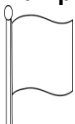




P.2 ENGLISH SCHEME OF WORK - TERM ONE

WK	PD	THEME	SUB THEME	SKILLS	ASPECT	COMPETENCE	CONTENT	METHODS	L/ACTIVITIES	LIFE SKILLS AND VALUES	L/AIDS	REF	RE M
1	1	OUR SCHOOL AND NEIGHBOURHOOD	LOCATION , SYMBOLS AND BENEFITS OF OUR SCHOOL	Listening speaking Writing	Vocabulary	The learners ; Reads the words With correct pronunciation	Flag uniform Tree desk Badge signpost classroom chair medicine broom money	Recitation Guided Discovery L S U	Reading words Spelling words Writing words	Effective Communication sharing	A chart that shows vocabulary	Trs guide Bk 2 Page 83.	
	2				structure	Uses the given structure correctly Answers correctly Punctuates correctly	Structure What is / that This /that is _____. Examples  What is this?	Observation Question and answer Explanation	Using the structure writing	Friendship formation fluency			
	3.					Defines positions Identifies positions Use the positions in sentences	<u>POSITIONS</u> Examples in under over on in front above below between at far near to behind	Explanation L S U	Using prepositions in sentences Writing positions	Creative thinking	A chart that shows positions	Tr's guide Bk 2 Page 84	

WK	PD	THEME	SUB THEME	SKILLS	ASPECT	COMPETENCE	CONTENT	METHODS	L/ACTIVITIES	LIFE SKILLS AND VALUES	L/AIDS	REF	REM
1	4	OUR SCHOOL AND NEIGHBOURHOOD	LOCATION , SYMBOLS AND BENEFITS OF OUR SCHOOL	Listening speaking		Uses the Given structure Correctly	<u>Structure</u> Where is the _____ ?  Where is the boy? <u>The boy is under the tree.</u>		Writing	Care and concern		Mk bk 2 Page 8	
	5			Writing	Composition	Writes about the School. Identifies the name of the school	OUR SCHOOL		writing about our school	Care and concern		Monitor bk2 pp 3	
2	1			Listening Speaking Reading Writing	Grammar	The learner; identifies t6he given Article and how it is used.	<u>ARTICLES</u> <u>Use of article "a"</u> 'A' is used on words which begin with a constant sound. Examples a book a tree a uniform a school	Explanation Question and answer	Using articles In sentences	Fluency Effective Communication		Curriculum bk 2	

WK	PD	THEME	SUB THEME	SKILLS	ASPECT	COMPETENCE	CONTENT	METHODS	L/ACTIVITIE S	LIFE SKILLS AND VALUES	L/AIDS	REF	REM
2	2		BENEFITS TO THE NEIGHBOURHOOD FROM SCHOOL			Identifies words Which begin with Vowel and constant sounds	<u>Use of 'an'</u> 'An' is used on words which begin with a vowel Sound e.g a, e, i, o, u Examples an apple an orange an egg an hour	Guided discovery		Self awareness		Mk bk 2 pg 7 Essential Book 2 Page 10	
	3				comprehension		Rhyme						
					Vocabulary	Identifies the things found at school Constructs sentences using The given words	Things at school Examples ball ,blackboard, desk table, cupboard ,chair library, hall, compound, books	Listen , say And use	Identifying Things found At school	Articulation	A chart that shows things found at school.	Tr's guide Bk 2pp 919	
	4				Structure.	Answers the given Questions correctly	Is this a / an _____? Are these _____? Yes, it is / they are _____. No, it is not / they are not _____.  Is this a chair? Yes, it is a chair.	observation	Answering Questions correctly	Assertiveness			

WK	PD	THEME	SUB THEME	SKILLS	ASPECT	COMPETENCE	CONTENT	METHODS	L/ACTIVITIES	LIFE SKILLS AND VALUES	L/AIDS	REF	REM
	5				composition	Identifies the parts of a letter in their Order.	LETTER WRITING		Identifying the parts of a Letter.			T'r's collection	
3	1.		CAUSES OF PROBLEMS BETWEEN SCHOOL AND NEIGHBOURHOOD	Listening Speaking Reading Writing	conjunction	Identifies the subjects correctly	<u>Use of.....and.....</u> Examples I have a pen. I have A book. <u>I have a pen and a book</u> 2. She can read. She can write. She can read and write.	Choral practice	Using....and.... correctly	Creative thing		Essential Book 2 Page 17	
	2.				Vocabulary	Reads the words With correct Pronunciation	<u>'vocabulary</u> gun thief army police, police man police woman, land	Guided discussion	Reading, spelling Pronouncing And writing words	Self awareness			
	3.					Identifies the colours correctly	<u>Colours</u> Yellow blue black Purple green white Red, maroon pink Grey brown orange	Observation	Writing colors, Identifying colours	Critical Thinking Love	Real colours A chart that shows colours	Tr's Guide bk 2	
	4.				structure	Uses the given structure Correctly.	What is he/she doing? He /She is _____? What is he / she (wearing)? He / She is (wearing a shirt.	Demonstration	Writing sentences	Fluency.			
	5.				Comprehension.	Reads and answers the questions and the dialogue Correctly.	<u>A dialogue</u> Teacher: Good morning Jane. Joan: Good morning teacher		Acting in a dialogue Answering the questions correctly	Care and concern.	Chalk-Board usage		

WK	PD	THEME	SUB THEME	SKILLS	ASPECT	COMPETENCE	CONTENT	METHODS	L/ACTIVITIES	LIFE SKILLS AND VALUES	L/AIDS	REF	REM
4	1	OUR HOME AND OUR COMMUNITY	Relationship among family members		vocabulary	Identifies people found at home	PEOPLE AT HOME Mother Father brother Sister uncle aunt Grandmother niece nephew cousin	Story telling	Reading, spelling pronouncing and writing the words correctly	Respect Effective communication	Flash cards And charts	tr's guide bk 2 page 98.	
	2.					Identifies the people in the community	PEOPLE IN THE COMMUNITY Doctor policeman Nurse carpenter Teacher cobbler Shopkeeper driver Barber.		Identifying and writing people in the community	Self esteem			
	3				Comprehension	Reads the rhyme correctly	A RHYME		Reading the rhyme			Mk bk 2	
	4				Grammar	Identifies the correct order of the words Identifies the alphabetical order and follows it.	Arranging words in A b c order Examples. Teacher, doctor, nurse, cobbler. 2. one, three ,four, two.	Guide discovery	Arranging Words in A b c order	Accuracy Critical thinking Creative thinking	A chart that Shows letters from A -Z	Essential Book 2 Page 20	
	5					Identifies the events and the reason. Usesbecause..... correctly	Use of....because... Examples 1.My mother beat me. I broke the glass My mother beat me because I broke the glass.	Question and answer	Using ...because..... Correctly.	Fluency punctuation		Mk bk 2 Page 32.	

WK	PD	THEME	SUB THEME	SKILLS	ASPECT	COMPETENCE	CONTENT	METHODS	L/ACTIVITIES	LIFE SKILLS AND VALUES	L/AIDS	REF	RE M
5	1.	OUR HOME AND OUR COMMUNITY	ROLES OF DIFFERENT PEOPLE	Listening Speaking Reading Writing	Vocabular y	Reads the given words with correct pronunciation.	Roles of people in the community. Examples of vocabulary Drive, treat ,sell, grow, furniture Teach, mend , rear ,fly, aero plane, maintain, hair podient	Role play explanation	Reading, spelling, pronouncing and writing words	Respect confidence	A Chart that shows words.	Curriculu m bk 2	
	2.				structure	Identifies people and their roles in the community	<u>Roles of people</u> A teacher- teaches children A doctor- treats sick people A policeman- maintains law and order. A carpenter makes furniture.	observation	Identifying people and their roles in the community	Self awareness	Chalk- board usage.		
	3.				Uses.....who..... correctly	<u>Use ofwho.....</u> <i>Examples</i> 1. There is a man .He makes furniture. There is a man who makes furniture. 2. She is the lady She teaches us science. She is the lady who teaches us science.	Question and answer	Using Who..... correctly	Fluency	Chalk board usage			
	4.				Comprehe nson	Arranges the sentences to make good story	<u>Jumbled story</u> I have a friend her name is Mary. 2.We are in primary two. 3. My name is Ali. etc	Story telling	Forming a good story	Effective communicatio n		Tr's collection	
	5				Grammar	Identifies males and female	Gender- is the state of being male or female. <u>Examples</u> Girl - boy She - he Queen - king Her -his Woman -man		Punctuating Correctly Identifying males and females		A chart that shows males and females		

WK	PD	THEME	SUB THEME	SKILLS	ASPECT	COMPETENCE	CONTENT	METHODS	L/ACTIVITIES	LIFE SKILLS AND VALUES	L/AIDS	REF	REM
6	1.	OUR HOME AND OUR COMMUNITY	Cultural practice and values in the community	Listening	Grammar	Change the verbs to present simple tense correctly	<u>TENSES (Present simple tense)</u> Greet ____ greets Sit ____ sits Dance ____ dances Come ____ comes Eat ____ eats Speak ____ speaks <u>Where we add “es”</u> Do ____ does Go ____ goes Teach ____ teaches Brush ____ brushes <u>Where we replace y with ‘ies’</u> Carry ____ carries Carry ____ caries Fly ____ flies Dry ____ dries <u>Sentences.</u> Joan <u>eats</u> meat every day. 2 .We <u>watch</u> cartoon every night. 3.She <u>cries</u> for food every night 4. Henry <u>teaches</u> his friends nicely.	Guided discovery 					

WK	PD	THEME	SUB THEME	SKILLS	ASPECT	COMPETENCE	CONTENT	METHODS	L/ACTIVITIES	LIFE SKILLS AND VALUES	L/AIDS	REF	REM						
7	1.	HUMAN BODY AND HEALTH	PARTS OF THE BODY AND THEIR FUNCTINS	Listening	vocabulary	Identifies the body parts correctly.	<u>Human body parts</u> Head , eye, nose, legs Mouth, knee Toes, hand Structure How many_____ has she / he got? He/ she has got_____ (legs).	Observation	Singing a song on the parts of the body.	Care and concern awareness	A chart that shows the body parts								
	2.			Speaking	conjunction	Constructs sentences using the given structure	Uses of.....which..... Examples 1.Here is the dog. It bit my leg. Here is the dog which bite my leg.	Explanation.	Using...which Correctly.	fluency	Chalkboard usage.	Essential bk2							
	3.			Reading									Composition	Write a letter correctly	<u>Letter writing</u> Write a letter to your parents and inform them about your birthday w/c will take place on Sunday 3 rd April, 2019 at school.	Writing a letter correctly.	Accuracy	Chalkboard usage.	
	4.			writing															

WK	PD	THEME	SUB THEME	SKILLS	ASPECT	COMPETENCE	CONTENT	METHODS	L/ACTIVITIES	LIFE SKILLS AND VALUES	L/AIDS	REF	REM
8	5	HUMAN BODY AND HEALTH		Listening Speaking Reading writing	Grammar		<p><u>Where we we replace 'y' with 'ies'</u> Puppy _____ puppies City _____ cities Country _____ countries Baby _____ babies</p> <p><u>Where we change the vowel.</u> Tooth _____ teeth Mouse _____ mice Person _____ people Louse _____ lice</p>	Explanation. Demonstration	Changing nouns from singular to plural	Effective communication. Confidence	Charts showing plurals Real objects	Essential bk 2 Page 20-23	
							<p><u>Nouns which do not change</u> Furniture _____ furniture Fish _____ fish Water _____ water Luggage _____ luggage</p>						
	1.		SANITATION			Uses 'is' and 'are' in the sentences correctly	<p><u>Use of 'is' and 'are'</u> 'Is' is used in singular . 'Are' is used in plural <u>Examples</u> This is a car. These are cars. He is going to school. They are going to school.</p>	Question and answer. Guided discussion	Using (is) and (are) correctly in the sentences.	Fluency Self motivation	Chalkboard usage.	Essential book 2 Page 14	
	2.			Listening Speaking Reading writing	vocabulary	The learner; Identifies the Activities and	<p><u>Vocabulary</u> Throw boil brush wash Sweep burn cover collect Cut slash dig</p> <p><u>Structure</u> What do you do everyday? I brush my teeth everyday.</p>	Guided discovery	Reading Spelling Pronouncing Writing the Words correctly	Sharing Care and concern	A chart that shows vocabulary	Tr's guide bk 2	

WK	PD	THEME	SUB THEME	SKILLS	ASPECT	COMPETENCE	CONTENT	METHODS	L/ACTIVITIES	LIFE SKILLS AND VALUES	L/AIDS	REF	REM
8	3.	HUMAN BODY AND HEALTH	SANITATION	Listening	comprehen sion	Fills in the missing words correctly	Guided composition	Guided Discussion.	Fill in the missing words	Fluency		Mk bk 2 pp 30	
	4.			Speaking									
				Reading writing	grammar	Identifies when has and have correctly	<u>Use of has and have</u> Has have She we He you It they I He <u>has</u> a book Do you <u>have</u> a bag? It does not <u>have</u> answers. It <u>has</u> nice pictures.				A chart that shows present continuous tense	Monitor bk 2	
9	5.					Changes verbs to present continuous tense.	Present Continuous Tense (ing) Go _____ going Carry _____ carrying Cry _____ crying Try _____ trying Do _____ doing Write _____ writing Teach _____ teaching Come _____ coming		Changing verbs to present continuous tense.	confidence			
	1.		Personal Hygiene		Structure	The learners; Reads and forms sentences in present continuous tense	Sentences Helping verbs is } am } + ing are } 1 .He is going to eat food. 2. They are playing football. 3. I am writing a letter to my mum.	Explanation	Using present continuous tense correctly	Effective communicatio n			


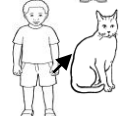


WK	PD	THEME	SUB THEME	SKILLS	ASPECT	COMPETENCE	CONTENT	METHODS	L/ACTIVITIES	LIFE SKILLS AND VALUES	L/AIDS	REF	REM
9	2	HUMAN BODY AND HEALTH	PERSONAL HYGIENE	Listening	grammar	Defines adjectives	<u>Adjectives</u> These are words which explain more about a nouns <u>Examples(opposites)</u> Shabby smart Sharp blunt Full empty Tall short Black Dirty clean	Guided discovery	Identifying the adjectives	Friendship formation	A chart that shows opposites of adjectives	Essential bk 2 pp 20	
				Speaking		Identifies adjectives			Forming the opposites of the given adjectives				
				Reading		Uses adjectives in sentences							
	3.			writing		Defines homophones	<u>Homophones</u> These are words of the same sound but different meanings <u>Examples</u> Sea see Weak week Too two to By bye buy For four Seen sin Son sun Hut hat There their Here hear	Demonstrati on	Constructing correct sentences using the given words	Fluency	Chalkboard usage	Essential Bk 2 Page24	
						Forms sentences Using the given words		Question and answer		Self awareness			
	4.					Reads the similes	<u>Similes</u> As green as grass As good as gold . As brave as a lion As easy as Abc As hard as a nail	recitation	Reading and writing the similes	Assertiveness	A chart that shows similes	Essential bk2 Pp31	
	5.				conjunctio n	Uses....as...as correctly	Using ...as...as... Examples Tom is brave. A lion s also brave. <u>Tom is as brave as a lion</u>	Explanation	Joining sentences using as.....as....	Fluency			


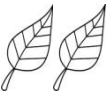
WK	PD	THEME	SUB THEME	SKILLS	ASPECT	COMPETENCE	CONTENT	METHODS	L/ACTIVITIES	LIFE SKILLS AND VALUES	L/AIDS	REF	REM																					
10	1.	FOOD AND NUTRITION	CLASSIFFICATION OF FOOD	Listening	Grammar	Identifies degree of adjectives correctly Changes the word to comparative and superlative	Degree of adjectives <table><tr><td>Positive</td><td>comparative</td><td>Adjective</td></tr><tr><td>Good</td><td>Better</td><td>Best</td></tr><tr><td>Short</td><td>Shorter</td><td>Shortest</td></tr><tr><td>Tall</td><td>Taller</td><td>Tallest</td></tr><tr><td>Small</td><td>Smaller</td><td>Smallest</td></tr><tr><td>Big</td><td>Bigger</td><td>Biggest</td></tr><tr><td>clever</td><td>cleverer</td><td>cleverest</td></tr></table>	Positive	comparative	Adjective	Good	Better	Best	Short	Shorter	Shortest	Tall	Taller	Tallest	Small	Smaller	Smallest	Big	Bigger	Biggest	clever	cleverer	cleverest	observation	Forming degrees of adjectives correctly	Respect Creative thinking		Essential bk 2 Page 20-26	
	Positive			comparative			Adjective																											
	Good			Better			Best																											
	Short			Shorter			Shortest																											
	Tall			Taller			Tallest																											
Small	Smaller	Smallest																																
Big	Bigger	Biggest																																
clever	cleverer	cleverest																																
2.	Speaking																																	
	Reading																																	
	writing																																	
	conjunction	Uses.....than..... Correctly Identifies whenthan.... Is used.	Usingthan..... Examples 1.Tragcy is old. Tom is older. Tom is older than Tracy. 2.Beatrice is very smart. Berna is smart. Beatrice is smarter than Berna.	Question and answer demonstrati on	Joining sentences using...than.. .. correctly	Effective communication confidence	Mk Precise Pp 46																											
3	vocabulary	Defines food Identifies food eaten in our community	FOOD Pawpaw orange mango Cabbage yams knife Meat fish eggs Milk beans peas Rice groundnuts	L S U 1 2 3	Reading Spelling and writing the food we eat	Articulation A chart that shows the food we eat	Curriculu m bk 2 Pp 16																											
4.	structure	Uses the structure correctly Punctuates the sentences correctly	Structure Do you like_____? No, I do not. Yes, I do. No, I don't like Yes I like_____.	demonstrati on	Answering the questions correctly	sharing		Monitor bk 2 Pp 31																										
5.	grammar	Punctuates the abbreviations correctly	Short forms Rev. Reverend Dr. Doctor Tr. Teacher H/M Headmaster Can't cannot Don't do not Won't will not	observation	Writing the short forms in full	punctuation A chart that shows abbreviation s	Monitor Bk2 Page29																											

WK	PD	THEME	SUB THEME	SKILLS	ASPECT	COMPETENCE	CONTENT	METHODS	L/ACTIVITIES	LIFE SKILLS AND VALUES	L/AIDS	REF	REM
11	1.	FOOD AND NUTRITION	GOOD FEEDING.	Listening	structure	Identifies when many is used	Using 'much' an 'many' Many Is used on countable nouns.(plural) Examples Tomatoes People E.g. I found <u>many</u> people in the town She has <u>many</u> oranges	explanation		Self awareness	Chalkboard usage	Essential Bk 2 Pp 20-22	
				Speaking		Identifies countable nouns				Effective communication			
				Reading		Uses many correctly							
				writing									
	2.				structure	Identifies uncountable nouns Uses much correctly	Much is used on uncountable nouns e.g. water paraffin milk juice sugar sunshine examples There is too <u>much</u> rain. She put <u>much</u> sugar in the tea.	Question and answer		Fluency			
	3.				comprehension	Recites the rhyme Answers the questions about the rhyme correctly.	Rhyme MOTHER IN THE KITCHEN	Recitation	Reciting a rhyme Answering qns in full sentences	Effective communication	Resource person	Rhymes and poems bk 2 Pp 8	
	4.				Grammar TENSES	Changes the verbs to past tense	Past tense Examples Write ___ wrote Work ___ worked Ask ___ asked Take ___ took Put ___ put Sit ___ sat	Guided discovery	Changing verbs to past tense	Accuracy	A chart that shows past tense		
	5.				structure	Uses past tense in sentences	Helping verbs Did Where <u>did</u> you <u>sleep</u> at night? I <u>slept</u> at school at night. We <u>ate</u> rice and meat. She <u>did not go</u> to church.	Explanation	Using past tense in sentences	confidence			

END



SCHEME OF WORK FOR ENGLISH PRIMARY TWO CLASS – TERM TWO

WK	P.D	THEME	SUB-THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACTIVITIES	LIFE SKILLS & VALUES	L/AIDS	REF		
	1 & 2	OUR ENVIRONMENT	COMMON ANIMALS	listening	VOCABULARY	Vocabulary cow goat duck sheep pig cat rabbit dog hen chicken elephant dove lion hyena zebra monkey weaver bird hawk parrot eagle	The learner; -reads, spells and pronounces words correctly. - Gives the meaning of the given words	L,S,U Guided discovery Look and say Explanation	-writing words correctly. -Filling in the missing letters. -matching pictures to words.	creative thinking Critical thinking. - care - appreciation	a chart showing different animals			
	3			speaking										
				reading										
				writing										
	4				Structure	Structure What is this/ that? This isor That is for example.  What is this? This is a cat.  That is a cat.	The learner; -reads the structure. -Responds to the structure. -punctuates correctly.	question and answer						
						What are these/ those? These are..... Those are.....  What are these?  These are cats. What are those? Those are cats.								
5		Comprehension	A story about animals	Reads the story correctly -Answers questions about it.										

WK	P.D	THEME	SUB- THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACTIVITIES	LIFE SKILLS & VALUES	L/AIDS	RE F
4	1	OUR ENVIRONMENT	COMMON PLANTS	listening	Vocabulary	<u>Vocabulary</u> maize leaves beans blue flowers red weed seeds millet pink grey yellow purple orange brown black	The learner; -reads the structure correctly. -Joins the sentences using the structure.	L,S,U Guided discovery	-Filling in the missing letters. -Reading drawing - Writing correctly.	Problem solving Critical thinking Decision making. Effective communication	Chalkboard usage	Curriculum book 2 page 26 Dictionary Milk pupil's book 2
	2			Speaking								
	3			reading								
				writing	Structure	Are these / those...? Yes, they are. No, they are not. for example 1.  Are these flowers. Yes, they are. 2.  Are these beans? No, they are not.	The learner; -reads, spells and pronounces the words correctly. -Makes correct sentences.	Question and answer Guided discussion	Reading Answering correctly. -Punctuating correctly.	Critical thinking Decision making Responsibility Appreciation		
					Composition	Write any three uses of cows to man.	The learner; -reads the structure correctly. -Answer the questions correctly.	Explanation	-Writing a composition correctly.	concern		

WK	P.D	THEME	SUB- THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACTIVITIES	LIFE SKILLS & VALUES	L/AIDS	REF
4	4	OUR ENVIRONMENT	COMMON PLANTS		Comprehension	<u>Jumbled story.</u> 1. Ann and Agie are sisters. 2. They have a small flower garden. 3. They care for them by watering. 4. They always cut flowers and put in flower pots every Sunday.	The learner; -reads the sentences correctly. - Arranges the sentences correctly. Punctuates correctly.	L,S,U Guided discussion Explanation Question and answer	-reading - Arranging sentences in the order.	Creative thinking Critical thinking effective communication problem solving love	chalkboard usage	Curriculum book 2 page 26 Dictionary Sipro learner's guide book 2 page 20 - 24
	5				Structure	<u>Using....whose....</u> for example. 1. Thai is the man, His beans were stolen. <u>- That is the man whose beans were stolen.</u>	The learner; -reads the structure correctly. Joins the two sentences using whose.	Group word. Guided discovery	Joining sentences correctly. -Punctuating correctly.	care		
5	1				Comprehension	<u>A poem</u> Colours Oh colours are beautiful.	The learner; -reads the poem correctly. - Answers the questions about it correctly.					
	2				Grammar	Adjectives Are words that explain more about the noun or pronouns. Like good, beautiful, soft hard , long, tall						

WK	P.D	THEME	SUB-THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACTIVITIES	LIFE SKILLS & VALUES	L/AIDS	REF																														
5	2	OUR ENVIRONMENT	COMMON PLANTS	listening	Grammar	<u>Opposites adjectives</u> good ____ bad tall ____ short beautiful ____ ugly rough ____ smooth ect...	The learner; - reads, spells and pronounces words correctly. - Gives the opposites of adjectives. - Changes the adjectives into the three degrees of adjectives. - Make correct sentences.	L,S,U Question and answer Guided discovery Guided discussion Look and say Group work.	-Giving the opposites of adjectives -changing words into the three degrees of adjectives. -Making correct sentences.	Critical thinking creative thinking Effective communication Appreciation Responsibility Care love	A chart showing opposites of a adjectives and the degrees of adjective	Primary two curriculum book 2 page 26 dictionary																														
	3			speaking		<u>Degrees of adjectives</u> <table><tr><th>positive</th><th>comparative</th><th>superlative</th></tr><tr><td>tall</td><td>taller</td><td>tallest</td></tr><tr><td>smart</td><td>smarter</td><td>smartest</td></tr><tr><td>short</td><td>shorter</td><td>shortest</td></tr><tr><td>big</td><td>bigger</td><td>biggest</td></tr><tr><td>clever</td><td>cleverer</td><td>cleverest</td></tr><tr><td>good</td><td>better</td><td>best</td></tr><tr><td>bad</td><td>worse</td><td>worst</td></tr><tr><td>shabby</td><td>shabbier</td><td>shabbiest</td></tr><tr><td>beautiful</td><td>more beautiful</td><td>most beautiful</td></tr></table>							positive	comparative	superlative	tall	taller	tallest	smart	smarter	smartest	short	shorter	shortest	big	bigger	biggest	clever	cleverer	cleverest	good	better	best	bad	worse	worst	shabby	shabbier	shabbiest	beautiful	more beautiful	most beautiful
	positive			comparative									superlative																													
	tall			taller									tallest																													
	smart			smarter		smartest																																				
short	shorter	shortest																																								
big	bigger	biggest																																								
clever	cleverer	cleverest																																								
good	better	best																																								
bad	worse	worst																																								
shabby	shabbier	shabbiest																																								
beautiful	more beautiful	most beautiful																																								
4	reading																																									
	writing																																									
5		Structure	<u>Using....as....as.....</u> for example. 1. Tim is fat. Tom is also fat. - <u>Tim is as fat as Tom.</u>	Joins the using the given structure.																																						
6	1		<u>Usingthan.....</u> 1. I am thin. She is thinner. - <u>She is thinner than I am.</u>																																							

WK	P.D	THEME	SUB- THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACTIVITIES	LIFE SKILLS & VALUES	L/AIDS	REF							
6	2 & 3	THINGS WE MAKE	Materials used and their sources.	listening	Vocabulary	<u>Vocabulary</u> doll stove ball rope mat pot saucepan bed basket ladle mortar cushion pestle stool chair.	The learner; -reads, spells and pronounces them correctly. - Makes correct sentences.	L,S,U	-Filling in the missing letters. -Reading drawing -Writing correctly.	creative thinking Decision making	real objects	Sipro book 2 page 25							
	speaking			Guided discussion				Look and say.					-Answering questions.						
	reading													Question and answer.					
4	writing	Structure	Where is the? Theis on / in the..... for example. 1.  Where is the ball? <u>The ball is under the chair.</u> 2.  Where is the pestle? <u>The pestle is in the mortar.</u>	The learner; -reads the given structures. -responds to the given structures	Guided discovery.	effective communication sharing	Sipro book 2 page 28												
5	Comprehension	Make correct sentences from the table. <table><tr><td rowspan="6">The</td><td>doll</td><td rowspan="3">is on</td><td>the bed</td></tr><tr><td>mat</td><td>the mortar</td></tr><tr><td>cushion</td><td>the stove</td></tr><tr><td>sauce pan</td><td rowspan="3">is in</td><td>the table</td></tr><tr><td>pestle</td><td>the chair.</td></tr><tr><td>basket</td><td></td></tr></table>	The					doll	is on	the bed	mat	the mortar	cushion	the stove	sauce pan	is in	the table	pestle	the chair.
The	doll	is on		the bed															
	mat			the mortar															
	cushion			the stove															
	sauce pan	is in		the table															
	pestle			the chair.															
	basket																		

WK	P.D	THEME	SUB- THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACTIVITIES	LIFE SKILLS & VALUES	L/AIDS	REF
7	1 to 2	THINGS WE MAKE	Materials used and their sources.	listening speaking reading writing	Vocabulary	<u>Vocabulary</u> sisal forest clay banana fibres, grass thread straws shop needle swamp papyrus palm leaf garden stick raffia	The learner; -reads, spells and pronounces. -Makes sentences using the given words.	Look and say L,S,U Guided discussion	Matching the words to pictures. -Filling in missing letters.	creative thinking effective communication	real objects	Sipro book 2 page 28
	3				Structure	<u>Usingbut....</u> for example 1. The girls are crying. The boys are laughing. - <u>The girls are</u> <u>crying but the boys</u> <u>are laughing.</u>	The learner; -reads the given sentences. -Joins the sentences using but.	Guide discovery	Joining sentences using but.		chalkboard usage	
	4				Comprehension	A dialogue Solomon: Hullo Jelly, how are you? Jelly: I am fine etc...	The learner; -recites the dialogue. -answers the questions about it.	Group work Demonstration	Answering oral and writing questions.		chalkboard usage	Trs collection
	5				similes	<u>A similes</u> Similes are things which are alike. for example. As black as coal. As easy as A b c. As hot as fire. As green as grass.	The learner: -reads the similes. -complete them				A chart showing different similes.	


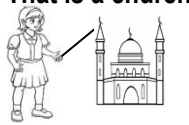
WK	P.D	THEME	SUB- THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACTIVITIES	LIFE SKILLS & VALUES	L/AIDS	REF
8	1 to 2	THINGS WE MAKE	Means and uses of transport in our community.	listening	Vocabulary	<u>Vocabulary</u> black, grey, green road, blue, boat driver, fly, drive cyclist, pilot, air yellow, bus, food transport, lake, water motorcycle, bicycle train, aeroplane, cement, people, animals, donkey	The learner; -reads, spells and pronounce the words correctly. - Makes sentences using the given words.	Guided discovery -Look and say Explanation	-Matching words with the word. -Writing them correctly. Filling in the missing letters.	Creative thinking Effective communication	Real objects	Sipro book 2 page 29
	3					<u>People and what they do.</u> A pilot ____ flies an aeroplane. A sailor ____ sails a boat. A captain ____ drives a train. A cyclist __ rides a bicycle or a motorcycle. A driver ____ drives vehicles.	The learner; -reads the given words. -Spells, pronounce them correctly.	Guided discussion Demonstration	-Matching people with their work. -Arranging the letters correctly to form a word.	Critical thinking	A chart showing people and their work	Sipro book 2 page 30
	4				Composition	<u>Letter writing</u> Using your school address write a letter to your dad and inform him about your birth day party which will take place on 22 June, 2019.	The learner; -writes the letter following the given instructions.		Writing the letter correctly.			Tr's collection

WK	P.D	THEME	SUB- THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACTIVITIES	LIFE SKILLS & VALUES	L/AIDS	REF	
	5	THINGS WE MAKE	Dangerous things on the road.	listening speaking	Comprehension	<u>A story</u> Joan and Joseph are well relatives. They stay at Kawempe etc..	The learner; -reads the story. -Answers the questions about it.	Look and say Explanation	Answering questions about the story.	creative thinking Critical thinking	Chalkboard usage	Sipro book 2 page 30	
9	1			reading	writing	Vocabulary	<u>Vocabulary</u> danger, rock , pat hole , broken bottle, electric wires, landmines, rubbish, nails, stone, throw, wardens, lollipop, police man/woman	The learner; -reads, spells. -pronounces the words. -Makes sentences using these words.	Guided discovery Demonstration	Filling in the missing letters		effective communication	Sipro book 2 page 31
	2			Structure		<u>Using. Both.....</u> for example 1. Tom is a policeman. Kato is a policeman. - <u>Both Tom and Kato are policemen.</u>	The learner; -reads the given sentences. -joins sentences using....both	Question and answer	Joining sentences using both.			Tr's collection	
	3			Comprehension		<u>A tongue twister.</u> Shina sells sea Shells at the sea shores. etc...	The learner; -reads them well.		Answering questions.				
	4			structure		<u>Yes, it is OR No, it is not</u> for example 1. Is it right to play on the road. - <u>No, it is not.</u>	The learner; -reads the given structures. -responds to the given structures.						Sipro book 2 page 31

WK	P.D	THEME	SUB- THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACTIVITIES	LIFE SKILLS & VALUES	L/AIDS	REF
10	5	THINGS WE MAKE	Causes of common accidents in our community	listening speaking reading writing	Composition	Write any four things we make and their uses.	The learner; -writes the things we makes. -draws their pictures.	Explanation L,S,U	Drawing pictures	creative thinking	Chalkboard usage	Sipro book 2 page 31
	1 & 2				Vocabulary	fire poison medicine water insect hoe electricity animal blood needle pin razorblade knife spear axe hurt panga bleed cut vehicle	The learner; -reads, spells and pronounces -Write them well. -Makes sentences using the given words.	Look and say Group work	Making sentences	Critical thinking	A chart showing different pictures	Sipro book 2 page 31
	3				Grammar	<u>Tenses</u> <u>Present continuous tense</u> (now tense) verbs that end in 'e' move moving make making ride riding write writing wave waving bake baking	The learner; -constructs sentences in present continuous tense.	Demonstration Guided discussion Guided discovery	constructing Sentences.	Effective communication	A chart showing verbs in different sentences.	Sipro book 2 page 32
	4					<u>Present simple tense</u> (Every day tense) go goes eat eats fly flies bake bakes.	The learner; - Constructs in present simple tense.					

WK	P.D	THEME	SUB- THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACTIVITIES	LIFE SKILLS & VALUES	L/AIDS	REF
	5			listening speaking reading writing	Grammar	Past simple tense we add 'd', 'ed', 'ied' or t to the verb. Verbs that add 'd' wave ___ waved move ___ moved Verbs that add 'ed' play ___ played walk ___ walked add ___ added mark ___ marked	The learner; -Makes sentences in past simple tense.	Explanation LSU Guided discussion	Making sentences Critical thinking	creative thinking	Chalkboard usage	Sipro book 2 page 33
11	1 & 2	THINGS WE MAKE	Management of accidents		Vocabulary	Vocabulary hospital clinic medicine doctor clean ambulance tablets call treat injection report care dispensary alarm bandage nurse cry carry telephone shout	The learner; -reads the words, spells and pronounces them well. -Makes sentences using the given words.	Look and say Demonstration Guided discovery.	Filling in the missing letters. -Making sentences using the words.	effective communication	Real objects	Sipro book 2 page 34
	3				Structure	Using When..... for example 1. I was going to the hospital. I met a nurse. -When I was going to the hospital, I met a nurse. etc...	The learner; -reads the given sentences. - Joins the sentences using When...		Joining sentences using When...		chalkboard usage	

P.2 ENGLISH SCHEME OF WORK - TERM THREE

WK	PD	THEME	SUB- THEME	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	L/AIDS	LIFE SKILLS & VALUES	L/ACT	REF	
1	1	PEACE AND SECURITY.	ROLES OF PEOPLE WHO KEEP PEACE AND SECURITY	Vocabulary	Listening	<u>New Words</u> teacher child prefect army parent prison priest church barracks mosque Imam matron school arrest monitor criminal preach nun	During the lesson, the leaner, -reads the words. -pronounces the words. -spells the words and uses them in sentences.	LSU	A chart	creative	Writing	MK	
				speaking						showing	thinking	and	book 2
				Reading					Look and say	different words.		reading	page
				writing								the words	84
	2			Structures		What is this? This is a _____ What is that? That is a _____  What is that? That is a church.  What is this? This is a mosque.	The leaner, -reads the given structures. -responds to the given structures.	Guided discussion	A chart		Answering questions.		
	3							Observation	showing	different on peace and security.			
	4			Writing the words correctly		I child child tent pat _____ Sonpri _____ oolsch _____	The learner, -reads the words. -writes them correctly.	Explanation			Writing the words correctly.		

WK	PD	THEME	SUB-THEME	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	L/AIDS	LIFE SKILLS & VALUES	L/ACT	REF
	5	PEACE AND SECURITY.	ROLES OF PEOPLE WHO KEEP PEACE AND SECURITY	Fill in Exercise	Listening speaking Reading	Complete the words correctly. church m__tr __n pr__son a__my pri__st	The learner, -reads the words. -fills in the missing letters.	Look and say	Chalkboard usage	Creative thinking	Fill in exercise	MK book 2 page 84
2	1			Riddles	writing	Complete the riddles correctly. I work at school. I teach children Who am I? You are a <u>teacher</u> . I keep peace in the community I work at the police station. Who am I? You are a _____. I preach the word of God in a mosque. Who am I? You are a _____. I cover my head with a veil. I live in the convent. Who am I? You are a_____.	The learner, -reads the given riddles. -complete the given riddles.	LSU Guided discovery Explanation		Completing the riddles.	Essential book 2 page 21	

WK	PD	THEME	SUB- THEME	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	L/AIDS	LIFE SKILLS & VALUES	L/ACT	REF
2	2	PEACE AND SECURITY.	ROLES OF PEOPLE WHO KEEP PEACE AND SECURITY	Tenses	Listening	<u>Present simple tense</u> <u>Verbs which end in y</u> hurry dry carry copy worry empty Reading cry fly spy fry marry tidy burry writing The cook <u>fries</u> eggs every Sunday. (fry) The pilot <u>flies</u> an aeroplane every day (fly) The prefect <u>copies</u> her work neatly.	The learner, -writes the given verbs in present simple tense.	Look and say LSU Guided discovery	A chart showing different verbs in present simple tense.	creative thinking	using verbs in sentences	Junior English book 2 page 20
	3					<u>Present continuous tense</u> <u>(now tense)</u> Helping words are, is are and <u>verbs which end in e.</u> make making dance _____ write _____ drive _____	The learner, - writes the given verbs in present continuous tense.	A chart showing different verbs in present continuous tense	Completing sentences using the given verbs.			

WK	PD	THEME	SUB- THEME	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	L/AIDS	LIFE SKILLS & VALUES	L/ACT	REF
2	4	PEACE AND SECURITY.	ROLES OF PEOPLE WHO KEEP PEACE AND SECURITY	Tenses	Listening speaking Reading writing	Verbs which double the last letter in present continuous tense mop mopping swim _____ skip _____ sit _____ stop _____ clap _____ dig _____ hit _____ scrub _____ split _____	The learner, - reads the words. -Writes the given verbs. -uses them in sentences.	LSU Look and say Guided discussion	A chart showing different verbs in present continuous tense	creative thinking	Completing sentences using the given verbs	Junior English book 2 page 20
	5			Conversations		<u>Conversation about roles of people.</u> Teacher: who are you and what do you do? Child: Am a policeman I keep law and order.	The learner, -recites the conversation -answers the questions about it correctly.	Explanation	Chalkboard usage		Answering questions	
3	1			Plurals		Plurals of different words child teacher police metron parent	The learner, -reads the words.				Writing the plurals.	

WK	PD	THEME	SUB-THEME	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	L/AIDS	LIFE SKILLS & VALUES	L/ACT	REF
3	2	PEACE AND SECURITY.	Ways of promoting peace and security	Picture composition	Listening	<u>Still picture</u> A thief was caught stealing a goat.	The learner, -studies the pictures. -Answers the questions about it correctly.	LSU Look and say	Chalkboard usage	creative thinking	Answering questions	St. Bernard book 2 page 174. Junior English book 2 page 22
	3			Vocabulary	Reading	<u>New words</u> Thank you give happy friend share respect obey forgive joy	The learner, -reads the words. -pronounces them. -spells and uses them in sentences.	Observation Guided discussion			Reading and making sentences	
	4				writing	greet pray						
	5			Structures.		What do you like? I like sharing. What do you like? I like helping teachers. Do you like sharing? Yes, I do.	The learner, -reads the structures. -responds to them correctly.	Explanation			answering questions	

WK	PD	THEME	SUB- THEME	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	L/AIDS	LIFE SKILLS & VALUES	L/ACT	REF
4	1	PEACE AND SECURITY.	Ways of promoting peace and security	Synonyms	Listening	gift _____ present rich _____ wealth weep _____ cry	The learner, -reads the words. -Pronounces them. -uses tem in sentences.	Look and say LSU	A chart showing different words.	creative thinking	Making sentences using them	Junior English book 2 page 23 Essential book 2 page 25
	2				speaking	large _____ big end _____ finish difficult _____ hard						
	3			Structures	Reading	pile _____ head start _____ begin speak _____ talk joy _____ happiness						
					writing	<u>Use of too..... to</u> She is very sick. She cannot walk. -She is too sick to walk. She is short. She cannot close the window. -She is too short to close the window.	The learner, -reads the sentences. -Joins them using too.....to.	Guided discussion	Chalkboard usage		Joining sentences using too..to	
				Comprehension		<u>A story about peace in our community.</u> Mr. Opio is a police woman. She is very kind and hard –working	The learner, -reads the story. -Answers the questions correctly.				Answering question	

WK	PD	THEME	SUB- THEME	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	L/AIDS	LIFE SKILLS & VALUES	L/ACT	REF			
4	4	PEACE AND SECURITY.	Ways of promoting peace and security	Jumbled sentences	Listening	Rearrange the sentences to make a correct story. a) The stranger was arrested and taken to the police station. b) On evening as John was going back home, c) An elder came and rescued him. d) John shouted for help. e) He met a stranger who tried to grab him.	The learner, -reads the sentences. -arranges them all to make a good story.	LSU	Chalkboard	Creative thinking	Arranging sentences	Junior English book 2 page 25			
	speaking			Reading	writing			Look and say							
													Vocabulary	<u>New words.</u> work insult share backbite bite disturb steel fight slap pinch take abuse	The learner, -reads the words correctly. -Spells and uses them in sentences.
Composition writing	Free composition related to peace who keep peace and security. <u>Guiding words.</u> children teachers parent discipline law and order.			The learner, -writes a composition following the given instructions.	Explanation	Writing a compositi on									
5	1														

WK	PD	THEME	SUB- THEME	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	L/AIDS	LIFE SKILLS & VALUES	L/ACT	REF
5	2	PEACE AND SECURITY.	Ways of promoting peace and security	Structures	Listening	Uses of as.....as.	The learner, -reads the given sentences -joins the sentences using as.....as.	Look and say	Chalkboard usage	creative thinking	Joining sentences using as....as.	
	3				speaking	1. Sarah is bright. She is like her sister. -Sarah is as bright as her sister.						
					Reading	2. His shirt is green. It is like grass. -His shirt is as green as grass.		LSU				
					writing	<u>Present simple tense in negative form.</u> We use “not” to show negative form. <u>Examples.</u> 1. Do you slap your friend? No, I do not slap my friend. 2. Does he slap his friend? No, he doesn’t slap his friends.	The learner, -reads the structures. -responds to the given structures.	Guided discussion				
								Explanation				


Essential book 2 page 28

WK	PD	THEME	SUB- THEME	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	L/AIDS	LIFE SKILLS & VALUES	L/ACT	REF
5	4	PEACE AND SECURITY.	Ways of promoting peace and security	Structures	Listening	Use of there and their Examples There is used to show <u>ownership</u> .	The learner, -reads the words. -Pronounces them.	Look and say	chalkboard usage	creative thinking	Completing sentences using the given words.	Junior English book 2 page 28
	5				speaking	1. Their car is new. There is used to show a place. -We shall go there tomorrow.	-Uses them in sentences.	LSU				
					Reading	<u>Use of to, too, two</u> To is used for a place. Too is used to mean very very. Two is used to mean number <u>Examples</u>	The learner, -reads the words. -Uses the given words in sentences.					
					writing	There was <u>too</u> much work for me. My <u>two</u> young brothers are coming today. She use a knife <u>to</u> cut.		Guided discovery				

WK	PD	THEME	SUB- THEME	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	L/AIDS	LIFE SKILLS & VALUES	L/ACT	REF
6	1	PEACE AND SECURITY.	IMPORTANCE OF PROMOTING PEACE AND SECURITY	Vocabulary	Listening	<u>New words</u> touch report fight rest hunger abuse beat work stranger clean	The learner, -reads the words. -pronounces words. -spells the words and uses them in sentences.	Look and say	A chart showing different words.	creative thinking	making sentences	
	2			Structures	Reading	<u>Uses of do and does.</u> Does is used for one thing or person. Do is used for many things or people. <u>Examples</u> 1. The child <u>does</u> her homework neatly. 2. What will you <u>do</u> tomorrow? 3. The teacher does <u>not</u> like eggs.	The learner, -uses do and does in sentences.	LSU Guided discussion	chalkboard usage		Completing sentences using the given words.	
	3			Guided composition	writing	<u>Use these words to complete the story.</u> gift, child sacrifice, spirits place, stranger, children child abuse, beating strange _____ is the way children are mistreated in forms of child abuse.					Completing the story.	

WK	PD	THEME	SUB-THEME	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	L/AIDS	LIFE SKILLS & VALUES	L/ACT	REF
7	4	CHILD PROTECTION	CHILD WORK AND CHILD ABUSE	Vocabulary	Listening	<u>New words.</u> touch night fight late hunger burn beat report stranger dark heavy rest bad speaking clean walk wash abuse fetch sweep mop work	The learner, -reads the words. -pronounces the words. -spells them uses them in sentences.	LSU Look and say	Chalkboard usage	creative thinking	Making sentences using the learnt words.	Junior English book 2 page 30
	&			speaking								
	5											
	1			Tenses	Reading	<u>Past simple tense of verbs which end in y</u> copy _____ copied carry _____ carried hurry _____ hurried marry _____ burry _____ try _____ dry _____ fry _____	The learner, -reads the words. -writes the words in past simple tense.	Guided discovery		Writing the words in past simple tense.		
	2			odd words		Write the odd one out Examples a) table, chair, bench, <u>gift</u> b) goat, cat, <u>friend</u> , cow, sheep	The learner, -underlines the odd words.				Underling the odd words.	

WK	PD	THEME	SUB- THEME	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	L/AIDS	LIFE SKILLS & VALUES	L/ACT	REF
7	3	CHILD PROTECTION	CHILD WORK AND CHILD ABUSE	Gender	Listening	Gender Gender is the state of being male or female. Nouns referring to females are feminine . Nouns referring male are masculine <u>Examples</u> <u>Feminine</u> <u>Masculine</u> mother father wife husband sister brother aunt uncle girl boy niece nephew	The learner, -reads the words -defines gender. -uses them in sentences.					
	4			Adjectives	writing	Forming adjectives using full. care + full = careful help + full = helpful use + full = useful faith + full = faithful peace + full = peaceful cheer + full = cheerful	The learner, -forms adjective using full					
	5			Opposites		Forming opposites by adding 'dis' agree disagree advantage disadvantage courage discourage	The learner, -forms opposites by adding 'dis'					

WK	PD	THEME	SUB-THEME	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	L/AIDS	LIFE SKILLS & VALUES	L/ACT	REF
8	1 & 2	MEASURES	TIME	Vocabulary	Listening	Vocabulary time o'clock day first week third daily hour fourth diary calendar quarter month second thirty February Wednesday January	The learner, - reads the words. -Pronounces the words. -Spells and uses them in sentences.	Explanation	chalkboard usage	creative thinking	Making sentences using the learnt words.	Mk pupil's book 2 page 54
	3			Structures	Reading	Telling time  What time is it? It is three o'clock.	The learner, -reads the structures -responds to the structures.	Guide discovery				
	4			Grammar	writing	Months of the year. Twelve months make a year. Month short form January Jan February Feb	The learner, -reads the words. -pronounces the words. -spells and uses them in sentences.	Observation				
	5					Days of the week seven days make a week. Day short form Sunday ____ Sun Monday ____ Mon Tuesday ____ Tue	The learner, -reads the words. -pronounces the words. -spells and uses them in sentences.	Guide discussion Group work				

WK	PD	THEME	SUB-THEME	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	L/AIDS	LIFE SKILLS & VALUES	L/ACT	REF																																										
9	1	MEASURES	TIME	comprehension	Listening	A calendar 2018 June 2018 <table><tr><td>SUN</td><td></td><td>7</td><td>14</td><td>21</td><td>28</td></tr><tr><td>MON</td><td>1</td><td>8</td><td>15</td><td>22</td><td>29</td></tr><tr><td>TUE</td><td>2</td><td>9</td><td>16</td><td>23</td><td>30</td></tr><tr><td>WED</td><td>3</td><td>10</td><td>17</td><td>24</td><td></td></tr><tr><td>THUR</td><td>4</td><td>11</td><td>18</td><td>25</td><td></td></tr><tr><td>FRI</td><td>5</td><td>12</td><td>19</td><td>26</td><td></td></tr><tr><td>SAT</td><td>6</td><td>13</td><td>20</td><td>27</td><td></td></tr></table>	SUN		7	14	21	28	MON	1	8	15	22	29	TUE	2	9	16	23	30	WED	3	10	17	24		THUR	4	11	18	25		FRI	5	12	19	26		SAT	6	13	20	27		The learner, -studies the calendar. -answers the questions about the calendar.	Observation Look and say	chalkboard usage	creative thinking	Answering questions	English MK book 2 page 59
	SUN				7	14	21	28																																														
MON	1	8	15	22	29																																																	
TUE	2	9	16	23	30																																																	
WED	3	10	17	24																																																		
THUR	4	11	18	25																																																		
FRI	5	12	19	26																																																		
SAT	6	13	20	27																																																		
2	structures	speaking Reading writing	<u>Use of were and where.</u> <u>Were</u> is used for many people or things. It is the plural of was. <u>Examples.</u> They <u>were</u> not at home. The dogs <u>were</u> barking the whole night. <u>Where</u> is used to ask questions about places. It always comes at beginning of the questions. Where is your home? Where did your father go?	The learner, -reads the words. -constructs sentences and questions using were and where.	Guided discovery	Constructing questions and sentences.	Standard English book 2 page 57																																															

WK	PD	THEME	SUB-THEME	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	L/AIDS	LIFE SKILLS & VALUES	L/ACT	REF												
9	3	MEASURES	TIME	shopping	Listening	shopping list Joan's shopping list. <table><tr><td><u>Item</u></td><td><u>price</u></td></tr><tr><td>1 pact of salt</td><td>500/=</td></tr><tr><td>1 bar of soap</td><td>2000/=</td></tr><tr><td>1 kg of sugar</td><td>3000/=</td></tr><tr><td>1 pair of shoes</td><td>5000/=</td></tr><tr><td>1 book</td><td>1000/=</td></tr></table>	<u>Item</u>	<u>price</u>	1 pact of salt	500/=	1 bar of soap	2000/=	1 kg of sugar	3000/=	1 pair of shoes	5000/=	1 book	1000/=	The learner, -studies the shopping list. -answers the questions correctly.	Look and say LSU	Chalkboard usage	creative thinking	Answering questions	MK book 2 page 31
	<u>Item</u>			<u>price</u>																				
	1 pact of salt			500/=																				
1 bar of soap	2000/=																							
1 kg of sugar	3000/=																							
1 pair of shoes	5000/=																							
1 book	1000/=																							
4	Structures	speaking			Observation	Completing sentences using shall and will.	Essential book 2 page 28																	
5	Punctuate marks	Reading	writing	Use of shall and will. <table><tr><td><u>shall</u></td><td><u>will</u></td></tr><tr><td>I</td><td>they</td></tr><tr><td>we</td><td>you</td></tr><tr><td></td><td>he</td></tr><tr><td></td><td>she</td></tr><tr><td></td><td>Jane</td></tr><tr><td></td><td>Pater</td></tr></table> Examples I shall go to the market at five o'clock. They will come tomorrow.	<u>shall</u>	<u>will</u>		I	they	we	you		he		she		Jane		Pater	The learner, -reads the given words. -constructs sentences using will and shall.	Guided discussion	Writing sentences using an apostrophe	Standard book 2 page 27	
<u>shall</u>	<u>will</u>																							
I	they																							
we	you																							
	he																							
	she																							
	Jane																							
	Pater																							

WK	PD	THEME	SUB-THEME	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	L/AIDS	LIFE SKILLS & VALUES	L/ACT	REF
10	1	MEASURES	SHAPES AND SOLIDS	Vocabulary	Listening	<u>New words</u> circle measuring square length triangle rectangle ball height corner weight shape centre green white Reading sides wide width	The learner, -reads the words. -pronounces the words. -spells and uses them in sentences.	LSU Look and say	Chalkboard usage	Creative thinking	Constructing sentences using the learnt words.	Junior English book 2 page 29
	2				speaking							
	3			Structures	writing	What shape is this? it is a _____ How many sides does ahave? It hassides.	The learner, -reads the structures. -responds to the structures.	Explanation Guided discovery			answering questions	
	4			Fill in exercise		<u>Filling in the missing letters.</u> c__rc__e re__t__ngle s__uare tr__ngl__	The learner, -reads the words. -fills in the missing letters				Fill in the missing letters.	
	5			Sentences construction		Make sentences using these words. square longer circle	The learner, -constructs sentences using the learnt words.				Constructing sentences.	

END