

GRADE TWO
GRADE TWO ENGLISH 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								
2	1	Language structures and functions	Numbers (Cardinal and ordinal numbers)	By the end of the sub strand, the learner should be able to use ordinal and cardinal numbers to construct correct sentences for effective communication	How many months are there in a year	In pairs, learners use ordinal and cardinal numbers to construct correct sentences	Realia charts	1.Observation 2.Oral questions	
	2		Numbers (Cardinal and ordinal numbers)	By the end of the sub strand, the learner should be able to use ordinal and cardinal numbers to construct correct sentences for effective communication	How many months are there in a year	In pairs, learners use ordinal and cardinal numbers to construct correct sentences	Realia Charts	.Observation 2.Oral questions	
	3		Numbers (Cardinal and ordinal numbers)	By the end of the sub strand, the learner should be able to use ordinal and cardinal numbers to group objects that are in the classroom for effective communication,	How many months are there in a year	Learners use objects that are in the classroom and the school compound to demonstrate the correct use of ordinal and cardinal numbers	Realia Charts	.Observation 2.Oral questions	
3	1		Numbers	By the end of the sub	Which is the tenth	Learners use objects that	Realia	Observation	

			(Cardinal and ordinal numbers)	strand, the learner should be able to use ordinal and cardinal numbers to group objects that are in the classroom for effective communication,	month of the year?	are in the classroom and the school compound to demonstrate the correct use of ordinal and cardinal numbers	charts		
	2		Numbers (Cardinal and ordinal numbers)	By the end of the sub strand, the learner should be able to appreciate the importance of cardinal and ordinal numbers in communication	Which is the tenth month of the year?	Learners identify things in the environment and count them Learners listen to a poem, story or text containing cardinal and ordinal numbers	Realia Charts	.Observation 2.Oral questions	
	3		Numbers (Cardinal and ordinal numbers)	By the end of the sub strand, the learner should be able to appreciate the importance of cardinal and ordinal numbers in communication	Which is the tenth month of the year?	Learners identify things in the environment and count them Learners listen to a poem, story or text containing cardinal and ordinal numbers	Realia Charts	.Observation 2.Oral Punting questions	
4	1		Opposites	By the end of the sub strand, the learner should be able to identify the gender sets of animals correctly in a conversation	Can a bull/ox give us milk	In groups, learners discuss the males and females of domestic animals	Realia Charts	.Observation 2.Oral questions	
	2		Opposites	By the end of the sub strand, the learner should be able to	Can a bull/ox give us milk	In groups, learners discuss the males and females of domestic	Realia charts	.Observation 2.Oral questions	

				identify the gender sets of animals correctly in a conversation		animals			
	3		Opposites	By the end of the sub strand, the learner should be able to use the opposites to discuss animals and people at the farm	Can a bull/ox give us milk	Learners construct sentences using words for male and female animals that are familiar, and are guided to use those that are unfamiliar	Realia Charts	.Observation 2.Oral questions	
5	1		Opposites	By the end of the sub strand, the learner should be able to use the opposites to discuss animals and people at the farm	When do you wake up <small>infoskenya@gmail.com</small>	Learners construct sentences using words for male and female animals that are familiar, and are guided to use those that are unfamiliar	Realia Charts	.Observation 2.Oral questions	
	2		Opposites	By the end of the sub strand, the learner should be able to enjoy a word game using gender sets and opposites in communicating ideas	When do you wake up	Learners work with pictures to show opposites. Learners identify gender sets from pictures	Realia Charts	.Observation 2.Oral questions	
	3		Opposites	By the end of the sub strand, the learner should be able to enjoy a word game using gender sets and opposites in communicating ideas	When do you go to sleep?	Learners work with pictures to show opposites. Learners identify gender sets from pictures	Realia Charts		
6	1		Prepositions	By the end of the sub	Where do you keep	Learners listen to and	Realia	.Observation	

				strand, the learner should be able to use simple prepositions 'beside, above' [accurately to describe the position, location and direction of things	your books/cups	answer oral questions from stories Learners work in groups to demonstrate various positions involving the prepositions learnt	charts	2.Oral questions	
	2		Prepositions	By the end of the sub strand, the learner should be able to use simple prepositions 'over, through' accurately to describe the position, location and direction of things	Where do you keep your books/cups	Learners listen to and answer oral questions from stories Learners work in groups to demonstrate various positions involving the prepositions learnt	Realia charts	.Observation 2.Oral questions	
	3		Prepositions	By the end of the sub strand, the learner should be able to use simple prepositions 'below, under, to, at' accurately to describe the position, location and direction of things	Where do you keep your books/cups	Learners listen to and answer oral questions from stories Learners work in groups to demonstrate various positions involving the prepositions learnt	Realia charts	.Observation 2.Oral questions	
7	1		Prepositions	By the end of the sub strand, the learner should be able to identify prepositions in oral conversations	Where do you keep your books/cups	Learners place objects at different points in relation to the prepositions learnt and ask their peers to use suitable prepositions to locate them	Realia charts	Prepositions	
	2		Prepositions	By the end of the sub	Where are the school	Learners place objects at	Realia	.Observation	

				strand, the learner should be able to identify prepositions in oral conversations	toilets	different points in relation to the prepositions learnt and ask their peers to use suitable prepositions to locate them	charts	2.Oral questions	
	3		Prepositions	By the end of the sub strand, the learner should be able to appreciate use of prepositions to describe the position and location of people, places and things	Where are the school toilets	In pairs, learners construct sentences orally using pre-positions Learners sing short songs/rhymes	Realia charts	.Observation 2.Oral questions	
8	1		Possessives Mine, yours, ours, hers, his	By the end of the sub strand, the learner should be able to use possessives'mine' correctly to show ownership,	Whose pen is this	Learners role play ownership of items and objects	Realia charts	.Observation 2.Oral questions	
	2		Possessives Mine, yours, ours, hers, his	By the end of the sub strand, the learner should be able to use possessives'yours,ours' correctly to show ownership,	Whose pen is this	Learners role play ownership of items and objects	Realia charts	.Observation 2.Oral questions	
	3		Possessives Mine, yours,	By the end of the sub strand, the learner should	Whose pen is this	Learners role play ownership of items and	Realia charts	.Observation 2.Oral	

			ours, hers, his	be able to use possessives 'hers, his' correctly to show ownership,		objects		questions	
9	1		Possessives Mine, yours, ours, hers, his	By the end of the sub strand, the learner should be able to recognise the correct use of possessives in oral communication	Whose pen is this	Learners talk about the things that they/ their parents/guardians/ own, using possessives	Realia charts	.Observation 2.Oral questions	
	2		Possessives Mine, yours, ours, hers, his	By the end of the sub strand, the learner should be able to recognise the correct use of possessives in oral communication	Whose pen is this <small>infoskenya@gmail.com</small>	Learners talk about the things that they/ their parents/guardians/ own, using possessives	Realia charts	.Observation 2.Oral questions Dribbling ns	
	3		Possessives Mine, yours, ours, hers, his	By the end of the sub strand, the learner should be able to enjoy asking and answering questions about technology using possessives	Whose pen is this	In pairs/ small groups, learners construct sentences using possessives based on the role play	Realia charts	.Observation 2.Oral questions	
10	1		Wh questions -- <i>what, where, when, whose</i>	By the end of the sub strand, the learner should be able to ask questions using 'what' correctly to get information about simple ceremonies like a wedding	When do you wake up	Learners role play activities that lead to the use of what, where, when, whose	Realia charts	.Observation 2.Oral questions	

	2		Wh questions -- <i>what, where, when, whose</i>	By the end of the sub strand, the ask questions using 'whose' correctly to get information about simple ceremonies like a wedding learner should be able to	When do you wake up	Learners role play activities that lead to the use of what, where, when, whose	Realia charts	.Observation 2.Oral questions	
	3		Wh questions -- <i>what, where, when, whose</i>	By the end of the sub strand, the learner should be able to ask questions using 'whose' and 'where' correctly to get information about simple ceremonies like a wedding	When do you wake up <small>infosnkenya@gmail.com</small>	Learners role play activities that lead to the use of what, where, when, whose	Realia charts	.Observation 2.Oral questions	
11	1		Wh questions -- <i>what, where, when, whose</i>	By the end of the sub strand, the learner should be able to use what, when, where and whose to denote, object, time, place and ownership	Whose pen is this	Learners engage in meaningful question and answer dialogues using what, where, when, and whose in pairs/small groups Take part in games that allow them to ask questions using the wh-words	Realia charts	.Observation 2.Oral questions	
	2		Wh questions -- <i>what, where, when, whose</i>	By the end of the sub strand, the learner should be able to use what, when, where and whose to denote, object, time, place and ownership	Whose pen is this	Learners engage in meaningful question and answer dialogues using what, where, when, and whose in pairs/small groups	Realia charts	.Observation 2.Oral questions	

						Take part in games that allow them to ask questions using the wh- words			
	3		Wh questions -- <i>what, where, when, whose</i>	By the end of the sub strand, the learner should be able to appreciate the use of what, where, when and whose to seek information	Whose pen is this	Sing / recite short poems to practice the use of the use of what, where, when and whose	Realia charts	.Observation 2.Oral questions	
12	1		Describing words (size, colour, shape)	By the end of the sub strand, the learner should be able to: use describing words in relation to size.	What things can you see outside <small>infoskenya@gmail.com</small>	Learners group objects in terms Size- (big/small), colours - (red, orange, yellow, green, blue, black, white, pink, purple, grey), and number	Realia charts	.Observation 2.Oral questions	
	2		Describing words (size, colour, shape)	By the end of the sub strand, the learner should be able to: use describing words in relation to colour	What things can you see outside	Learners group objects in terms Size- (big/small), colours - (red, orange, yellow, green, blue, black, white, pink, purple, grey), and number	Realia charts	.Observation 2.Oral questions	
	3		Describing words (size, colour, shape)	By the end of the sub strand, the learner should be able to: use describing words in relation to shape,	What things can you see outside	Learners group objects in terms Size- (big/small), colours - (red, orange, yellow, green, blue, black, white, pink, purple, grey), and number	Realia charts	.Observation 2.Oral questions	

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