

THEME: OUR SCHOOL

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:

1. What is your name?

My name is _____

2. My name is _____.

I am a _____ (boy/girl)

3. How old are you?

4. I am _____ years old.

5. What is her/his name?

Her/his name is _____.

6. 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?

Lesson

Grammar

The letters of the alphabet

There are 26 letters of alphabets in English.

We write them in both capital and small letters

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.

Activity

1. Write the capital letters of the alphabet.
2. Write these letters in capital.

a	c	g	q	i
x	p	o	b	r

3. Write the capital and the small letters of the alphabet.

V	D	E	F	H
J	K	L	M	N

Lesson

Letters which come **before** and **after**

Examples

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

Which letter comes before

1. Letter **A** comes before letter **B**.
2. Letter **D** comes before **J**.
3. Letter **X** comes before letter **Y**.

Write letters which come before and after.

_____, V, _____	_____, D, _____	_____, E, _____
_____, B, _____	_____, K, _____	L

Lesson

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- ____	I- ____
B- ____	U- ____

b. Change the following letters from small to capital.

1. d- ____	e- ____	f- ____
2. j- ____	k- ____	l- ____
3. p- ____	q- ____	r- ____
4. v- ____	w- ____	x- ____

c. Which letter comes after:

- c, ____, e, ____, g, ____, i, ____,
- k, ____, m, ____, o, ____
- w, ____, y, ____
- n, ____, p, ____, r, ____

d. Which letter comes before:

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

Lesson

Changing words from capital to small letters

Examples

MADAM - madam

GIRL – girl

BOY – boy

TEACHER _ teacher

Activity:

7. Identifying capital and small letters.

8. Reading and spelling the words.

Exercise

Read and change these words from capital to small letters.

SIR		BOY	
SECRETARY		CLEANER	
BROOM		MADAM	
COOK		BURSAR	
TEACHER		NURSE	
MATRON		MISTER	
PREFECT		MISTRESS	

Lesson

Change these words from small to capital letters.

Examples

girl – GIRL

table – TABLE

prefect –PREFECT

desk - DESK

Exercise

1. director		1. school	
2. pupils		2. cleaner	
3. guard		3. cook	
4. headteacher		4. secretary	
5. bursar		5. nurse	

Lesson

Comprehension

A CONVERSATION

GREETING

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 Gracious junior School, **Kagadi.**

Jesse: In which class are you?

Paul: I am in primary one.

Jesse: **Thank you, Paul.**

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

EXERCISE

1. How many people are in the conversation?

2. Who was the first to talk?

3. Who greeted Paul?

4. Where was Paul going?

5. In which class is Paul?

6. Who are taking part in the conversation?

Lesson

Poem

Lesson

Guided Composition

Our school

Vocabulary: Mr. Kikayira Moses, Extend Your Horizons, Kiwaala UMEA primary school, 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 headteacher of the school is _____ and our head teacher is _____.

SUB THEME: THINGS IN OUR SCHOOL.**Lesson****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 _____

Lesson**Arranging words in alphabetical order****Examples**

- 1. ball, doll, apple, class
apple, ball, class doll
- 2. door, window, table, pencil
door, pencil, table, window

Activity

Arrange these words in alphabetical order

1. cat, door, ear, food

2. head, eye, foot, hand



3. boy, girl, man, woman

Vocabulary:

chair ,duster, table, bench, desk, chalkboard

window, door, book, pencil

Structures:

What is this?	What is that?
 (basket)	 (bell)
This is a basket.	That is a bell.

What is this?

This is a basket.	

This/That is ---

Show me a----

Activities

Reading the structures.

Using the structures with the vocabulary.

Ref. The Curriculum book 1 page 14

Lesson

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

1. Grace has a book.
2. 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.

Lesson

Comprehension

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 Rozana Kids Junior School. It is a day and boarding mixed primary school. Rozana Kids Junior School is found along Kwanja Road in Lira. It is a big school with a lot of pupils. There are some other schools like Silver spoon and Ebenezer near my school. There is also a factory 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 Rozana Kids Junior School?

4. Name any **one** school near Rozana Kids Junior School.

5. Mention **two** things made by the factory which is near our school.

Lesson 5

Guided composition

MY SCHOOL

Use names of the given pictures to complete the story.

I love my _____.(school) very much. Its name is

_____ (**name of the school**) primary school.

It is a mixed Day and Boarding Primary School. We have a good uniform for

_____ (**girls**) and _____ (**boys**). Girls wear _____

(**dresses**) and boys wear _____ (**shirts**). Teachers use

_____ (**chalkboards**), _____ (**chalk**) and _____

(**dusters**) to teach us. We use _____ (**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.

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. _____

B. I go to the classroom.

I greet my teachers.

I sit down and learn.

Father drops me at the school gate.

Good story

1. _____

2. _____

3. _____

4. _____

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

Lesson

Article "a" and "an"

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

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


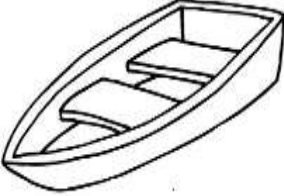

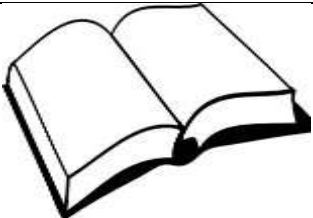


Examples

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

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

a mat, a **c**up, a **b**room

Activity

		
a _____	a _____	a _____
		
a _____	a _____	a _____

Activity II

Draw these nouns

a cup	a pen	a girl

a doll	a pencil	a car

Lesson

Article **an**

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

Examples

Vowel letters

Aa, Ee, Ie, Oo, Uu

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

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

Activity

Use structures:

Lesson

What is this/that?

This/that is a/an _____ .

That is a/an _____ .

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.
9. That farmer has _____ ox.
10. Mary has _____ pencil and _____ book.

Lesson

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 - doors
hoe - hoes	plate - plates	uniform - uniforms
broom - brooms	hen - hens	shirt - shirts
cup - cups	boy - boys	teacher - teachers
window - windows	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 to plural form.

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

B. Fill the gaps with the plural of the given words in brackets.

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)

Lesson

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. Who takes pupils swimming?

4. What do pupils enjoy most?

5. Give any **three** activities mentioned in the passage.

Lesson

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.
5. After taking the breakfast.

Re- arrange these sentences to form correct stories.

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.

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

Lesson

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;

- | | |
|----------------|------------------|
| 1. bench _____ | 7. class _____ |
| 2. watch _____ | 8. tomato _____ |
| 3. bus _____ | 9. potato _____ |
| 4. dish _____ | 10. mango _____ |
| 5. glass _____ | 11. branch _____ |
| 6. brush _____ | 12. 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)

Lesson

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 Wasswa are fetching water.

8. A hen has laid eggs.

Lesson

COMPOUND WORDS

Compound words are words formed by joining two words e.g

tea + pot - teapot

rail + way - railway

bed + room - bedroom

Activity

Join the two words together and form compound words

arm + chair - _____

table + cloth - _____

dust + bin - _____

sick + bay - _____

key + board - _____

hand + bag - _____

match + box - _____

butter + fly - _____

school + flag - _____

slower + vase - _____

Read the sentences and form compound words.

A pot used for tea is a _____

A room for bath is a _____
A vase for a flower is a _____
A room for beds is a _____
A bell used at school is a _____
A bell at the door is a _____
Work to be done at home is _____
A man who brings milk is a _____

Identifying compound words from the given sentences.

1. The classroom is dirty.
2. The chalkboard is broken.
3. The teacher will visit the airport.
4. Kaliisa has a handbag.


PREPOSITIONS


Prepositions are words that show positions


Examples of prepositions are ;


under, on , in , over , behind , in front of , near , between , at the side of


- Writing the correct preposition about the given pictures.
- Making sentences about the given pictures.

1.  The birds are flying _____ the tree.

2.  The pencils are _____ the tin.

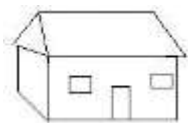
3.  The tree is _____ the house.

4.  The ball is _____ the boys.

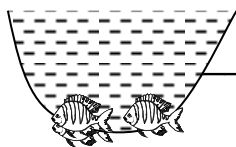
5.  The cat is _____ the box.

Learners writing their own sentences about drawn pictures.

1.



2.



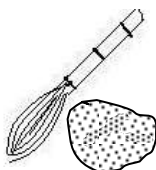
3.



4.



5.



6.



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. My brothers name are Musa and Calvin. My sister's name is **Ritah**.

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. What is the name of Alex's sister?

4. Give a word to mean **father and mother**.

5. How many brothers does Alex have?

Lesson

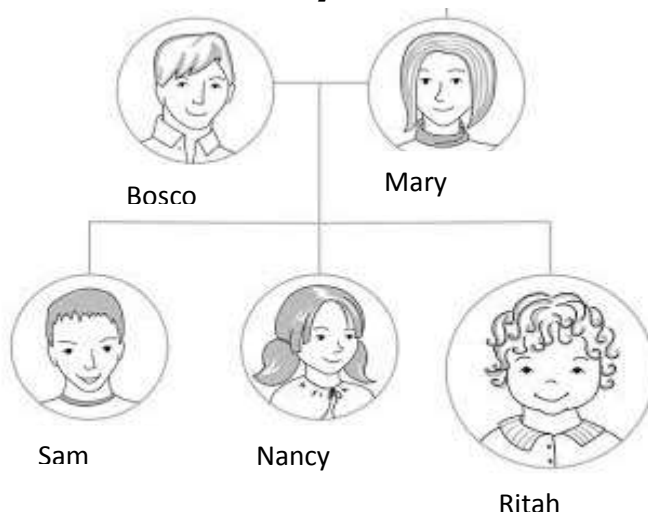
Composition

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 Sam's father?

2. How many sister's does Sam 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.

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 _____.

Activity

- ✓ 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.

Brushing teeth






bathing



Carrying firewood



He is _____	He is _____	She is _____
Climbing a tree 	Cooking food 	Sweeping compound 
He is _____	She is _____	He is _____

Lesson

The use of is and are.

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

Examples

1. She **is** playing.
2. The woman **is** cooking food.
3. The teacher **is** teaching.
4. The children **are** writing.
5. Paul and Tom **are** riding bicycles.

Activities

- ✓ Explaining how we use **is** or **are**.
- ✓ Constructing sentences using **is** or **are** orally.
- ✓ 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
Mother
The teacher
Those tomatoes
The plates

is

are

rotten.
on the table.
tall.
marking books.
sweeping the
kitchen.

Lesson

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.

- ✓ Mentioning different verbs.
- ✓ Acting given verbs.
- ✓ Reading and spelling given words.
- ✓ Constructing sentences using given verbs.

Exercise

Construct sentences using the given verbs.

Clean _____

Eat _____

cook

pray

play

milk

draw these verbs

Lesson

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
washes clothes 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 cooks food?

5. Who writes the poem?

6. Who is Abel's sister?

7. Draw and colour Abel washing utensils.

Lesson

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.

SUB-THEME: THINGS FOUND IN OUR HOME AND THEIR USES.

Lesson

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.

Lesson

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

Using the structures.

1. What is she / he / Tom doing ?

She/ He / Tom is _____.

2. What are they/ you doing?

They/ Tom and Peter are _____.

Use the verbs in brackets to complete the sentences.

3. I am _____ my teeth now.(brush)
4. Ann and Rose are _____ the room.(sweep)
5. He is _____ a bag. (hold)
6. Father is _____ our house.(paint)
7. Robert is _____ water.(drink)
8. Where are you _____? (go)
9. My friends are _____football now.(play)

Lesson

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'.
- 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. Is teacher _____ on the chalkboard? (write)
7. They are _____ to visit us (come)
8. We are _____ very fast. (move)
9. He is _____ very well. (dance)
10. Jane is _____ a nice doll. (make)

Lesson

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 Johnny 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.

Lesson

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

1. What is a family?

2. How many people are in your family?

3. What type of family is it?

4. Who heads your family?

5. Give any other **two** roles of a father at home.

6. What does mother do in your family?

7. What work do the children do in your family?

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

driver

lawyer

policeman

Lesson

PAST TENSE:

Verbs which simply take 'ed' in the past tense

We add 'ed' to some verbs which don't end with "e" to change them to past tense.

Examples:

talk	talked	borrow	borrowed	clean	cleaned
walk	walked	visit	visited	pull	pulled
look	looked	play	played	push	pushed
help	helped	cook	cooked	box	boxed
post	posted	call	called	fetch	fetches
stay	stayed	pray	prayed	dress	dressed
point	pointed	shout	shouted	pick	picked
treat	treated	climb	climbed	join	joined

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 Walukagga _____ 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)

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.

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		Playing football.
Joy	were	washing her face.

Lesson

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?

6. What is the title of the story?

Lesson

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.

Important people	Work they do	Places of work

SUB THEME: ACTIVITIES IN OUR COMMUNITY.

Lesson

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

The use of 'has' and 'have'

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

Examples:

1. Rose has a baby.
2. Peter has gone to fetch water.
3. The dog has chased the thief.
4. The tree has big branches.

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

Examples:

1. We have many houses.

2. I have brushed all the shoes.
3. They have finished eating food.
4. Cissy and Patra have sharp nails.
5. Have you washed the cups?

Activity

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

Reading sentences.

Using structures orally.

Who has a _____?

What do you/we/they have?

I have _____.

We have _____.

What does she/ he/Peter have?

Exercise

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

1. Moses _____ a red pencil.
2. Do you _____ a bag?
3. We do not _____ chairs.
4. It _____ sharp teeth.
5. I _____ a new uniform.
6. They _____ baskets.
7. 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.

Sub_ Theme: Important places in our community.

Lesson

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 _____.

Lesson

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.

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

WEEK 10

THEME: THE HUMAN BODY AND HEALTHY.

External parts of the body and their uses.

Lesson




Vocabulary:

head, hand, shoulders, knees, toes, back, chest, hair, nose, eyes, see, walk, touch, hear, smell, taste, feet

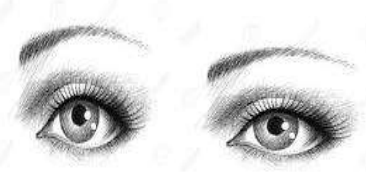

Structures:

Show me your _____.

This is my _____.

Show me your eye	Show me your hand	Show me your head
		
This is my eye.	This is my hand.	This is my head

These are my _____.

		
These are my eyes		

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



How many eyes do you have?

-What does peter use to walk?

Peter uses _____ to walk.

-What do you use for tasting?

I use _____ for tasting.

Lesson 2

My sense organs

Sense organ	Its use
Eyes	seeing
nose	Smelling
ears	hearing
skin	feeling
tongue	tasting

Structure

I use my _____ for _____

Examples

I use my **eyes** for **seeing**.

Complete the sentences

I use my nose for _____.

I use my tongue for _____.

I use my skin for _____.

I use my ears for _____.

Lesson

Punctuation marks – Capital letters and Full stops

A. Using Capital letters

- 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

- 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
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

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)

Lesson

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

Lesson

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?

SUB – THEME :DISEASES

Lesson

Sub theme- Diseases

Vocabulary:

headache, malaria, cough, mosquitoes, houseflies, dirty, 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

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?

Lesson

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)

Present simple tense in plural pronouns and nouns

Talk about They, we, I (play, go, see)

We do not add **s** on the verbs in plural noun and plural pronouns.

Examples

1. They come to school every day.
2. We send the song every evening.
3. We watch television daily.

Activity

1. We _____ story books everyday.(read)
2. Tom and Alice _____ bread every morning. (eat)
3. I _____ to school every morning. (run)
4. They _____ books everyday.(collect)
5. Goats _____ grass every day. (eat)
6. Our dogs _____ at strangers every night. (bark)

Lesson

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)

Lesson 4

Comprehension

Passage

Read the story and answer the questions that follow.

Mr. Kaddu and his children.

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?

Lesson

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.

Doctor treated her and she became better.

Tina ate dirty things.

Mother and Tina thanked the doctor.

She got diarrhoea.

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.

- a. Father took her to the hospital for treatment.
- b. Mosquitoes bit her that night.
- c. One day, Magoola did not sleep under the mosquito net.
- d. She suffered from malaria.

B.

- a. When you don't cover the food,
- b. Cockroaches stay in dirty places.
- c. When you eat that uncovered food,
- d. They will carry germs on it.
- e. You will get diseases.
