

TERM III – PRIMARY ONE ENGLISH SCHEME OF WORK

GRAMMAR SCHEME OF WORK FOR PRIMARY ONE TERM III

W K	D P	THEME	SUB- THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	L/AIDS	REF	REMARK S
1	1	Our transport	Types & means of transport	Plurals Plural means many Nouns with letter (s) Examples car – cars road – roads bicycle – bicycles boat – boats train – trains ship – ships pencil – pencils pen – pens ball – balls bag – bags pot – pots toy – toys doll – dolls basket – baskets	- Reading the words correctly - Spelling and writing answers and the words correctly - Reading the words correctly - Spelling and writing the words correctly.	- Question and answer	- Reading - Spelling - Writing - Answering	- A chart showing plurals which take (s)	- Effecti ve commu nicatio n - Critical thinkin g	-
	2			Plurals Nouns which take (es) bus – buses mango – mangoes bench – benches church – churches	- Reading the words correctly - Spelling and writing the words correctly	- Question and answer	- Reading - Spelling - Writing - answering	- A chart showing plurals which takes (es)	- Effecti ve commu nicatio n - Critical thinkin g	-

2	3			Plurals Nouns which take (ies) Examples lorry – lorries baby – babies lady – ladies body – bodies	-	- Look and say - Question and answer	- Reading - Spelling - Writing - answering	- a chart showing plurals which takes (ies)	- critical thinking - effective communication	-
	1			Plurals Nouns which take (ves) Examples knife – knives leaf – leaves loaf – loaves Plurals which change vowels Examples man – men woman – women tooth – teeth foot – feet goose – geese	- Reading the words correctly. - Spelling and writing the words correctly. - Differentiating the nouns which change completely	- Look, say and use - Question and answer	- Reading - Spelling - Writing - Answering	- A chart showing these nouns which take (ves)and those which change completely	- Creative thinking - Effective communication - Critical thinking	-

2			<p>Nouns</p> <p>Nouns which remain the same in singular (one) and plural (many)</p> <p>One many</p> <p>sheep sheep</p> <p>furniture furniture</p> <p>luggage luggage</p> <p>money money</p> <p>firewood firewood</p>	-	-	-	-	-	-
3			<p>Pronouns</p> <p>A pronoun is a word used instead of a noun .</p> <p>Examples</p> <p>He is used for (male)</p> <p>Boy and man</p> <p>She is used for (female)</p> <p>Woman and girl</p> <p>Anita is a girl.</p> <p>She is a girl.</p> <p>Deo is a boy</p> <p>He is a boy.</p> <p>Other pronouns like</p> <p>We, they, I, it etc</p>	<ul style="list-style-type: none"> - Reads the words and sentences correctly - Identifies the pronouns correctly - Answers correctly the given activity 	<ul style="list-style-type: none"> - Guided discussion - Explanation 	<ul style="list-style-type: none"> - Chalk board - illustration 	<ul style="list-style-type: none"> - reading - writing 	<ul style="list-style-type: none"> - self awareness - effective communication - critical thinking 	-

1	Our transport	Means of transport	Tenses Everyday tense We add S, ies to the verb when we are in singular but the verb remains when we are in plural. e.g - She goes to school everyday. (go) - Sarah washes her uniform everyday. (wash) - They eat food everyday. (eat) Children play good games everyday.(play)	- Reading sentences correctly - Changing the verbs correctly	- Guided discovery	- Reading - Spelling - Writing	- A chart showing everyday tense	-	-
2			Yesterday tense (past tense) Verb yesterday tense pray prayed play played read read stop stopped give gave write wrote take took	- Reads the words correctly - Changes the given verbs into yesterday tense correctly - Attempts the given activity correctly	- Guided discussion - Explanation - Whole word	- A chart showing the yesterday tense	- Reading - Spelling - Writing	- Effective communication - Critical thinking	-

				run sleep	ran slept					
	3			Use of has / have Has is used on one person / thing Have is used on people / things Examples <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> He She It We </div> <div style="font-size: 2em;">}</div> <div style="text-align: center;"> has </div> <div style="text-align: center;"> I They You </div> <div style="font-size: 2em;">}</div> <div style="text-align: center;"> have </div> </div> She has a pencil He has a book. It has a good colour. They have many books. We have a uniform. I have a nice bag. You have new ideas.	- Reads the words correctly - Differentiates the usage of the two words - Writes the given activity correctly	- Guided discussion - Guided discovery - Explanation	- Chalk board			-
4	1	Things we make	Materials we use and their sources	Adjectives These are words which describe nouns e,g small, big, thin, short, fat, tall, long, soft, smooth , rough	- Reading the words correctly - Identifying adjectives in sentences	- Look, say and use - Guided discovery	- Reading - Spelling - Writing	- Read objects & a chart showing adjectives	-	-

	2	Our environment	Factors that damage our environment	Gender of people Division of people into male and female (opposites) Sister – brother Mother – father Nephew – niece King – queen Sir – madam Son – daughter Prince – princess Waiter – waitress	- Reading the words correctly - Gives the correct spellings and opposites	- Question and answer	- Reading - Spelling - Writing	-	- Chalk board illustration - A chart showing gender of people	-
	3			Gender of animals Division of animals into feminine and masculine Cow – bull Tigress – tiger Bitch – dog Ewe – rain (sheep) She goat – he goat Vixen – fox Lioness - lion	- Reading and spelling the words correctly - Identifying the opposites correctly	- Question and answer	-	-	- A chart showing gender of animals	-



5	1			animals and their young ones animals young ones man - body cow – calf monkey – baby elephant – calf pig – piglet fish - fry rabbit – bunny	- Read the words correctly - Identifies the young ones correctly	- Guided discussion - Question & Answer	- A chart showing animals & their young ones	- Reading - Writing - Identifying - Answering	- Appreciation - Effective communication	- A chart showing animals and their young ones
	2		Components and importance of things in our environment	animal and their homes animal home pig – sty cow – byre / kraal goat – shed / pen sheep – fold monkey – tree bee – bee – hive fish – Pond/ water rabbit - hutch	- Reads the words correctly - Identifies animals and their homes correctly	- Question and answer - Guided discussion	- A chart showing and their homes	- Reading - Identifying - Writing	- Appreciation - Effective communication	-
	3			Animal sounds Animal sound cow moos sheepbleats goat bleats lionroars monkey chatters hyena laughs	- Reading and spelling the words correctly	- Look say & use	- Reading - Spelling - Writing	- a chart showing animal sound	-	-

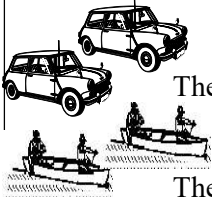
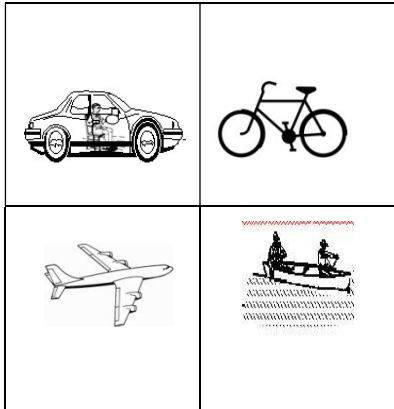
6	1		Importance of things in our environment	<table><tr><th colspan="2">Animals and their meat</th></tr><tr><th>Animal</th><th>meat</th></tr><tr><td>Cow</td><td>beef</td></tr><tr><td>Hen</td><td>chicken</td></tr><tr><td>Fish</td><td>fillet</td></tr><tr><td>Calf</td><td>veal</td></tr><tr><td>Goat</td><td>goats/ meat (cheron)</td></tr><tr><td>Pig</td><td>pork/ bacon</td></tr></table>	Animals and their meat		Animal	meat	Cow	beef	Hen	chicken	Fish	fillet	Calf	veal	Goat	goats/ meat (cheron)	Pig	pork/ bacon	- Reading and spelling the words correctly	- Look say & use	- Reading - Spelling - Writing	- a chart showing animals and their meat	-	-
	Animals and their meat																									
Animal	meat																									
Cow	beef																									
Hen	chicken																									
Fish	fillet																									
Calf	veal																									
Goat	goats/ meat (cheron)																									
Pig	pork/ bacon																									
	2	Peace and security	Peace and security in our homes	<table><tr><th colspan="2">Conjunction</th></tr><tr><th colspan="2">Usingthan...</th></tr><tr><td colspan="2">Than is used to compare two things / people</td></tr><tr><td colspan="2">Anna is tall. Alex is taller</td></tr><tr><td colspan="2">Alex is taller than Ann.</td></tr><tr><td colspan="2">A tax is big. A bus is bigger.</td></tr><tr><td colspan="2">A bus is bigger than a tax.</td></tr></table>	Conjunction		Usingthan...		Than is used to compare two things / people		Anna is tall. Alex is taller		Alex is taller than Ann.		A tax is big. A bus is bigger.		A bus is bigger than a tax.		- Reading the sentences correctly - Joining sentences using than correctly	- Guided discover y	- Reading - Writing	- Chalk board - Illustration	-	-		
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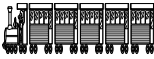





	3		Cause of insecurity	<p>Use of do / does</p> <p>These two words are normally used in every day tense whereby do is used in plural and does is used in singular part from I</p> <p>Examples</p> <div><div>He She have It Cat Peter Mary</div><div>do does</div><div>They we children peter</div><div>do</div></div>	-	-	-	-	-	-
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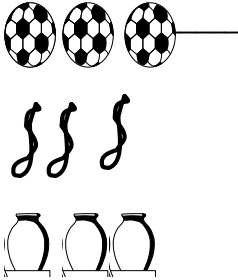
7	1		Peace and security	<p>Use of was and were</p> <p>These two words are normally used in yesterday tense.</p> <p>Was is used in singular and were is used ion plural</p> <p>-He was not with me</p> <p>-She was present yesterday.</p> <p>-Joan was here last week.</p> <p>-They were together in the store</p> <p>-Children were happy yesterday</p>	<p>- Reading the pronouns and sentences correctly</p> <p>- Constructing meaningful sentences</p>	- Guided discovery	<p>- Reading</p> <p>- Writing</p>	- Chalkboard illustration	-	-
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COMPOSITION SCHEME OF WORK FOR PRIMARY ONE TERM III 2019







W K	DP	THEME	SUB- THEME	CONTENT	COMPETENCES	METHOD S	ACTIVITIES	L/AIDS	REF	REMARK S
1	1	Our transport	Types of transport	Vocabulary Road, railway, water, animal, air, transport	<ul style="list-style-type: none"> - Reads, spells and writes the new words. - Pronounces the words correctly. 	<ul style="list-style-type: none"> - Whole word listen say and use 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Pronouncing the words correctly - Completing the structures correctly - Using the structures correctly 	<ul style="list-style-type: none"> - Flash cards - Wall charts - Sentence cards 	<ul style="list-style-type: none"> - Sharing - Confidence - Audibility - Confidence - Fluency 	<ul style="list-style-type: none"> - Curr Bk Pg 43 trs guide pg 334
	2		Means of transport	Vocabulary Motor cycle, trailer, pick up, bus, car, ship, donkey, lorry, bicycle, boat, train, horse, aeroplane, ferry, yacht, horse, canoe Structures What is this / that?  This is a  That is a	<ul style="list-style-type: none"> - Reads, spells pronounces and writes the words correctly. - Writes and completes the structure correctly. - Uses the structures correctly. - Identifies different means of transport for different types 	<ul style="list-style-type: none"> - Explanation - Whole sentences 				<ul style="list-style-type: none"> - Mk Bk pg 109 - 110



2	3		Structures What are these / those?  These are These are	-					-
	1	Means of transport	Picture composition  Picture 1 _____ Picture 2 _____ Picture 3 _____ Picture 4 _____	- Studies the pictures - Make correct sentences for the pictures	- Explanation	- Reading - Spelling - Writing			-
			Free composition writing Write a free composition about transport. Talk about the types and means of transport. Tell us the means of transport you commonly use	- Read - Writes the story correctly	- Story telling - Explanation	- Chalk board	- Decision making - Effective communication		-



3	1		Measures related to transport	<p>Vocabulary Tall, short, longer, heavy, near, far, bigger, bus, ship, smaller, lorry, bicycle, train</p> <p>Structures</p> <p>a) What is the school? Is it far or near?</p> <p>b) Is the Long or short Yes, it is/ No it is not</p> <p>c) Which is bigger</p> <div style="display: flex; justify-content: space-around;">   </div> <p>d) Which is longer</p> <div style="display: flex; justify-content: space-around;">   </div> <p>e) Which is smaller?</p> <div style="display: flex; justify-content: space-around;">   </div>	<ul style="list-style-type: none"> - Reads the words correctly - Spells and writes the words correctly - Compares the given objects. - Uses the given structures correctly 	<ul style="list-style-type: none"> - Whole word and sentences - Explanations 	<ul style="list-style-type: none"> - Reading - Writing - Spelling 	<ul style="list-style-type: none"> - Flash cards 	<ul style="list-style-type: none"> - Assertive - Decision making 	<ul style="list-style-type: none"> -
	2	Things we make	<p>Things we make at home and school</p>	<p>Vocabulary Mats, baskets, pots, dolls, toys, balls, ropes, hats, winnowers</p> <p>Structures What is that / what is this?</p> <div style="display: flex; justify-content: space-around;">   </div>	<ul style="list-style-type: none"> - Reads, spells, pronounces and uses the structures correctly. - Uses the structures correctly. 	<ul style="list-style-type: none"> - Listens, say and use 	<ul style="list-style-type: none"> - Using the given structures correctly 	<ul style="list-style-type: none"> - A chart - Real object 	<ul style="list-style-type: none"> - Sharing articulation - Confidence - Audibility 	<ul style="list-style-type: none"> -


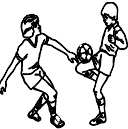
4				<p>What are these / those?</p> 	-		-	-		-
	1		Materials we use and their sources	<p>Vocabulary</p> <p>Banana fibres, sisal, seeds , clay, paper, soil, stick, raffia, swamps, forests, plants</p> <p>Structures</p> <ol style="list-style-type: none"> 1. What do you use to make ...? 2. I use ... to make 3. What is he/ she doing 4. What are they doing? 	- Reads, spells, pronounces and uses the given structures correctly.	- Whole word - Listen, say and use - Explanat ion - Typed text	- Reading spelling - Pronouncing and using the structures correctly. - Filling in the blank spaces with the given words	- Chart - Flash cards - Real objects	- Proble m solving - Proble m solving - Audibil ity - Confid ence	- Mk P.2 bk pg 66 67
	2	Things we make	Materials we use and their sources	<p>Picture composition</p> <p>What is he/ she doing</p> <p>Picture 1</p> <p>Picture 2</p>	- Reads the words - Draws good pictures - Makes correct sentences for the pictures	- Guided discover y - Explanat ion	- Reading - Drawing - Writing	- Text books	-	-




5				Picture 3 Picture 4						
	1		Things we make and their uses	Guided pictures composition Things we make Peter and Jane are _____ they make things at _____ which are good. Some of them are _____ and _____ (dolls, school, basket, balls, friends, ropes)	- Reads and fills in the missing blank spaces with the given answers		-	-		-
	2			Free writing composition. Writing a free composition about things we make at home. Name them, tell their uses and what we use while making them	- Reading - Writing	Explanation	- Reading - Writing	- Chalk board		-





7	1	Our environment	Components and importance of things in our environment	Vocabulary Trees, bird, dog, rabbit, hen, sheep, plant, zebra, monkey, lion, elephant, snake, flower Structures What is this / that  This is a _____ That is a _____ What are these / those  These are _____  Those are _____	- Reads , spells and pronounces the words on correctly. - Use the given structures correctly. - Identifies different animals from the charts	- Explanat ion	-	-	-	-
	2		Factors that damage our environment	Vocabulary Tree, cat, rain, cake, grass, fire, land, sand. Ground, cow, goat, wind, leaf Structures Write yes, it is or No it is not  Is this an axe?  Is this a tree?  Is this a goat?	- Reads, spells, pronounces and uses the given structures correctly.	- Explanat ion - Listen and say and use - Whole word - discussi on	- reading - spelling - pronouncing - using the structures correctly	- chalk board - flash cards - sentences - real objects	- audibili ty - confide nce - self awaren ess - proble m solving - critical thinkin g	-

8	1	Ways of conserving the environment	<p>Vocabulary</p> <p>Soil, tree, watering can, rake, hoe, slasher, sickle, spade, hammer, bird, pawpaw, dove, well, river</p> <p>Structures</p> <p>1. What is he/ she doing?</p> <p>2. What do we use for?</p> 	<ul style="list-style-type: none"> - Reads the words correctly - Answers the given questions correctly - Uses the given structures correctly 		-				-
	1	Ways of conserving the environment	<p>Structures</p> <p>What is he/ she doing?</p> 	<ul style="list-style-type: none"> - Reads the given words correctly. - Spells and writes the words correctly. - Constructs meaningful sentences using the words given. 						

9	1			Free composition writing Write a composition about domestic animals, name them and write their products	<ul style="list-style-type: none">- Reads the given question- Writes a correct composition	- Explanation	<ul style="list-style-type: none">- Reading- Writing	<ul style="list-style-type: none">- Chalk board	<ul style="list-style-type: none">- Critical thinkin g- Self awaren ess	-
	2	Peace and security	Peace and security in our homes	Vocabulary Fire, fight, spear, gun, knife, needle, stick, stove, share, help, pray, play Structures What are these?  They are  These are Who uses a Gun, syringe, knife, spear	<ul style="list-style-type: none">- Reads, spells, pronounces and uses the structure correctly.- Makes correct sentences using the new words	<ul style="list-style-type: none">- Whole word- Listen say and use.	<ul style="list-style-type: none">- Reading- Drawing- Writing	<ul style="list-style-type: none">- Wall chart- Flash cards	<ul style="list-style-type: none">- Audibil ity- Self Awaren ess	-

			Jumbled composition <ol style="list-style-type: none"> 1. He stole a car and a television. 2. The policeman came with a gun. 3. One day, a thief came to our home. 4. My father called a police man 5. He arrested the thief and took him to the police A good story	<ul style="list-style-type: none"> - Reads the sentences - Arranges the sentences to form a good story. 	<ul style="list-style-type: none"> - Explanat ion 	<ul style="list-style-type: none"> - Reading - Arranging - Writing 	-	-	-
	2	Promoting peace and home	Vocabulary Share, help, pray, friends, play, hate, need, friends, stick, needle Structure What are they doing  	<ul style="list-style-type: none"> - Reads, spells, pronounces the words correctly - Uses the structures correctly 	<ul style="list-style-type: none"> - Whole word - Explanat ion 	<ul style="list-style-type: none"> - Writing - Reading - Drawing - Spellings 	<ul style="list-style-type: none"> - Flash cards - Sentence cards 	<ul style="list-style-type: none"> - Audibility 	-

11	1	Peace and security	People who keep peace and security in our community Vocabulary Policeman, elder, religious leaders, child, man, woman, boy, girl. Structures Who is she/ he?  She is a girl  He is a _____ Who are they?  _____ What does she / he do? A teacher? Teaches pupils A doctor _____ A farmer _____	- Reads, spells, pronounces and uses the structures correctly. - Tells the role and work of different people.	- Whole word - L.SC - Explanat ion	- Reading - Spelling - Pronouncing - Using the structure correctly	- Flash cards - Sentences	- Fluency - Audibility - Self awareness	-
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2			<p>Picture composition</p> <p>1  2 </p> <p>3  4 </p> <p>Jumbled composition Arranging the sentences to form a correct story.</p> <p>a) He was arrested by the police .</p> <p>b) Edgar is a thief.</p> <p>c) The shopkeepers save him and modern alarm.</p> <p>d) One day, he entered a shop.</p> <p>e) From the shop, he stole a packet of biscuits.</p>	<p>- Constructs sentences using the pictures from the table.</p> <p>- Re – arranges the sentences to form a good story.</p>	<p>- L.S.U</p> <p>- D.S.S</p> <p>- Explanat ion</p>	<p>- Constructing sentences using the given pictures from the table.</p> <p>- Re – arranging the story to form a good story.</p>	-	<p>- Self awaren ess</p> <p>- Accura cy</p> <p>- Audibil ity.</p> <p>- Critical thinkin g.</p>	-
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CORNERSTONE JUNIOR SCHOOL – COMPREHENSION SCHEME OF WORK FOR PRIMARY ONE TERM III 2018

Our transport

Means of transport

A dialogue**The True Friends**

Tom: Good morning John. Our friend musa didn't come to school today.

John: Why? What happened?

Tom: He fell off his bicycle.

John: Oh! How did it happen?

Tom: He was riding down the hill when the bicycle got a flat tyre.

John: You mean a flat tyre can cause an accident?

Tom: Oh! Yes, especially if you are riding at a high speed.

Questions

1. What is the dialogue about?
2. Write the title of the dialogue
3. How many people are talking in the dialogue?
4. Who are the people talking in the dialogue?
5. Name the people talking in the dialogue.
6. What is the title of the story?
7. According to the dialogue, why didn't Musa come to school?

- Recites the dialogue
- Reads the dialogue
- Acts the dialogue
- Answers the questions both orally and written

- Guided
- Discuss
- Question and acting

- Reading
- Writing
- Reciting
- Acting

- Typed text

- Effective communication
- Critical thinking

- Teachers collection

2			<p>The passage</p> <p>Ariku bicycle</p> <p>Were goes to Cornerstone Juniroy School. He lives at Kitete village which is near Mukono town. His uncle bought him a bicycle. He uses a bicycle as means of transport to and from school. One day, Ariku bicycle had a flat tyre. He took the bicycle to the mechanic. There was a puncture. He repaired it for Ariku and he rode it again.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Write the title of the passage? 2. What is the name of the boy in the passage? 3. Who repaired Ariku's bicycle? 4. Which school does he go to? 5. What does he use as a means of transport? 6. Where does Ariku live? 7. Who bought for him a bicycle? 8. What is the title of the story. 	<ul style="list-style-type: none"> - Reads the passage. - Spells the words - Answer the questions 	<ul style="list-style-type: none"> - Story telling 	-	-	-	-	-
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Pictograph**Jane****Mark****Mary****Peter****Questions**

1. Who has bicycles
2. How many children are in the pictograph?
3. Who has an aeroplane?
4. How many cars have Mark?
5. How many pictures are there altogether?
6. Who has the highest number of pictures?
7. Which is the fastest means of transport?

- Studies the pictograph
- Answers the questions about the pictograph

- guided discussion
- question and answer
- explanation

- studying the pictograph
- answering the questions

- creative thinking
- problem saving

-

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			<p>The story</p> <p>Salmah goes to school</p> <p>Salmah is a pupil in primary one. She studies from Kololo Primary School.</p> <p>She goes to school by a school van. The school van picks her from home at 7:00am and takes her back home at 4:30pm.</p> <p>One day while in class, teacher taught them about means of road transport. These were cars, buses, lorries, bicycles and many others. The lesson was very interesting. Sandra loves her school.</p> <p>Questions</p> <ol style="list-style-type: none">1. Where does Salmah study from?2. What means does she use to go to school?3. In which class is Salmah?4. Who drives the school van?5. How do you come to school?6. Draw these means of transport <table><tr><td></td><td></td><td></td><td></td></tr><tr><td>car</td><td>lorry</td><td>bicycle</td><td>donkey</td></tr></table>					car	lorry	bicycle	donkey	-	-	-	-	-	-
car	lorry	bicycle	donkey														

3	2	Our transport	Measures related to transport	The story Visiting friends We visit friends on Saturdays. We walk to their houses. We play with the children. Our mothers respect each other. They talk and share the tea together. We children share Fanta and Oranges. We love to eat together with our friends and share every little thing we get. We are very happy. Then we go home. Questions 1. What is the little of the story? 2. Who respects each other? 3. What do children share? 4. On which day do children visit their friends?	- Listens to the story - Reads the story - Re – tells the story - Answers the questions about the story.	- Story telling - Discussion - Question and answer	- Story telling - Reading - Writing - Spelling	- Self esteem - Question - Critical thinking	- Types text	- St. Agnes - Teachers guide bk pg 6																		
	1		Things we make at home	Thin gs we make at home A table about things we make <table><tr><td>Name</td><td>balls</td><td>mats</td><td>baskets</td></tr><tr><td>Tendo</td><td>5</td><td>3</td><td>8</td></tr><tr><td>Mukasa</td><td>4</td><td>2</td><td>7</td></tr><tr><td>Birungi</td><td>5</td><td>4</td><td>2</td></tr><tr><td>Phillip</td><td>6</td><td>3</td><td>4</td></tr></table>	Name	balls	mats	baskets	Tendo	5	3	8	Mukasa	4	2	7	Birungi	5	4	2	Phillip	6	3	4	- Studies the table - Answers the questions about the table.	-	- Reading - Writing - Answering	-
Name	balls	mats	baskets																									
Tendo	5	3	8																									
Mukasa	4	2	7																									
Birungi	5	4	2																									
Phillip	6	3	4																									

			Questions 1. What is the table about? 2. How many mats did Philip make? 3. Who made the same number of balls? 4. How many baskets did they make altogether?	-	-	-	-	-	-
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	2		Things we make at school A dialogue Things we make Teacher: Good evening children. Pupils: Good evening teacher Teacher: Every one should bring banana fibres, sisal and straws tomorrow Pule: What are these things for teacher Teacher: They are for making ropes and balls. Pupils: Yes. Teacher: Every body will make a rope and a ball. Sharon: Teacher, I will make a big ball and a long rope. Nakato: Shall we use them to play? Teacher: Yes, ropes for skipping and balls for kicking. Pupils: Thank you madam Betty. Questions 1. What is the dialogue about? 2. What is the name of the teacher in the dialogue? 3. What did the teacher send children for? 4. ____ for skipping and balls for ____. 5. What is the title of the story? 6. Write the title of the story	- Recites the dialogue - Reads the dialogue - Acts the dialogue - Answers the questions	- Guided discussion - Questions and answer - Reaction	- Reciting - Reading - Writing - Answering	- Creative thinking - Effective communication	-	- Typed text
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4	1		Things we make at school A story Mary a craft girl Mary is a hard working girl. She stays with her grand mother. She makes many things. These are baskets, brooms, door mats, winnowers and mats. She sells these crafts and get school fees for herself. Mary is in primary one. She is a bright girl.	- Listens to the story - Reads the story - Re – tells the story	- Guided discovery - Questions and answer - explanation	- Reading - Writing - Listening - Answering	- Fluency - Critical thinking - Self esteem	- Typed text	-
	2		Questions 1. Write the title of the story? 2. Who is a craft girl? 3. Name four things made by Mary. 4. Whom does Mary stay with?	-	-	- Answering questions	-	-	-

5	1		<p>A peaceful village .</p> <p>One day, in the village of Masaka. People cut trees for timber, charcoal, firewood and poles for building. People looked for firewood and there was no more. The wind came and blew off people's houses and plantations. After sometimes, the village was in peace after planting trees again.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. What is the story about? 2. What is the name of the village in the story? 3. Why do people cut out off trees? 4. What blew off people's houses? 5. Write the title of the story 	<ul style="list-style-type: none"> - Listens to the passage - Reads the story - Answers the questions about the Story. 	-	-	-	-	-
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	2		Components of environment	<p>A tongue twister</p> <p>A sailor went to the sea. To see what he could see. But all what he could see was the sea shells at the bottom of the deep blue sea.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Who went to the sea? 2. List five words with “S” sound. 3. What is the name of the sea? 4. What did the sailor see at the bottom of the sea 	<ul style="list-style-type: none"> - Says the tongue twister - Reads the tongue twister - Answers the questions correctly 	<ul style="list-style-type: none"> - Recitation 	<ul style="list-style-type: none"> - Fluency - Confidence 	-	-	-
6	1			<p>The passage</p> <p>Seasons in Uganda</p> <p>There are two main seasons in Uganda. There is a lot of dry season. There is a lot of rain during the wet season.</p> <p>Farmers plant crops and weed them a heavy storm destroys crops. This is not good for farmers. During the dry season there are very many interesting things</p> <p>Questions</p> <ol style="list-style-type: none"> 1. What is title of the story? 2. How many seasons are in Uganda? 3. Mention the two seasons in Uganda 4. There is a lot of __ during the wet season 	<ul style="list-style-type: none"> - Reading the story - Listens the story - Re – tells the story 	<ul style="list-style-type: none"> - Guided discussion - Question and answer - Recitation 	<ul style="list-style-type: none"> - Reading - Writing - Spellings 	<ul style="list-style-type: none"> - Confidence - Self – esteem - Critical thinking - Pronunciation 	-	-

	2			<p>The poem</p> <p>Oh! Environment</p> <p>Environment environment</p> <p>What a great place to live in with good plants, hills, buildings, animals and lakes.</p> <p>They are all good to look at</p> <p>God made them with one heart.</p> <p>By blessing</p>	<ul style="list-style-type: none"> - Listens to the poem - Recites the poem - Answers the questions correctly. 	-	-	<ul style="list-style-type: none"> - Effective communication - Assertiveness 	-	-
7	1	Peace and security	Peace and security at home	<p>The passage</p> <p>The stubborn boys</p> <p>The three boys who always fought. One day, in a little school up the hill. Three boys fought in class and broke chairs and windows.</p> <p>The headmaster sent them home for two weeks. So that they can learn to be good boys. He also asked their parents to repair the broken chairs and windows.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. What is the title of the story? 2. How many boys are in the story? 3. What did the boys break? 4. Were the stubborn boy sent home? 	<ul style="list-style-type: none"> - Reads the story - Listens to the story - Re – tells the story. - Answers the questions correctly 	<ul style="list-style-type: none"> - Questions and answer - Explanation 	-	<ul style="list-style-type: none"> - Creative thinking - Pronunciation 	-	-

	2			<p>A dialogue</p> <p>A thief</p> <p>Suzas: Good morning Alice</p> <p>Alice: Good morning Suzan</p> <p>Suzas: We slept badly last night</p> <p>Alice: Last night! What happened?</p> <p>Suzas: A thief broke into our house</p> <p>Alice: What did he take?</p> <p>Suzas: He did not take anything. My brother Moses made an alarm.</p> <p>Alice: Did the police come to help?</p> <p>Suzas: Yes, they did</p> <p>Alice: Thank you.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Write the title of the dialogue? 2. How many people are talking in the dialogue? 3. Who are the people talking in the dialogue? 4. What is the name of Suzas brother? 	<ul style="list-style-type: none"> - Listens to the dialogue - Reads the dialogue - Recites the dialogue - Answers the questions correctly. 	-	-	<ul style="list-style-type: none"> - Pronunciations - Creative thinking 	-	-
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8

1

A puzzle

Make words from the puzzle

p	c	o	n	m	u	n	i	t	y	d	c	p	o
e	i	o	p	n	r	e	s	p	e	c	t	l	n
a	u	z	o	e	n	e	l	d	e	r	s	m	r
c	b	c	l	d	e	f	g	h	i	s	k	n	e
e	d	l	i	r	h	e	a	l	t	h	p	n	l
t	n	n	d	i	s	e	a	s	e	n	s	q	t
s	e	c	u	r	i	t	y	u	r	n	t	r	s

- Identifies
words from the
puzzle

- Reads the
words

- Spells them

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	2			<p>Reciting a rhyme</p> <p>Child responsibilities</p> <p>Children! Children!</p> <p>Respect your parents, elders and fellow children.</p> <p>Work for the unity of your home, respect your culture and the culture of other people. Be tolerant of traditions and join in positive culture and customary activities.</p> <p>Respect the independence and unity of countries. Work towards the development of your society and country.</p> <p>Questions</p> <p>1. Write the title of the rhyme.</p> <p>2. Who should respect parents?</p> <p>3. What is the rhyme about?</p> <p>4. Children should work for the ____ of their homes.</p>	<ul style="list-style-type: none"> - Recites the rhyme - Spells the new words - Answers the questions about the rhyme. 	<ul style="list-style-type: none"> - Recitation and answer 	<ul style="list-style-type: none"> - Reading - Writing - Reciting 	<ul style="list-style-type: none"> - Confidence - Fluency - Self awareness 	-	-
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