PP2 LONGHORN LANGUAGE ACT. SCHEME OF WORK TERM 2

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| W  K | L  S  N | STRAND | S-  STRAND | SPECIFIC LEARNING  OUTCOMES | KEY INQURY QUESTIONS | LEARNING  EXPERIENCES | LEARNING  RESOURCE  S | ASSESSM  ENT | REF  L |
| 1 | 1 |  | Book handling skills | By the end of the sub-strand, the learners should be able to: a) Demonstrate book handling skills in and out of school. b) Demonstrate ability to arrange books properly. c) Take pleasure in book handling and storage activities. | 1. How do we handle a book when reading? 2. How do you take care of books? 3. How do you open pages of a book when reading? | Learners could be guided to recite rhymes with simulated actions.  In pairs or small groups, learners practise dusting, covering and arranging books at an appropriate place. | Book covers, books, shelves, boxes, bags, pictures, realia  Longhorn Language Activities PP2 Teachers Guide Pg.74-78 | Oral questions, observation, portfolio |  |
|  | 2 |  | Reading readiness skills | By the end of the sub-strand, the learners should be able to: a) Demonstrate left-right eye orientation when reading b) Demonstrate top-bottom orientation skills when  reading c) Turn pages from right to left when opening a page d) Enjoy participating in pre reading activities in and out of school | 1. How do you move your eyes when reading? 2. How do you turn pages of a book when reading? | In pairs or in groups, learners could arrange pictures from left to right.  Learners could view animated pictures that drag and drop from left to right in a digital clip.  Learners could be engaged in a picture walk activity and guided to turn pages from right to left | books, pictures, video clips  Longhorn Language Activities PP2 Teachers Guide Pg.79-82 | Oral questions, observation, portfolio |  |
|  | 3 |  | Reading readiness skills | By the end of the sub-strand, the learners should be able to: a) Demonstrate left-right eye orientation when reading b) Demonstrate top-bottom orientation skills when  reading c) Turn pages from right to left when opening a page d) Enjoy participating in pre reading activities in and out of school | 1. How do you move your eyes when reading? 2. How do you turn pages of a book when reading? | Learners could record themselves as they practise turning pages from right to left and view the video clip for self-assessment.  Learners could sing rhymes related to left-right and top to bottom eye orientation and turning pages from right to left as they simulate.  In pairs or small groups, learners could practise looking at pictures from left to right, moving the eye from top-to-bottom of the page and turning pages from right to left. | books, pictures, video clips  Longhorn Language Activities PP2 Teachers Guide Pg.79-82 | Oral questions, observation, portfolio |  |
|  | 4 |  | Print awareness | By the end of the sub strand, the learners should be able to: a) Talk about pictures in and out of school. b) Demonstrate awareness of print in and out of school. c) Show interest in reading in and out of school. d) Enjoy reading pictures in and out of school. | 1. What pictures do you enjoy looking at? 2. What pictures interest learners? | Learners could be provided with relevant pictures and encouraged to talk about them.  In pairs, learners could be involved in reading picture stories to each other.  Learners could view animated pictures and encouraged to answer questions.  Learners could view video clips depicting stories and be asked to ask and answer questions on the story. | flash cards, letter cut-outs, letter charts, ICT devices  Longhorn Language Activities PP2 Teachers Guide Pg.83-85 | Oral questions, observation, portfolio |  |
|  | 5 |  | Print awareness | By the end of the sub strand, the learners should be able to: a) Talk about pictures in and out of school. b) Demonstrate awareness of print in and out of school. c) Show interest in reading in and out of school. d) Enjoy reading pictures in and out of school. | 1. What pictures do you enjoy looking at? 2. What pictures interest learners? | Learners could be provided with relevant pictures and encouraged to talk about them.  In pairs, learners could be involved in reading picture stories to each other.  Learners could view animated pictures and encouraged to answer questions.  Learners could view video clips depicting stories and be asked to ask and answer questions on the story. | flash cards, letter cut-outs, letter charts, ICT devices  Longhorn Language Activities PP2 Teachers Guide Pg.83-85 | Oral questions, observation, portfolio |  |
| 2 | 1 |  | Print awareness | By the end of the sub strand, the learners should be able to: a) Talk about pictures in and out of school. b) Demonstrate awareness of print in and out of school. c) Show interest in reading in and out of school. d) Enjoy reading pictures in and out of school. | 1. What pictures do you enjoy looking at? 2. What pictures interest learners? | Learners could be provided with relevant pictures and encouraged to talk about them.  In pairs, learners could be involved in reading picture stories to each other.  Learners could view animated pictures and encouraged to answer questions.  Learners could view video clips depicting stories and be asked to ask and answer questions on the story. | flash cards, letter cut-outs, letter charts, ICT devices  Longhorn Language Activities PP2 Teachers Guide Pg.83-85 | Oral questions, observation, portfolio |  |
|  | 2 |  | Print awareness | By the end of the sub strand, the learners should be able to: a) Talk about pictures in and out of school. b) Demonstrate awareness of print in and out of school. c) Show interest in reading in and out of school. d) Enjoy reading pictures in and out of school. | 1. What pictures do you enjoy looking at? 2. What pictures interest learners? | In pairs or in small groups, learners could ask and answer questions.  Learners could be encouraged to bring pictures related to safe and unsafe places.  Learners could be encouraged to bring their own pictures from home and talk about them.  Learners could be encouraged to share pictures and books. | flash cards, letter cut-outs, letter charts, ICT devices  Longhorn Language Activities PP2 Teachers Guide Pg.83-85 | Oral questions, observation, portfolio |  |
|  | 3 |  | Visual discrimination | By the end of the sub-strand, learners should be able to: a) Identify differences and similarities in objects and pictures at home and at school. b) Match and pair pictures and objects at home and at school. c) Take pleasure in visual discrimination activities at home and at school. | 1. What visual discrimination experiences do children enjoy? | Learners could identify odd-one out pictures, objects from a set of pictures or objects respectfully.  In pairs and small groups, learners could be involved in playing visual discrimination games, fix jigsaw puzzles among other visual discrimination activities. | flash cards, letter cut-outs, letter charts, ICT devices  Longhorn Language Activities PP2 Teachers Guide Pg.86-89 | Oral questions, observation, portfolio |  |
|  | 4 |  | Visual discrimination | By the end of the sub-strand, learners should be able to: a) Identify differences and similarities in objects and pictures at home and at school. b) Match and pair pictures and objects at home and at school. c) Take pleasure in visual discrimination activities at home and at school. | 1. What visual discrimination experiences do children enjoy? | Learners could identify odd-one out pictures, objects from a set of pictures or objects respectfully.  In pairs and small groups, learners could be involved in playing visual discrimination games, fix jigsaw puzzles among other visual discrimination activities. | flash cards, letter cut-outs, letter charts, ICT devices  Longhorn Language Activities PP2 Teachers Guide Pg.86-89 | Oral questions, observation, portfolio |  |
|  | 5 |  | Visual discrimination | By the end of the sub-strand, learners should be able to: a) Recall objects, colours and pictures in the immediate environment. b) Recall letters of the alphabet in and out of class. c) Talk about what they have seen in the immediate environment. d) Have pleasure in visual memory activities in and out of class. | 1. What do you see around the home? 2. What do you see on your way from home to school? | Individually, in pairs or small groups, learners could be engaged in visual memory games.  In pairs or small groups, learners could be guided to play letter memory games.  Learners could visit a learning corner within the class and recall what they saw.  In pairs and small groups, learners could be engaged in interactive digital visual memory games.  Learners could be encouraged to recall what they saw at home, on the way and in school. | Language games, picture, learning corners, video clips, flash cards, ICT devices.  Longhorn Language Activities PP2 Teachers Guide Pg.86-89 | Oral questions, observation, portfolio |  |
| 3 | 1 |  | Visual discrimination | By the end of the sub-strand, learners should be able to: a) Recall objects, colours and pictures in the immediate environment. b) Recall letters of the alphabet in and out of class. c) Talk about what they have seen in the immediate environment. d) Have pleasure in visual memory activities in and out of class. | 1. What do you see around the home? 2. What do you see on your way from home to school? | Individually, in pairs or small groups, learners could be engaged in visual memory games.  In pairs or small groups, learners could be guided to play letter memory games.  Learners could visit a learning corner within the class and recall what they saw.  In pairs and small groups, learners could be engaged in interactive digital visual memory games.  Learners could be encouraged to recall what they saw at home, on the way and in school. | Language games, picture, learning corners, video clips, flash cards, ICT devices.  Longhorn Language Activities PP2 Teachers Guide Pg.86-89 | Oral questions, observation, portfolio |  |
|  | 2 |  | Visual discrimination | By the end of the sub-strand, learners should be able to: a) Recall objects, colours and pictures in the immediate environment. b) Recall letters of the alphabet in and out of class. c) Talk about what they have seen in the immediate environment. d) Have pleasure in visual memory activities in and out of class. | 1. What do you see around the home? 2. What do you see on your way from home to school? | Individually, in pairs or small groups, learners could be engaged in visual memory games.  In pairs or small groups, learners could be guided to play letter memory games.  Learners could visit a learning corner within the class and recall what they saw.  In pairs and small groups, learners could be engaged in interactive digital visual memory games.  Learners could be encouraged to recall what they saw at home, on the way and in school. | Language games, picture, learning corners, video clips, flash cards, ICT devices.  Longhorn Language Activities PP2 Teachers Guide Pg.86-89 | Oral questions, observation, portfolio |  |
|  | 3 |  | Visual discrimination | By the end of the sub-strand, learners should be able to: a) Recall objects, colours and pictures in the immediate environment. b) Recall letters of the alphabet in and out of class. c) Talk about what they have seen in the immediate environment. d) Have pleasure in visual memory activities in and out of class. | 1. What do you see around the home? 2. What do you see on your way from home to school? | Individually, in pairs or small groups, learners could be engaged in visual memory games.  In pairs or small groups, learners could be guided to play letter memory games.  Learners could visit a learning corner within the class and recall what they saw.  In pairs and small groups, learners could be engaged in interactive digital visual memory games.  Learners could be encouraged to recall what they saw at home, on the way and in school. | Language games, picture, learning corners, video clips, flash cards, ICT devices.  Longhorn Language Activities PP2 Teachers Guide Pg.86-89 | Oral questions, observation, portfolio |  |
|  | 4 |  | Reading posture | By the end of the sub-strand, learners should be able to: a) Identify correct reading posture in pictures. b) Sit appropriately when reading in and out of class. c) Enjoy participating in activities on reading posture in and out of class. | 1. How do we sit when reading? 2. Why should you sit appropriately when reading? 3. What are the inappropriate reading postures? | Learners could be guided to visit a local library to experience reading posture.  Learners could view video clips on appropriate reading posture.  Learners could be encouraged to practice appropriate reading posture  Learners could practise sitting properly when picture reading in class.  Learners could sing songs and recite poems and rhymes related to appropriate reading posture.  In pairs, learners practise correct reading posture. | Video clips, pictures ,recordings (songs, poems and rhymes), library, chair and table  Longhorn Language Activities PP2 Teachers Guide Pg. | Oral questions, observation, portfolio |  |
|  | 5 |  | Reading posture | By the end of the sub-strand, learners should be able to: a) Identify correct reading posture in pictures. b) Sit appropriately when reading in and out of class. c) Enjoy participating in activities on reading posture in and out of class. | 1. How do we sit when reading? 2. Why should you sit appropriately when reading? 3. What are the inappropriate reading postures? | Learners could be guided to visit a local library to experience reading posture.  Learners could view video clips on appropriate reading posture.  Learners could be encouraged to practice appropriate reading posture  Learners could practise sitting properly when picture reading in class.  Learners could sing songs and recite poems and rhymes related to appropriate reading posture.  In pairs, learners practise correct reading posture. | Video clips, pictures ,recordings (songs, poems and rhymes), library, chair and table  Longhorn Language Activities PP2 Teachers Guide Pg.93-96 | Oral questions, observation, portfolio |  |
| 4 | 1 |  | Reading posture | By the end of the sub-strand, learners should be able to: a) Identify correct reading posture in pictures. b) Sit appropriately when reading in and out of class. c) Enjoy participating in activities on reading posture in and out of class. | 1. How do we sit when reading? 2. Why should you sit appropriately when reading? 3. What are the inappropriate reading postures? | Learners could be guided to visit a local library to experience reading posture.  Learners could view video clips on appropriate reading posture.  Learners could be encouraged to practice appropriate reading posture  Learners could practise sitting properly when picture reading in class.  Learners could sing songs and recite poems and rhymes related to appropriate reading posture.  In pairs, learners practise correct reading posture. | Video clips, pictures ,recordings (songs, poems and rhymes), library, chair and table  Longhorn Language Activities PP2 Teachers Guide Pg.93-96 | Oral questions, observation, portfolio |  |
|  | 2 |  | Letter recognition | By the end of the sub-strand, learners should be able to: a) Match upper case letters with corresponding lower case letters in class. b) Take pleasure in letter matching activities in and out of class. | 1. How do we match lower and upper case letters? 2. In which play experiences can we integrate letter recognition? | Learners could be engaged in matching upper and lower case letters using skittle game.  Learners could label objects using letter stickers and encouraged to identify the letters.  Learners could be guided to fix letter jigsaws.  Learners could be exposed to talking walls, which contain various materials on letters, e.g. charts, cards, classroom labeling to enhance letter recognition.  Learners could demonstrate matching lower and upper case letters.  Learners could sing letter songs or recite poems and rhymes related to letter recognition while displaying letters. | letter stickers, letter jigsaw, charts, talking walls, recorded poems and rhymes, letter basket balls.  Longhorn Language Activities PP2 Teachers Guide Pg.97-99 | Oral questions, observation, portfolio |  |
|  | 3 |  | Letter recognition | By the end of the sub-strand, learners should be able to: a) Match upper case letters with corresponding lower case letters in class. b) Take pleasure in letter matching activities in and out of class. | 1. How do we match lower and upper case letters? 2. In which play experiences can we integrate letter recognition? | Learners could be engaged in matching upper and lower case letters using skittle game.  Learners could label objects using letter stickers and encouraged to identify the letters.  Learners could be guided to fix letter jigsaws.  Learners could be exposed to talking walls, which contain various materials on letters, e.g. charts, cards, classroom labeling to enhance letter recognition.  Learners could demonstrate matching lower and upper case letters.  Learners could sing letter songs or recite poems and rhymes related to letter recognition while displaying letters. | letter stickers, letter jigsaw, charts, talking walls, recorded poems and rhymes, letter basket balls.  Longhorn Language Activities PP2 Teachers Guide Pg.97-99 | Oral questions, observation, portfolio |  |
|  | 4 |  | Letter recognition | By the end of the sub-strand, learners should be able to: a) Match upper case letters with corresponding lower case letters in class. b) Take pleasure in letter matching activities in and out of class. | 1. How do we match lower and upper case letters? 2. In which play experiences can we integrate letter recognition? | Learners could be engaged in matching upper and lower case letters using skittle game.  Learners could label objects using letter stickers and encouraged to identify the letters.  Learners could be guided to fix letter jigsaws.  Learners could be exposed to talking walls, which contain various materials on letters, e.g. charts, cards, classroom labeling to enhance letter recognition.  Learners could demonstrate matching lower and upper case letters.  Learners could sing letter songs or recite poems and rhymes related to letter recognition while displaying letters. | letter stickers, letter jigsaw, charts, talking walls, recorded poems and rhymes, letter basket balls.  Longhorn Language Activities PP2 Teachers Guide Pg.97-99 | Oral questions, observation, portfolio |  |
|  | 5 |  | Letter recognition | By the end of the sub-strand, learners should be able to: a) Match upper case letters with corresponding lower case letters in class. b) Take pleasure in letter matching activities in and out of class. | 1. How do we match lower and upper case letters? 2. In which play experiences can we integrate letter recognition? | Individually or in small groups, learners could be engaged in activities related to letter recognition games e.g. letter fishing games, letter sorting trays, letter basket balls, letter hunting games among others.  Learners could compete in letter recognition competition games. Encourage fairness in winning and acceptance in losing.  Learners could be exposed to digital content on letter recognition. | letter stickers, letter jigsaw, charts, talking walls, recorded poems and rhymes, letter basket balls.  Longhorn Language Activities PP2 Teachers Guide Pg.97-99 | Oral questions, observation, portfolio |  |
| 5 | 1 |  | Reading syllables | By the end of the sub-strand, learners should be able to: a) Read syllables in and out of class. b) Demonstrate ability to read syllables in class.  c) Enjoy participating in activities that involve reading syllables | 1) How do we blend letter sounds to make syllables? 2) What activities would enhance the learner’s ability to read syllables? | Learners could be engaged in blending sounds to make syllables e.g ta, pa, da, ma  Learners could be encouraged to read syllabuses  Learners could be introduced to different  consonants and guided to master reading syllables relating to all letters.  Learners could practise reading syllables in pairs and small groups.  Learners could be involved in a variety of activities to practise reading syllables. | Video clips, charts, flash cards, letter cut-outs, letter basketball, letter sorting tray, electronic devices, dominos, letter formation items (stones ,blocks, bottle tops, dice)  Longhorn Language Activities PP2 Teachers Guide Pg.100-103 | Oral questions, observation, portfolio |  |
|  | 2 |  | Reading syllables | By the end of the sub-strand, learners should be able to: a) Read syllables in and out of class. b) Demonstrate ability to read syllables in class.  c) Enjoy participating in activities that involve reading syllables | 1) How do we blend letter sounds to make syllables? 2) What activities would enhance the learner’s ability to read syllables? | Learners could be engaged in blending sounds to make syllables e.g ta, pa, da, ma  Learners could be encouraged to read syllabuses  Learners could be introduced to different  consonants and guided to master reading syllables relating to all letters.  Learners could practise reading syllables in pairs and small groups.  Learners could be involved in a variety of activities to practise reading syllables. | Video clips, charts, flash cards, letter cut-outs, letter basketball, letter sorting tray, electronic devices, dominos, letter formation items (stones ,blocks, bottle tops, dice)  Longhorn Language Activities PP2 Teachers Guide Pg.100-103 | Oral questions, observation, portfolio |  |
|  | 3 |  | Reading syllables | By the end of the sub-strand, learners should be able to: a) Read syllables in and out of class. b) Demonstrate ability to read syllables in class.  c) Enjoy participating in activities that involve reading syllables | 1) How do we blend letter sounds to make syllables? 2) What activities would enhance the learner’s ability to read syllables? | Learners could be engaged in blending sounds to make syllables e.g ta, pa, da, ma  Learners could be encouraged to read syllabuses  Learners could be introduced to different  consonants and guided to master reading syllables relating to all letters.  Learners could practise reading syllables in pairs and small groups.  Learners could be involved in a variety of activities to practise reading syllables. | Video clips, charts, flash cards, letter cut-outs, letter basketball, letter sorting tray, electronic devices, dominos, letter formation items (stones ,blocks, bottle tops, dice)  Longhorn Language Activities PP2 Teachers Guide Pg.100-103 | Oral questions, observation, portfolio |  |
|  | 4 |  | Reading syllables | By the end of the sub-strand, learners should be able to: a) Read syllables in and out of class. b) Demonstrate ability to read syllables in class.  c) Enjoy participating in activities that involve reading syllables | 1) How do we blend letter sounds to make syllables? 2) What activities would enhance the learner’s ability to read syllables? | Learners could be engaged in blending sounds to make syllables e.g ta, pa, da, ma  Learners could be encouraged to read syllabuses  Learners could be introduced to different  consonants and guided to master reading syllables relating to all letters.  Learners could practise reading syllables in pairs and small groups.  Learners could be involved in a variety of activities to practise reading syllables. | Video clips, charts, flash cards, letter cut-outs, letter basketball, letter sorting tray, electronic devices, dominos, letter formation items (stones ,blocks, bottle tops, dice)  Longhorn Language Activities PP2 Teachers Guide Pg.100-103 | Oral questions, observation, portfolio |  |
|  | 5 |  | Reading syllables | By the end of the sub-strand, learners should be able to: a) Read syllables in and out of class. b) Demonstrate ability to read syllables in class.  c) Enjoy participating in activities that involve reading syllables | 1) How do we blend letter sounds to make syllables? 2) What activities would enhance the learner’s ability to read syllables? | Learners could be engaged in blending sounds to make syllables e.g ta, pa, da, ma  Learners could be encouraged to read syllabuses  Learners could be introduced to different  consonants and guided to master reading syllables relating to all letters.  Learners could practise reading syllables in pairs and small groups.  Learners could be involved in a variety of activities to practise reading syllables. | Video clips, charts, flash cards, letter cut-outs, letter basketball, letter sorting tray, electronic devices, dominos, letter formation items (stones ,blocks, bottle tops, dice)  Longhorn Language Activities PP2 Teachers Guide Pg.100-103 | Oral questions, observation, portfolio |  |
| 6 | 1 |  | Reading syllables | By the end of the sub-strand, learners should be able to: a) Read syllables in and out of class. b) Demonstrate ability to read syllables in class.  c) Enjoy participating in activities that involve reading syllables | 1) How do we blend letter sounds to make syllables? 2) What activities would enhance the learner’s ability to read syllables? | Learners could be engaged in blending sounds to make syllables e.g ta, pa, da, ma  Learners could be encouraged to read syllabuses  Learners could be introduced to different  consonants and guided to master reading syllables relating to all letters.  Learners could practise reading syllables in pairs and small groups.  Learners could be involved in a variety of activities to practise reading syllables. | Video clips, charts, flash cards, letter cut-outs, letter basketball, letter sorting tray, electronic devices, dominos, letter formation items (stones ,blocks, bottle tops, dice)  Longhorn Language Activities PP2 Teachers Guide Pg.100-103 | Oral questions, observation, portfolio |  |
|  | 2 |  | Reading three to four letter words | By the end of the sub-strand, learners should be able to: a) Demonstrate ability to blend syllables to read three to four letter words in and out of class. b) Read three to four letter words correctly in and out of class. c) Enjoy participating in activities that involve reading three to four letter words in and out of class | 1. How do we blend syllables to make words? 2. What activities enhance learner’s ability to read words? | Learners could be engaged in blending syllables to form three to four letter words and guided to read the words.  Learners could practise reading three and four letter words in pairs and small groups.  Learners could be involved in a variety of activities to read three to four letter words | Charts, books, electronic devices, flashcards, newspapers, ICT devices  Longhorn Language Activities PP2 Teachers Guide Pg.104-107 | Oral questions, observation, portfolio |  |
|  | 3 |  | Reading three to four letter words | By the end of the sub-strand, learners should be able to: a) Demonstrate ability to blend syllables to read three to four letter words in and out of class. b) Read three to four letter words correctly in and out of class. c) Enjoy participating in activities that involve reading three to four letter words in and out of class | 1. How do we blend syllables to make words? 2. What activities enhance learner’s ability to read words? | Learners could be engaged in blending syllables to form three to four letter words and guided to read the words.  Learners could practise reading three and four letter words in pairs and small groups.  Learners could be involved in a variety of activities to read three to four letter words | Charts, books, electronic devices, flashcards, newspapers, ICT devices  Longhorn Language Activities PP2 Teachers Guide Pg.104-107 | Oral questions, observation, portfolio |  |
|  | 4 |  | Reading three to four letter words | By the end of the sub-strand, learners should be able to: a) Demonstrate ability to blend syllables to read three to four letter words in and out of class. b) Read three to four letter words correctly in and out of class. c) Enjoy participating in activities that involve reading three to four letter words in and out of class | 1. How do we blend syllables to make words? 2. What activities enhance learner’s ability to read words? | Learners could be engaged in blending syllables to form three to four letter words and guided to read the words.  Learners could practise reading three and four letter words in pairs and small groups.  Learners could be involved in a variety of activities to read three to four letter words | Charts, books, electronic devices, flashcards, newspapers, ICT devices  Longhorn Language Activities PP2 Teachers Guide Pg.104-107 | Oral questions, observation, portfolio |  |
|  | 5 |  | Reading three to four letter words | By the end of the sub-strand, learners should be able to: a) Demonstrate ability to blend syllables to read three to four letter words in and out of class. b) Read three to four letter words correctly in and out of class. c) Enjoy participating in activities that involve reading three to four letter words in and out of class | 1. How do we blend syllables to make words? 2. What activities enhance learner’s ability to read words? | Learners could be engaged in blending syllables to form three to four letter words and guided to read the words.  Learners could practise reading three and four letter words in pairs and small groups.  Learners could be involved in a variety of activities to read three to four letter words | Charts, books, electronic devices, flashcards, newspapers, ICT devices  Longhorn Language Activities PP2 Teachers Guide Pg.104-107 | Oral questions, observation, portfolio |  |
| 7 | 1 |  | Reading three to four letter words | By the end of the sub-strand, learners should be able to: a) Demonstrate ability to blend syllables to read three to four letter words in and out of class. b) Read three to four letter words correctly in and out of class. c) Enjoy participating in activities that involve reading three to four letter words in and out of class | 1. How do we blend syllables to make words? 2. What activities enhance learner’s ability to read words? | Learners could be engaged in blending syllables to form three to four letter words and guided to read the words.  Learners could practise reading three and four letter words in pairs and small groups.  Learners could be involved in a variety of activities to read three to four letter words | Charts, books, electronic devices, flashcards, newspapers, ICT devices  Longhorn Language Activities PP2 Teachers Guide Pg.104-107 | Oral questions, observation, portfolio |  |
|  | 2 |  | Reading three to four letter words | By the end of the sub-strand, learners should be able to: a) Demonstrate ability to blend syllables to read three to four letter words in and out of class. b) Read three to four letter words correctly in and out of class. c) Enjoy participating in activities that involve reading three to four letter words in and out of class | 1. How do we blend syllables to make words? 2. What activities enhance learner’s ability to read words? | Learners could be engaged in blending syllables to form three to four letter words and guided to read the words.  Learners could practise reading three and four letter words in pairs and small groups.  Learners could be involved in a variety of activities to read three to four letter words | Charts, books, electronic devices, flashcards, newspapers, ICT devices  Longhorn Language Activities PP2 Teachers Guide Pg.104-107 | Oral questions, observation, portfolio |  |
|  | 3 | WRITING | Book handling | By the end of the sub strand, the learner should be able to: a) Demonstrate ability to handle books appropriately in and out of class. b) Arrange books properly in and out of class. c) Enjoy participating in book handling activities in and out of class. | 1. How do we handle books? 2. How do we keep books? 3. Where do we place our books when writing? 4. How do we keep our books clean? 5. How do we keep our books intact? | Learners could practise arranging books appropriately (top side up).  Learners could practise writing in their books (with the correct grip of writing material) without pressing forcefully.  Learners could practise caring for and storing books in the appropriate places.  Learners could practise handling books with clean hands.  Learners could be guided to sing songs and rhymes related to book handling, care and proper storage.  In pairs and groups learners could take turns in keeping books on book shelves.  Learners could be engaged in cleaning and arranging books in the book corner. | Books, realia, boxes, shelves, book covers, materials, video clips, school bags  Longhorn Language Activities PP2 Teachers Guide Pg.108-111 | Oral questions, observation, portfolio |  |
|  | 4 |  | Book handling | By the end of the sub strand, the learner should be able to: a) Demonstrate ability to handle books appropriately in and out of class. b) Arrange books properly in and out of class. c) Enjoy participating in book handling activities in and out of class. | 1. How do we handle books? 2. How do we keep books? 3. Where do we place our books when writing? 4. How do we keep our books clean? 5. How do we keep our books intact? | Learners could practise arranging books appropriately (top side up).  Learners could practise writing in their books (with the correct grip of writing material) without pressing forcefully.  Learners could practise caring for and storing books in the appropriate places.  Learners could practise handling books with clean hands.  Learners could be guided to sing songs and rhymes related to book handling, care and proper storage.  In pairs and groups learners could take turns in keeping books on book shelves.  Learners could be engaged in cleaning and arranging books in the book corner. | Books, realia, boxes, shelves, book covers, materials, video clips, school bags  Longhorn Language Activities PP2 Teachers Guide Pg.108-111 | Oral questions, observation, portfolio |  |
|  | 5 |  | Writing readiness skills | By the end of the sub strand, the learners should be able to: a) Hold a writing tool properly in and out of class. b) Turn pages from right to left during a writing activity in and out of class. c) Take pleasure in pre writing activities in and out of class. | 1. Where do we place our books when writing? 2. Where do we place our hands when writing? 3. How do we position our hands while writing? 4. How do we hold the writing tool when writing? | Learners could practise a writing walk where they turn pages from right to left as they write on each page.  Learners could be guided to write patterns from left to right individually or in groups.  Learners could be guided in activities on appropriate grip of the writing tool: pencil between the index finger and the thumb, while resting on the middle finger  Learners practise holding the writing tool with the right grip.  Learners could practise writing in their books without pressing forcefully | Books, realia, boxes, shelves, book covers, materials, video clips, school bags  Longhorn Language Activities PP2 Teachers Guide Pg.112-115 | Oral questions, observation, portfolio |  |
| 8 |  |  |  | HALF TERM |  |  |  |  |  |
| 9 | 1 |  | Writing readiness skills | By the end of the sub strand, the learners should be able to: a) Hold a writing tool properly in and out of class. b) Turn pages from right to left during a writing activity in and out of class. c) Take pleasure in pre writing activities in and out of class. | 1. Where do we place our books when writing? 2. Where do we place our hands when writing? 3. How do we position our hands while writing? 4. How do we hold the writing tool when writing? | Learners could practise a writing walk where they turn pages from right to left as they write on each page.  Learners could be guided to write patterns from left to right individually or in groups.  Learners could be guided in activities on appropriate grip of the writing tool: pencil between the index finger and the thumb, while resting on the middle finger  Learners practise holding the writing tool with the right grip.  Learners could practise writing in their books without pressing forcefully | Books, realia, boxes, shelves, book covers, materials, video clips, school bags  Longhorn Language Activities PP2 Teachers Guide Pg.112-115 | Oral questions, observation, portfolio |  |
|  | 2 |  | Writing readiness skills | By the end of the sub strand, the learners should be able to: a) Hold a writing tool properly in and out of class. b) Turn pages from right to left during a writing activity in and out of class. c) Take pleasure in pre writing activities in and out of class. | 1. Where do we place our books when writing? 2. Where do we place our hands when writing? 3. How do we position our hands while writing? 4. How do we hold the writing tool when writing? | Learners could practise a writing walk where they turn pages from right to left as they write on each page.  Learners could be guided to write patterns from left to right individually or in groups.  Learners could be guided in activities on appropriate grip of the writing tool: pencil between the index finger and the thumb, while resting on the middle finger  Learners practise holding the writing tool with the right grip.  Learners could practise writing in their books without pressing forcefully | Books, realia, boxes, shelves, book covers, materials, video clips, school bags  Longhorn Language Activities PP2 Teachers Guide Pg.112-115 | Oral questions, observation, portfolio |  |
|  | 3 |  | Writing readiness skills | By the end of the sub strand, the learners should be able to: a) Hold a writing tool properly in and out of class. b) Turn pages from right to left during a writing activity in and out of class. c) Take pleasure in pre writing activities in and out of class. | 1. Where do we place our books when writing? 2. Where do we place our hands when writing? 3. How do we position our hands while writing? 4. How do we hold the writing tool when writing? | Learners could practise a writing walk where they turn pages from right to left as they write on each page.  Learners could be guided to write patterns from left to right individually or in groups.  Learners could be guided in activities on appropriate grip of the writing tool: pencil between the index finger and the thumb, while resting on the middle finger  Learners practise holding the writing tool with the right grip.  Learners could practise writing in their books without pressing forcefully | Books, realia, boxes, shelves, book covers, materials, video clips, school bags  Longhorn Language Activities PP2 Teachers Guide Pg.112-115 | Oral questions, observation, portfolio |  |
|  | 4 |  | Writing Posture | By the end of the sub strand, the learner should be able to: a) Sit appropriately when writing in and out of class. b) Derives pleasure in activities for writing posture in and out of class. | 1. How do we sit when we are writing? 2. How do we position a book when writing? 3. How do we position hands when writing? 4. Where do you place your feet while writing? | Learners could be guided to continue practicing the correct writing posture every time they are involved in a writing activity.  In pairs learners could practise the correct writing posture.  Learners could recite rhymes on the appropriate writing posture as they write. After adopting the appropriate writing posture learners could be encouraged to practise writing.  Learner could view a video clip demonstrating the correct writing posture and practice it.  In pairs and small groups learners could practise the appropriate writing posture.  In pairs or small groups learners could take turns to recite rhymes on writing posture as others practise it. | Books, writing materials, chairs ,tables, video clips, ICT devices, pictures, charts  Longhorn Language Activities PP2 Teachers Guide Pg.116-119 | Oral questions, observation, portfolio |  |
|  | 5 |  | Writing Posture | By the end of the sub strand, the learner should be able to: a) Sit appropriately when writing in and out of class. b) Derives pleasure in activities for writing posture in and out of class. | 1. How do we sit when we are writing? 2. How do we position a book when writing? 3. How do we position hands when writing? 4. Where do you place your feet while writing? | Learners could be guided to continue practicing the correct writing posture every time they are involved in a writing activity.  In pairs learners could practise the correct writing posture.  Learners could recite rhymes on the appropriate writing posture as they write. After adopting the appropriate writing posture learners could be encouraged to practise writing.  Learner could view a video clip demonstrating the correct writing posture and practice it.  In pairs and small groups learners could practise the appropriate writing posture.  In pairs or small groups learners could take turns to recite rhymes on writing posture as others practise it. | Books, writing materials, chairs ,tables, video clips, ICT devices, pictures, charts  Longhorn Language Activities PP2 Teachers Guide Pg.116-119 | Oral questions, observation, portfolio |  |
| 10 | 1 |  | Eye-hand Co-ordination skills | By the end of the sub strand, the learner should be able to: a) Demonstrate eye hand coordination when writing in and out of class. b) Enjoy participating in eye-hand coordination activities in and out of class. | 1. What are the necessary skills for preparing a learner to write? 2. What activities/experiences will promote eye- hand coordination? | Learners could be involved in pegging puzzles and fitting templates.  Learners could fix jigsaw puzzles.  Learners could fix letter jigsaws.  Learners could practise typing letters on a computer key board.  Learners could be involved in modeling letters using clay, dough or plasticine.  Learners could be involved in painting and printing activities  Learners could join dots to make letters or trace letters.  Learners could play digital games that enhance eye-hand coordination. | Video clips, jig saw puzzles, realia, charts, computer, brushes, paint  Longhorn Language Activities PP2 Teachers Guide Pg.120-122 | Oral questions, observation, portfolio |  |
|  | 2 |  | Eye-hand Co-ordination skills | By the end of the sub strand, the learner should be able to: a) Demonstrate eye hand coordination when writing in and out of class. b) Enjoy participating in eye-hand coordination activities in and out of class. | 1. What are the necessary skills for preparing a learner to write? 2. What activities/experiences will promote eye- hand coordination? | Learners could be involved in pegging puzzles and fitting templates.  Learners could fix jigsaw puzzles.  Learners could fix letter jigsaws.  Learners could practise typing letters on a computer key board.  Learners could be involved in modeling letters using clay, dough or plasticine.  Learners could be involved in painting and printing activities  Learners could join dots to make letters or trace letters.  Learners could play digital games that enhance eye-hand coordination. | Video clips, jig saw puzzles, realia, charts, computer, brushes, paint  Longhorn Language Activities PP2 Teachers Guide Pg.120-122 | Oral questions, observation, portfolio |  |
|  | 3 |  | Eye-hand Co-ordination skills | By the end of the sub strand, the learner should be able to: a) Demonstrate eye hand coordination when writing in and out of class. b) Enjoy participating in eye-hand coordination activities in and out of class. | 1. What are the necessary skills for preparing a learner to write? 2. What activities/experiences will promote eye- hand coordination? | Learners could be involved in pegging puzzles and fitting templates.  Learners could fix jigsaw puzzles.  Learners could fix letter jigsaws.  Learners could practise typing letters on a computer key board.  Learners could be involved in modeling letters using clay, dough or plasticine.  Learners could be involved in painting and printing activities  Learners could join dots to make letters or trace letters.  Learners could play digital games that enhance eye-hand coordination. | Video clips, jig saw puzzles, realia, charts, computer, brushes, paint  Longhorn Language Activities PP2 Teachers Guide Pg.120-122 | Oral questions, observation, portfolio |  |
|  | 4 |  | Eye-hand Co-ordination skills | By the end of the sub strand, the learner should be able to: a) Demonstrate eye hand coordination when writing in and out of class. b) Enjoy participating in eye-hand coordination activities in and out of class. | 1. What are the necessary skills for preparing a learner to write? 2. What activities/experiences will promote eye- hand coordination? | Learners could be involved in pegging puzzles and fitting templates.  Learners could fix jigsaw puzzles.  Learners could fix letter jigsaws.  Learners could practise typing letters on a computer key board.  Learners could be involved in modeling letters using clay, dough or plasticine.  Learners could be involved in painting and printing activities  Learners could join dots to make letters or trace letters.  Learners could play digital games that enhance eye-hand coordination. | Video clips, jig saw puzzles, realia, charts, computer, brushes, paint  Longhorn Language Activities PP2 Teachers Guide Pg.120-122 | Oral questions, observation, portfolio |  |
|  | 5 |  | Pattern writing | By the end of the sub-strand, the learner should be able to: a) Write simple cursive patterns in and out of class. b) Use audio visual materials to make simple cursive patterns in and out of class. c) Hold writing tools appropriately when writing. d) Experience pleasure in cursive pattern writing activities in and out of class | 1. Which cursive patterns are easy for learners to write? 2. What materials can learners use to form cursive patterns? 3. What items in the environment could have cursive patterns? | Learners could be engaged in writing simple cursive patterns in the air.  Learners could practise writing cursive patterns in the air.  Learners could be engaged in tracing simple cursive patterns.  Learners could join dots to form simple cursive patterns.  Learners could be guided to copy cursive patterns.  Learners could practise writing simple varied cursive patterns.  Learners could view the process of drawing cursive patterns on the computer and copy them. | Charts, worksheet, objects with cursive shapes, writing tools, books, flashcards, video clips  Longhorn Language Activities PP2 Teachers Guide Pg.123-125 | Oral questions, observation, portfolio |  |
| 11 | 1 |  | Pattern writing | By the end of the sub-strand, the learner should be able to: a) Write simple cursive patterns in and out of class. b) Use audio visual materials to make simple cursive patterns in and out of class. c) Hold writing tools appropriately when writing. d) Experience pleasure in cursive pattern writing activities in and out of class | 1. Which cursive patterns are easy for learners to write? 2. What materials can learners use to form cursive patterns? 3. What items in the environment could have cursive patterns? | Learners could be engaged in writing simple cursive patterns in the air.  Learners could practise writing cursive patterns in the air.  Learners could be engaged in tracing simple cursive patterns.  Learners could join dots to form simple cursive patterns.  Learners could be guided to copy cursive patterns.  Learners could practise writing simple varied cursive patterns.  Learners could view the process of drawing cursive patterns on the computer and copy them. | Charts, worksheet, objects with cursive shapes, writing tools, books, flashcards, video clips  Longhorn Language Activities PP2 Teachers Guide Pg.123-125 | Oral questions, observation, portfolio |  |
|  | 2 |  | Pattern writing | By the end of the sub-strand, the learner should be able to: a) Write simple cursive patterns in and out of class. b) Use audio visual materials to make simple cursive patterns in and out of class. c) Hold writing tools appropriately when writing. d) Experience pleasure in cursive pattern writing activities in and out of class | 1. Which cursive patterns are easy for learners to write? 2. What materials can learners use to form cursive patterns? 3. What items in the environment could have cursive patterns? | Learners could be engaged in writing simple cursive patterns in the air.  Learners could practise writing cursive patterns in the air.  Learners could be engaged in tracing simple cursive patterns.  Learners could join dots to form simple cursive patterns.  Learners could be guided to copy cursive patterns.  Learners could practise writing simple varied cursive patterns.  Learners could view the process of drawing cursive patterns on the computer and copy them. | Charts, worksheet, objects with cursive shapes, writing tools, books, flashcards, video clips  Longhorn Language Activities PP2 Teachers Guide Pg.123-125 | Oral questions, observation, portfolio |  |
|  | 3 |  | Pattern writing | By the end of the sub-strand, the learner should be able to: a) Write simple cursive patterns in and out of class. b) Use audio visual materials to make simple cursive patterns in and out of class. c) Hold writing tools appropriately when writing. d) Experience pleasure in cursive pattern writing activities in and out of class | 1. Which cursive patterns are easy for learners to write? 2. What materials can learners use to form cursive patterns? 3. What items in the environment could have cursive patterns? | Learners could be engaged in writing simple cursive patterns in the air.  Learners could practise writing cursive patterns in the air.  Learners could be engaged in tracing simple cursive patterns.  Learners could join dots to form simple cursive patterns.  Learners could be guided to copy cursive patterns.  Learners could practise writing simple varied cursive patterns.  Learners could view the process of drawing cursive patterns on the computer and copy them. | Charts, worksheet, objects with cursive shapes, writing tools, books, flashcards, video clips  Longhorn Language Activities PP2 Teachers Guide Pg.123-125 | Oral questions, observation, portfolio |  |
|  | 4 |  | Letter formation | By the end of the sub-strand, the learner should be able to: a) Form letters correctly in and out of class. b) Demonstrate ability to form letters correctly in and out of class. c) Have pleasure in letter formation activities in and out of class | 1. How do you shape each letter of the alphabet? 2. How can a teacher incorporate letter formation in children’s play | Learners could sing rhymes related to letter formation.  Learners could practise modeling, colouring and painting letters while singing related rhymes.  Learners could practise threading beads and lacing through holes on a card to make letters.  Learners could shade within letter outlines.  Learners could be guided to recite letter formation rhymes as they write letters in air and on the sand.  Learners could be engaged in pricking the edges of letter outlines and cutting out the letters. | Video clips, ICT devices, letter cut-outs, flash cards, plasticine, clay ,paint, paint brush, crayons, realia, pencils  Longhorn Language Activities PP2 Teachers Guide Pg.126-129 | Oral questions, observation, portfolio |  |
|  | 5 |  | Letter formation | By the end of the sub-strand, the learner should be able to: a) Form letters correctly in and out of class. b) Demonstrate ability to form letters correctly in and out of class. c) Have pleasure in letter formation activities in and out of class | 1. How do you shape each letter of the alphabet? 2. How can a teacher incorporate letter formation in children’s play? | Learners could sing rhymes related to letter formation.  Learners could practise modeling, colouring and painting letters while singing related rhymes.  Learners could practise threading beads and lacing through holes on a card to make letters.  Learners could shade within letter outlines.  Learners could be guided to recite letter formation rhymes as they write letters in air and on the sand.  Learners could be engaged in pricking the edges of letter outlines and cutting out the letters. | Video clips, ICT devices, letter cut-outs, flash cards, plasticine, clay ,paint, paint brush, crayons, realia, pencils  Longhorn Language Activities PP2 Teachers Guide Pg.126-129 | Oral questions, observation, portfolio |  |
| 12 | Revision | | | | | | | | |
| 13-14 | ASSESMENT/EXAMS | | | | | | | | |