

DIVINE EDUCATION CENTRE



ENGLISH
LESSON NOTES TERM ONE 2025
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PRIMARY ONE

THEME: OUR SCHOOL

WEEK TWO

Sub-Theme: People in our school.

Greetings and farewell

Lesson 1 (2 periods)

Vocabulary:

Greetings and farewell: Good morning, good afternoon, good evening, good night, goodbye, farewell.

Naming people by title and names: Sir, Mr., Madam, teacher, nurse Miss, Mrs., Jane, Peter, girl, boy, etc.

Structures:

- What is your name?
- My name is _____.
- I am a _____ (boy/girl)
- What is her/his name?
- Her/his name is _____.
- He/She is _____.

Activity:

- Reading and spelling the vocabulary given.
- Naming people in class and school by names and title orally.
- Using the given structures orally.
- Greeting one another

Activity:

- 1. What is your name?**
- 2. What is your teacher's name?**
- 3. What is your neighbour's name?**
- 4. In which class are you?**

5. What is your friend's name?

References: Essential Workbook 1 page 1

The NPSC for Uganda, page 14

MK Eng Bk1 and 2

Lesson 2 (2 periods) –Grammar

The letters of the alphabet

Capital letters and small letters

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm	Nn
	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz	

Activity:

-Reading capital and small letters of the alphabet forward and backwards.

Mentioning letters which come before and after.

Exercise:

-Writing the capital and the small letters of the alphabet.

- Writing letters which come before and after.

(stick printed letters in the children's books)

Changing letters from capital to small and from small to capital

Examples

A=a	B=b	C=c	K=k
D=d	E=e	F=f	W=w

Activity

a. Change the following letters from capital to small.

A- ____	N- ____
G- ____	T- ____
M- ____	Z- ____
S- ____	C- ____

H- ____
B- ____

I- ____
U- ____

b. **Change the following letters from small to capital.**

d- ____ e- ____ f- ____
j- ____ k- ____ l- ____
p- ____ q- ____ r- ____
v- ____ w- ____ x- ____

c. **Which letter comes after:**

c- __ e- __ g- __ l- __ k- __,
m- __ o- __ w- __ n- __ p- __

d. **Which letter comes before:**

__, p __, j
__, m __, k
__, s __, r
__, c __, t

Ref: Essential Workbook 1

Lesson 3 (2 periods)

A. Changing words from capital to small letters

Examples

MADAM - madam

GIRL – girl

BOY – boy

TEACHER _ teacher

Activity:

- Identifying capital and small letters.
- Reading and spelling the words.

Exercise

Read and change these words from capital to small letters.

SIR _

SECRETARY -

BROOM _

COOK -

TEACHER _

MATRON -

PREFECT

BOY -

CLEANER _

MADAM-

BURSAR _____

NURSE -

MISTER -

MISTRESS

B.Change these words from small to capital letters.

Examples

girl – GIRL

table – TABLE

prefect –PREFECT

desk - DESK

Exercise

Read and change these words from small to capital letters.

rector – _____

pupils _

guard - _____

headteacher__

bursar - _____

school – _____

cleaner - ____

cook _ _

secretary –

nurse_

Ref:

Essential English Workbook 1 Page 12

Lesson 4

Comprehension

A CONVERSATION

GREETING

Vocabulary / structure (refer to Lesson 1- notes)

Conversation (Dialogue)

Jesse: Good morning, Paul.

Paul: Good morning, Jesse.

Jesse: How are you?

Paul: I am alright, thank you.

Jesse: Where are you going?

Paul: I am going to school.

Jesse: What is your school?

Paul: My school is Greenhill Academy, **Kibuli**.

Jesse: **In which class are you?**

Paul: **I am in primary one.**

Jesse: **Thank you, Paul.**

Paul : **You are welcome, Jesse.**

ACTIVITY:

1. Reading and acting the dialogue.
2. Answering oral and written questions.

EXERCISE

- a. How many people are in the conversation?
- b. Who was the first to talk?
- c. Where was Paul going?
- d. In which class is Paul?
- e. Who are taking part in the conversation?

Ref:NPSC 1 PAGE 14

Lesson 5 (2 periods)

Guided Composition

Our school

Vocabulary: Mrs. Joy Veronica Maraka, Extend Your Horizons, Greenhill Academy, navy blue, white, Mr. Moses Kirinya, 1994, primary,

Activity:

- Reading and spelling the given words.
- Reading through the guided composition.
- Guiding the learners to complete the story.

Guided composition about our school.

Our school is _____. It is a mixed _____ school. It was started on the 4th of February _____. Our school motto is _____. The school uniform is _____ and _____. The rector of the school is _____ and our head teacher is _____.

Activity: Use the words below to complete the passage correctly

Ref: The NPSC book 1 page 14

WEEK THREE

Sub theme: Things in our school.

Lesson 1 (2 periods) - grammar

Re-arranging letters in alphabetical order (ABC order)

Examples

- d, a, c, b – a, b, c, d
- c, e, d – c, d, e

Activity:

- Reading letters of the alphabet.
- Re-arranging letters in ABC order orally

Exercise:

Re-arrange these letters in ABC order

- a.** f, a, d, b –
- b.** h, e, c, f –
- c.** p, m, o, n –
- d.** v, x, u, w –
- e.** k, g, m, e –
- f.** s, m, p, q –

Ref: RC Thematic Every day English Practice Book 1 page 4
Essential Workbook 1

Lesson 2

Vocabulary:

chair ,duster, table, bench, desk, chalkboard

window, door, book, pencil

Structures:

What is this/that?

This/That is ---

Show me a----

Activities

Reading the structures.

Using the structures with the vocabulary.

Ref. The Curriculum book 1 page 14

Lesson 3_ Grammar

NOUNS

What is a noun?

A noun is a naming word.

A noun is a name of anything.

Examples of nouns

Names of people e.g Jane, Peter, John, Musa, etc.

Names of places e.g Kibuli, Kampala etc.

Names of objects e.g tables, chairs, books, benches, desks, chart, pencil

Activity

-Mentioning different nouns

-Identifying nouns in the given sentences

Examples

a. Grace has a book.

a. He is writing with a pencil.

Activity:

_ Underline nouns from the following sentences

1. They are dusting chairs.
2. Mary has a long dress.
3. The children are sitting on a bench.
4. The teacher is teaching.
5. A boy is kicking a ball.
6. Her pencil is short.
7. They are carrying heavy bags.
8. The pupils are going on a trip to Kiwatule.
9. She is writing on the chalkboard.
10. There are few desks in their classroom.

Ref: Essential Book 1page 14

Lesson 4

Comprehension

My school

Vocabulary: Mbogo, boarding, mixed, industry, plastic

Activity:

1. Reading and spelling the given words.
2. Constructing oral sentences using given words.
3. Reading the given passage.
4. Answer oral questions.

Exercise:

Read the passage and answer the questions in full sentences.

MY SCHOOL

A school is a place where people go to learn. My school is Greenhill Academy Kibuli. It is a day and boarding mixed primary school. Greenhill Academy is found along Mbogo Road in kibuli. It is a big school with a lot of pupils. There are some other schools like Silverspoon and Ebenezer near my school. There is also an industry that makes plastic things like cups, plates and jerrycans.

Questions:

1. What is a school?
2. What is the name your school?
3. Along which road is Greenhill Academy?
4. Name any one school near Greenhill Academy.

Ref: The NPSC BOOK 1 PAGE 15

Lesson 5

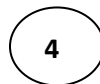
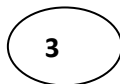
Guided composition

MY SCHOOL

Use names of the given pictures to complete the story.

I love my _____ (pic. of a sch.) It is a mixed Day and Boarding Primary School. We have a good uniform for _____ (girls) and _____ (boys). Girls wear a _____ (dress) and boys a _____ (shirt). Teachers use a _____ (chalkboard) _____ (chalk) and a _____ (duster) to teach us. We use _____ (pic.

of pencils) to write in our _____ (pic of books). We have a good uniform for (pic of girls) _____ and (pic of boys) _____. Girls wear a (pic of dress) and boys (pic for a short) _____ and a (pic of a shirt) _____. I love my school.



Activity:

- Identifying the given pictures.
- Reading and completing the story.

Ref: The NPSC book1 Page 15

Exercise: remove this

Read and re-arrange the sentences to make a good story.

A. Then she goes to work.

She prepares breakfast.

Mrs. Lule wakes up at six o'clock.

She takes her children to school.

Good story

1. _____

2. _____

3. _____

4. _____

B. I go to the classroom.

I greet my teachers.

I sit down and learn.

Father drops me at the school gate.

Re: The NPSC for Uganda 1 page 15

Good story

1. _____

2. _____

3. _____

4. _____

WEEK FOUR

Sub theme: Activities done at school

Lesson 1

Vocabulary: sweep, garden, write, read, learn, pray, clean

teach

Structures

What are you doing?

I am _____.

We are _____.

What is she/he doing?

She/He is _____.

Activity

Reading and spelling the vocabulary.

Constructing the sentences using the vocabulary orally.

Using the structures with the vocabulary.

Exercise

Constructing sentences using the given pictures.

Pictures_ playing

sweeping

writing

reading

Ref: The NPSC BK1 page 15

Lesson 2

Article "a" and "an"

Using article "**a**" and "**an**"

a. We use article "a" before single nouns which begin with consonants

Examples

a**t**able, a **c**hair, a **p**encil, a **r**uler

a**b**ook, a **p**en, a **s**chool

a**m**at, a **c**up, a **b**room

b. We use article an before single nouns which begin with vowels.

Examples

an**o**range, an **a**pple, an **i**nsect

an**u**mbrella, an **e**ye, an **o**wl

Activity

Use structures:

What is this/that?

This/that is a/an _____ .

That is a/an _____ .

REF: MK ENG. Bk 1 and 2

Exercise:

Write "**a**" or "**an**" in the spaces below to complete the sentences.

1. This is _____ book.
2. Here is _____ orange.
3. Sarah is eating _____ egg.
4. Musa has _____ pen and _____ book.

5. Joy keeps her books in ____ box.
6. ____ owl is in the nest.
7. She is reading ____ interesting story.
8. Paul gave me ____ umbrella.
10. That farmer has ____ ox.
11. Mary has ____ pencil and ____ book.

Ref. English Aid STD 12 p. 8.

English Aid STD 1 p. 14

Essential book 1 page 24

Lesson 3

Singular and Plural form of 's'

- Singular means one.
- Plural means more than one.
- Some nouns change to plural form by adding 's'

Examples

Singular - plural	Singular - plural	Singular - plural
girl - girls	house - houses	flower- flowers
bed - beds	book - books	mats - mats
chair - chairs	table - tables	door - sisters
hoe - hoes	plate - plates	uniform - fathers
broom - brooms	hen - hens	shirt - shirts
cup - cups	boy - boys	teacher - teachers
window _window	Chart _ charts	pupil - pupils

Activities

- Identifying nouns which add s in plural form
- Reading and spelling the words
- Giving the singular and plural form of given nouns orally.

- Constructing sentences in plural form orally.

Exercise

A. Change the following nouns o plural form.

door - _____ chair- _____ Cup - _____
mat - _____ mat- _____ table - _____
ball - _____ pencil - _____ house - _____
boy - _____ desk- _____ plate - _____
rope - _____ pen- _____ saucepan - _____

B. Fill the gaps with the plural of the giver

1. The _____ are running. (girl)
2. Jane is begging for _____.(apple)
3. All the _____ are in the cupboard. (spoon)
4. The children have clean _____.(bag)
5. There are two _____ in our compound. (tree)
6. The _____ are in the byre. (cow)
7. The _____ are on the line. (shirt)
8. The _____ are in the kraal.(cow)
9. The ----- are in the house. (boy)
10. He washed the ----- well. (utensil)

Ref.

Essential English Bk 1 p. 25

Junior English Bk 1 p.17

Lesson 4

Comprehension –Activities done at school

Pre- activities

Vocabulary: cleaners, sweeping, teachers, serving, typing, bursar, drumming, treats, nurse, secretaries, cooks, swimming, collecting

Activity:

- Reading and spelling the given words.
- Constructing sentences using the given words orally.
- Identifying people and their activities at school using the structures.
- Reading the story and answering oral and written questions.

Read the passage and answer the questions below.

Activities done at school

In a school, there are many activities that are done. There is sweeping, mopping, teaching, drawing, writing, reading, slashing, singing, dancing, swimming, eating and many others. The coach takes pupils swimming once a week. Typing school work is done by secretaries. Teachers teach reading, writing, singing, dancing and drawing good pictures. Some pupils help the cleaners with sweeping, mopping and slashing the compound. Pupils enjoy drumming most in our Music lessons.

Exercise:

Answer the questions in full sentences.

1. What is the passage about? _____
2. What do the secretaries do? _____
3. What do pupils enjoy most? _____
4. Give any three activities mentioned in the passage.

Ref. NPSC p. 15

Lesson 5

COMPOSITION

JUMBLED STORIES

ACTIVITY

Reading the sentences

Re- arranging the sentences to form correct stories orally.

Exercise

Re- arrange these sentences to form correct stories.

- 1. She takes her breakfast.**
- 2. She goes to school.**
- 3. Joan wakes up early in the morning.**
- 4. She washes her face.**

- 1. And tells them to sit down.**
- 2. She writes the date on the whiteboard.**
- 3. The teacher enters the classroom.**
- 4. And starts teaching.**
- 5. She greets the children.**

Ref. NPSC Bk 1 page 15

WEEK FIVE

THEME: OUR HOME

Sub- theme: People in our home

Lesson 1

Vocabulary – (Nuclear family)

**mother, father, baby, sister, brother , girl , boy,woman, man,child,
son, daughter ,twins**

Structures

This is my_____

Show me your_____

This/ That is my _____

Point to the -_____

I am pointing to the _____

Activity

Reading and spelling the vocabulary.

Constructing sentences using the vocabulary.

Using the structures with the given vocabulary.

Exercise

Fill in the missing letters to complete the words.

g-rl

m-ther

b-by

s-n

s-ster

da-ghter

br-th-r

f-ther

ch-ldr-n

REF NPSC 16

Lesson 2

Singular and Plural forms

Adding 'es' to change nouns to plural form

- Some nouns change to plural form by adding 'es'
- Nouns that end in these following sounds: **sh, ch, s, x** and **o** make their plurals by adding 'es'

Example

Singular - plural	Singular - plural	Singular - plural
brush - brushes	church - churches	watch - watches
box - boxes	bus - buses	glass - glasses
dress - dresses	tomato - tomatoes	torch - torches
bench - benches	mango - mangoes	match - matches
dish - dishes	fox - foxes	Mosquito- mosquitoes

Activities

- Identifying nouns which add 'es' to change to plural form.
- **Use structures orally.**
- What are these/those? - Are these _____?
- These are _____. - Yes, these are-----.
- Those are _____. - No, these are not-----.

Exercise

A. Give the plural form of the following;

bench- _____ watch- _____
bus - _____ dish - _____
glass - _____ brush- _____
class - _____ tomato - _____
potato- _____ mango - _____
branch - _____ church - _____

B. Change the given words in brackets to plural form to complete the sentences.

1. My cousin bought two _____.(bus)
2. There are a lot of _____ in the room.(bench)
3. He is selling raw_____.(mango)
4. The night watchman has three_____.(torch)
5. Father saw two _____ in that bush.(fox)
6. Aunt did not wash the _____ well. (dish)

Ref: Essential Workbook 1 page 25

Junior Book 1

Lesson 3:

Pronouns

A pronoun is a word which is used in the place of a noun.

Pronouns in singular and plural form.

He, she, it, I,

They, we, you

Examples:

1. Elijah is bathing.

He is bathing.

2. The girl is sleeping.

She is sleeping.

3. The cat is drinking milk.

It is drinking milk.

4. **Tom and Paul are playing.**

They are playing.

Exercise:

Use the correct pronoun in the place of the underlined

Noun.

1. Jane has a new dress.
2. Mother is cooking food.
3. The cow is eating grass.
4. The boy is washing utensils.
5. Joan is carrying a big bag.
6. The plates are dirty.
7. Nakato and Waisswa are fetching water.
8. A hen has laid eggs.

Ref: Read and Write Bk 2 page 16

Essential Bk 1 page 23

Lesson 4

Comprehension

People in my home.

Activity

- Reading and spelling the vocabulary.
- Constructing sentences using the given vocabulary orally.
- Reading the story and answering oral and written questions.

Exercise

Read the story and answer the questions that follow.

My name is Alex. I live with my mother and father.

I have two brothers and one sister.

Every day, I clean the compound, my mother cleans the kitchen and the toilet with a scrubbing brush. After my work, I play with my young brother

and sister. My parents like me because I am a hardworking boy.

Questions

1. What is the name of the boy in the story?
2. Who cleans the toilet and the kitchen ?
3. How many brothers does Alex have?

Ref. NPSC BK 1 Page 17

Lesson 5

Composition

Family Tree (Nuclear Family)

Activity

Observing and interpreting pictures.

Reading the vocabulary.

Answering oral and written questions.

A picture of a Family Tree

Questions

1. Who is John's father?
2. How many sister's does John have?
3. How do you call the daughter of your mother?
4. Write the name of the baby.
5. Draw and name your family members.

Ref NPSC BK 1 Page 17

WEEK SIX

Sub- theme: Roles and responsibilities of different family members.

Lesson 1

cook, clean, wash, dig, milk, sweep, fetch. mop

Structures:

What are you doing?

I am _____ ing.

What is he/ she doing?

He / She is _____.

Reading and spelling the vocabulary.

Constructing sentences using the given vocabulary .

Using the structures with the given vocabulary.

Exercise

Construct a correct sentence about each picture below.

Ref NPSC Bk 1 p. 18

Lesson 2

The use of is and are.

We use 'is' to talk about one. 'Are' is used to talk about more than one.

Examples

-She **is** playing.

-The woman **is** cooking food.

-The teacher **is** teaching.

-The children **are** writing.

-Paul and Tom **are** riding bicycles.

Activities

- a. Explaining how we use **is** or **are**.
- b. Constructing sentences using **is** or **are** orally.
- c. Reading sentences.

Exercise:

A. Use is or are to fill the gaps correctly.

1. The pencils _____ in the tin.
2. The teacher _____ marking books.
3. Today _____ Friday.
4. The girls _____ playing netball.

B. Make five correct sentences from the table below.

Her brothers	is	rotten.
Mother		on the table.
The teacher Those	are	tall.
tomatoes		marking books.
The plates		sweeping the kitchen.

Ref:

Junior English Bk. 1

Essential English workbook 1

Read and write Bk. 2

Lesson 3

VERBS

A verb is a word in action.

A verb is a doing word

Examples of verbs

look	jump	climb	wash	draw
walk	sleep	sit	peel	push
clean	cry	sleep	fetch	mop
eat	laugh	cook	pray	read
run	sweep	pick	greet	slash
drink	draw	play	carry	write
dance	cut	bathe	swing	talk

Activity

a. Identifying different verbs.

- b.** Mentioning different verbs.
- c.** Acting given verbs.
- d.** Reading and spelling given words.
- e.** Constructing sentences using given verbs.

Exercise:

Construct sentences using the given verbs.

clean

cook

play

eat

pray

milk

Ref:

Junior English bk.1 page18

Read and write book2 page 16

Essential workbook 1 43

Lesson 4

Comprehension

A passage

Activity

Reading and spelling the vocabulary.

Constructing oral sentences using the vocabulary.

Reading the story and answering oral and written questions.

Our responsibilities at home.

My name is Joy. I live in Bukoto with my father, mother and my brother, Abel. Every day I clean the house and fetch water from the well. My mother cooks food and washesclothes and then goes to her place of work.

Father milks the cow and cleans the car while my brother washes all the utensils. I love my family because we all work together.

Exercise:

Read the story and answer the questions in full sentences.

1. What is the name of the girl in the story?
 2. Who milks the cow?
 3. Who fetches water from the well?
 4. Who is Abel's sister?
5. Draw and colour Abel washing utensils.

RE: The NPSC 1 page 18

Lesson 5

Composition (Mixed stories)

Reading jumbled sentences and re-arranging them to make good stories.

Vocabulary: prepare, shopping, meals, nice, wakes, early, market, Bible, grow, grew, Kamuli

Activity:

- Reading and spelling the vocabulary.
- Constructing sentences using the given words.
- Reading the sample story and role playing.

Sample:

We get our Bibles and go to church. (4)
Daddy wakes us up early every Sunday. (1)
We put on our nice clothes. (3)
We bathe and take breakfast. (2)

Good story

1. Daddy wakes us up early every Sunday.
2. We bathe and take breakfast.
3. We put on our nice clothes.
4. We get the Bibles and go to church.

Exercise:

Read and re-arrange the sentences to form a meaningful story.

A. She gets the shopping basket.

She comes back home to prepare nice meals.

She goes to the market to buy food.

Mother wakes up early every Saturday.

B. I am now six years old.

And I am in Primary One.

I live with my grandparents in Kamuli.

My name is Musa.

Ref NPSC P.I p 18.

WEEK SEVEN

Sub-theme: Things found in our home and their uses.

Lesson 1

Vocabulary:

cow, goat ,hen , duck, banana plant, garden, mango tree, bird, egg, milk, bed, spoon, fork plate, cup,

Structures

Show me a _____.

This is a _____.

What is this/ that ?

This/ That is_____.

Activity

Reading and spelling the vocabulary.

Answering oral questions using the given structures.

Exercise

- 1.Name these things found in a home.(using pictures)
2. From which animal do we get milk?
3. Mention any two birds that provide us with eggs.
4. Draw and name any three things found in a kitchen.

Ref NPSC Book 1 p18.

Lesson 2

The Present continuous Tense(Now Tense)

Adding ing to doing words.

We add 'ing' to verbs to change them to present continuous tense(Now Tense)

Words like am, is and are, are used in Present Continuous Tense(Now Tense)

Examples

eat, point .climb, cook , fetch sweep, pick, plant, sew, iron, push, catch, clean, stand

Activity

Reading and spelling the given words.

Role playing

Using the structures.

What is she / he / Tom doing ?

She/ He / Tom is _____.

What are they/ you doing?

They/ Tom and Peter are _____.

Ref MK English Book 1 p 16.

Exercise

Use the verbs in brackets to complete the sentences.

1.Iam _____ my teeth now.(brush)

2.Ann and Rose are _____ the room.(sweep)

3.He is _____ a bag. (hold)

4.Father is _____ our house.(paint)

5.Robert is _____ water.(drink)

6.Where are you _____? (go)

7.My friends are _____football now.(play)

Ref Essential English Book 1p. 43

Read and write Book 1 p. 20

Lesson 3

The Present continuous tense (Now tense)

Adding -ing to a verb that ends with 'e' to change to present continuous tense (now tense)

Example

come	coming	make	making	serve	serving
close	closing	take	taking	live	living
bake	baking	shake	shaking	wave	waving
save	saving	rake	raking	race	racing
leave	leaving	dive	diving	hide	hiding
dance	dancing	change	changing	glide	gliding
write	writing	choose	choosing	use	using
ride	riding	complete	completing	taste	tasting
drive	driving	move	moving	bite	biting

Activity:

- Discussing the verbs which end with 'e'.

References

English Aid Std

Essential EngBk 1 and 2

MK ENG. Bk1 and 2

- Adding 'ing' to verbs that end with 'e'.
- Reading and spelling the words.
- Constructing and reading sentences.

Exercise:

A. Drop 'e' and add 'ing' to the given verbs below.

close - _____ race_ _____ bathe - _____
 dance - _____ choose_ _____ dance - _____
 write - _____ come_ _____ bake - _____

B. Use the given verbs in brackets correctly.

1. Daddy is _____ a new car. (drive)
2. My aunt is _____ a cake. (bake)
3. The old man is _____ a pipe. (smoke)
4. Mutesi and Karen are _____ into the pool. (dive)
5. We are _____ very fast. (move)
6. He is _____ very well. (dance)
7. Jane is _____ a nice doll. (make)

Ref: Junior English bk 1 page 8

Lesson 4

Comprehension

A Rhyme

Vocabulary

Pulled, naughty, harm, barn

Activity

Reading the vocabulary.

Constructing sentences using the vocabulary.

Reading the rhyme and answering oral and written questions.

Exercise

Read the rhyme and answer the questions that follow.

Ding, Dong Bell.

Pussy is in the well.

Who put her in/

Little Johny Thin.

Who pulled her out?

Little Tony Stout.

What a naught boy he was!

To drown poor pussy cat.

Who never did any harm,

But killed all the mice

In the farmer's barn.

Questions:

1. Who was in the well?

2. Who pulled the pussy cat out of the well?

3. Where were the mice?

4. Who was the naughty boy?

5. Who killed the mice in the farmer's barn?

6. Draw the farmer's barn.

Ref: The NPSC book one page 18

Lesson Five

Composition:

Free writing

'My Family'

Pre-activity:

Vocabulary: family, father, fetch, wash, relatives, friends, looks, after, sweep, extended, nuclear, sweep, takes care, pays

- Reading and spelling the given words.
- Constructing sentences using the words given.
- Ask oral questions.
- Answering the guided questions orally.
- Telling short stories about their own families.
- Reading through the model composition. (written by the teacher)
- Exercise
- Write a good composition about your family.
-
- **Guiding questions**
 - a) What is a family?
 - b) How many people are in your family?
 - c) What type of family is it?
 - d) Who heads your family? Give any other two roles of a father at home.

e)What does mother do in your family?

f)What work do the children do in your family?

Re: The NPSC bk 1 page 18

WEEK EIGHT

THEME: OUR COMMUNITY

Sub- Theme: People in our community.

Lesson 1

Vocabulary:

doctor, teacher, nurse, barber, policeman,

carpenter, shopkeeper, driver, LC leaders(use pictures)

Structures:

This/That is a_____.

Who is he/ she?

He is a_____.

Point to the _____.

I am pointing to_____.

What is she doing?

Activity

Reading and spelling the vocabulary.

Constructing the sentences using the vocabulary.

Using the structures with the given vocabulary.

Exercise

What do the following people do?

doctor:

teacher:

barber:

shopkeeper

(add more)

Ref:MK Junior Literacy 1 page 23, 24

Lesson 2

PAST TENSE:

Verbs which simply take 'ed' in the past tense

We add '**ed**' to some verbs which don't end with 'tense'.

Examples:

talk	talk ed	borrow	borrow ed	clean	clean ed
walk	walk ed	visit	visit ed	pull	pull ed
look	look ed	play	play ed	push	push ed
help	help ed	cook	cook ed	box	box ed
post	post ed	call	call ed	fetch	fetch ed
stay	stay ed	pray	pray ed	dress	dress ed
point	point ed	shout	shout ed	pick	pick ed
treat	treat ed	climb	climb ed	join	join ed

Activity:

- Identifying verbs which simply add '**ed**' in the past tense.
- Reading and spelling the given words.
- constructing sentences using any of the above words orally.
- Reading the sentences.

Exercise:

A. Write the given words in the past tense

touch - _____ fetch - _____ point - _____
shout - _____ join - _____ pray - _____

B. Change the given verbs in brackets to past tense and complete the sentences.

1. Okello _____ all his shirts. (wash)
2. The doctor _____ my aunt last Sunday. (visit)
3. Teacher Walakira _____ a book from me. (borrow)
4. Jonathan _____ very hard. (work)
5. They _____ to their uncle's home yesterday. (walk)
6. We _____ at home yesterday. (stay)
7. Bob _____ all the rubbish. (pick)
8. The men _____ the car. (pull)
9. The teacher _____ to Martin last week. (talk)
10. Mother _____ nice food last Sunday. (cook)

Ref: Junior English bk 1 page 33.

Lesson 3

PAST TENSE

Using was or were

Was: We use '**was**' for one item or person. It is the past tense of '**is**'

Were: We use '**were**' for more than one items or persons. It is the past tense of '**are**'.

Examples

-My leg **was** hurting.

-His eye **was** swollen.

-Sarah's ears **were** treated.

-His hands **were** tied by the policeman.

Activity:

- Reading, spelling and constructing sentences using was and were.

-Reading sentences.

Reference

Junior English Bk 1

English Aid 2

Exercise:**A. Fill in the gaps with was or was.**

1. The boy's lips_____ pulled.
2. The children _____putting their legs together.
3. Mummy _____plaiting my hair.
4. There _____ two lice on his shoulder.
5. Dan _____ counting his toes.
6. The thief's head _____ badly beaten.

B. Make four correct sentences from this table

The girl's knees		paining.
He	was	combing his hair.
The boys		playingfootbal.
Joy	were	washing her face.

Ref: Essential English workbook 1 page 33

Lesson 4 (2 periods)**Comprehension****Passage**

Annet falls sick.

One day, Annet fell sick .Her mother took her to the hospital.

The doctor checked her and found that she had malaria. She was admitted. The nurse then gave her some tablets and an injection.

The next day, Annet was feeling much better. When the doctor came and checked her again, he said that Annet could go home but would continue taking medicine. When she went to school, the teacher and her friends were happy to see her feeling better again.

Questions:

1. Who fell sick?
2. Who took Annet to the hospital?
3. What treatment was given to Annet?
4. Who checked Annet again?
5. What is the title of the story?
4. Wha is the title of the story?

Ref: The NPSC bk 1 page 21.

Lesson 5:

A COMPOSITION:

Guided composition (using questions)

Different people in a community.

Activity

Discussing a community and the different people found in a Community.

Answering the guiding questions orally.

Guiding questions

-What is a community?

-Give three examples of communities.

-Mention any five important people in our community, the work they do and their places of work.

Ref: The NPSC bk 1 page.

WEEK NINE

SUB_ THEME: Activities in our community.

Lesson 1:

Vocabulary:

**teaching, farming, fishing, selling,weeding, building,
mining, planting, harvesting, trading**

Structures:

What are you doing?

I am_____.

We are _____.

What is he/she doing?

He/She is _____.

Activity

Reading and spelling the vocabulary.

Constructing the sentences using the vocabulary.

Using the structures with the given vocabulary.

Exercise

Answering questions about the pictures.(MK English bk 2 page 43)

Lesson 2

The use of 'has' and 'have'

A. Has is used to talk about one and is used with **he, she, it** a **name** of **person** or **thing**.

Examples:

Rose has a baby.

Peter has gone to fetch water.

The dog has chased the thief.

The tree has big branches.

B. Have is used when talking about more than one, **yourself** or with **I, they, we** and **you**.

Examples:

We have many houses.

I have brushed all the shoes.

They have finished eating food.

Cissy and Patra have sharp nails.

Have you washed the cups?

Activity

Constructing sentences using **has** or **have** orally.

Reading sentences.

Using structures orally.

Structures

-Who hasa_____?

- What do you/we/they have?

-Ihave _____.

-We have _____.

-What does she/ he/Peter have?

Exercise:**A. Write has or have where necessary.**

Moses _____ a red pencil.

Do you _____ a bag?

We do not _____ chairs.

It _____ sharp teeth.

I _____ a new uniform.

They _____ baskets.

Sarah and Rose _____ red pens.

B. Make five correct sentences from the table below.

You	has	two brothers.
Paul		a broom.
They	have	a big dress.
She		a long tail.
A monkey		a new car.

Ref RS Thematic every day English Practice BK 1 Page 65.

Read and write book2

Essential workbook 2

Sub_ Theme: Important places in our community.

Lesson 3

Vocabulary:

school, hospital, market, post office, radio station

bank, mosque, police station, recreation centres

church, fuel station, shop

Structure:

Show me a _____.(hospital)

This/That is a_____.

What is this/that?

This/That is a_____.

What can you see?

I/We can see _____.

Can you see a _____?

Yes, I/We can see a _____.

No, I /We can't see a_____.

Ref: The NPSC bk 1 page 22.

Lesson 4

Comprehension:

Important places in our community.

There are a lot of important places in our community. These are the churches the mosques, shops, banks, clinics, hospitals, fuel stations, markets and many others.

Christians go to church to pray every Sunday. Moslems go to the mosque to pray every Friday. We buy food from markets, sick people go to hospitals for treatment and vehicles get fuel from fuel stations. We keep our money safe in a bank.

Questions

- 1.Name any four important places in our community.**
- 2. Where do Moslems go for prayers every Friday?**
- 3.Where do people go for treatment when they are sick?**
- 4.Christians go for prayers every _____.**
- 5. Draw and name any one important place in your community.**

RE: The NPSC 1 page 22

Lesson 5:

Composition:

Guided Composition

Pre-activity

Vocabulary: mosque, markets, fuel station, recreation centres, shops, school, hospital, post office, radio stations, church, bank, police station

- Reading and spelling the vocabulary.
- Constructing oral sentences using the given words.
- Reading sentences on the chalkboard.
- Reading through the guided composition.
- Discussing the answers to fill in the composition.

Important places in a community

The important places in a community are those where people get good services. People go to _____ and _____ for worshipping God. At the _____, we get fuel for our vehicles and other uses. We get food from _____ and markets. _____ are the places where patients go for treatment. _____ and _____ are for communication and _____ are for entertainment. Schools serve people in the community with education.

Exercise:

Read the passage carefully and use the words below to complete correctly.

recreation centres, petrol station, hospitals, radio stations, churches, shops, mosques

Re: The NPSC bk 1 page 22

WEEK 10

THEME: The Human Body and Healthy.

External parts of the body and their uses.

Lesson 1

Vocabulary:

head, hand, shoulders, knees, toes, back, chest, hair

nose, eyes, see, walk, touch, hear, smell, taste, feet

Structures:

Show me your _____.

This is my _____.

These are my _____.

How many _____ have you?

nose, eyes, see, walk, touch, hear, smell, taste, feet

Structures:

Show me your _____.

This is my _____.

These are my _____.

How many _____ have you?

I have _____ .

How many _____ does she/he have?

Activity

Reading and spelling the vocabulary.

Constructing sentences using the vocabulary.

Using the structures with the given vocabulary.

Exercise

Answering the given questions.

-How many eyes do you have?

-What does peter use to walk?

-What do you use for tasting?

Ref: The NPSC BK 1 page 25

Lesson 2

Punctuation marks – Capital letters and Full stops

A. Using Capital letters

1. Capital letters are used when starting a sentence, a question, names of people, places, titles of books, days of the week and months of the year.

Examples

1. **I** live in Bugolobi.
2. **S**he is a good girl.
3. **Y**esterday was **T**uesday.
4. **T**om is carrying a heavy box.
5. **H**e will celebrate his birthday in **M**arch.

B. Using full stops.

A **full stop** is a dot which is put at the end of a telling sentence.

Examples

a. An elephant has big ears

b. A giraffe has a long neck

Activity

Identifying words that begin with capital letters.

Reading sentences and observing capital letters.

Exercise

Use a full stop or a capital letter where.

Necessary.

1. rose has big eyes.
2. Go and clean your nose

Ref:

Essential English Bk 2

English Aid Bk 1

English Aid Bk 2

3. jinja is very far from nairobi.
4. my name is esther.
5. She cut her hair last sunday.
6. My teeth were removed in april
7. greenhill academy is a big school
8. Our baby can clap her hands
9. my uncle's legs were treated in mulago.
10. what does alice use to smell?.

Lesson 3

Sub_ Theme: Personal hygiene

Vocabulary:

**soap, water, towel, comb, brush, basin, bathing,
cutting nails, washing, sponge, ironing, wearing clean
clothes**

Activity

Reading and spelling the vocabulary.

Constructing sentences using the vocabulary.

Using the structures with the vocabulary.

Structures:

What are you doing?

I am ____ my ____.

What is she/he/ they doing?

He/She/They is/ are ____.

(practical work)

Ref: The Curriculum Book 1page 25.

Lesson 4

Comprehension –

Riddles

1. I have a face but no eyes.

I have no legs but I can move.

I have two hands but I cannot hold anything.

What am I?

You are a -_____.

2 I am big or small, round or square.

I stand on a shelf or remain on a wall.

You can see yourself in me.

What am I?

3.I have teeth but I do not bite.

I am black, yellow, red, blue or pink.

I make your hair look nice.

What am I ?

4. We are two in number.

We are found on the head.

We are used for seeing.

What are we?

Activity

Reading the riddles

Completing the riddles.

Ref: NPSC Book 1 Page 26.

Lesson 5:

Composition:

Free Composition

How to keep clean.

Activity

Reading the questions.

Answering oral questions.

Exercise

With the help of the questions learners write the composition.

- 1. What is personal hygiene?**
- 2. Why do we use soap when bathing?**
- 3. How do we keep our eyes clean?**
- 4. Why do we brush our teeth everyday?**
- 5. Why should we keep our bodies clean?**

Ref NPSC Book 1p 26

Week 11

Sub – Theme :Diseases

Lesson 1

Sub theme- Diseases

Vocabulary:

headache, malaria, cough, mosquitoes, housefliesdirty, worms, cockroaches, dust

Structures:

Are you well/ill?

I am very well, thank you.

Yes, I am.

No, I am not.

Is she/he well?

She/He is ill/sick.

Activity

- Reading and spelling the vocabulary.**
- Constructing sentences using the vocabulary.**
- Using the structures with the given vocabulary.**

Exercise

Answer the given questions correctly.

- 1.Mention one way we can prevent malaria.**
- 2.Where do we find houseflies?**
- 3.Why do we boil drinking water?**
- 4.Where do we go when we are sick?**
- 5.Why do we wash our hands before eating food?**

Ref: The Curriculum Pr. 1 page 27

Mk Literacy bk 1 page 38

Lesson 2

Present simple tense (Every day tense)

To make a doing word show present simple tense we add 's'.

Examples: play – plays

climb – climbs

peel – peels

Activity

Identifying verbs that take (s).

Reading the verbs.

Constructing sentences using the verbs orally.

Exercise

Change the following verbs to present simple tense.

(every day tense)

clean -

see -

write -

draw -

sleep -

run -

jump -

mop -

eat -

sweep -

talk -

stand -

dig -

cook -

play -

jog -

read -

smile -

count -

shut -

walk -

run -

Change the verbs in brackets in to present simple tense and fill the gaps.

1. He _____ story books everyday.(read)
2. Mother_____ nice food every day. (cook)
3. He _____ bread every morning. (eat)
4. Bob _____ to school every morning. (run)
5. Mary _____ apples to school every Friday. (bring)
6. Joan _____ books everyday.(collect)
7. A cow _____ grass every day. (eat)
8. A dog _____ at strangers every night. (bark)

NB Talk about They, we, I(play)etc

Ref: RS Thematic Every day English Practice book 1 page 68

Essential Workbook 2

Lesson 3

Some verbs change to present simple tense by
adding 'es'

Examples:

wash __ washes

fetch __ fetches

touch __ touches

Change the following words to present simple tense.

match _

hatch _

box _

push _

dress _

thatch _

watch _

box _

catch _

go _

brush _

do _

Use the words in brackets correctly to complete the sentences.

1.Juma _____ his teeth every morning. (brush)

2.My mother _____ shopping every Saturday.(go)

3.The little girl _____ her homework neatly.(do)

4.That woman _____ water from the well. (fetch)

5.A hen _____ its eggs after twenty one days.(hatch)

6.Timothy _____ his socks by himself.(wash)

7.The bad boy _____ children at school every day.(box)

8. Jane _____ her daughter every morning. (dress)

Ref: Junior English book 1 page 28.

Lesson 4

Comprehension

Passage

Mr. Kaddu and his children.

Read the story and answer the questions that follow.

One sunny morning, Mr. Kaddu took his two children for a

walk to the woods. They took some eats with them. Paul carried bottles of soda and cakes. Grace carried chips and chicken. Their father carried a big umbrella. When they reached the woods,

they put their things under a big tree and started eating.

After eating, Grace felt stomachache. Her father rushed her to the hospital.

Questions

1.Who took the children for a walk?

2.What did Paul carry?

3. Write the title of the story.

4. Who carried chips and chicken?

5. How many people went for a walk?

Ref: The NPSC book 1 page 27.

Lesson 5

Composition

Jumbled stories

Reading and re-arranging jumbled sentences to form meaningful stories.

Pre activity:

Vocabulary: diseases, stomachache, doctor, clinic, dirty, diarrhoea, malaria, mosquitoes, mosquito net, immunized, cockroaches, germs

Activity:

- Reading and spelling the vocabulary.
- Constructing sentences using the given words.
- Reading the sample story and role playing.

Sample:

Mother took her to the clinic.

3

Doctor treated her and she became better.

4

Tina ate dirty things.

1

Mother and Tina thanked the doctor.

5

She got diarrhoea.

2

Good story

1. Tina ate dirty things.
2. She got diarrhea.
3. Mother took her to the clinic.
4. The doctor treated her and she became better.

5. Mother and Tina thanked the doctor.

Exercise:

Read and re-arrange the sentences to form a meaningful story

A. Father took her to the hospital for treatment.

Mosquitoes bit her that night.

One day, Magoola did not sleep under the mosquito net.

She suffered from malaria.

B. When you don't cover the food,

Cockroaches stay in dirty places.

When you eat that uncovered food,

They will carry germs on it.

You will get diseases.

Ref: The NPSC book 1 page 27

REVISION

END