

ENGLISH LANGUAGE ACTIVITIES SCHEMES OF WORK GRADE 2 NAME OF

THE TEACHER: _____

SCHOOL: _____ TERM: ONE YEAR: _____

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
1	1	SCHOOL	Listening and Speaking: Pronunciation and Vocabulary •Target letter sound combinations •Vocabulary	By the end of the lesson, the learner should be able to: a) distinguish words with the target letter-sound combinations bl, sp, sc, sk, ck in conversations, b) use vocabulary related to the theme to communicate in various contexts, c) realize the importance of listening attentively and pronouncing words correctly for effective communication.	Why should we listen attentively when other people are talking?	The learner is guided to: •listen to audio-visual recordings of songs, story/teacher read aloud stories, among others, with the target letter-sound combination, •pick words with the target letter- sound combination: - bl as in blue, - sp as in spoon, - sc as in school, - sk as in sky, - ck as in kick,	Revised English Language PB 2, Pg. 1-4 pocket chart, letter cards, pictures.	Checklist, written and oral exercises, observation and monitoring	
	2		Listening and Speaking: Pronunciation and Vocabulary •Target	By the end of the lesson, the learner should be able to: a) distinguish words with the target letter-sound combinations bl, sp, sc, sk, ck in conversations,	Why should we listen attentively when other people are	The learner is guided to: •practise using the target letter- sound combinations to form words, •construct simple sentences using new words,	Revised English Language PB 2, Pg. 5-8 pocket chart, letter cards, pictures.	Checklist, written and oral exercises, observation and	

			letter sound combinatio ns •Vocabular y	b) respond to specific simple two- directional instructions using new words in oral communication, c) realize the importance of listening attentively and pronouncing words correctly for effective communication.	talking?	•respond to two-directional instructions without interrupting as modeled by the teacher or peers.		monitoring	
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