LONGHORN GRADE 2 LITERACY ACTIVITIES

TERM THREE SCHEME OF WORK

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| SCHOOL | PP/GRADE | LEARNING AREAS | TIME | YEAR |
|  | 2 |  |  |  |

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| WEEK  | LsN  | STRAND THEME  | SUB-SRAND  | SPECIFIC LEARNING OUTCOME  | KEY INQUIRY QUESTION  | LEARNING EXPERIENCE  | LEARNING RESOURCES  | ASSEMENT METHOD  |  REF |
| 1 | 1 | EFFECTIVE COMMUNICATION | Talk about | By the end of the lesson the learner should be able to exhibit artistic expressions through pictorial composition | 1) Why do wecommunicate?(inindigenouslanguage)2) How do wecommunicate? | • Learners play action games such as Simon says, in small groups• Learners engage in story telling• Learners listen to audio or audiovisual stories on varied themes.• Learners are provided withopportunity for dramatic play• Learners listen and pick outvocabulary from material listened to• Learners listen to daily announcements in school and orally recount what theyheard, in pairs, groups or the whole class. | Longhorn English literacy activities TG Grade 2 Pg.151-152learners’ book pg 100-101 , manila papers, newspapers, magazines, scissors | oral presentation in class |  |
|  | 2 | Writing  | Creative writing | By the end of the lesson the learner should be able to create a story using cut-outs of pictures or photographs | 1) Why do wecommunicate?(inindigenouslanguage)2) How do wecommunicate? | • Learners play action games such as Simon says, in small groups• Learners engage in story telling• Learners listen to audio or audiovisual stories on varied themes.• Learners are provided withopportunity for dramatic play• Learners listen and pick outvocabulary from material listened to• Learners listen to daily announcements in school and orally recount what theyheard, in pairs, groups or the whole class. | Longhorn English literacy activities TG Grade 2 Pg.153-154 learners’ book pg 101-102 , manila papers, newspapers, magazines, scissors | oral presentation in class |  |
|  | 3 | Listening  | Effective communication | By the end of the lesson the learner should be able to increase the vocabulary range through word formation and sentence formation | 1) Why do wecommunicate?(inindigenouslanguage)2) How do wecommunicate? | • Learners play action games such as Simon says, in small groups• Learners engage in story telling• Learners listen to audio or audiovisual stories on varied themes.• Learners are provided withopportunity for dramatic play• Learners listen and pick outvocabulary from material listened to• Learners listen to daily announcements in school and orally recount what theyheard, in pairs, groups or the whole class. | Longhorn English literacy activities TG Grade 2 Pg.154-155 learners’ book pg 102-103 ,  | oral presentation in class |  |
|  | 4 | Listening  | Word and sentence formation | By the end of the lesson the learner should be able to make words and words to construct sentences | 1) Why do wecommunicate?(inindigenouslanguage)2) How do wecommunicate? | • Learners play action games such as Simon says, in small groups• Learners engage in story telling• Learners listen to audio or audiovisual stories on varied themes.• Learners are provided withopportunity for dramatic play• Learners listen and pick outvocabulary from material listened to• Learners listen to daily announcements in school and orally recount what theyheard, in pairs, groups or the whole class. | Longhorn English literacy activities TG Grade 2 Pg.155-156 learners’ book pg 103 , | oral presentation in class |  |
|  | 5 | Writing  | Creative writing | By the end of the lesson the learner should be able to write clearly with a variety I sentence structure , length and pattern | 1) Why do wecommunicate?(inindigenouslanguage)2) How do wecommunicate? | • Learners play action games such as Simon says, in small groups• Learners engage in story telling• Learners listen to audio or audiovisual stories on varied themes.• Learners are provided withopportunity for dramatic play• Learners listen and pick outvocabulary from material listened to• Learners listen to daily announcements in school and orally recount what theyheard, in pairs, groups or the whole class. | Longhorn English literacy activities TG Grade 2 Pg.156-157 learners’ book pg 103-104 , scrapbooks | oral presentation in class |  |
| 2 | 1 | Reading  | Answering comprehension questions | By the end of the lesson the learner should be able to read and answer questions from a text | 1) Why do wecommunicate?(inindigenouslanguage)2) How do wecommunicate? | • Learners play action games such as Simon says, in small groups• Learners engage in story telling• Learners listen to audio or audiovisual stories on varied themes.• Learners are provided withopportunity for dramatic play• Learners listen and pick outvocabulary from material listened to• Learners listen to daily announcements in school and orally recount what theyheard, in pairs, groups or the whole class. | Longhorn English literacy activities TG Grade 2 Pg.158 learners’ book pg 104-105 , | oral presentation in class |  |
|  | 2 | Speaking  | Talk about | By the end of the lesson the learner should be able to name every item in the pictures found in their learner’s book | 1) Why do wecommunicate?(inindigenouslanguage)2) How do wecommunicate? | • Learners play action games such as Simon says, in small groups• Learners engage in story telling• Learners listen to audio or audiovisual stories on varied themes.• Learners are provided withopportunity for dramatic play• Learners listen and pick outvocabulary from material listened to• Learners listen to daily announcements in school and orally recount what theyheard, in pairs, groups or the whole class. | Longhorn English literacy activities TG Grade 2 Pg.159-160 learners’ book pg 105-106 , videos | oral presentation in class |  |
|  | 3 | Speaking  | Talk about | By the end of the lesson the learner should be able to build on ideas and points of others in conversations by linking their comments to those of others | 1) Why do wecommunicate?(inindigenouslanguage)2) How do wecommunicate? | • Learners play action games such as Simon says, in small groups• Learners engage in story telling• Learners listen to audio or audiovisual stories on varied themes.• Learners are provided withopportunity for dramatic play• Learners listen and pick outvocabulary from material listened to• Learners listen to daily announcements in school and orally recount what theyheard, in pairs, groups or the whole class. | Longhorn English literacy activities TG Grade 2 Pg.160-161 learners’ book pg 107 ,  | oral presentation in class |  |
|  | 4 | Reading  | Answering comprehension questions | By the end of the lesson the learner should be able to summarize texts read by identifying the main ideas | 1) Why do wecommunicate?(inindigenouslanguage)2) How do wecommunicate? | • Learners play action games such as Simon says, in small groups• Learners engage in story telling• Learners listen to audio or audiovisual stories on varied themes.• Learners are provided withopportunity for dramatic play• Learners listen and pick outvocabulary from material listened to• Learners listen to daily announcements in school and orally recount what theyheard, in pairs, groups or the whole class. | Longhorn English literacy activities TG Grade 2 Pg.161-162 learners’ book pg 108 ,  | oral presentation in class |  |
|  | 5 | Listening  | Effective communication | By the end of the lesson the learner should be able to 1. Recognize and say multiple letters sounds to make syllables and words
2. Locate specific details in response to questions from texts read.
 | 1) Why do wecommunicate?(inindigenouslanguage)2) How do wecommunicate? | • Learners play action games such as Simon says, in small groups• Learners engage in story telling• Learners listen to audio or audiovisual stories on varied themes.• Learners are provided withopportunity for dramatic play• Learners listen and pick outvocabulary from material listened to• Learners listen to daily announcements in school and orally recount what theyheard, in pairs, groups or the whole class. | Longhorn English literacy activities TG Grade 2 Pg.162-163 learners’ book pg 109 , | oral presentation in class |  |
| 3 | 1 | Reading  | Answering comprehension questions  | By the end of the lesson the learner should be able to read and answer questions from the read conversation  | 1) Why do wecommunicate?(inindigenouslanguage)2) How do wecommunicate? | • Learners play action games such as Simon says, in small groups• Learners engage in story telling• Learners listen to audio or audiovisual stories on varied themes.• Learners are provided withopportunity for dramatic play• Learners listen and pick outvocabulary from material listened to• Learners listen to daily announcements in school and orally recount what theyheard, in pairs, groups or the whole class. | Longhorn English literacy activities TG Grade 2 Pg.164 learners’ book pg 110-111, | oral presentation in class |  |
|  | 2 | Speaking  | Talk about | By the end of the lesson the learner should be able to relate characters and events in a story to real life experiences | 1) Why do wecommunicate?(inindigenouslanguage)2) How do wecommunicate? | • Learners play action games such as Simon says, in small groups• Learners engage in story telling• Learners listen to audio or audiovisual stories on varied themes.• Learners are provided withopportunity for dramatic play• Learners listen and pick outvocabulary from material listened to• Learners listen to daily announcements in school and orally recount what theyheard, in pairs, groups or the whole class. | Longhorn English literacy activities TG Grade 2 Pg.165 learners’ book pg 111-112 , | oral presentation in class |  |
|  | 3 | Listening  | Effective communication | By the end of the lesson the learner should be able to combine words to make simple sentences | 1) Why do wecommunicate?(inindigenouslanguage)2) How do wecommunicate? | • Learners play action games such as Simon says, in small groups• Learners engage in story telling• Learners listen to audio or audiovisual stories on varied themes.• Learners are provided withopportunity for dramatic play• Learners listen and pick outvocabulary from material listened to• Learners listen to daily announcements in school and orally recount what theyheard, in pairs, groups or the whole class. | Longhorn English literacy activities TG Grade 2 Pg.166-167 learners’ book pg 112 , | oral presentation in class |  |
|  | 4 | Speaking  | Talk about | By the end of the lesson the learner should be able to relate characters and events in a story to real life experiences | 1) Why do wecommunicate?(inindigenouslanguage)2) How do wecommunicate? | • Learners play action games such as Simon says, in small groups• Learners engage in story telling• Learners listen to audio or audiovisual stories on varied themes.• Learners are provided withopportunity for dramatic play• Learners listen and pick outvocabulary from material listened to• Learners listen to daily announcements in school and orally recount what theyheard, in pairs, groups or the whole class. | Longhorn English literacy activities TG Grade 2 Pg.167-168 learners’ book pg 113 , | oral presentation in class |  |
|  | 5 | Reading | Answering comprehension questions | By the end of the lesson the learner should be able to summarize the texts read by identifying main ideas | 1) Why do wecommunicate?(inindigenouslanguage)2) How do wecommunicate? | • Learners play action games such as Simon says, in small groups• Learners engage in story telling• Learners listen to audio or audiovisual stories on varied themes.• Learners are provided withopportunity for dramatic play• Learners listen and pick outvocabulary from material listened to• Learners listen to daily announcements in school and orally recount what theyheard, in pairs, groups or the whole class. | Longhorn English literacy activities TG Grade 2 Pg.168-169 learners’ book pg 114, | oral presentation in class |  |
| 4 | 1 | CONVERSATION | Conversation | By the end of the lesson the learner should be able to ask and answer relevant questions in a listening text. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.173-174 learners’ book pg 115 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 2 | Reading  | Answering comprehension questions | By the end of the lesson the learner should be able to locate specific details in response to questions from texts read. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.174-175 learners’ book pg 116 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 3 | Writing  | Creative writing | By the end of the lesson the learner should be able to increase vocabulary range through formation of words and sentences. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.175-176 learners’ book pg 116-117 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 4 | Speaking  | Presentation skills | By the end of the lesson the learner should be able to express self appropriately and logically, using acquired vocabulary and knowledge to communicate effectively. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.176-177 learners’ book pg 117-118 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 5 | Speaking  | Presentation skills | By the end of the lesson the learner should be able to list actions and facts in a logical manner. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.177-178 learners’ book pg 118-119 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
| 5 | 1 | Reading  | Answering comprehension questions | By the end of the lesson the learner should be able to 1. Read texts and passages silently
2. Answer comprehension questions from texts read.
 | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.178-179 learners’ book pg 119-120 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 2 | Reading  | Answering comprehension questions | By the end of the lesson the learner should be able to predict the meaning of unfamiliar words read from a text. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.179-180 learners’ book pg 120-121 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 3 | Speaking  | Presentation skills | By the end of the lesson the learner should be able to relate various community activities in the order in which they occur. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.180-181 learners’ book pg 121-122 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 4 | Reading  | Answering comprehension questions | By the end of the lesson the learner should be able to read with understanding, accuracy and fluency | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.181-182 learners’ book pg 122-123 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 5 | Reading  | Answering comprehension questions | By the end of the lesson the learner should be able to develop an interest in reading texts for enjoyment. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.182-183 learners’ book pg 123-124 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
| 6 | 1 | Listening  | Conversation  | By the end of the lesson the learner should be able to develop an increased vocabulary range through listening and reading | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.184 learners’ book pg 124-125 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 2 | Listening  | Conversation  | By the end of the lesson the learner should be able to ask and answer relevant questions in a listening | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.185 learners’ book pg 125-126 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 3 | Reading  | Answering comprehension questions | By the end of the lesson the learner should be able to locate specific details in response to questions from texts read. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.186 learners’ book pg 126-127 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 4 | Reading  | Answering comprehension questions | By the end of the lesson the learner should be able to listen to informational texts and pick out key details. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.187-188 learners’ book pg 127-128 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 5 | Writing  | Creative writing | By the end of the lesson the learner should be able to apply the knowledge of creative writing process to write own texts. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.188 learners’ book pg 128 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
| 7 | 1 | Writing  | Creative writing  | By the end of the lesson the learner should be able to write clearly with a variety in sentence structure, length and pattern. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.189 learners’ book pg 129 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 2 | Speaking  | Presentation skills  | By the end of the lesson the learner should be able to respond confidently to the questions and instructions on varied themes. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.190 learners’ book pg 130 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 3 | Reading  | Answering comprehension questions | By the end of the lesson the learner should be able to ask and answer relevant questions in a listening text | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.191 learners’ book pg 130-131 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 4 | Speaking  | Presentation skills | By the end of the lesson the learner should be able to recognize and say multiple letter sound that make syllables and letters | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.192 learners’ book pg 131-132 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 5 | Speaking  | Presentation skills | By the end of the lesson the learner should be able to recognize and multiply letter sounds to make syllables and words. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.193 learners’ book pg 132 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
| 8 | 1 | Speaking  | Presentation skills | By the end of the lesson the learner should be able to use the acquired vocabulary to communicate effectively | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.194 learners’ book pg 133 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 2 | Reading  | Answering comprehension questions | By the end of the lesson the learner should be able to locate specific details in response to questions from the conversation read | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.195 learners’ book pg 134-135 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 3 | Writing  | Creative writing | By the end of the lesson the learner should be able to write short paragraphs from pictures using the knowledge of the creative writing process. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.196 learners’ book pg 135 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 4 | Writing  | Creative writing | By the end of the lesson the learner should be able to develop and use vocabulary through reading and construction of words and sentences from the conversation. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.197 learners’ book pg 136-137 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 5 | Listening  | Conversation  | By the end of the lesson the learner should be able to locate specific details in response to questions from texts read. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.198 learners’ book pg 137-138 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
| 9 | 1 | Speaking  | Presentation skills | By the end of the lesson the learner should be able to mention occupations of different people in the community. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.199-200 learners’ book pg 138-139 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 2 | Speaking  | Presentation skills | By the end of the lesson the learner should be able to mention occupations of different people in the society. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.200-201 learners’ book pg 139 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 3 | Speaking  | Presentation skills | By the end of the lesson the learner should be able to1. Use the polite words appropriately
2. Use the polite words in sentences.
 | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),inclass, groups and pairs• Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.201-202 learners’ book pg 140-141 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 4 | Speaking  | Presentation skills | By the end of the lesson the learner should be able to use basic polite words and statements after reading the conversation in their book and in other books | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.202-203 learners’ book pg 141-142 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |
|  | 5 | Listening  | conversation | By the end of the lesson the learner should be able to answer correctly the questions given on a particular topic. | 1) Why is itimportant tolisten to othersduring aconversation? | • Learners are assisted in creating audio and video recording of stories and poems to be listened to• Learners use a variety of activities (think pair share, dialogue, etc.) toincrease opportunities forconversation, in pairs, groups and whole class | Longhorn English literacy activities TG Grade 2 Pg.204 learners’ book pg 142 ,Audio and visual recorders, listening passages | The teacher could provide topics that becomethe basis for conversations. |  |