



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 |
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| 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 | |

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| | | | 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 | |

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| | | | 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 | |

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| | | | Domestic animals and birds | <ul style="list-style-type: none"> -Vocabulary -Naming domestic animals -Naming domestic birds | <ul style="list-style-type: none"> - Reads, spells and pronounces the given vocabulary | <ul style="list-style-type: none"> - Describes domestic animals - Mention examples of domestic animals - Give examples of domestic birds found in their environment | <ul style="list-style-type: none"> Observation Guided discussion Group work | <ul style="list-style-type: none"> Describing domestic animals Giving examples of domestic animals Drawing and naming domestic birds | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> -Vocabulary -Uses of domestic animals -Caring for domestic animals | <ul style="list-style-type: none"> - Reads, spells and pronounces the given vocabulary | <ul style="list-style-type: none"> - Mentions the importance of domestic animals to man - Names the meat got from different - States ways of caring for domestic animals | <ul style="list-style-type: none"> Guided discussion Brain storming Observation | <ul style="list-style-type: none"> Stating the use of domestic birds to man Naming the meat got from different animals Giving ways of caring for domestic animals Observing various ways of care for domestic animals | <ul style="list-style-type: none"> Assertiveness Listening and valuing what others say Being open Critical thinking Analyzing statements Taking a decision | <ul style="list-style-type: none"> Products got animals Grass water A video clip showing how to take care of domestic animals | <ul style="list-style-type: none"> MK Int sci bk 2 pp. 7 \$ 8 KObta simplified lit bk 2 pp 66-67, 79 | |

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| | | | Wild animals | <ul style="list-style-type: none"> -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 <ul style="list-style-type: none"> -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 | <ul style="list-style-type: none"> -vocabulary -young ones -homes of animals -sounds made by animals | The learner -reads and spells the vocabulary | The learner <ul style="list-style-type: none"> -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 | |

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| | | | 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 Meanfulness 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 | |

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| | | | 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 | |

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| | | | 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 identification | The school compound A plant sample | Kobta simplified literacy bk 2 PP.88-90 MK int. scie bk2 | |

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| | | | 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 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 | |

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| | | | Cash crops | <p>Examples of cash crops</p> <p>Importance of cash crops</p> <p>Products from cash crops</p> | 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 | <p>Discovery</p> <p>Demonstration</p> <p>Brainstorming</p> | 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 | <p>Types of seeds</p> <p>Uses of seeds</p> <p>Dangers of seeds</p> <p>Keeping seeds</p> <p>Seed germination</p> | 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 | <p>Demonstration</p> <p>Brainstorming</p> <p>Discovery</p> | <p>Naming types of seeds and giving examples of each -mentioning the importance of seeds</p> <p>Mentioning ways of caring for seeds Describing seed germination Planting seeds and observing their germination growth Recording and observing their germination</p> | <p>Effective communication</p> <p>-accuracy -logic flow of ideas -meaningfulness</p> <p>Assertiveness -being open -expressing ones point of view -listening and valuing what others say</p> | <p>Different types of seeds</p> <p>Water Soil Empty tins</p> <p>A video clip about seeds and seed germination</p> | <p>Mk int. scie. Bk 2 PP. 63-70</p> <p>Kobta simplified lit. bk 2 PP.91-94</p> | |

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| | | | 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 people's 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 sources of water -states the uses of 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 | |

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| | | | 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 | |

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| | | | 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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