

## P.2 READING LESSON NOTES FOR TERM I


**THEME:** *Our school and neighbourhood*

**SUB THEME:** *Location, symbols and benefits of our school*

**COMPETENCES:** *Learners will:-*

- *Identify the vowel letters.*
- *Identify and sound the consonants letters.*
- *Make and read the syllables.*
- *Make words and sentences.*

**CONTENT:** **Revision of letter sounds and names**

**Vowel sounds and names**

a e i o u

**consonant sounds and letter names**

b c d f g h j k l m n p .....

**Reading and making syllables**

**Words**

ba g \_\_\_\_\_  
t \_\_\_\_\_

fi sh \_\_\_\_\_  
ll \_\_\_\_\_  
lm \_\_\_\_\_

**Constructing oral sentences and reading some sentences**

*The man has a hat*

*Becky has a red belt*

## Activity

1. How many vowel are in this word?  
table \_\_\_\_\_ chair \_\_\_\_\_ chalkboard \_\_\_\_\_
2. Listen and write
3. Underline the vowel letters in the words below  
school teacher pencil
4. Write the 5 consonant letters you know.
5. Form words of the given syllables  
go \_\_\_\_\_ ba \_\_\_\_\_ mp \_\_\_\_\_
6. Write down the consonants letters from the given words  
flag \_\_\_\_\_ beat \_\_\_\_\_


**THEME:** Our school and neighbourhood

**SUB THEME:** Location, symbols and benefits of our school

**COMPETENCES: Learners will:-**

- Listen to the story about y sound
- Identify words with sound /Y/ from the story
- Sound and read words of “Y” sound
- Make and read sentences with the sound.
- Identify the sounds from the words given

**CONTENT: Long sound /y/**

### Examples

#### Words

young	cry	lyre
sty	shy	dye
fry	play	by
try	pray	buy
fly	my	dynamic

shy	away	reply
they	toy	x – ray
why	ugly	say
occupy	apply	

### Sentences

1. Joy wants to cry everyday.
2. They are shy.
3. Why did the boy run away
4. My toy is in the sty.
5. The boy saw a girl crying

### Exercise

1. Listen and write words like flying, apply, day, cry
2. Use these words to make correct sentences.

fry\_\_\_\_\_ buy\_\_\_\_\_ cry \_\_\_\_\_ clay\_\_\_\_\_

3. Underline words with sound “y”
  - a) They went to school.
  - b) My classteacher is Mrs. Joy Katamba.
  - c) Children are playing from the classroom.
  - d) They stay with their toys.

4. *Separate the sounds*

Clay \_\_\_\_\_ buy \_\_\_\_\_ young \_\_\_\_\_

Say \_\_\_\_\_ why \_\_\_\_\_

5. Write 3 consonant blends


**Theme:** Our school and neighbourhood

**Subtheme:** Location, symbols and benefits of our school

**Competences: Learners will:-**

- Read words from the subtheme.
- Make and read sentences with words of the subtheme.

- Show the sounds from the given words

**Content: Reading words from the sub theme**

**Examples**

trees valleys hills mountains security medicine uniform signpost  
road village flag land labour anthem school prayer  
money children water district tree tr – ee land – l-a-nd fl- a-g un-i-f-or-m  
s-ch-oo-l etc

**Sentences related to the sub theme.**

- Our school flag has three colours
- Cornerstone Junior School is found in Mukono districts
- Our sign post is found along the road
- I go to Cornerstone Junior School
- My school is located in Kitete village
- We sing the anthem every morning.

**Exercise**

1. Listen and write
2. Read and draw

flag	mountain	signpost	School uniform

3. *Make sentences using the words below*

**Children** \_\_\_\_\_

**Uniform** \_\_\_\_\_

**Mountain** \_\_\_\_\_

**school** \_\_\_\_\_

4. *Show the sounds / syllables*

**flag** \_\_\_\_\_

**road** \_\_\_\_\_

**district**

**Kitete** \_\_\_\_\_

**cornerstone** \_\_\_\_\_


**Theme:** Our school and neighbourhood

**Subtheme:** Location, symbols and benefits of our school

**Competences: Learners will:-**

- Read the passage about the sub theme
- Answer questions from the text correctly.

**Content:** Reading a passage related to the sub theme

### **Our School**

Our school is Cornerstone Junior School. It is located in Mukono District along Kayunga Bugerere Road in Kitete village. This school was founded in 2005 by Mrs. Muyonga Faith.

Madam Faith works with a staff of good teachers like Tr. Immaculate the head teacher, Mr. Siisi class teacher P.2 Red and Tr. Shibeke in P.2 Yellow *and Tr. Keren P.2 Blue.*

We love and respect our school. Come and we Discover the Hidden Treasure together.

### **Activity**

1. Listen and write
2. Write the title of the passage.
3. What is the name of your school?
4. Who is the founder of Cornerstone Junior School?
5. *What is the passage about?*
6. *What is the title of passage*
7. *What is the title of the passage?*


**Theme:** Actual reading

**Subtheme:**

**Competences: Learners will:-**


### **Text book reading**

### **Sound and read page 9**

#### **Steps to follow.**

- Give out the readers to pupils.
- Ask pupils to open the page you want.
- Teacher moves around to see whether all pupils have opened the correct page. Teacher talks about the title.
- Teacher reads the text twice as she makes sure that all pupils are following.
- Tell pupils to read with the teacher.
- Pupils identify the new words and the teacher explains them.
- Pupils again as a class, group and individuals.
- Teacher asks the questions.


**Theme:** Our school and neighbourhood

**Introduces the lesson with a story about sound “u”**

**Subtheme:** Benefits from school to the neighbourhood

**Competences: Learners will:-**

- Review the previous sound and the words
- Read, sound /u/
- Make and read the words of the sound.
- *Separate the sounds*

**Content: Reading /ie/ Sound**

**Examples**

tie                  tied                  cries                  pie                  tried                  die                  lie

**Sentences**

1. I tried to lie my mother yesterday.
2. Can't I tie a tie?
3. Children cried when their father died.
4. Pius ate a pie

### Activity

1. Listen and write

Lie                  tie                  tried                  fried                  cried

2. Use these words to make correct sentences.

Tied                  trying                  die

3. Circle the odd man out.

- a) tie                  pie                  poultry .
- b) die                  cry                  tried
- c) tied                  say                  cried
- d) *badge*                  *cried*                  *signpost*                  *uniform*
- e) *teacher*                  *kitchen*                  *bursar*                  *cook*

4. Identify the sounds

*pie* \_\_\_\_\_ *died* \_\_\_\_\_ *land* \_\_\_\_\_


### Reading words from the sub – theme

education      behaviour      furniture      meeting      recreation      employment

### Sentences

1. The school provides education.
2. Our school is a source of employment.
3. Our school is sometimes used as a meeting place
4. The school provides a play ground.
5. Our school lends furniture to the neighbourhood.
6. People learn good behavior from school.

### Exercise

1. Listen and write

Education,      meeting,      employment

2. Fill in the missing sounds .

F\_ rniture, empl\_ yment

3. Copy sentences neatly and read.

The school provides education

People learn good behavior from school.

4. Show the sound

Meeting.....

They \_\_\_\_\_

Employment

5. Read and draw

a) The teacher is teaching pupils.

b) The woman is in the kitchen.

c) It is pointing to the sun.


**Reading a dialogue related to the sub theme**

### **BENEFITS OF OUR SCHOOL**

#### **A dialogue**

**Suzan** : Good morning Ruth?

**Ruth** : Good morning,Suzan.

**Suzan**: Did you play at school yesterday?

**Ruth**: No,we did not.

**Suzan**: Why didn't you play?

**Ruth**: Because our neighbours had borrowed our play ground.

**Suzan**: Do you mean they use your things?

**Ruth**: Yes, they don't only use the play ground but also get furniture from our school. They also get jobs, education and learn good behavior

**Ann**: Oh! That is a very good school.

#### **Questions**

1. How many people are talking in the dialogue?
2. Why didn't Jane play yesterday?
3. What do neighbours get from Jane's school?
4. What is the dialogue about?



5. *Who are the people taking part?*


**Theme:** Actual reading

**Subtheme:**

**Competences: Learners will:-**

**Text book reading**

**Sound and read**

**(Page 19)**

**Steps to follow.**

- Teacher gives out three readers
- Ask pupils to open the page she wants.
- Teacher moves around to see that all pupils have opened a correct page. Teacher talks about the title.
- Teacher reads the text twice as she makes sure that all pupils are following.
- The teacher reads with the pupils.
- The pupils identify the new words and the teacher explains them.
- Pupils read again as class, group and individuals.
- Teacher asks questions.


**THEME:** Our home and community

**SUB THEME:** Relationships among family members.

**CONTENT:** /i-e/

**Reading i-e**

**Examples**

Mite, size, kite, rice, nice, ice, bicycle, lice, slice, vice, mile, dice, pile,

**Sentences**

1. Billy will ride his bike.

2. Did Teddy hide the wire?
3. Nine boys went on a hike.
4. *He was on the bicycle eating rice*

### Exercise

1. Listen and write

Kite , nine ,time ,wine.

2. Fill in the right word.

a. Children must not play with\_\_\_\_\_ (fire, fir)

b. Jack gave me nine\_\_\_\_\_ (kite, kit)

c. Did pal \_\_\_\_\_mike?(bit bite)

d. We have a fine\_\_\_\_\_ (Tim time)

e. Dad gave me five\_\_\_\_\_ (dim dimes)

**f. Separate words**

Hide, pipe, nine, ride

3. Identify the vowel sounds from the given words

bicycle \_\_\_\_\_

rice \_\_\_\_\_

dice \_\_\_\_\_

4. How many consonant sounds are in this word.

*Pile* \_\_\_\_\_

*teacher* \_\_\_\_\_

*School* \_\_\_\_\_

## **THEME TEST**

### **OUR SCHOOL AND NEIGHBOURHOOD**

**1. Listen and write**

**Words**

**sounds**

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

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




**2. Underline the vowel sounds**

**d      a      f      m      e      o**

**3. Circle the odd man out**

- a) cow      away      buy      why  
b) teacher      bursar      doctor      cook  
c) uniform      chalkboard      signpost      flag  
d) tie      die      lie      light

**4. Write the last sound for the picture**

		
_____	_____	_____

**5. Separate the sounds**

Pie \_\_\_\_\_ district \_\_\_\_\_

Land \_\_\_\_\_ uniform \_\_\_\_\_

**6. Construct meaningful sentences using the given words**

Children \_\_\_\_\_

Steal \_\_\_\_\_

Fighting \_\_\_\_\_


## READING WORDS RELATED TO THE SUB THEME

### Examples

theft fight steal respect quarrel damage language co-operation  
trespass police rules regulations

### Sentences

## READING SENTENCES RELATED TO THE SUB – THEME

### Examples

- Do not fight or quarrel with your neighbors.
- It is bad to steal.
- We have to respect elders.
- The police enforce law and order.
- We should avoid trespassing on other people's property.
- Quarrelling causes fighting
- Children should obey rules and regulations
- Let us cooperate with the police.
- Use of bad language causes quarreling
- Children help the police by reporting wrongdoers.

### Exercise

1. Arrange the following words to make correct sentences

- a) law and order The police keeps.
- b) regulations and rules should obey Children.
- c) Steal bad it is

2. Make correct sentences using the given words.

Stealing \_\_\_\_\_

Co –operate \_\_\_\_\_

The police \_\_\_\_\_

3. Form words of these sounds

/igh/ \_\_\_\_\_  
 /ie/ \_\_\_\_\_  
 /oo/ \_\_\_\_\_

## Text book heading

### Mk Thematic English Bk 2 (page 10 – 11)


**THEME:** Our school and neighborhood

**SUB THEME:** Causes of problems between school and the neighborhood

**CONTENT:** **READING /igh/**

## READING igh

### Examples

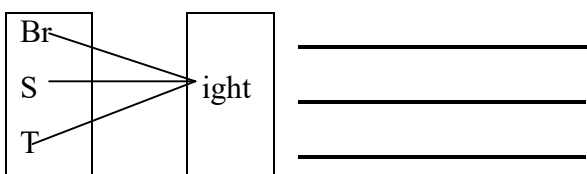
height, might, tight, sight, fight, straight, weight, light, bright, high, thigh, night, eight, mighty

### Sentences

1. The height of my thigh is eight metres.
2. The mighty God sits on the right hand.
3. He was fighting at night.
4. Tie it tightly.

### Exercise

1. Listen and write  
Bright, height, thigh, night.
2. **Show the sounds**  
Light, straight, height, bright, thigh
3. Join the syllables to make correct words.




## **READING WORDS FROM THE SUB-THEME**

### **Examples**

father, mother, brother, sister, daughter, son, uncle, niece, grandmother, grandfather, nephew, cousin

mother – in – law

### **Sentences**

1. Joan is my sister.
2. My uncle is my mother's brother
3. My mother cooks food.
4. She is my aunt's daughter

### **Exercise**

1. Fill in the missing sounds

S \_ \_ ster    co \_ \_ sin       .

2. Read and draw.

grandmother	grandfather	baby

3. Arrange the letters to make correct words

ons \_\_\_\_\_                      ncleu \_\_\_\_\_                      phewne \_\_\_\_\_

4. Construct meaningful sentences using the phrases below

Cooks food \_\_\_\_\_

Washing clothes \_\_\_\_\_

Daughter \_\_\_\_\_

5. *Identify the sounds*

*father* \_\_\_\_\_                      *sister* \_\_\_\_\_                      *nephew* \_\_\_\_\_


**THEME:** Our home and community

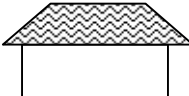



**SUB THEME:** Things found at home.

**CONTENT:** Reading a passage related to the sub – theme



### ‘OUR HOME’


A home is a place where we live. Our home is found in Kitete village. In my home

there are many buildings. The main  and the two small

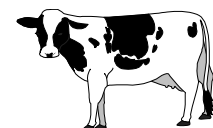
 for our big  and  in  of our home.

There is  where food is prepared from. For long calls we have

a  round our home, there is a  of barbed

wires. We also have domestic animals like a  a

(cat, cow, fence, big house, kitchen, brother, sister, latrine, rooms )



**Text book reading**

**Mk thematic English Bk 2 (Page 16)**

### Actual reading



### A PASSAGE RELATED TO THE SUB – THEME

#### OUR FAMILY

My name is Annet. I live in Seeta. I stay with my parents. My mothers is called Mrs. Irene Mutebi and my father is Mr. Mutebi Julius. I have two brothers. My father buys food, pays our school fees and provides security at home. My mother cooks food, cares for us and mops the house. My brothers and I do other domestic work at home which makes my family a nice one. I love my family so much.

#### Questions

1. Where does Annet live?
2. What is the name of Annet's mother?
3. How many brothers does Annet have?
4. What does Annet's father do at home?
5. Who cares for children?
6. Write the title of the passage.


**THEME:** Our home and community

**SUB THEME:** Roles of different people in our community

**CONTENT:** Sound /or/

For, forty, fork, pork, port, orange, orbit, orchard, orchestra, order, orderly, ordinal, ordinary, ore, organ, organic, organize, organism, orient, original, ornament, orphan.

#### Sentences

1. She bought forty oranges.
2. Bena has original ornaments.
3. All ornaments were given to orphans.
4. He has bought orbits for her children

#### Exercise



1. Listen and write
  - a. Order, forty, pork, for, orbit
2. Read and draw

Five oranges	Fork	Ornaments

3. Underline words with /**or**/sound
  - Dad has a sport car.
  - Billy's report card is torn.
  - Take the north fork in the room.
  - Did you scorch my dress?
  - Please bring me the strong cord.
4. Show sounds in these words
  - orbit \_\_\_\_\_
  - orphan \_\_\_\_\_
  - original \_\_\_\_\_
  - light \_\_\_\_\_
  - eight \_\_\_\_\_


### **READING WORDS FROM THE SUB – THEME**

#### **Examples**

doctor, gatekeeper, nurse, cobbler, shopkeeper, carpenter, bankers, hair, dressers, barber, driver, farmer, teachers, police, conductor, soldier, trader, pilot, potters, mechanic, lawyers, tailor etc

#### **Examples**

1. Our driver is Mr. Lukyamuzi
2. *The farmer is planting his crops.*
3. The musician made us happy.
4. A cobbler mends our shoes.
5. *The doctor treats sick people.*
6. *The potter made many pots yesterday.*
7. *He is a gatekeeper.*

#### **Exercise**

1. Listen and write

Nurse     carpenter     driver

2. Construct sentences using the given words.

Banker \_\_\_\_\_

Shopkeeper \_\_\_\_\_

3. Read and draw.

The teacher is teaching.

The doctor is treating the patient.

The policeman has a gun.

4. Separate the sounds

Police \_\_\_\_\_ farmer \_\_\_\_\_ teacher \_\_\_\_\_


### **A DIALOGUE RELATED TO THE SUB – THEME**

#### **Roles of people in our community**

**Silvia:**Good morning, Esther?

**Esther:**Good morning, Silvia.

**Silvia:**What do you want to be in future, Esther?

**Esther:**I want to be a doctor.

**Silvia:**A doctor!Why do you want to be a doctor?

**Esther:**Because a doctor treats sick people

**Silvia:**But my brother Jacob wants to be a farmer.

**Esther:**A farmer! Why does he want to be a farmer?

**Silvia:**Because he grows crops eaten by people.

**Esther:**So what do you want to be?

**Silvia:** I want to be a teacher because he teaches all people like doctors, carpenters, pilot, driver builders and farmers.

**Esther:**Oh! That's nice.

**Silvia:**Good bye, Esther?

**Esther:**Good bye Silvia.

## Questions

1. What is the dialogue about?
2. How many people are taking part in the dialogue?
3. What does Esther want to be in future?
4. What is the work of the doctor?
5. Who talked first?
6. What is the title of the dialogue?

## Text book reading

### Mk thematic English Bk 2 page (18 – 19)


### Reading sound /i:/

## Examples

“ee”

peel, deer, tree, feel, deep, sweet, kneel, speed, see, feed, teeth, sheep, bee, feet, meet, keep, wheelbarrow

## Sentences

*Have you seen the needle?*

*The queen has bad teeth*

*I have seen a sheep.*

*The sweets are near my feet*

## Activity

1. Listen and write  
feet      tree    seeing
2. Separate the sounds  
kneel \_\_\_\_\_ sheep \_\_\_\_\_  
teeth \_\_\_\_\_ keep \_\_\_\_\_
3. Write words of these sounds  
/ie/ \_\_\_\_      /i- d / \_\_\_\_      /y/ \_\_\_\_

Use these phrases to make correct sentences

Brushing teeth \_\_\_\_\_

cutting a tree \_\_\_\_\_


**THEME:** Our home and community

**SUB THEME:** Cultural practices in our community

**CONTENT:** Reading sound /ea/

### Examples

leaf      weave      lean      dear      beans      read  
 meat      peace      beat      clear      seat      teacher  
 feed      team      ear

### **sentences**

Peace took my seat.  
 Do not fear to read novels.  
 Do not beat me.  
 Beatrice is leaning against the wall.  
 I want to eat beans and meat.  
 An eagle has a leaf on its beak.

### Activity

1. Listen and write

Beans   teeth   sweets   lean

2. Circle words of the given sounds

/or/   beans   doctor   order  
 /ee/   peace   needle   teacher  
 /ea/   weave   queen   read  
 /igh/   weight   green   might

3. Fill in the missing syllables

u	e	o	i	a
---	---	---	---	---

bu		bo		
	me		mi	

4. Arrange the syllables in their right order

go ge gu ga gi

---

su so si se sa

---

u e o i a

---

5. Read and draw

teacher	leaves	ear


**THEME:** Our home and community

**SUB THEME:** Cultural practices in our community

**CONTENT:**

**Reading words related to the sub themes**

***Cultural practices in our community***

**Examples**

dancing      dressing      addressing      cooking      playing      combing      cleaning  
greeting      singing      celebrating      digging      washing      sweeping

**Examples**

1. Peter likes dancing kadodi.
2. She is playing hide and seek.
3. He likes singing in Luganda.
4. They are celebrating Christmas.

5. I always comb my hair after bathing.

### Exercise

1. Listen and write

Dancing      sweeping      sleeping      washing

2. Make correct sentences using these phrases

Cooking food \_\_\_\_\_

Playing football \_\_\_\_\_

Singing the anthem \_\_\_\_\_

3. Read and draw

- a) They are dancing
- b) He is digging in the garden
- c) She is combing the hair

4. Show the sound

Cooking \_\_\_\_\_ cleaning \_\_\_\_\_ greet \_\_\_\_\_

5. Underline words with /ea/ sound

beat      celebrating      dear

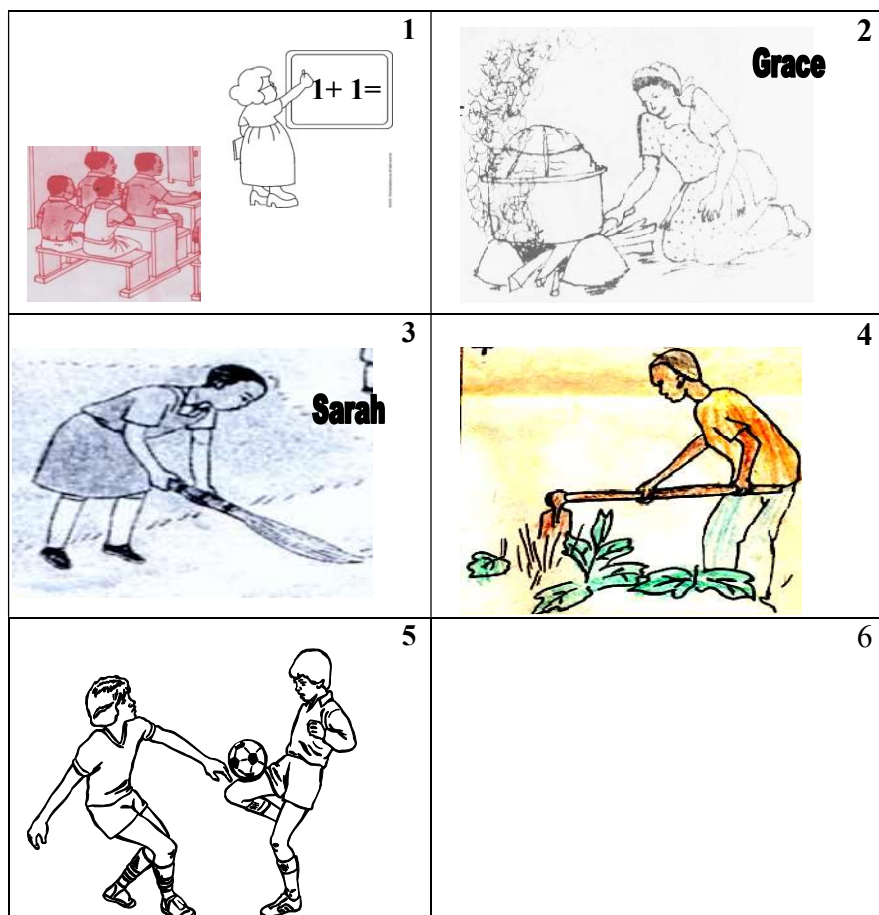
6. Fill in the missing sounds

d\_\_ncing      sw\_\_\_\_ping      c \_\_\_\_oking

## INTERPRETING THE PICTURES

### Picture reading

### Cultural practices and their functions



### Questions

1. What is happening in pictures

3 \_\_\_\_\_ 2 \_\_\_\_\_

2. Construct sentences about the pictures.

Picture 1

Picture 4

3. Who is cooking food?

## Theme Test

### Our Home and Community

1. Listen and write
2. Write words of these sounds

/or/ \_\_\_\_\_

/i – e/ \_\_\_\_\_

/ee/ \_\_\_\_\_

3. Construct meaning full sentences using the given phrases

teaching children \_\_\_\_\_

weaving a mat \_\_\_\_\_

farmer \_\_\_\_\_

4. Separate the sounds

beans \_\_\_\_\_ feet \_\_\_\_\_

father \_\_\_\_\_ steam \_\_\_\_\_

5. Complete correctly

A father to your mother is your

A son to your father is your

6. Read and draw

My aunt is cooking food.

They are playing football

He is digging




**THEME:** Human body and health

**SUB THEME:** Parts of the body and their functions

**CONTENT:** Reading /Ou/as/a/

### Examples

Cloud, ought, doubt, sound, about, proud, house, ground, drought, mouse, louse, sought, south, mouth, proud,

### Sentences

The mouse is entering the house.

I have ground nuts in my mouth.

She sounded the letters proudly.

Mugerwa is proud of his house.

Which sound does the mouse make?

### Exercise

1. Listen and write
2. Show the sounds  
cloud proud  
house south
3. Make correct words

cl ——— d ———  
m ——— ou ——— se ———  
s ——— th ———

br ——— igh ——— t ———  
we ———  
mi ———

4. *Underline the vowel sounds in these words*  
*Mouth clouds about*

### Reading words related to the sub – theme

#### *Parts of the body and their functions*

### Examples

head, eye, nose, leg, shoulder, navel, skin, forgive, hips, mouth, stomach, fingers, tongue, hands, knee, breasts, neck, toes, teeth, feet / foot

### Sentences

1. May you forgive me please?
2. He is dark skinned
3. Jimmy has big breast
4. I have two eyes.

### Exercise

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

n \_\_\_ se          m \_\_\_ th          f \_\_\_ th          \_\_\_ r

3. Read and draw.

eyes	calf	hands	thigh	head

### A POEM ABOUT PARTS OF THE BODY

*Oh God! You gave us many things you are merciful*

*You created us beautifully and gave us many things.*

*You gave us eyes for seeing and the nose for smelling. God you are really merciful*

*You gave us legs to walk. You gave us hands to touch. You gave us ears to hear and the tongue to taste. Oh, God you are really merciful and kind.*

### Questions

1. What is the title of the poem?
2. Write four things God gave us on our bodies and their functions as follow
  - a) We use \_\_\_\_\_ for \_\_\_\_\_
3. How many stanzas has this poem?
4. Who is merciful to us?
5. Why did God give us ears?
6. Write the title of the poem

## Text book reading

(Total readers bk 2 page 7)

### Actual reading



**THEME:** Human body and health **SUB THEME:** Sanitation **CONTENT:**  
Reading with /ow/

### Examples

How, town, brown, howl, now, down, drawn, frown, crown, allow, gown, plow, town.

### Sentences

- How many people stay in that town?
- The brown girls looked smart in brown gowns.
- Martin looked down to see a cow.
- She was allowed to play with a clown.
- Can you kneel down right now?
- Do you allow to fit in the gown

### Exercise

- Listen and write  
Down, brown, mouth, shout.
- Circle the odd man out**
  - Down, frown, toy, brown
  - Crown, gown, compound, plow
  - Town, clown, kitchen, cow.
  - Now, latrine, drawn, frown.
- Separate the sounds  
gown \_\_\_\_\_ brown \_\_\_\_\_ crown \_\_\_\_\_
- Complete the riddles  
I am a person, I teach children. Who am I?  
I am black, your teachers write on me. Who am I? \_\_\_\_\_

I have four legs. People sit on me. Who am I? \_\_\_\_\_

## READING A PASSAGE ABOUT THE SUB – THEME

(Text Bk reading Mk bk3 pg 101)

### Actual reading



**THEME:** Human body and health **SUB THEME:** Sanitation

### Alice , THE SMART GIRL

Alice is eight years old. She is a clean girl. She brushes her teeth every day. She uses a tooth brush and tooth paste.

After brushing her teeth, Alice goes to have a bath. She uses a brush and polish. She combs her hair with a comb. When it grows long, her mother takes her to a barber to have it cut.

Alice cuts her finger nails short with a razorblade every week. Alice is a very clean girl.

### Questions

1. What is the passage about?
2. What does Alice use to bathe?
3. Where does Alice's mother take her when the hair has grown long?
4. What is the title of the passage?
5. Draw Alice brushing her teeth

**THEME:** TEST  
**Human body and health**

1. Listen and write

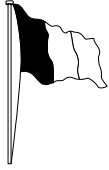
Sound                      write

\_\_\_\_\_

Sentences

\_\_\_\_\_

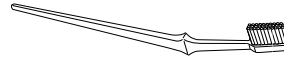
2. Write the first sound of the given pictures



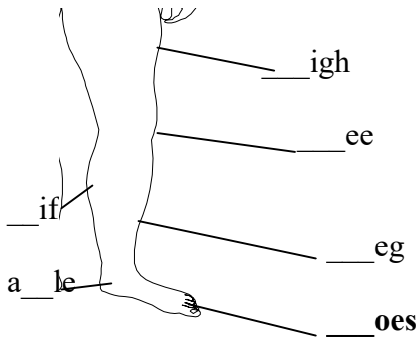
\_\_\_\_\_



\_\_\_\_\_



3. Fill in the missing sounds



4. Read and draw

razorblade	toothpaste	basin	towel

5. Use the given phrases to make correct sentences

a) Brushing our teeth

b) Reading a book

6. Write the last sound for each word

Brush \_\_\_\_\_ soap \_\_\_\_\_ cow \_\_\_\_\_


**THEME:** Human body and health **SUB THEME:** Sanitation **CONTENT:**

**READING A PASSAGE ABOUT THE SUB THEME**

**PERSONAL HYGIENE**

Personal hygiene is the general cleanliness of our body. We are supposed to keep our bodies clean by bathing, brushing our teeth, cutting finger nails, combing or cutting our hair. If not we can suffer from diseases like cholera, diarrhea, malaria, dysentery and even trachoma. When we are not clean, we do not only suffer from diseases but can also smell badly. This will chase away friends and we shall remain lonely

Not only suffering from diseases but also smelling badly.

**Questions**

1. What is the passage about?
2. How do we promote personal hygiene?
3. List any four diseases carried as a result of poor sanitation.
4. What is personal hygiene according to the passage?
5. Write down the consonant letters in the word cutting
6. What is the title of the passage?


**THEME:** Food and Nutrition

**SUB THEME:**            **Classification of food**

**CONTENT:**            **Sound /or as a /**

**Words**

Factor, doctor, actor, tutor, author, monitor, equator, work, worthy

**Sentences**

- a) Doctor Kato went to see an equator.
- b) What is the work of a tutor?
- c) Our tutor is a dictator

**Exercise**

- 1. Listen and write  
doctor   actor   monitor
- 2. Separate the sounds from these words  
Factor, author, monitor
- 3. Make sentences using these words  
Doctor  
Class monitor
- 4. Write the first sound for each of these words  
gown\_\_\_\_\_ skin \_\_\_\_\_
- 5. Write down 4 lettered syllables
- 6. Draw the picture for the sound

/igh/	/or/	/oo/	/ee/

**Reading words from the sub theme**

proteins, watermelon, sorghum, matooke, fats, cassava, carbohydrates, potatoes, rice, vitamins, millet

Irish potatoes, health    maize saflour


**THEME:** Human body and health **SUB THEME:** Sanitation **CONTENT:**

**Read the dialogue related to the sub theme**

**FOOD FOOD**

**Sam:** Good food! Good food!

**Victor:** What are you talking about, Sam?

**Sam:** Am talking about good food.

**Victor:** What is good food?

**Sam:** Good food is food containing a balanced diet.

**Victor:** What does a balanced diet contain?

**Sam:** A balanced diet contains all food values.

**Victor:** What are those food values?

**Sam:** Vitamins, proteins and carbohydrates

**Victor:** Thanks, Sam

**Sam:** You are welcome, Victor.

**Question**

1. Who are the people in the dialogue?
2. What are they talking about?
3. *Who talked first?*
4. Draw Sam and Victor eating food
5. What is the title of the poem?
6. Write the title of the poem.
7. How many people are conversing?
8. How many people are taking part in the poem?

**Text book reading**

**Total readers bk 2 (page 15)**

**Actual reading**




Text book reading (excel bk II page 43)


**THEME:** Food and nutrition

**SUB THEME:** Poor Feeding **CONTENT:** reading the sub theme words

Feeding lameness, sunken kwashiorkor, marasmus, rickets, goiter diet belly

## Reading the passage

### Poor Feeding

In Kapeeka village. There is a man called Wanja. Wanja has a family of nine people. One wife with seven children. Four girls and three boys. He is a poor man, sometimes fails to feed his children. If God helps them to get what to eat, they get only one type of food.

One day his child Isma fell sick, he took him to the hospital. The doctor found that the boy is suffering from kwashiorkor and marasmus which are caused by malnutrition. The doctor advised Mr. Wanjara to always work hard and feed his children on a balanced diet in order to keep his children healthy.

### Questions

1. Write the title of the passage?
2. What is the name of the man in the passage?
3. Whose family is talked about?
4. How many children does Mr. Wanja have?
5. What is Isma suffering from?
6. Who took Isma to the hospital?


## Reading words from the sub – theme

Feeding, lameness, sunken, nutrition, kwashiorkor, marasmus, rickets, goiter, diet, belly

### READING A PASSAGE ABOUT POOR FEEDING

#### POOR FEEDING

Poor feeding is referred to as malnutrition. Malnutrition is either under / over feeding. When one is having a poor balanced diet, he/ she will have sunken eyes, pot belly stomach, brown hair and swollen feet.

Malnutrition can lead to death, lameness, blindness or loss of weight. When you are under malnutrition you suffer from diseases like kwashiorkor, marasmus, goiter and rickets.

It is healthy to have a balanced diet.

#### Questions

1. Write the heading of the passage.
2. What is malnutrition according to the passage?
3. What will happen if you are under malnutrition?
4. Draw a child suffering from rickets.

#### Theme test

##### Food and nutrition

1. Listen and write

Sound	words
_____	_____
_____	_____

Sentences

\_\_\_\_\_

\_\_\_\_\_

2. Write four syllables you know

\_\_\_\_\_

3. Complete correctly

- a) I am a person, I treat sick people. Who am I ? \_\_\_\_\_
- b) I help people to become satisfied, when they are hungry they eat me. Who am I \_\_\_\_\_
- c) The nail has \_\_\_\_\_ me ( hurt, hut)
- d) I have \_\_\_\_\_ eyes. (two, to)
- e) There are \_\_\_\_\_ chairs in our class. (for, four)
- f) It is \_\_\_\_\_ to steal.(bird, bad)

4. Write words for these sounds

/wr/ \_\_\_\_\_

/or/ \_\_\_\_\_

/igh/ \_\_\_\_\_

/i – e/ \_\_\_\_\_

/ie/ \_\_\_\_\_

5. *Write any 3 consonant blends*

**First term**

Long /y/ /i – e/ /ie/ /igh/ /or/ /ee/ /ea/ /ou/ /or as a/ ow Pl pr

**Second term**

**al - talk**

**ar – park, part**

**au – August**

**/ur/ - turn**

**/ce/ as /s/ cell, rice**

**/sp/**

**/dge/ - as j**

**Third term**

**/ue/ - glue**

**/u- e/ - june**

**/ew/ - new**

**/str/ -**

**/spr/ -**