

LITERACY SCHEME OF WORK P.2 TERM 2

Learning outcome:

The child understands and appreciates the importance of common animals and animals in the environment.

Wk	Pd	Theme	S/Theme	Content	Lang. Comp.	Subj. Comp	Methods	Activities	Life skills $ values	Instructional/materials	Ref	Rem
1		Our environment	Component of the environment	-Vocabulary -Naming things in the environment	The learner: - Reads, spells and pronounces words in the vocabulary	The learner: - Describes environment - Mentions things found in the environment	Guided discussion Observation of the school environment Brain storming	Identifying things found in the environment Drawing and naming things found in the environment	Effective communication - Fluency - Audibility - Confidence **Empathy** - Caring - Listening to others	The school environment	KOBTA Simplified literacy Bk 2 P.63 MK INT scie Bk 2 P. 27	
			Grouping things found in the environment	-Vocabulary -Grouping of things found in the environment -Examples of living and nonliving things	The learner: - Reads and spells the given vocabulary	The learner: - Mentions groups of things found in the environment - Identifies and names living and nonliving things found in our environment	Guided discussion Observation Brain storming	Observing groups of things found in the environment Drawing and naming living and nonliving things	Effective communication - Confidence - Audibility - Friendship formation - Working in groups - Love - Concern - Care	Objects in the school environment	KOBTA Simplified literacy Bk 2 PP. 63 - 64	

			Characteristics of living things	-Vocabulary -Characteristic of living things	The learner: - Reads, spells and pronounces the given vocabulary	The learner - Mentions different living things - States the characteristics of living things	Brain storming Observation Guided discussion	Observing the behaviour of living things and stating their characters Give examples of living things	Friendship formation Working in groups Responsibility Decision making -Ace -Asking -Questions	Objects in the school environment	KOBTA simplified LT Bk 2 p 64	
			Groups of living things	-Vocabulary -Groups of living things	The learner - Reads and spells the given vocabulary - Spells the vocabulary correctly	The learner - Observes and names a) Plants in our environment b) Animals in our environment	Group work Guided discussion Observation	Drawing and naming examples of animals in the environment Shading or colouring the drawn diagrams	Effective communication -Articulation -Accuracy Self esteem -Expressing likes and dislikes Empathy -Caring	Te school and home environment	KOBTA simplified Lit bk p. 64 MK INT scie Bk pp. 29-30	
			Why animals move	-Vocabulary -Why animals move	The learner - Reads, spells and pronounces the given vocabulary	The learner - Mentions different animals in the environment - Identifies reasons why these animals move	Observation Guided discussion Group work	Stating reasons why animals move from place to place	Critical thinking - Giving reasons for action taken - Analyzing statement Friendship formation - Working in groups - Concern - Care	The home environment A chart showing animal movements	MK int pri scie bk 2 p 1$4 KOBTA simplified Lt Bk 2 p -74	

			How animals move	-Vocabulary -How animals move	The learner - Reads, spells and pronounces the given vocabulary	The learner - Observes different animals in the environment - States ways these animals move	Observation Guided discussion	Drawing different animals moving Stating ways different animals move	Empathy - Guiding others - Caring - Decision making - Acceptance - Refusal	The school environment A chart showing animal movements	MK int scie bk 2 p 2 KOBTA simplified lit bk 2	
			What different animals use to move	-Vocabulary -Parts of the body different animals use to move	The learner - Reads, spells and pronounces the given vocabulary	The learner - Identifies different animals in the environment - Mentions parts of the body animals use to move	Observation Brainstorming Guided discussion	Mentioning different animals and parts they use to move Observing various animal movements	Self esteem Self appreciation Talking about self Assertiveness Being open	The home and school environment Video clips about how various animals move	MK INT scie bk 2 p. 2	
			How animals protect themselves	-Vocabulary -How animals protect themselves -Animals weapons	The learner: - Reads and spells and given vocabulary - Constructs sentences using the given vocabulary	The learner -Observes animals protecting themselves -Identifies and names weapons used by different animals	Observation Guided discussion Brain storming	Identifying ways different animals protect themselves Drawing and naming weapons used by different animals for protection Observing how different animals protect themselves	Creative thinking Logic reasoning Decision making Acceptance Refusal Values Love Care	Audio visual aids Dideo clips showing how animals protect themselves	MK int sci bk 2 pp. 5 & 6 Kobta simplified lit bk 2 p 5	

			Domestic animals and birds	-Vocabulary -Naming domestic animals -Naming domestic birds	The learner - Reads, spells and pronounces the given vocabulary	The learner - Describes domestic animals - Mention examples of domestic animals - Give examples of domestic birds found in their environment	Observation Guided discussion Group work	Describing domestic animals Giving examples of domestic animals Drawing and naming domestic birds	Self awareness Self identification Caring Interpersonal relationship Working together Sharing with others Values - Love - Care - Concern	A chart showing pictures of domestic animals and birds	Kobta simplified lit bk 2 pp 64-65, 77	
			Importance of domestic animals	-Vocabulary -Uses of domestic animals -Caring for domestic animals	The learner - Reads, spells and pronounces the given vocabulary	The learner - Mentions the importance of domestic animals to man - Names the meat got from different - States ways of caring for domestic animals	Guided discussion Brain storming Observation	Stating the use of domestic birds to man Naming the meat god different animals Giving ways of caring for domestic animals Observing various ways of care for domestic animals	Assertiveness - Listening and valuing what others say - Being open - Critical thinking - Analyzing statements - Taking a decision	Products got animals Grass water A video clip showing how to take care of domestic animals	MK INt sci bk 2 pp. 7 $ 8 KObta simplified lit bk 2 pp 66-67, 79	

			Wild animals	-Vocabulary -Examples of wild animals -Importance of wild animals -Dangers of wild animals - Caring for wild animals	The learner - Reads, spells and pronounces the given vocabulary	The learner - Describes wild animals - Gives examples of wild animals - States the importance of wild animals - Identifies the dangers of wild animals - Gives ways of caring for wild animals	Guided discussion Brain storming Demonstration	Giving examples of wild animals Stating the importance of wild animals Mentioning the dangers of wild animals Observing a video clip about wild animals in game parks /reserves Identifying ways of caring for wild animals	- Interpersonal relationship - Caring for others - Working together - Creative thinking - logic - reasoning - finding different ways of doing things Values - patience - sharing	Audio visual aids showing wild animals Fish Skins Horns	MK int scie. Bk 2 p. 9 Kobta simplified lit. bk 2 pp 68-70	
			Animal young ones, homes and sounds	-vocabulary -young ones -homes of animals -sounds made by animals	The learner - reads and spells the vocabulary	The learner - mentions young ones of animals - names homes of different homes - identifies sounds made by different animals	Discovery Guided discussion Brain storming	Mentioning young ones of animals, homes and their young ones	Effective communication - audibility - logic flow of ideas - decision making - accepting refusal values - Concern - Appreciation	A chart showing animals and their young ones	Kobta simplified lit. bk 2 pp. 70 & 73	

			Animal products	-Vocabulary -Products got from different animals	The learner: - Reads and pronounces the given vocabulary	The learner - Mentions products got from animals - Names things made from animal products	Demonstration Brain storming Guided discussion	Mentioning products got from animals Drawing and naming animal products Observing touching feeling some animal products	Creative thinking Innovativeness Logic Reasoning Friendship Formation Working in groups Sharing	Real animal products Like Milk, eggs, meat, feathers, skills, horns	KOBTA simplified lit. Bk 2. Pp. 71-73 Mk int scie bk 2 p. 14	
			Insects	-Vocabulary -Characteristics of insects -Examples of insects -Social insects	The learner - Reads and spells the given vocabulary	The learner - States the characteristics of insects - Gives example of insects - Identifies social insects and names them	Group work Guided discussion	States the characteristic of insects Giving examples of insects Naming social insects	Effective communication Logic flow of ideas Meaningfulness Fluency Assertiveness Giving reasons for action plan Listening and valuing what others say	A chart showing insects	KOBTA simplified lit bk 2 pp. 79-81	
			Parts of an insect	-Vocabulary -Parts of an insect	The learner - Reads and spells the given vocabulary	The learner: - Draws an insect - Names parts of an insect	Guided discussion	Drawing and naming parts of an insect	Friendship formation - Working in groups - Care - Responsibility	Chalkboard illustration A chart showing parts of an insect Video clips about insect parts	KOBTA simplified lit bk 2 pp. 82	

			The life cycle of a housefly	-Vocabulary -Stages of growth of a housefly	The learner: - Reads, spells and pronounces the given vocabulary	The learner - Describes the stages of growth of a housefly	Guided discussion Brain storming	Drawing and naming the stages of growth of a housefly	Critical thinking - Responding to questions appropriately - Analyzing statements	A chart showing the life cycle of a housefly	KOBTA simplified lit bk 2 pp. 83 MK int scie bk 2 p. 15	
			The life cycle of a butterfly	-Vocabulary -Stages of growth of a butterfly	The learner: -reads and pronounces the given vocabulary	The learner: -describes the stages of growth of a butterfly	Guided discussion Brain storming	Drawing and naming stages of growth of a butterfly	Critical thinking -analyzing statements -responding to questions appropriately	A chart showing the life cycle of a butterfly	Mk int. scie bk2 16 Kobta Simplified Lit. Bk2 84	
			The life cycle of a cockroach	-Vocabulary -Stages of growth of a cockroach	The learner: -reads, spells and pronounces the given vocabulary	The learner: -describes the stages of growth of a cockroach	Demonstration Guided discussion	Drawing and naming stages of growth of a cockroach	Critical thinking -responding to questions appropriately -analyzing statements	A chart showing the life cycle of a cockroach	Mk int. scie bk 2 P. 16 Kobta simplified Lit bk2 P 85	
			Useful insects	-Vocabulary -Examples of useful insects -Importance of insects	The learner: -reads and pronounces the given vocabulary	The learner: -gives examples of useful insects -states the importance of insects	Brain storming Discovery	Giving examples of useful insects Stating the importance of insects to man	Assertiveness -listening and valuing what others say -giving reasons for action plan Effective communication -audibility -logic flow of ideas	Grasshoppers White ants honey	Mk int. Scie P. 19 Kobta simplified literacy BK 2 80	

			Harmful	-Vocabulary -Examples of harmful insects -Dangers of insects -Protecting against harmful insects	The learner: -reads and spells the given vocabulary correctly	The learner: -gives examples of harmful insects -identifies and states dangers of insects -states ways of protecting against harmful insects	Guided discussion Brainstorming - Group work	Giving examples of harmful insects	Critical thinking -responding to questions appropriately -analyzing statements Friendship formation -sharing -care	Cockroaches Bees A chart showing harmful insects	Mk Int.Scie bk 2 PP.17-18 Kobta simplified literacy bk 2 PP. 85-86	
			Common plants	-Vocabulary -Groups of plants -Examples of flowering plants -Parts of a flowering plant -Importance of parts of a plant	The learner: -reads, spells and pronounces the given vocabulary	The learner: -mentions groups of plants -gives examples of flowering plants -names parts of a plant -states the importance of parts of a plant	Guided discussion Brainstorming Group work	Naming groups of plants Giving examples of flowering plants Drawing and naming parts of a plant Stating the importance of plants to man	Friendship formation -working in groups -care -concern Self-awareness -self evaluation -self identificatio n	The school compound A plant sample	Kobta simplified literacy bk 2 PP.88-90 MK int. scie bk2	

			Importance of plants to man	-Vocabulary -Importance of plants to man -Parts of a plant eaten -Dangers of plants -Caring for plants -Medicinal plants	The learner: Reads and spells the given vocabulary	The learner: -states the importance of plants to man -names parts of plant eaten -mentions dangers of plants -identifies ways of caring for plants -gives examples of medicinal plants	Guided discussion Brainstorming Demonstration Guided discovery	Stating the importance of plants to man Drawing and naming parts of a plant eaten Mentioning dangers of plants and giving examples Giving ways of caring for plants Naming samples of medicinal plants	Creative thinking -logical reasoning -finding different ways of doing things -innovativeness Empathy -caring -guiding others -listening to others	Water Watering can Hoe Panga Plants on school compound	MK INT SCI BK 2 PP. 71-72 Kobta simplified literacy Bk 2 PP 90-91	
			Food crops	Examples of food crops	The learner: -reads and pronounces the vocabulary	The learner: -describes food crops -gives examples of food crops -states the importance of food crops	Discovery Demonstration	Drawing and naming food crops Stating the importance of food crops	Creative thinking -logic reasoning -innovativeness	Common food in the locality	Monitor sst bk 2 PP. 21-22 Kobta simplified lit bk 2 PP. 98-99	

			Cash crops	Examples of cash crops Importance of cash crops Products from cash crops	The learner: -reads and spells the given vocabulary	The learner: -describes cash crops -gives examples of cash crops -states the importance of cash crops -names products got from cash crops	Discovery Demonstration Brainstorming	Giving examples of cash crops Identifying importance of cash crops to man Naming products got from cash crops	Creative thinking -logic reasoning -innovativeness Problem solving -making choice -taking a decision	Coffee Sugar Tealeaves Cocoa beverage Sugar cane Cooking oil Coffee beans Aloe plant	Standard sst bk 2 P. 49 Kobta simplified literacy bk 2 PP.99-101	
			Seeds	Types of seeds Uses of seeds Dangers of seeds Keeping seeds Seed germination	The learner: -reads, spells and pronounces the vocabulary	The learner: -describes a seed -names types of seeds -states the importance of seeds -identifies the dangers of seeds -mentions ways of keeping seeds safe -describes seed germination	Demonstration Brainstorming Discovery	Naming types of seeds and giving examples of each -mentioning the importance of seeds Mentioning ways of caring for seeds Describing seed germination Planting seeds and observing their germination growth Recording and observing their germination	Effective communication -accuracy -logic flow of ideas -meaningfulness Assertiveness -being open -expressing ones point of view -listening and valuing what others say	Different types of seeds Water Soil Empty tins A video clip about seeds and seed germination	Mk int. scie. Bk 2 PP. 63-70 Kobta simplified lit. bk 2 PP.91-94	

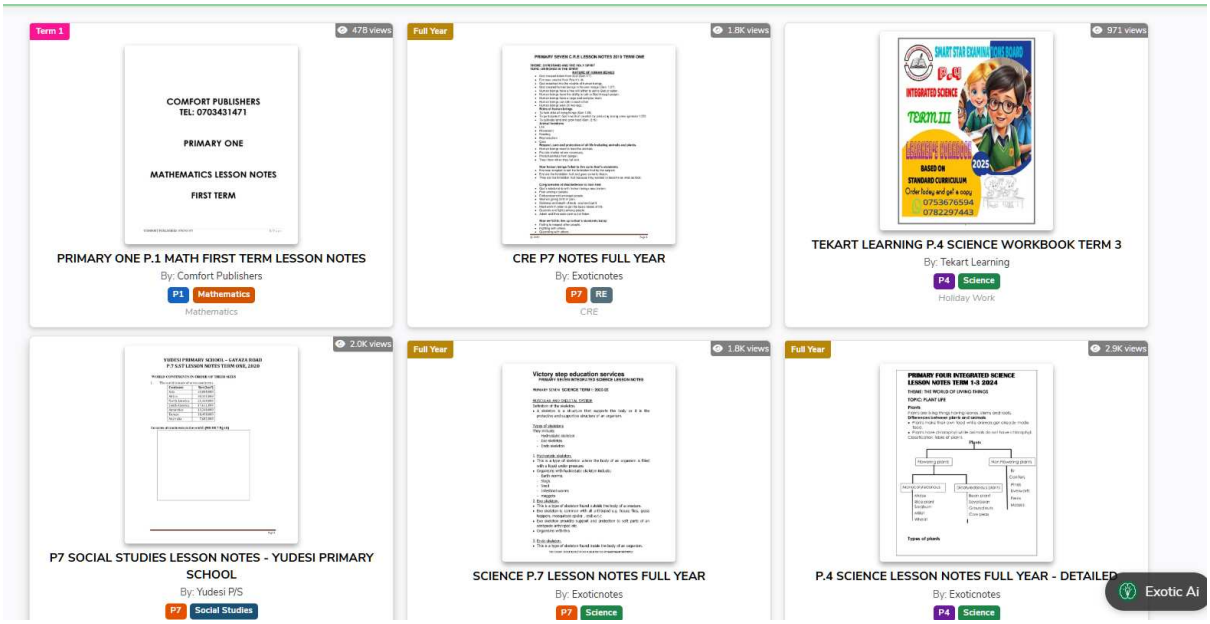
			The sun	Importance of the sun Dangers of the sun	The learner: -reads, spells and pronounces the given vocabulary	The learner: -describes the sun -states the uses of the sun -identifies dangers of the sun	Brainstorming Guided discussion	Mentioning the uses of the sun Stating the dangers of strong sunshine to farmers and other people Observing the dangers of drought on video	Effective communication -confidence -logical flow of ideas -verbal Coping with emotions -identifying other peoples emotions and feelings	Dried seeds, grass and clothes skins of animals video clips about effects of drought	Mk int scie bk 2 PP 56-59 Kobta simplified lit bk 2 PP.94-95	
			Water	Sources of water Uses of water Danger of heavy rainfall	The learner reads, spells and pronounces the given vocabulary	The learner -mentions the source s of water -states the uses water -identifies the dangers of heavy rainfall	Guided discussion brainstorming	Naming the sources of water Drawing and naming uses of water Mentioning dangers of heavy rainfall Observing videos showing dangers of rainfall	Self esteem -expressing likes and dislikes -taking about self	Water Clothes Utensils Glasses Toothbrushes Basins Rags Video clips showing dangers of rainfall	Mk. Int.scie. bk2 PP. 55-57 Kobta simplified lit. bk 2 P. 97	

			Soil	Types of soil Importance of soil	The learner: -reads, spells and pronounces the given vocabulary	The learner: -mentions the types of soil -states the importance of soil	Brainstorming Group work	Sorting and naming the types of soil Identifying the importance of each type of soil	Friendship formation -working in groups -care -concern Creative thinking -innovativeness -initiating ideas	Different types of soil Saucepans Bricks Cups charcoal stoves	Mk .int. scie bk2 P .70 Kobta simplified literacy bk 2 P.95	
			Air	Uses of air Uses of wind Dangers of wind	The learner: -reads and spells the given vocabulary	The learner: -describes air and the gases -states the uses of air -mentions the uses of wind -identifies the dangers of wind	Guided discussion Brainstorming	Describing air Naming gases found in air Stating the uses of air Mentioning the uses of wind Stating the dangers of wind	Critical thinking -responding to questions appropriately -giving reasons for action taken Self esteem -appreciation -concern	Fire extinguishers Cut outs showing dangers of wind	Mk. Int.scie bk 2 PP. 55-58 Kobta simplified literacy bk2 PP. 95-97	
		THINGS WE MAKE (CRAFTS)	Things we make in our community	-Vocabulary -Examples of crafts -Importance of crafts -Materials used to make crafts	The learner: -reads, spells and pronounces the given vocabulary	The learner: -describes crafts -gives the importance of crafts -identifies and names materials used to make crafts	Demonstration Guided discovery Brainstorming	Observing, drawing and naming examples of crafts Stating the importance of crafts to people Observing, identifying and naming materials used to make crafts	Friendship formation -working in groups -responsibility -playing with others -sharing Decision making -giving instructions	Balls Baskets Ropes Dolls Mats Candle stands	Kobta simplified literacy bk 2 PP.104-108	

			The kitchen	-vocabulary -things used in the kitchen	The learner: -reads and spells the given vocabulary	The learner: -draws and names things found in the kitchen	Group work Guided discovery	Observing, drawing and naming things used I the kitchen	Friendship formation -working in groups -sharing -responsibility	Firewood Axes Saucepans Food spatula	Monitor sst bk2	

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