

INDIGENOUS LANGUAGE ACTIVITIES SCHEMES OF WORK GRADE 2

NAME OF THE TEACHER: _____

SCHOOL: _____ **TERM: II** **YEAR:** _____

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
1	1	THINGS FOUND IN SCHOOL :	Writing simple sentences	By the end of the lesson, the learner should be able to: a) Practise writing simple sentences about school activities b) identify sentence about school activities c) appreciate an interest in writing simple sentences for pleasure.	Learners to: • identify sentences in pairs/groups about school activities from charts and copy them, • practice writing simple sentences about school activities using capital and small letters correctly,	How do we use upper and lower-case letters in sentences?	Locally available materials or resources	Observation, Questions and Answers Written tests	
	2		Writing simple sentences	By the end of the lesson, the learner should be able to: a) write simple sentences about school activities in indigenous language, b) identify sentence about school activities c) appreciate an interest in writing simple sentences for pleasure.	Learners to: • find simple sentences in pairs/groups about school activities and copy them, form logical sentences from • write simple sentences about school activities using capital and small letters correctly,	Why is it important to arrange words in correct order in a sentence?	Locally available materials or resources	Observation, Questions and Answers Written tests	
2	1	WATER	Listening: Listening to stories	By the end of the lesson, the learner should be able to: a) listen and respond to stories about water for environmental awareness, b) retell stories about uses of water at home, c) appreciate ways of keeping water clean in the environment	Learners to: ▪ listen to a variety of stories about water from the teacher, peers and resource persons, ▪ retell in pairs/groups stories in listened to, ▪ talk about the importance of water at home as narrated in the stories,	1. Why do we listen to stories? 2. Why do we need water?	Locally available materials or resources	Observation, Questions and Answers Written tests	

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	2		Listening: Listening to stories	By the end of the lesson, the learner should be able to: a) listen and respond to questions on stories b) role play characters in the story c) appreciate ways of keeping water clean in the environment	Learners to: ▪ respond to questions on the stories listened to, ▪ imitate characters in the stories, ▪ record in pairs/groups relevant stories using digital devices.	1. Why do we listen to stories? 2. Why do we need water?	Locally available materials or resources	Observation, Questions and Answers Written tests	
3	1	Speaking	Self expression	By the end of the lesson, the learner should be able to: a) tell stories about water conservation in the environment, b) identify ways of conserving water in the community, c) appreciate ways of water conservation in the environment.	Learners to: ▪ mention various water sources, ▪ Talk in pairs/groups about water conservation, ▪ observe and identify on a chart way of conserving water in the community,	1.How can we conserve water? 2. What is the importance of water conservation?	Locally available materials or resources	Observation, Questions and Answers Written tests	
	2		Self expression	By the end of the lesson, the learner should be able to: a) Observe pictures of ways of conserving water in the community. b) identify ways of conserving water in the community, c) appreciate ways of water conservation in the environment.	Learners to: ▪ mention various water sources, ▪ Talk in pairs/groups about water conservation, ▪ observe and identify on a chart way of conserving water in the community,	1.How can we conserve water? 2. What is the importance of water conservation?	Locally available materials or resources	Observation, Questions and Answers Written tests	
4	1		Self expression	By the end of the lesson, the learner should be able to: a) tell stories about water conservation in the environment, b) explain methods of keeping water clean, c) appreciate ways of water conservation in the environment.	Learners to: ▪ answer questions related to water conservation, ▪ download using digital devices pictures of people doing different kinds of water conservation activities, ▪ recite poems on ways of conserving water.	1.How can we conserve water? 2. What is the importance of water conservation?	Locally available materials or resources	Observation, Questions and Answers Written tests	

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	2	Reading	Silent reading	By the end of the lesson, the learner should be able to: a) read simple sentences on water silently for comprehension, b) identify unfamiliar words in the texts read c) read texts about water for enjoyment	Learner to: ▪ read texts on water silently in pairs/group for comprehension, ▪ predict the meaning of unfamiliar words,	1. Why do we read silently?	Locally available materials or resources	Observation, Questions and Answers Written tests	
5	1		Silent reading	By the end of the lesson, the learner should be able to: a) read simple sentences on water silently for comprehension, b) explain the meaning of unfamiliar words using a dictionary, c) read texts about water for enjoyment	Learner to: ▪ read texts on water silently in pairs/group for comprehension, ▪ predict the meaning of unfamiliar words,	1. Why do we read silently?	Locally available materials or resources	Observation, Questions and Answers Written tests	
	2		Silent reading	By the end of the lesson, the learner should be able to: a) read simple sentences on water silently for comprehension, b) identify key ideas from the text read about water for comprehension, c) read texts about water for enjoyment	Learner to: ▪ ask and answer oral questions in pairs/groups about comprehension read on water, ▪ discuss in groups the meaning of the text read.	1. Why do we read silently?	Locally available materials or resources	Observation, Questions and Answers Written tests	
6	1	Writing	Spelling	By the end of the lesson, the learner should be able to: a) write words on water to build vocabulary, b) use phonic knowledge to write familiar and unfamiliar words, c) appreciate the importance of correct spelling in writing	Learners to: ▪ observe a word tree and copy the vocabulary about water, ▪ use phonetic knowledge to identify letters in words related to water,	Why is it important to spell words correctly?	Locally available materials or resources	Observation, Questions and Answers Written tests	

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	2		Spelling	By the end of the lesson, the learner should be able to: a) Observe a word tree and copy the vocabulary about water, b) use phonic knowledge to write familiar and unfamiliar words, c) appreciate the importance of correct spelling in writing	Learners to: ▪ observe a word tree and copy the vocabulary about water, ▪ use phonetic knowledge to identify letters in words related to water,	Why is it important to spell words correctly?	Locally available materials or resources	Observation, Questions and Answers Written tests	
7	1		Spelling	By the end of the lesson, the learner should be able to: a) write words on water to build vocabulary, b) Play games involving spelling, c) appreciate the importance of correct spelling in writing	Learners to: ▪ spell and write vocabulary about water correctly, ▪ identify in pairs/group spelling errors and correct them, ▪ play in pairs/groups spelling games related to water, ▪ complete word puzzles on water.	Why is it important to spell words correctly?	Locally available materials or resources	Observation, Questions and Answers Written tests	
	2		Spelling	By the end of the lesson, the learner should be able to: a) write words on water to build vocabulary, b) Play games involving spelling related to water, c) appreciate the importance of correct spelling in writing	Learners to: ▪ spell and write vocabulary about water correctly, ▪ identify in pairs/group spelling errors and correct them, ▪ play in pairs/groups spelling games related to water, ▪ complete word puzzles on water.	Why is it important to spell words correctly?	Locally available materials or resources	Observation, Questions and Answers Written tests	
8	1	PERSONAL HYGIENE	Listening: Listening to stories	By the end of the lesson, the learner should be able to: a) respond to questions from stories on personal hygiene, b) retell stories about personal hygiene practices, c) value the importance of listening to stories on topical issues.	Learners to: ▪ listen to stories in groups on personal hygiene and respond to the questions, ▪ listen to a radio lesson on personal hygiene practices and respond to the questions, ▪ listen to a story about personal hygiene from the teacher and retell it to the group,	1. What do we learn from stories? 2. Why is personal hygiene important?	Locally available materials or resources	Observation, Questions and Answers Written tests	

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	2		Listening: Listening to stories	By the end of the lesson, the learner should be able to: a) retell stories about personal hygiene practices, b) identify personal hygiene practices from stories, c) value the importance of listening to stories on topical issues.	Learners to: ▪ take turns in pairs to tell and retell stories about personal hygiene, ▪ respond to questions from stories on personal hygiene (who, what, where, how), ▪ listen to stories in groups from recorded digital clips and identify personal hygiene practices mentioned.	1. What do we learn from stories? 2. Why is personal hygiene important?	Locally available materials or resources	Observation, Questions and Answers Written tests	
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10	1	Speaking	Poems	By the end of the lesson, the learner should be able to: a) recite a poem on personal hygiene, b) identify the personal hygiene activities in the poem, c) desire to recite poems on personal hygiene	Learners to: ▪ practice reciting poems in groups on personal hygiene clearly and confidently, ▪ take turns in groups to present a poem about personal hygiene practices with correct pronunciation in indigenous language,	1. How do we recite poems? 2. Why is it important to practice Personal hygiene?	Locally available materials or resources	Observation, Questions and Answers Written tests	
	2		Poems	By the end of the lesson, the learner should be able to: a) recite a poem on personal hygiene, b) Give the importance of personal hygiene, c) desire to recite poems on personal hygiene	Learners to: ▪ practice reciting poems in groups on personal hygiene clearly and confidently, ▪ take turns in groups to present a poem about personal hygiene practices with correct pronunciation in indigenous language,	1. How do we recite poems? 2. Why is it important to practice Personal hygiene?	Locally available materials or resources	Observation, Questions and Answers Written tests	
11	1		Poems	By the end of the lesson, the learner should be able to: a) recite a poem on personal hygiene, b) identify the personal hygiene activities in the poem, c) desire to recite poems on personal hygiene	Learners to: ▪ record poems on good personal hygiene practices and present the same in their groups, ▪ take turns in pairs to recite poems on personal hygiene and give each other Feedback	1. How do we recite poems? 2. Why is it important to practice Personal hygiene?	Locally available materials or resources	Observation, Questions and Answers Written tests	

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	2	Reading	Loud reading	By the end of the lesson, the learner should be able to: a) read words related to personal hygiene correctly, b) use word attack to read sentences about personal hygiene, c) develop interest in reading texts correctly and loudly	Learners to: ▪ practice reading words in pairs on personal hygiene practices aloud and give each other feedback.	1. How do we read texts with understanding ?	Locally available materials or resources	Observation, Questions and Answers Written tests	
12	1		Loud reading	By the end of the lesson, the learner should be able to: a) read words related to personal hygiene correctly, b) use word attack to read sentences about personal hygiene, c) develop interest in reading texts correctly and loudly	Learners to: ▪ practice reading words in groups correctly from texts related to personal hygiene practices.	Why is it important to observe personal hygiene?	Locally available materials or resources	Observation, Questions and Answers Written tests	
	2		Loud reading	By the end of the lesson, the learner should be able to: a) read words related to personal hygiene correctly, b) Play games involving reading of word related to personal hygiene. c) develop interest in reading texts correctly and loudly	Learners to: ▪ engage in a fishing game, to pick and read words related to personal hygiene from flash cards, ▪ use digital devices to find the tap and read game and practice reading words related to personal hygiene correctly	1. How do we read texts with understanding ? 2. Why is it important to observe personal hygiene?	Locally available materials or resources	Observation, Questions and Answers Written tests	
13	1	Writing	Hand writing	By the end of the lesson, the learner should be able to: a) write sentences with correct spacing between words, b) Join letters to form meaningful words, c) desire to use clear and legible handwriting	Learners to: ▪ practice in small groups writing sentences with correct spacing between words, ▪ in groups to access writing activities and practice joining letters to form meaningful words.	1. How do we write neatly and legibly? 2. Why is it important to write well?	Locally available materials or resources	Observation, Questions and Answers Written tests	

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	2		Hand writing	By the end of the lesson, the learner should be able to: a) write sentences with correct spacing between words, b) use capital and small letters appropriately in sentences, c) desire to use clear and legible handwriting	Learners to: ▪ practice in small groups writing sentences with correct pacing between words,	1. How do we write neatly and legibly? 2. Why is it important to write well?	Locally available materials or resources	Observation, Questions and Answers Written tests	
14	END TERM II ASSESSMENT/CLOSING								