express self confidently</p> <p>g) appreciate the use of transition words to sequence events</p>	<p>1) Who/what do you like?</p> <p>2) Why do you like him/her/it?</p>	<p>Learners practice rules on social interactions (turn-taking, respecting others opinions)</p> <p>Learners engage in conversations to talk about self (name, class, age and gender), home, and community, in pairs and groups,</p> <p>Learners observe the teacher modelling effective speaking skills</p> <p>Learners record their speech and listen as teacher observes</p> <p>Learners are guided to name activities in the order in which they occur (daily routine activities, market days, school and religious days)</p> <p>Learners are guided to brainstorm on activities for each day of the week, individually, in pairs and groups</p> <p>Learners attempt to respond to questions related to sequencing of activities for each day of the week (before, after, then)</p> <p>Learners sing songs, rhymes and recite poems related to routine activities</p> <p>Learners could express personal feelings orally using learnt vocabulary related to common routine activities.</p>	<b>Realia Charts</b>	<p><b>.Observation</b></p> <p><b>2.Oral questions</b></p> <p><b>3.written questions</b></p>	
7	1-5	<b>READING</b>	<b>Phonemic awareness</b>	<p>By the end of the sub-strand, the learner should be able to:</p>	<p>1) What sounds do we hear?</p>	<p>Learners sound and read words to practice left-eye</p>	<b>Realia Charts</b>	<b>.Observation</b>	

				<p>a) practice left-right eye movement with accuracy</p> <p>b) isolate sounds in a word</p> <p>c) segment words that start with similar sounds</p> <p>d) recognize all the letters of the alphabet in the language of the catchment area</p>	2) How do we make them?	<p>movement(left –right orientation)</p> <p>Learners identify words that begin with similar sounds(letter –sound recognition)</p> <p>Learners are guided to isolate sounds in a word</p> <p>Learners segment words that begin with similar sounds</p> <p>Learners recognize and read all the letters of the alphabet in the language of the catchment area(visual discrimination)</p>		<p><b>2.Oral questions</b></p> <p><b>3.written questions</b></p>	
8	1-5	<b>READING</b>	<b>Phonic development</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) develop knowledge of letter-sound recognition</p> <p>b) build phonemes into syllables</p> <p>c) read and sound syllables</p> <p>d) relate syllables to their sounds</p> <p>e) appreciate the use of syllables to form words</p>	How do we make words?	<p>Learners match letter cards to sounds</p> <p>Learners practice letter-sound matching(letter sound recognition)</p> <p>Learners build letters into syllables</p> <p>Learners match diagraphs to words that contain them (ng,ny, ng, dh,th)</p> <p>Learners blend and segment sounds to build syllables into words</p> <p>Learners participate in reading games(bingo games, syllabic map), in pairs and groups</p> <p>Learners practice reading words containing consonant clusters</p> <p>Learners mimic word and sentences to produce the right intonation</p>	<b>Realia Charts</b>	<p><b>.Observation</b></p> <p><b>2.Oral questions</b></p> <p><b>3.written questions</b></p>	

9	1-5	<b>READING</b>	<p><b>Reading phrases and sentences</b></p> <p>&amp;</p> <p><b>Reading comprehension</b></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) read aloud short phrases and sentences accurately</p> <p>b) read unfamiliar words based on phonic knowledge</p> <p>c) develop an interest in reading new words, phrases and sentences</p> <p>d) read simple texts fluently and with understanding</p> <p>e) read aloud short texts and stories accurately</p> <p>f) read at an appropriate speed for enjoyment</p> <p>g) develop an interest in reading short stories with comprehension</p>	<p>Why is it important to read?</p> <p>Why is it important to understand what you read</p>	<p>Learners are assisted in reading and predicting the meaning of new words</p> <p>Learners re-arrange jumbled words to make meaningful sentences</p> <p>Learners should be exposed to a variety of reading materials to practice reading for fluency</p> <p>Learners participate in reading games(lucky dip, fishing game), in pairs and groups</p> <p>Learners mimic words and phrases to produce right intonation</p> <p>Learners are exposed to a variety of texts for reading</p> <p>Learners are guided to read sentences aloud for meaning</p> <p>Learners ask and answer simple questions related to materials read</p> <p>Learners are prompted to predict meaning from pictures</p> <p>Learners use learned vocabulary to construct simple sentences</p> <p>Learners identify and name characters from picture</p>	<p><b>Realia charts</b></p>	<p><b>.Observation</b></p> <p><b>2.Oral questions</b></p> <p><b>3.written questions</b></p>	
10	1-5	<b>WRITING</b>	<p><b>Letter Sounds and letter names- Phonics</b></p> <p>3 lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) write upper and lower case letters correctly</p> <p>b) differentiate letters with visual similarities (bdp) (w, vym) (k)</p>	<p>How are words formed</p>	<p>Learners say and write letter names correctly (unique to the indigenous languages)</p> <p>Learners sound diagraphs and words with consonant clusters(ng, dh etc.)</p> <p>Learners identify and write</p>	<p><b>Realia Charts</b></p>	<p><b>.Observation</b></p> <p><b>2.Oral questions</b></p> <p><b>3.written questions</b></p>	

			<b>Syllable, word, and sentence formation</b>	<p>c) sound digraphs and consonant clusters</p> <p>d) develop an interest in writing using uppercase and letter names correctly</p> <p>e) handwrite letters, numbers, and symbols</p> <p>f) segment words into syllables</p> <p>g) form words from syllab</p>		<p>upper and lowercase letters (upper and lower case recognition)</p> <p>Learners are guided to develop writing competence (left to right orientation, proper sitting posture, and shaping )</p> <p>Learners practice writing letters in their books individually, in pairs and groups</p> <p>Learners are guided to use a variety of resources and strategies to shape, colour, model letters</p> <p>Learners write dictated letters and words [Letter sound confusion (<i>b, p</i>) (<i>d, t</i>) (<i>m, n</i>)]</p> <p>Learners are guided to choose consonants and vowel blends e.g. - ock, b-y – to complete a word</p> <p>Learners complete sentences by filling in missing words (theme myself, my home and my family the theme myself, my family and my home</p>			
11	1-5	<b>WRITING</b>	<b>Handwriting</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) use basic punctuation to convey the intended meaning</p> <p>b) use legible handwriting to communicate effectively</p> <p>c) develop speed and ease of</p>	How can I write well?	<p>Learners further practice their pre-writing skills ( how to grasp a pencil, use lined paper and how to sit when writing)</p> <p>Learners are guided to participate in activities that develop their fine motor skills (beadwork, modelling, zipping</p>	<b>Realia charts</b>	<b>.Observation</b>	<p>2.Oral questions</p> <p>3.written questions</p>

				<p>handwriting</p> <p>d) acquire the skill of shaping different letters to write syllables, words, and sentences neatly</p> <p>e) handwrite letters, numbers, and symbols</p>		<p>using scissors, finger puppets, et</p> <p>Learners practice sorting and grouping of letters based on specific features (ticks, tails, and hoops)</p>			
12	1-5	<b>WRITING</b>	Spelling instruction	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) apply the knowledge of blending and segmenting to write words</p> <p>b) use proper letter formation with correct spacing to write words correctly</p> <p>c) develop an interest in spelling and writing new words</p>	Why is it important to spell words correctly	<p>Learners make new words by playing spelling games (spelling bee, flash cards) in pairs and groups</p> <p>Learners practice formation and spelling of new words by using various strategies (onset and rime, letter-sound correspondence)</p> <p>Learners are guided to use various forms of media to spell and write words</p> <p>Learners write dictated words correctly</p>	<b>Realia Charts</b>	<p><b>.Observation</b></p> <p><b>2.Oral questions</b></p> <p><b>3.written questions</b></p>	
13	3			CAT	CAT	CAT	CAT		