

SCHEME OF WORK FOR THEME BASED DEVELOPMENT (ENGLISH COMPREHENSION)

School.....L/Area.....English.....Class.....P.1.....Term.....Term One.....Year.....2024.....

	LESS	D A Y	THEME	S/ T H E M E	CONTENT	COMPETENCES	METHODS	ACTIVITIES	IND. OF LSV	INSTR. MAT	REF	R E M A R K S
1	2		OUR SCHOO L AND NEIGHB OURHO OD		<p>Comprehension</p> <p>Dialogue</p> <p>A SCHOOL BADGE</p> <p>James: What is this?</p> <p>Sarah: It is my school badge.</p> <p>James: What colour is it?</p> <p>Sarah: It is blue.</p> <p>James: Are all badges of your school blue?</p> <p>Sarah: Yes they are.</p> <p>James: They look very beautiful.</p> <p>Questions</p> <p>1. How many people are talking in the dialogue?</p> <p>_____</p> <p>2. Name the people on the dialogue.</p> <p>_____</p> <p>3. Who talked first?</p> <p>_____</p>	<p>The learner;</p> <p>-Reads the dialogue</p> <p>-Acts the dialogue</p> <p>-Answers oral and written questions about the dialogue.</p>	<p>Question and answer</p> <p>Whole sentence</p> <p>Role play</p>	<p>Reading the dialogue</p> <p>Acting the dialogue</p> <p>Answering oral and written questions</p>	<p>Fluency</p> <p>Critical thinking</p> <p>Effective communication</p>	<p>Chalkboard illustration</p>	<p>St. Bernard Bk 2 page 11</p>	

					4. What is the colour of the badge? 5. Write the title of the badge? 6. Give the opposite of beautiful							
2	1				Composition Writing short sentences in correct tense Use the given words to construct correct sentences uniform: broom: library: money: flag: yellow: gun: cupboard: chalkboard: under:	The learner; -Reads the given words. -Form correct sentences using correct sentences -Writes correct sentences using given words	Whole word Look, say and use Guided discovery	Reading words Forming sentences Guided discussion	Critical; thinking Articulation Fluency	Flash cards	Teacher's own collection	

2	2			<p>Comprehension</p> <p>Poem MY SCHOOL My school With beautiful buildings A sign post at the gate To direct new people to the school I love my school</p> <p>Pupils in their uniforms Each uniform with a bandage The pupils looking very smart In their blue uniform I love my uniform</p> <p>Questions 1. Where is the sign post? 2. Why is the signpost at the gate? 3. Who are in uniforms? 4. What is on the uniforms? 5. What is the colour of the uniforms? 6. Write the title of the poem. 7. Make small words from the given words. a) Signpost building</p>	<p>The learner; -Reads the poem</p> <p>-Recites the given poem</p> <p>-Answers oral and written questions</p>	<p>Recitation</p> <p>Question and answer</p> <p>Guided discussion</p>	<p>Reading the poem</p> <p>Reciting the poem</p> <p>Answering question</p>	<p>Fluency</p> <p>Confidence</p> <p>Articulation</p> <p>Intonation</p>	<p>Photocopied work</p>	<p>Teacher's own collection</p>	
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3	1				<p>Composition Sequencing pictures into a story Arrange the pictures to form a good story</p> <p>????????????????????</p>	<p>The learner; -Studies the given pictures -Sequences the given pictures -Answers oral and written questions</p>	<p>Look, say and use Guided discovery Question and answer</p>	<p>Studying pictures Sequencing given pictures</p>	<p>Critical thinking Accuracy</p>	<p>Photocopied work</p>	<p>MK Primary English Bk 2 page 22</p>	
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3	2			<p>Comprehension</p> <p>Story telling</p> <p>Once upon a time there lived a man called Paulo. He was a selfish man and did not love his brothers Matayo and Ssula. People in the neighborhood did not like him because he had bad behaviors.</p> <p>When he went to church, one day to pray, he learnt that we should love our neighbors as we love ourselves. He went back and changed to good person. All the neighbors were very happy.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Who was the selfish man? 2. How many brothers did he have? 3. Mention the names of his brothers. 4. Why didn't the people like Paulo? 5. Give a suitable heading to the story. 6. Give the opposites of these words. <p>bad _____</p> <p>man _____</p> <p>like _____</p> <p>happy _____</p>	<p>The learner;</p> <p>-Reads the story given</p> <p>-Answers oral and written questions</p> <p>-Writes work in the book.</p>	<p>Whole sentence</p> <p>Question and answer</p> <p>Whole word</p>	<p>Reading the story</p> <p>Answering questions</p> <p>Writing</p>	<p>Fluency</p> <p>Effective communication</p> <p>Audibility</p>	Photocopied work	Teacher's own collection	
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4	1				Comprehension Reading and matching the words Match the following people to their work teacher keeps the school Property Head teacher collects school Fees secretary guards the school cook keeps school Books nurse cleans the school hygiene gives first aid to assistant sick children librarian cooks food security types school work guard bursar heads the school store teaches learners keeper	The learner; -Reads the given people found at school -Identifies the work of the given people -Matches people to their work	Guided discussion Question and answer Whole sentence	Reading words and sentences Identifying people and their work Matching people to their work	Respect interpersonal relationship Care	A chart	Teacher's own collection	
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4	2				Composition Writing simple sentences Make sentences from words bellow grandmother: _____ doctor: _____ between: _____ father: _____ teacher: _____ sweep: _____ pray: _____ outside: _____ shopkeeper: _____ carpenter: _____	The learner; -Reads given words -Makes simple sentences using given words -Writes the sentences in the book.	Guided discussion Whole world Critical thinking	Reading words Making sentences Writing	Creative thinking Fluency Accuracy	Flash cards	Teacher's own collection	
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5	1			<p>Comprehension</p> <p>A story</p> <p>Our mosque</p> <p>Rehema and Halima are in P.2. they walk to school together. They run around the play ground at break time. They point at the hut when going back home. Rehema and Halima go to the mosque to pray on Friday. They help their parents at home on Saturday. They buy their books and pencils from a shop. They fetch water from the borehole.</p> <p>Questions</p> <p>1. In which class are Rehema and Halima?</p> <hr/> <p>2. What do they do at break time?</p> <hr/> <p>3. What do Rehema and Halima do on Friday?</p> <hr/> <p>4. Where do they buy their books and pencils from?</p> <hr/> <p>5. What do Rehema and Halima do on Saturday?</p> <hr/>	<p>The learner;</p> <p>-Reads the story</p> <p>-Comprehends the story</p> <p>-Answers oral and written questions</p>	<p>Question and answer</p> <p>Guided discussion</p> <p>Whole sentence</p>	<p>Reading the story</p> <p>Comprehending the story</p> <p>Answering oral and written questions</p>	<p>Effective communication</p> <p>Fluency</p> <p>Articulation</p>	Photocopied work	Monitor English book 2 page 35	
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5	2					Composition Matching words and short sentences to pictures Match the people to their correct work they do <div> <div>  </div> <div>  </div> <div>  </div> <div>  </div> <div>  </div> </div> ?????????????????????????????	The learner; -Studies the given pictures -Matches pictures correctly -Writes the work in the book	Observation Question and answer Look, say and use	Studying the picture Matching pictures to words Writing	Critical thinking Accuracy Awareness	Photocopied work	St. Bernard Bk 2 page 33	
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6	1		Our home and community	<p>Comprehension</p> <p>Rhyme</p> <p>My name is Loyce</p> <p>I am seven years old</p> <p>I live at Jinja Road</p> <p>Group C house 20</p> <p>I live with my sister and two brothers</p> <p>We like our grandmother and grandfather</p> <p>We visit them every holiday</p> <p>It is always fun</p> <p>Questions</p> <p>1. What is the name of the girl in the rhyme?</p> <p>_____</p> <p>2. How old is she?</p> <p>_____</p> <p>3. Where does Lyce live?</p> <p>_____</p> <p>4. What is the number of the house?</p> <p>_____</p> <p>5. Write the people she lives with.</p> <p>_____</p> <p>6. When do they visit them?</p> <p>_____</p> <p>7. Write small words from the big word</p> <p>a)grandmother_____, _____</p>	<p>The learner;</p> <p>-Reads the rhyme</p> <p>-Recites the rhyme</p> <p>-Answers oral and written questions about the rhyme</p>	<p>Question and answer</p> <p>Recitation</p> <p>Whole sentence</p>	<p>Reading the rhyme</p> <p>Reciting the rhyme</p> <p>Answering oral and written questions</p>	<p>Intonation</p> <p>Articulation</p> <p>Confidence</p>	Photocopied work	Teacher's own collection	
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6	2		Our home and community	<div><div>Comprehension</div><div>Reading and matching words</div><div>Match people to their places of work</div><div><div>People</div><div>place of work</div><div>doctorgarden</div><div>teacherworkshop</div><div>mechanicmosque</div><div>shopkeeperchurch</div><div>pilothospital</div><div>policemanschool</div><div>priestgarage</div><div>imamshop</div><div>carpenterairport</div><div>farmerpolice station</div></div></div>	<div>The learner;</div> <div>-Reads the given words</div> <div>-Matches the words, people to their places of work</div>	<div>-Whole word</div> <div>-Guided discovery</div>	<div>Reading words</div> <div>Matching the words</div>	<div>Fluency</div> <div>Confidence</div>	<div>Chalkboard illustration</div>	<div>Teacher's own collection</div>	
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7	1		The human body and health	<p>Composition</p> <p>Sequencing sentences to form a story</p> <p>Re-arrange the sentences to make a good story</p> <p>a. He went back home</p> <p>b. He went to the market</p> <p>c. John wanted to make some juice.</p> <p>d. He bought passion fruits from the market.</p> <p>e. He cut the passion fruits and made juice.</p> <p>Good story</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p> <p>e. _____</p>	<p>The learner;</p> <p>-Reads the jumbled sentences</p> <p>-Re-arranges the sentences to form a good story</p> <p>-Writes the given sentences in their correct order.</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Whole sentence</p>	<p>Reading sentences</p> <p>Re-arranging sentences</p> <p>Writing correct sentences</p>	<p>Critical thinking</p> <p>Accuracy</p> <p>Fluency</p>	Chalkboard illustration	Teacher's own collection	
7	2		The human body and health	<p>Comprehension</p> <p>Rhyme</p> <p>Reciting a rhyme</p> <p>This is the way we brush our teeth</p> <p>We brush our teeth, we brush our teeth;</p> <p>This is the way we brush our teeth</p> <p>To make them clean and strong.</p> <p>This is the way we wash</p>	<p>The learner;</p> <p>-Reads the given rhyme</p> <p>-Recites the rhyme</p>	<p>Recitation</p> <p>Whole sentence</p> <p>Guided discussion</p>	<p>Reading the rhyme</p> <p>Reciting the rhyme</p>	<p>Audibility</p> <p>Fluency</p> <p>Effective communication</p>	Photocopied work	St Bernard Bk 2 page 57	

				Our hands We wash our hands, we wash our hands this is the way we wash our hands to make them clean and safe							
8	1		The human body and health	<p>Composition</p> <p>Sequencing pictures to form a story Arrange the pictures to form a good story ????????????????????</p> <p>Pictures</p> <p>????????????????????</p>	<p>The learner; -Studies the jumbled pictures</p> <p>-Arranges pictures in their correct form</p>	<p>Guided discovery</p> <p>Guided discussion</p>	<p>Studying the pictures</p> <p>Arranging pictures to form a story</p>	<p>Critical thinking</p> <p>Accuracy</p>	Photyocop ied work	MK Primary English Bk 2 page 151	

8	2		The human body and health		Comprehension Identifying missing letters in words Fill the missing letters n_se mo_th st_mach kn__ ha_d he_d l_g th_mb c_mpou_d ru__ish t__th s_eep sl_sh cle_n bu_n dr_nk sm_ke toot_bru_h b_oom s_ap c_mb ey_ fin-er _ar w_ter	The learner; -Identifies the missing letters in words -Fill in the missing letters -Writes the missing letters	Guided discovery Question and answer Whole word	Identifying missing letters Filling in missing letters Writing missing letters	Accuracy Critical thinking	Flash cards	Teacher's own collection	
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9	1		FOOD AND NUTRIT ION	<p>Composition</p> <p>Reading words and short sentences</p> <p>Read the words and sentences</p> <p>bellow</p> <p>eggs potato cabbage</p> <p>yams mangoes tomatoes</p> <p>thin strong happy</p> <p>weak poor good</p> <p>fat bread fruits</p> <p>Sentences</p> <p>1. The baby has an egg.</p> <p>2. My uncle is very thin.</p> <p>3. Tom is a very strong boy.</p> <p>4. I like potatoes and cabbage</p> <p>5. they came from a poor family</p> <p>6. fruits are good for the body</p> <p>7. Denis is happy because he was given bread.</p> <p>8. The mangoes are very ripe.</p> <p>9. she is a very fat girl</p> <p>10. Tomatoes are good vegetables</p>	The learner; -Reads the words and sentences	Whole word Whole sentence	Reading the words	Fluency Confidence Articulation	Flash cards	Teacher's own collection	
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9	2		FOOD AND NUTRIT ION	<p>Composition</p> <p>Sequencing sentences to form a story</p> <p>Re-arrange the sentences to form a good story</p> <p>1. She did not wash it.</p> <p>2. She was rushed to hospital</p> <p>3. The stomach started painig her.</p> <p>4. She started eating it.</p> <p>5. Sarah picked a mango yesterday</p> <p>A good story</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>The learner;</p> <p>-Reads the sentences</p> <p>-Arranges correctly to form a good story.</p> <p>-Writes the sentence to form a good story</p>	<p>Whole sentence</p> <p>Guided discovery</p>	<p>Reading the sentences</p> <p>Arranges the sentences</p> <p>Writing the sentences</p>	<p>Fluency</p> <p>Confidence</p> <p>Accuracy</p>	<p>Photocopi ed work</p>	<p>Teacher' s own collectio n</p>	
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10	1			<p style="text-align: center;">Comprehension</p> <p style="text-align: center;">Story</p> <p style="text-align: center;">AT GRANDMOTHER’S PLACE</p> <p>Ruth and Beky visited their grandmother last week. She prepared matooke, potatoes and mellet for them. She also cooked chicken for them. They enjoyed their meal very much</p> <p>The next day, their grandmother served them with groundnuts, roasted maize and cassava</p> <p>In the evening, they picket jack fruits, mangoes and oranges from their grandmother’s garden. On the day they returned, they bought cabbages and fruits for their mother.</p> <p>Questions</p> <ol style="list-style-type: none">1. How many people visited their grandmother in the story?2. Name the two people who visited grandmother.3. Mention two things they ate at grandmother’s place4. Write the title of the story.5. Name three fruits they picked from the garden.							
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