**P.1 READING LESSON NOTES FOR TERM III**

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**THEME: Our Transport**

**SUB –THEME: Types and means of transport**

**COMPETENCE**:

* Pronounces the sound correctly
* Reads the words of the given sound correctly
* Fills in the missing letters
* Blends the words accordingly

**CONTENT: / er/ sound**

Water further writer letter

Mother Peter stranger prefer

Weather driver lawyer shorter

Father producer better cheaper

**Sentences:**

1. My mother wants water.
2. Our father is a lawyer.
3. Peter was the writer.
4. Father is better than mother.
5. Christopher is our driver.

**Exercise:**

1. **Fill in the missing letters.**

W\_\_ter fath\_\_r drive\_\_ sh\_\_rter

M\_\_ther b\_\_tter lawy\_\_r w\_\_ather

1. **Blend the given words.**

Father \_\_\_\_\_\_\_\_\_

Further \_\_\_\_\_\_\_\_

Cheaper \_\_\_\_\_\_\_\_

Shorter \_\_\_\_\_\_\_\_\_

Prefer \_\_\_\_\_\_\_\_\_\_

1. **Choose the correct word from the bracket to complete these sentences.**
2. My \_\_\_\_\_ cooks food at home (father, mother)
3. She is \_\_\_\_\_\_ than her sister.(short, shorter)
4. We use \_\_\_\_\_ for washing clothes. (water, matter)
5. Alice can write \_\_\_\_\_ than Annet. (better, further)
6. The \_\_\_\_\_\_ now is rainy. (writer, weather

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**THEME: Our Transport**

**SUB –THEME: Types and means of transport**

**COMPETENCE**:

* Pronounce the sound correctly.
* Reads the words from the given sound correctly.
* Spells the words from the given sound correctly.

**CONTENT: / ir/ sound**

bird shirt hair pair fair

girl chair choir fire

firm dirty skirt entire

air fair inquire require

**Sentences:**

1. Your shirt is on the chair.
2. That girl has two pairs of shoes.
3. My shirt is dirty.
4. The choir was required to sing for the entire village.
5. Peter has a shirt and a skirt.

**Exercise:**

1. **Listen and write.**
2. **Fill in the missing letters with /ir/ sound.**

b\_ \_ d d\_ \_ty f\_ \_re fa \_ \_

f\_ \_m cha\_ \_ requ\_ \_e cho\_ \_

1. **Make sentences using the given words correctly.**

Chair \_\_\_\_\_\_

Skirt \_\_\_\_\_\_

girl\_\_\_\_\_\_

Shirt \_\_\_\_\_\_\_\_

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**THEME: Our Transport**

**SUB –THEME: Types and means of transport**

**COMPETENCE**:

* Read the given vocabulary about the theme
* Spell and pronouns the words correctly
* Write and use them correctly.

**Content: Reading words related to the theme**

road, bicycle, motorcycle, horse, bus,

truck, aeroplane, donkey, boat water

rocket lorry ship railway camel

transport ferry animals air craft means helicopter canoe

**Sentences**

* That is the road which leads us to school.
* The ship is sailing on water.
* He is riding a bicycle.
* Railway transport is slow.
* The aeroplane is flying in the air.
* Camels and donkeys are used to carry heavy luggage.

**Exercise**

1. **Fill in the missing letters.**

ro \_\_\_d lo \_\_\_ry b\_\_cycle motorcy \_\_le bo \_\_t

fe \_\_ry w\_\_ter tra \_\_n d\_\_nkey aer\_\_\_plane

1. **Write the words correctly.**

trnai = \_\_\_\_\_ biycle = \_\_\_\_\_ irroy = \_\_\_\_\_\_\_\_\_

btoa = \_\_\_\_\_ shpi = \_\_\_\_\_ aroeplane = \_\_\_\_\_

1. **Construct sentences using the following words.**

* aeroplane\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* camel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* transport \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**THEME: Our Transport**

**SUB –THEME: Types and means of transport**

**CONTENT: Text book reading**

* The slow chameleon
* The striped paint
* On the road and at home

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**THEME: Our Transport**

**SUB –THEME: Types and means of transport**

**COMPETENCE**:

* Pronounce the sound correctly
* Read the words of the sound correctly.
* Fill in the missing letters and draw pictures accordingly.

**Phonic sound**

**Silent “e” as “o”**

apple, bicycle, bottle, candle, ample

bubble, motorcycle, middle, sandal, rankle

simple, riddle, little, battle, tickle

sickle, kettle, shuttle, saddle, triple

**Sentences**

* The candle is in the middle of the table.
* Little Lina is in middle class.
* Will you saddle the cattle please!
* Take that little kettle to the kitchen
* My grandmother has rankles on her face.

**Exercise**

1. **Fill in the correct sound and read**

cand**le**  catt \_\_ shut \_\_ ridd \_\_ sand \_\_\_ midd\_\_

1. **Listen and write**

\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_

1. **Read and draw**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| apples | candle | kettle | bicycle |

|  |  |  |  |  |
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**THEME: Our Transport**

**SUB –THEME: Types and means of transport**

**COMPETENCE**:

* Reading the story about the theme
* Answering the questions about the story.

**Content: Our transport**

**Musoke and his friend**

***One day, these two people had a journey to different places. Musoke was going to Kampala and his friend was going to Kalangala.***

***Musoke used a vehicle and his friend used a ship. They all reached safely.***

**Questions**

1. What is the title of the story?
2. Write the two places they went to.
3. Give the two types of transport used.
4. \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ are the means of transport in the story.
5. Draw Musoke driving a lorry.

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**THEME: Our Transport**

**SUB –THEME: Types and means of transport**

**COMPETENCE**:

* Pronounce the sound correctly.
* Reads the words from the given sound correctly.
* Spells the words correctly.

**CONTENT: /sm/ sound**

Small smooth smart

Smile smoke smash

Smelt smack

**Sentences:**

1. That small girl is going to smoke fish.
2. My body can smile.
3. It is not good to smack children.
4. The surface is smooth.
5. My girls are smart.

**Exercise:**

1. **Listen and write.**
2. **Fill in the missing letters.**

Sm\_\_ll S\_\_art sm\_\_lt

Smok\_\_ Sma\_\_ck Sm\_\_ \_\_th

1. **Make sentences using the given words.**

Small \_\_\_\_\_\_\_

Smile \_\_\_\_\_\_\_

Smoke \_\_\_\_\_\_\_

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**THEME: Our Transport**

**SUB –THEME: Types and means of transport**

**COMPETENCE**:

* Reading the text
* Answering the questions orally
* The slow chameleon
* The striped paint
* On the road and at home

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**THEME: Things we make**

**SUB –THEME: Things we make at home and at school.**

**COMPETENCE**:

* Reading the words related to the theme.
* Blending the words
* Use the words in sentences

**Content: words of the subtheme**

Mats baskets pots dolls toys balls ropes hats bangles necklaces

Shakers handbags clothes baskets mingling stick tables

Chairs

**Sentences**

* We use ropes for skipping
* Bags help us to carry books
* Toys , balls and dolls are used to play.
* Use that shaker while singing
* She is wearing a beautiful necklace
* Mummy bought for me pink bangles

**Exercise**

1. Listen and write
2. **Fill in the missing letters.**

Sk\_\_\_\_rt winn\_\_\_w\_\_\_rs sha\_\_\_ers ba\_\_\_gles

1. **Make sentences using the given words**

necklaces: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

basket: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ropes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Read and draw

|  |  |  |  |
| --- | --- | --- | --- |
| mat | doll | hat | handbag |
|  |  |  |  |

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**THEME: Things we make**

**SUB –THEME: Things we make at home**

**COMPETENCE**:

* Pronounce the sound correctly.
* Read the words of the sound correctly.
* Spell the words correctly

**Content: Phonic sound**

**“gr” sound**

gra gre gri gro gru

grand = gr – a – nd grow – gr – o – w greet – gr-ee-t

grammar = gr – a – mm – ar grunt = gr – u – nt group – gr-ou-p

grass = gr – a – ss green = gr – ee – n grab – gr-a-b

grey = gr – e – y great = gr – ea – t grant- gr-a-nt

grip = gr – i – p grunt- gr-u-nt gramble- gr-a-m-ble

grave- gr-a-ve

**Sentences**

1. My grandmother’s name is Grace
2. The green grass grew around
3. Grey and green are Grant’s best colours
4. The monkeys grabbed my grapes.
5. We should greet our elders
6. That pig grunts all the time.
7. The thief grabbed my mother’s bag yesterday.

**Exercise**

1. Fill in the missing letters

gr – ss gr \_\_ \_\_n gra \_\_d gr\_\_\_w

gr \_\_\_mmar gru \_\_\_t

1. Listen and write
2. Make sentences using the given words
3. Grey socks
4. grow
5. grandmother
6. grand father
7. grave
8. group

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**THEME: Things we make**

**SUB –THEME: Things we make at home and at school.**

**COMPETENCE**:

**Content: /gl/ sound**

gla gle gli glo glu

**words**

glass glance glory glove glue

glow globe glide glib

**Sentences**

1. I am glad to see you
2. Take that glass of milk.
3. Trusted people will see the glory of God.

**EXECRISE**

1. Listen and write
2. Fill in **/gl/**  sound and read

\_\_ ow \_\_\_\_ide

\_\_ore \_\_\_\_ass

1. Write words with these sounds
2. /**gr/**
3. **/gl/**
4. **/ir/**

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**THEME: Things we make**

**SUB –THEME: Things we make at home and at school.**

**COMPETENCE**:

**Content: text book reading**

On the road and at home

Enjoying ourselves

Things around us.

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**THEME: Things we make**

**SUB –THEME: Things we make at home**

**COMPETENCE**:

* Reading the story and answer the questions about the story in full sentences

**Content: Things we make**

Children like making dolls and balls plus ropes for playing at home. At school their teacher also taught them how to weave mats, baskets and to model pots make toy bicycles and cars. All these things are made for playing at home and at school. Children like to make and play with their toys.

**Questions**

1. List down the things made by children from the story.
2. Who teaches children how to make these things?
3. Write the title of the story.
4. What do the children like to do?
5. **Draw the following.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| mat | pot | doll | rope | ball |
|  |  |  |  |  |

1. All those things are made for play at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**THEME: Things we make**

**SUB –THEME: Things we make at home**

**COMPETENCE**:

* Reading the text given and answer the questions orally.

**Content: Text book reading**

**Mary’s doll**

|  |  |  |  |  |
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**THEME: Things we make**

**SUB –THEME: Things we make at home**

**COMPETENCE**:

* Joining and forming words.
* Reading and matching correctly.

**Content: Activity**

1. **Join and form words.**

l – ea – f = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b – a – s – ket = \_\_\_\_\_\_\_\_\_\_\_\_\_\_

ro – pe = \_\_\_\_\_\_\_\_\_\_\_\_\_

pa – per = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Read and match correctly**

basket

ropes

mingling sticks

balls

pestles

winnowers

1. **Construct sentences using the given words**

basket:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

leaf:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

rope:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**THEME: Things we make**

**SUB –THEME: Materials we use and their sources.**

**COMPETENCE**:

* Pronounces the sound correctly.
* Reads the words of the sound correctly.
* Spells the words correctly.

**Content: / Wh/**  sound

Wha Whe Whi Who

**Words:**

Wh-a-t When Whistle Whisper

Which White Wheel Whole

Whose Whip Whether Where

**Sentences:**

1. What does mother do at home?
2. Who eats food?
3. When are you going to school?
4. Why are you so sad?
5. Where is his book?

**Exercise:**

1. **Listen and Write.**
2. **Fill in /Wh/ sound in the space provided.**

\_\_\_at \_\_\_\_o \_\_\_\_\_en \_\_\_\_ole

\_\_\_\_y \_\_\_\_ere \_\_\_\_\_ose \_\_ether

\_\_\_\_istle \_\_\_\_isper

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**THEME: Things we make**

**SUB –THEME: Materials we use and their sources**

**COMPETENCE**:

* Read the words correctly.
* Spell the words correctly

**Content: Materials we use and their sources**

paper leaves banana fibers

clay soil garden

sisal palm leaves forest

seeds plants swamp

raffia animal skin fibres

grass reeds

**Exercise**

1. Listen and write
2. Fill in the missing letters

Cl\_\_\_\_y p\_\_\_lm le\_\_ves si\_\_\_al

Ra\_\_\_ \_\_\_ia fi\_\_res r\_\_\_ \_\_\_ds

Fill in the correct words from the brackets

1. We use \_\_\_\_\_\_\_\_\_\_\_to make pots. (clay, soil)
2. We use\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to make ornaments. (sisal, seeds)
3. We use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to make dolls. (fibres, leaves)
4. We use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to make mats. (palm leaves, reeds)
5. We use\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to make baskets. (palm leaves, reeds)
6. We get clay soil from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Palm leaves are got from the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Sisal is used to make\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**THEME: Things we make**

**SUB –THEME: Materials we use and their sources**

**COMPETENCE**:

**Content: text book reading**

One the road and at home

Enjoying ourselves

Things around us

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**THEME: Things we make**

**SUB –THEME: Materials we use and their sources**

**COMPETENCE**:

* Pronounces the sound correctly.
* Reads the words of the sound correctly.
* Spells the words correctly.

**Content: “tion” sound**

Attention station deduction examination

Location formation motion subtraction

Education fraction function addition

Lotion nation junction competition

**Sentences:**

1. Everybody pay attention.
2. Uganda is our nation.
3. We will start examinations on Monday.
4. Read the words then take dictation.
5. It is not good to mix body lotions.

**Exercise:**

1. Listen and Write.
2. Fill in the missing letters.

deduct\_n m\_\_tion

additi\_\_n f\_\_nction

ed\_\_ction subtr\_\_ction

c\_\_mpetition att\_\_ntion

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**THEME: Things we make**

**SUB –THEME: Materials we use and their sources**

**COMPETENCE**:

* Reading the dialogue and answer the questions about the story in full sentences.

**CONTENT: A dialogue about things we make.**

**Teacher:** Good morning Bella.

**Bella:** Good morning teacher.

**Teacher:** I want you to bring banana fibres, straws, raffia tomorrow.

**Bella:** What will I use them for teacher?

**Teacher:** We shall use them to make play materials like dolls, ropes, mats and bags.

**Bella:** Will I be able to make my own balls and ropes?

**Teacher:** Yes, we shall use the ropes for skipping and balls for kicking.

**Bella:** Thank you teacher I will bring them tomorrow.

**Questions:**

1. What is the dialogue about?
2. How many people are talking in the dialogue?
3. Mention the materials teacher told Bella to bring?
4. Who will bring all the materials tomorrow?
5. Write the title of the dialogue.

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**THEME: Things we make**

**SUB –THEME: Materials and their sources**

**COMPETENCE**:

* Read the story and fill in the correct words for the pictures

**Content: Things we make**

** Dalton and Robin like making**

**** \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_as well as \_\_\_\_\_\_\_\_\_\_\_ for playing.

They were taught how to weave \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and to modal

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_using clay soil.



All the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ learnt how to make things from different materials.

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**THEME: Our environment**

**SUB –THEME: Components and importance of things in our environment**

**Content: Text book reading**

* Stripped paint
* Things around us
* Enjoying ourselves

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**THEME: Our Environment**

**SUB –THEME: Components and importance of things in our environment**

**COMPETENCE**:

* Reading words related to the theme
* Spelling them correctly.
* Writing them correctly.

**Words**

tree medicine plants school people animals

building local hills lakes rivers swamp

wellsprings birds valley insects , mountain forest

**Sentences from the words of the theme**

* Lake and rivers give us water and fish.
* People plant trees and it is a good practice.
* We get medicine from plants and trees
* Local medicine is good.
* Trees give us wood for building.
* Hens and turkeys are domestic birds.
* A mountain is higher than a hill.
* Environments are the things around us.
* Animals are both domestic and wild
* We fetch water from the well.

**Exercise**

1. Listen and write

\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Read and draw**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| mountain | hill | lake | river | insects |

1. **Match animals and their homes**

dog sty

cow house

fish ant hill

termites kennel

man kraal

pig water

|  |  |  |  |  |
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**THEME: Our Environment**

**SUB –THEME: Components and importance of things in our environment**

**COMPETENCE**:

* Pronounce the sound correctly.
* Read the words correctly.
* Spells the words correctly.

**Content: sound/qu/ qua que qui quo**

queen quote square

quite quiz squeeze squot

quiet quarry squirrel

query queer quack

**Sentences:**

1. Both the queen and the king are very happy.
2. The teacher told them to keep quiet.
3. He drank a bottle of soda.
4. That squirrel is quite happy after eating maize.
5. The quick boy got the biggest mango.

**Exercise:**

1. Listen and Write.
2. Re-arrange these letters to make correct words.

ueenq \_\_\_\_\_\_\_\_ uackq \_\_\_\_\_\_\_

rryuq \_\_\_\_\_\_\_\_\_ souqt \_\_\_\_\_\_\_\_

eerqu \_\_\_\_\_\_\_\_\_ queezes \_\_\_\_\_\_\_

1. Make sentences using these words.

queen \_\_\_\_\_\_\_

Square \_\_\_\_\_\_\_

Quite \_\_\_\_\_\_\_\_

Squirrel \_\_\_\_\_\_

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**THEME: Our Environment**

**SUB –THEME: Components and importance of things in our environment**

**COMPETENCE**:

* Reading the passage and answer the questions in full sentences.

**Content: Our Environment**

Once upon a time, there lived a man called Mivule. He was a farmer. He used to plant trees all over to protect the environment. Time and this man had no money in the pocket. He decided to cut all the trees to get timber, charcoal, firewood and poles. He sold them and got money. He became rich but the environment was no more.

**Questions:**

1. What is the title of the passage?
2. Who is the farmer in the passage?
3. Why do we need to plant more trees?
4. Give the opposite of the underlined word.

rich

1. Write down four things we get from trees in the passage.

**Text Book Reading**

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**THEME: Our Environment**

**SUB –THEME: Components and importance of things in our environment**

**COMPETENCE**:

* Reciting the poem
* Answering questions about the poem.

**Content: A poem about environment**

**Oh! Environment**

Environment! Environment! Environment!

What a great place to live in:- With good plants, hills, mountains, building animals, lakes and rivers. They are all good to look at. God made them for us to use. houses for shelter, plants for food and medicines, animals like donkeys and horses provide us with transport, dogs guard our homes, other animals like goats, cows and fish are a source of food. We should protect our environment.

**Questions**

1. What is the poem about?
2. List things found in our environment as stated in the poem.
3. Who made the environment for us?
4. How are dogs useful to us?
5. **Read and draw.**

|  |  |  |  |
| --- | --- | --- | --- |
| hills | people | buildings | animals |
|  |  |  |  |

1. Name these pictures

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.1** |  |  |  |

**THEME: Our Environment**

**SUB –THEME: Components and importance of things in our environment**

**COMPETENCE**:

* Reading the text book as instructed.
* Answering oral questions.

**Content: Text book reading (Total readers book 1)**

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
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**THEME: Our Environment**

**SUB –THEME: Components and importance of things in our environment**

**COMPETENCE**:

* Writing the words correctly.
* Filling the gaps with the correct words.

**Content: Exercise**

1. **Write these words correctly.**

plnta = \_\_\_\_\_\_\_\_\_\_\_ mberplu = \_\_\_\_\_\_\_\_\_\_\_\_\_\_

payl = \_\_\_\_\_\_\_\_\_\_ tentlyp = \_\_\_\_\_\_\_\_\_\_\_\_

pdael = \_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Fill the gaps with the correct words**
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are the things around us. (English, Environment)
3. We get local medicine from \_\_\_\_\_\_\_\_\_\_(tomatoes, plants)
4. Lakes and rivers give us \_\_\_\_\_\_\_\_\_\_\_\_\_\_(sticks, food)
5. **Match animals with their sounds.**

A horse purrs/ mews

A bull bellows

A cow neighs

A cat lows

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
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**THEME: Our Environment**

**SUB –THEME: Components and importance of things in our environment**

**COMPETENCE**:

* Reading the passage.
* Answering the questions about the passage in full sentences.

**Content: A passage about environment**

**Environment**

Long time ago, in the village of Namawojjolo people cut trees for timber, charcoal, firewood and poles for buildings. People looked for firewood and it was no more. The wind came and blew off people’s house tops and the plantations were destroyed. All the people in the village got worried. They sat down and thought of planting trees again. After some years had passed the trees grew and the village got its peace again.

**Questions**

1. What is the name of the village in the story?
2. Name three things people get from trees
3. What blew off people’s house tops?
4. Write the title of the passage.
5. What is the title of the passage?
6. Why do you think the roof tops of their houses were blown off?

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
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**THEME: Our Environment**

**SUB –THEME: Components and importance of things in our environment**

**COMPETENCE**:

* Reading the text and answering the questions orally.

**Content: Text book reading**

**Fun at home and school**

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.1** |  |  |  |

**THEME: Our Environment**

**SUB –THEME: Components and importance of things in our environment**

**COMPETENCE**:

* Choosing the correct words from the brackets to fill the gaps.
* Writing the words correctly.

**Content: Exercise**

1. The sign of a church is a \_\_\_\_\_\_\_\_\_\_\_(close, cross)
2. We use \_\_\_\_soil for modeling. (sand,. clay)
3. Farmers \_\_\_\_\_\_\_\_\_\_different crops. (grow, glow)
4. Crops and crafts are kept in the \_\_\_\_\_\_\_\_\_(store, kitchen)
5. Trees give us \_\_\_\_\_\_\_\_\_for building (water, wood)
6. **Write the given words correctly.**
7. doow = \_\_\_\_\_\_\_
8. refi = \_\_\_\_\_\_\_\_
9. reets = \_\_\_\_\_\_\_
10. **Draw the things found in our environment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| plants | people | animals | hills | trees | buildings |

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.1** |  |  |  |

**THEME: Peace and Security**

**SUB –THEME: Peace and security in our homes**

**COMPETENCE**:

* Reading the words correctly
* Spelling the words correctly
* Writing the words correctly

**Content: Reading words related to the theme**

fight = f – igh – t gun = g – u – n play = pl – a – y

share = sh – a – re spear = sp – ea – r pray = pr – a – ry

love = l – o – ve bad = b – a – d knife = kni – fe

friends = fr – e – ends care = c – a – re help = h – e – l – p

stone = st – o – ne fire = f – i – re

**Sentences**

1. The watchman used a spear to fight.
2. Pray to God always.
3. Guns and spears are used to fight enemies.
4. Learn to share with your friends.
5. Never play with knives and stones
6. Always play good games with others

**Exercise**

1. Listen and write
2. Write the words correctly.

gnu = \_\_\_\_\_\_\_\_\_\_

sprea = \_\_\_\_\_\_\_\_\_\_

stcki = \_\_\_\_\_\_\_\_

1. Read and draw

|  |  |  |  |
| --- | --- | --- | --- |
| gun | fire | knife | stone |
|  |  |  |  |

1. Write the sentences correctly

Share with your to learn

God pray to always

Others play good games always

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.1** |  |  |  |

**THEME: Peace and Security**

**SUB –THEME: Peace and security in our school**

**COMPETENCE**:

* Reading the story about peace and security at school.
* Identifying the new words.
* Pronouncing the words correctly.
* Answering the questions in full sentences about the story.

**Content: A story**

**Musa and his Friend**

One day, Musa was going to school and met his friend. They moved together up to school. It was during break time when all children had to go for tea.

They got their tea and went back to class. As they were sharing eats, they never divided equally and started fighting. They injured each other, window glasses got broken and class rooms became disorganized. The headmaster expelled them from school as a punishment.

**Questions:**

1. Write the title of the story.
2. How many people are in the story?
3. Who gave them the punishment?
4. Why did the two friend fight?
5. Draw two boys fighting.

**Text Book Reading**

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.1** |  |  |  |

**THEME: Peace and Security**

**SUB –THEME: Peace and Security in our school**

**COMPETENCE**:

* Reading the text and answer the questions orally.

**Content: Text book reading**

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.1** |  |  |  |

**THEME: Peace and Security**

**SUB –THEME: Peace and Security in our community**

**COMPETENCE**:

* Pronouncing the words correctly.
* Reading and spelling the words correctly.
* Writing and attempting the given exercise correctly.

**Content: Reading words related to the sub theme**

army police child priest prison

prefect teacher prisoner Imam teach

matron station preacher

**Sentences**

1. A teacher teaches pupils at school.
2. That army man is armed.
3. Imams lead prayers in the mosques.
4. A matron helps children in the dormitory
5. Policemen keep law and order in the community.
6. Children should abide by the school rules and regulations

**Exercise**

1. Listen and write.
2. **Read and draw.**
3. A teacher is teaching pupils
4. The policeman is holding a gun.
5. Matron is washing clothes with her children.

A church A mosque

|  |  |  |  |  |
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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.1** |  |  |  |

**THEME: Peace and Security**

**SUB –THEME: Peace and Security in our Community**

**COMPETENCE**:

* Reciting, the dialogue.
* Pronouncing the words correctly.
* Acting the dialogue
* Answering the questions in full sentences

**Content: A dialogue about peace and security.**

**Woman**: Help! help! help! He has taken my bag.

**Policeman**: Where is he? Where is he?

**Woman**: He is running behind the house.

**Policeman**: I will get him

**Woman**: Do you have a spear?

**Policeman**: A spear? No, I have a gun.

**Woman**: I think, that will scare him (shouting) shoot him, shoot him!

**Policeman**: No, I don’t need to shoot him, I need him a live, I will arrest him.

**Questions**

1. Who are the people talking in the dialogue?
2. Who stole the bag?
3. Who ran after the thief?
4. Draw a policeman running after the thief.

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
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**THEME: Peace and Security**

**SUB –THEME: Peace and Security in our Community**

**COMPETENCE**:

* Reading the text book, as instructed.
* Answering oral questions
* Identifying the new words.

**Content: Text book reading**

**Revision**

|  |  |  |  |  |
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|  | **P.1** |  |  |  |

**THEME: Peace and Security**

**SUB –THEME: Peace and Security in our Community**

**COMPETENCE**:

* Matching people to their place of work.
* Reciting and drawing
* Writing the words correctly

**Content:** policemansalon

teacher barber’s shop

doctor school

barber hospital

hair dresser police station

chertea = \_\_\_\_\_\_

lipoce = \_\_\_\_\_\_

nresu = \_\_\_\_\_\_\_

octdoer = \_\_\_\_\_\_

|  |  |  |  |  |
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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.1** |  |  |  |

**THEME: Peace and Security**

**SUB –THEME: Peace and Security in our school.**

**COMPETENCE**:

* Reading and drawing ( **revision )**
* Underlining words of the same sound

**Content: Exercise**

1. **Read and draw**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| fire | chairs | windows | door | gun | spear |
|  |  |  |  |  |  |

1. **Underline the words of the same sound**

king coat ring song plan

plug plant dig crack drum

drill dress grow glow ground

gram

|  |  |  |  |  |
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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
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**THEME: Our Transport**

**SUB –THEME: Types and means of transport**

**COMPETENCE**:

* Re-writing words and sentences correctly.

**Content: Words and sentences about the theme**

droa = \_\_\_\_\_\_\_\_\_\_\_ portrans= \_\_\_\_\_\_\_\_\_\_\_\_

refry = \_\_\_\_\_\_\_\_\_\_\_\_\_ toab = \_\_\_\_\_\_\_\_\_\_\_

**Sentences**

1. on water sailing is The ship

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. a bicycle riding is He.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. is good Road transport

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. flying in air is The helicopter.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_