HORMISDALLEN SCHOOLS

ENGLISH LANGUAGE SCHEME OF WORK FOR PRIMARY TWO TERM ONE.

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| **Wk** | **PD** | **theme** | **aspect** | **skills** | **competence** | **content** | **method** | **activities** | **life skills & values** | **t/l/Aids** | **Ref.** |
| **1** | **1** | our school & neighborhood | Grammar | Speaking  Writing | Reads the vocabulary.  Articulates the words correctly.  Spells the words correctly. | Vocabulary  Nouns  School, badge, flag, signpost, uniform, van, classroom, library, bus, hall, chalkboard, compound, food, medicine, money, tree, broom, red, yellow, pupils, child, blue, water, grey, table.  Activity:  Fill in the missing letters.  a). C \_ assr \_ \_ m.  b). Lib \_ \_ ry  c) foo \_  d) ta \_ le | Guided discovery  Look and say  explanation | Reading  Articulation  spelling | Awareness  Concern | Flash cards | **P.2 English notes** |
| **2** |  | Grammar |  | - Reads the compound nouns.  - Forms small words. | Compound nouns.  Cupboard, chalkboard, school, uniform, play ground, headteacher, schoolboy, school girl.  Activity  Make small words.   * headteacher \_\_\_ \_\_\_\_ * chalkboard \_\_\_ \_\_\_ | Explanation.  Direct  Making sentences | Reading  Making sentences | Creative thinking  Awareness | Chalkboard illustration | do |
| **5** | **3** | Comprehension ( a story) | Listening  Reading  Speaking | The learner  Reads the story correctly.  Pronounces & spells the words correctly.  Answers questions about the story. | Wild animals.  Are found in the forest & game parks. They are harmful. Some animals eat human beings, others eat meat & grass. Some of the wild animals are giraffe, elephant, lion, zebra, leopard, rhino, monkey etc | Question & answer.  Story telling.  Guided discovery | Reading  Pronouncing  Answering | Creative thinking  Awareness  Concern | Photocopies & the story. | Tr’s resources bk page 32 |
| **Wk** | **PD** | **theme** | **aspect** | **skills** | **competence** | **content** | **method** | **activities** | **life skills & values** | **t/l/Aids** | **Ref.** |
|  | **4** |  | Grammar | Writing | Identifies possessive pronouns.  Completes sentences using possessive pronouns | PRONOUNS  Possessive  Mine, his, its, hers, yours, ours, theirs,  Activity  Complete the sentences.   1. This dress belongs to Mary. It is hers. 2. The pen belongs to me. It is mine. | Direct  Explanation  Guided discovery. | Identifying  Completing sentences | Imagination  Appreciation | Chalkboard illustration | P.2 English notes. |
|  | **5** |  | Comprehension |  | Reads the story correctly.  Pronounces the words correctly.  Answers the questions correctly. | Circumcision | Story telling  Question and answer | Reading  Pronouncing  Answering | Creative thinking  Love  Appreciation | Photocopies of the story | u |
|  | **6** | Our school & Neighbourhood | English B | Listening  Reading  Speaking | The learner;  Reads the sentences  Recites the rhyme.  Demonstrates the rhyme. | To market. To market | Recitation  Imitation  Demonstration | Reading  Reciting  Demonstrating | Imagination  Creative thinking  Appreciation | Chalkboard illustration  Tr | Teacher’s resource book 39 |
|  | **7** |  | Composition | Writing | Reads the statement  Joins the statements to make sentences.  Reads the sentences | A substitution table.  I wash my uniform daily.  A driver takes the sch. van  keeps law & order  A nurse drives  care of patients | Guide discovery  Explanation | Reading  Making sentences | Critical thinking  Awareness  Appreciation | C/board illustrations | Teacher’s own collection |
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| **2** | **1** |  | Grammar |  | The learner;  Read the words correctly.  Pronounces the words correctly.  Spells the words & fills in the missing words. | Verbs  A verb is a doing word.  Teach, wear, sweep, learn, read, mop, stand, study, write, keep, shout, play, clean, steal, share, pray, speak, dance.  Activity:  **Use the given verb to fill the gaps correctly**.  The pupils are \_\_\_ (dance)  The boys are \_\_\_\_ football. (play) | Guided discovery.  explanation | Reading  Pronouncing  Spelling  writing | Effective communication  Awareness  Appreciation | Flash cards  Chalk board  Illustration. |  |
|  | **2** | Our School & neighbour hood | Comprehension | Listening  Speaking  reading | Reads the story correctly.  Articulates the words correctly.  Answers questions about the story. | Tom & Juma  They go to Buloba primary school. They are in primary two. Tom is seven years old. They live playing football. | Story telling  Question & answer. | Reading  pronouncing  Spelling.  Writing | Critical thinking  Concern  love | Photocopies of the story pg. 33. |  |
|  | **3** |  | Grammar |  | Identifies adverbs.  Forms adverbs  Uses adverbs in sentences. | Adverbs.  A slow - slowly  Quick - quickly  Soft - softly  rude - rudely  Activity:  Form adverbs from the following;  nice - \_\_\_\_\_\_\_  happy - \_\_\_\_\_\_\_\_\_  proper - \_\_\_\_\_\_\_\_\_\_  neat - \_\_\_\_\_\_\_\_\_\_\_ | Identifying  Forming adverbs |  |  | Chalkboard illustration | Teachers own collection |
|  | **4** |  |  |  |  | Use the given words to complete the sentences.  P.2 pupils write ---- (near)  We sit .. in our class. (proper)  Mary does her work….(lazy) | Completing sentences. |  |  |  |  |
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| **2** | **5** | Our school & neighbour hood | Comprehension | Listening  Reading  Speaking | The learner;  Recites the rhyme.  Role – plays the rhyme.  Answers questions about the rhyme. | Rhyme  Reading so hard.  Activity.  Answer the questions about rhyme.   1. Why is it good to read so hard? 2. Who treats patients? | Role play.  Recitation  Answering question | Effective communication  Assertiveness | Photocopies |  | Teacher’s book page 38 |
|  | **6** |  | English ‘B’ | Writing | * Reads the sentences. * Imitates the song. * Follows the rhythm of the song. | A song  Father Abraham. | Imitation  Direct method  Role play | Reading  imitating  singing | Effective communication  Tolerance  Appreciation | Chalk board illustration | Teacher’s book page 39 |
|  | **7** |  | Composition |  | * Forms sentences * Reads the sentences * Writes the sentences | A substitution table.  Mk. Thematic curriculum page 35 | Direct  look and say  whole word, whole sentences | Reading  Making sentences  Writing | Awareness  Appreciation | Chalkboard illustration | Mk thematic page 35 |
| **3** | **1** | Our home & community | Grammar | Listening  Speaking.  Speaking  Reading  writing | The learner;   * Reads the words correctly. * Pronounces the words correctly * Spells the words & fills in the missing letters. | Vocabulary:  Nouns  Mother, father, son, daughter, brother, sister, aunt, uncle, niece, nephew, cousin, house, kitchen, latrines/toilets.  Activity:  Fill in the missing letters.  d- ughter, \_ unt, h - - se,  c- mp – und, k – tc- en, ne – hew, so - | Guided discovery  look and say  Explanation | Reading  pronouncing  spelling  writing | Effective communication  Awareness  Appreciation | Flash cards  Chalk board illustration. |  |
|  | **2** |  | Comprehension |  | * Reads the story correctly. * Articulates the words correctly. * Answers questions about the story. | Hating is bad  (page 32) | Story telling  Question and answer | do | do | Photocopies of the story. | Teacher’s resource bk pag 32 |
| **Wk** | **PD** | **theme** | **aspect** | **skills** | **competence** | **content** | **method** | **activities** | **life skills & values** | **t/l/Aids** | **Ref.** |
| **3** | **3** | Our home & community | Grammar |  | * Defines a noun * give examples of nouns in the classroom * Identifies nouns in the given sentences | Nouns in the classroom.  What are nouns?  A noun is a name of anything or a person.  examples  desk, chair, boy, girl, teacher, duster, ruler, pupil, box, table. | Look and say  Explanation  Guided discovery | defining  Identifying | Do | Classroom environment | P.2 English notes term I page 2 |
|  | **3** | Grammar | listening  Speaking  Reading |  | Activity  Underline the nouns in the given sentences.  1 Our teacher is smart.  2. He is sitting on the chair.  3. This pencil is blunt. |  |  |  |  |  |
|  | **4** | Comprehension | writing | The learner;  Recites the dialogue  Role plays the dialogue  answers questions about the dialogue. | A dialogue  Tr. Where is the cup?  Pp1. The cup is on the table.  Tr. Is the bottle on the table?  Ppl: No, it is in the box.  Tr. Is the box on the chair?  PP1: Can you put it in the box  Ppl: Yes, I can.  Activity:  Answer the questions in full sentences.   1. Who are the people in the dialogue? 2. Which two nouns from the dialogue? |  |  |  | do |  |
|  | **5** | Grammar |  | * Reads the nouns * Spells the nouns correctly * Fills in the missing letter. | Common nouns.  examples: teacher, boy, doctor, school, hospital, market etc.  Activity:  fill in the missing letter.   1. t \_ ch \_ r 3. Wo \_ an 2. d \_ \_ tor 4. h \_ sp \_ tal | Direct  Explanation  Guided discovery | Reading  Spelling  Writing | Effective communication  Awareness | Classroom environment | P.2 English notes |
| **Wk** | **PD** | **theme** | **aspect** | **skills** | **competence** | **content** | **method** | **activities** | **life skills & values** | **t/l/Aids** | **Ref.** |
| **3** | **6** | Our home & community | Composition | Listening  Speaking  Reading | * Read is the statement      * Forms / makes sentences from the table. * Reads the sentences correctly. | daughter of my uncle. is my sister  The father of my father.  my grand father  daughter of my father. my cousin  Son of my brother. my nephew | Guided discovery  Explanation | Reading  Making sentences | Awareness  Concern | A chart | Teacher’s own collection |
|  | **7** | English  ‘B’ | Writn\g | * Recites the rhyme * Articulation the words correctly. * Identifies rhyming words | Old chief kakande | Recitation  Question & answer | Articulation  Reciting  Identifying | Assertiveness  Imagination | Chalkboard illustration | Teacher resources book page 37 |
| **4** | **1** | Grammar |  | * Reads the words * Identifies nouns * Underlines the nouns | Pronouns nouns  These are real names of people, places and objects e.g.  Gayaza, Hormisdallen, Kampala, L. Victoria, Jinja etc.  Activity:  Underline the proper nouns.   1. I live in Gayaza. 2. My school is Hormisdallen 3. Wandegeya is a small town. | Explanation  Guided discovery | Defining  Identifying  Writing | Awareness  Critical thinking | do | Teacher’s own collection |
|  | **2** |  | Comprehension | Listening  Reading | The learner;   * Reads the story. * Articulates the words correctly. * Answers questions about the story. | Mukasa went to school. | Story telling  Questioning and answer | reading  Articulation  Answering | Problem solving  Concern  Awareness | Photocopies of the story. | Teacher’s resource book page 33 |
| **Wk** | **PD** | **theme** | **aspect** | **skills** | **competence** | **content** | **method** | **activities** | **life skills & values** | **t/l/Aids** | **Ref.** |
|  | **3** | Our home & community | Grammar | speaking  writing | defines a pronoun  give examples of pronouns  replaces nouns with pronouns | Pronouns  Pronouns are words used in place of nouns.   * Tom - he * Mary - she * dog - It * I and you - we * The pupils – they   Activity.  Write pronouns for the underlined nouns.  1. Mary is crying.  She is crying.   1. Daddy has a car.   He has a car. | Explanation  look and say | Defining  writing | problem solving  Appreciation | Chalkboard illustrations | Teacher’s own collection |
|  | **4** | Comprehension |  | * recites the dialogue * Role plays the dialogue * answers questions about the dialogue | A dialogue: page 35  Activity:  Answer the questions about the dialogue   1. Who are the people in the dialogue? 2. What was the party about? | Role play  explanation  Question and answer | Reciting  role playing | Critical thinking  Appreciation | photocopies of the dialogue | Teacher’s resource book page 35. |
|  | **5** | English B | Listening  Speaking | The learner;   * Recites the rhyme. * Demonstrates the rhyme. | A rhyme  pg 33  “For away & up the hill. | Recitation  Demonstration | Reciting  demonstration | Assertiveness  Critical thinking | Chalk board illustrations | Teacher’s resource book page 33 |
|  | **6** | our home & community  7 | Grammar | Reading | Defines a verb  Reads the verbs.  Gives examples of verbs.  Uses the verbs in the present continuous tense. | Verbs  A verb is a doing word.  cook, eat, mop, share, clean, play, cry, fetch, bring, buy, kneel, wear, drink, dig, sweep, peel, sleep, graze, laugh.  Present continuous tense.  Cook - cooking  clean – cleaning  graze – grazing  share – sharing  weave – weaving  tie - tying  die – dying  Those which double the last consonant.  sit - sitting  dig - digging  swim - swimming  shut - shutting  put - putting  stop - stopping  clap - clapping | Explanation  Direct method | Defining  Reading  Spelling | Critical thinking  Awareness | Chalk board illustration | English aid book 3 |
| **4** | **6** | Grammar | Listening |  | Activity  Use the given verbs to complete the sentences.   1. I am \_\_\_\_ food. (cook) 2. He is \_\_\_\_a ball. (kick) 3. They are \_\_\_\_ a car. (push) |  |  |  |  |  |
|  |  |  | Composition | Reading  Speaking | The learner;   * Interprets the pictures, * Reads the composition. * Fills in the gaps with the correct words | Pictures composition  on page 27  Refer to lesson notes term II | Guided discovery  Direct method | Interpreting  Reading  Writing | Critical thinking  Imagination  Appreciation | Lesson notes page 27 |
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| **5** | **1** |  | Grammar | writing | Reading the verbs correctly.  Uses the verbs in the present simple tense  Completes sentences in the present simple tense. | present simple tense  Verbs that add ‘s’  cook - cooks  cut – cuts  mop - mops  Those which add ‘es’  fetch - fetches  polish - polishes  Those adding ‘ies’  cry - cries  carry – caries  bury – buries  study – studies  try – tries  dry - dries | Direct  Guide discovery  explanation | Reading  Making sentences  Writing | Creative thinking  Awareness  Appreciation | A chart & chalkboard illustration | 2 |
|  | **2** |  | Grammar | Listening  Reading  Speaking  Writing | Reads the verbs correctly  Uses the verbs in the past tense.  Completes sentences in the past simple tense. | Past simple tense  Those which add ‘d’ and ‘ed’  wash - washed  dance – danced  touch – touched  cook - cooked  graze - grazed  Verbs which double the last consonant.  mop - mopped  stop – stopped  prefer – preferred  hop – hopped  trap – trapped  Activity:  Use the given verbs to complete the sentences.  1. Alice \_\_\_\_all the clothes yesterday.( wash)  2. The cat \_\_\_\_\_ the baby’s milk last night. (drink) | Guided discovery  Direct  Guided discovery  Explanation | do  Reading  Making sentences  Writing | do  Creative thinking  Awareness  Appreciation | do  A chart  Chalk board illustration | Lesson notes |
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|  | **3** | Our home and community | Comprehension |  | Reads the sentences of the dialogue  Role plays the dialogue  Answers questions about the dialogue | Dialogue  Rehema & Aminah | Reading  Guided discovery  Question & answr | Reading  Role playing  answering | Assertiveness  Concern  Appreciation |  | Thematic english page 16 |
|  | **4** | Grammar |  | Reads the sentences  Joins the sentences using ……and ……  Spells the words correctly. | Conjunction: …..and……  1. Mary is tall. Divine is tall.  Mary and Divine are tall.  2. Morris has a bag. Ocen has a bag.  Morris and Ocen have bags.  Activity:  Join sentences using …..and …. | Guided discovery  Joining sentences | Critical thinking | Chalkboard illustration |  | Teacher’s collection |
|  | **5** | Comprehension | Listening  Reading | The learner;  - Recites the rhyme   * Articulates the words correctly. * Answers questions about the rhyme. | A rhyme  I like my school.  Teacher’s resource book page 34. | Recitation  Questions and answer  Explanation | Reciting  Articulating  Answering | Assertiveness  Concern  Love | Chalkboard illustration | Teacher’s resources book page 34 |
|  | **6** | English ‘B’ (tongue twisters) | Speaking  Writing | Recites the rhyme  Articulators the rhyme correctly  Maintains the rhythm of the rhyme. | Otai tied the tie so tightly that Otai couldn’t untie the tie that Otai tied.  God made man, Man made money which made man mad  Made man run mad | Recitation  Guided discovery | Reciting  Articulating  answering | Assertiveness  Concern  love | Chalkboard illustration | Teachers resource book page 34 |
| **Wk** | **PD** | **theme** | **aspect** | **skills** | **competence** | **content** | **method** | **activities** | **life skills & values** | **t/l/Aids** | **Ref.** |
|  | **7** |  | composition |  | - reads the story.   * Punctuates the sentences correctly * Completes the story correctly. | Use the given words to complete the story.  (people, teachers, work, nurses, patients, teach, school, home)  Many good \_\_\_\_live in our community. They do different types of \_\_\_\_\_\_\_\_\_\_., Some of them are \_\_\_\_\_\_\_\_\_and others \_\_\_\_\_\_\_\_. Teachers \_\_\_\_\_\_\_\_\_pupils while the nurses take care of \_\_\_\_\_\_. Drivers transport learners from their \_\_\_\_\_\_\_\_\_\_ and bring them to \_\_\_\_\_\_\_\_. | Guided discovery  Look and say | Reading  punctuating  Writing | Creative thinking  Appreciation | Chalkboard own collection | Teacher’s own collection |
| **6** | **1** | our home & community | Grammar | Listening  Reading  Speaking | The learner   * Interprets an adverb * Reads given adverbs * Forms adverbs and uses them in the given sentences. | **adverbs**  Quietly, heavily, quickly, slowly, carefully, clever, softly, easily, nicely, poorly, fast, surely, werly.  Activity.  Complete the sentences correctly.   1. Tom walks \_\_\_\_\_. (slow) 2. The work was done \_\_\_\_ (careful) | Explanation  Direct method  look and say | Interpreting  Reading  doing an exercise | Critical thinking  Awareness  appreciation | Chalkboard illustration | Lesson notes’ |
|  | **2** |  |  | grammar | Writing | identifies adjectives  compares nouns using adjectives | Adjectives  An adjective explains a noun  short, big, tall, noisy, lazy, clean, beautiful, large, close.  Activity  Comparing adjectives on a table.  brave braver bravest  small smaller smallest  good \_\_\_\_ \_\_\_\_\_\_\_\_ |  |  |  |  |
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|  | **3** | Comprehension (rhyme) |  |  | The learner;   * Recites the rhyme. * Role plays. * Answers questions about the rhyme. | My dear mother and my dear father.  Activity:  Answer the questions about the rhyme.   1. Write 2 people mentioned in the rhyme. 2. Who was visited? | Guided discovery  Role play  Question and answer | Assertiveness  Appreciation | reciting  role playing  answering | Chalkboard illustration | Teacher’s resources book 37 |
|  | **4** |  | grammar | Listening  reading  speaking | * reads the prepositions * Uses prepositions in sentences.   Demonstrations the prepositions. | Prepositions.  in, on, under, near, over, under, between, in front of, to, at, behind, besides etc.  Activity.  1. What is she doing?  䠂챨ā      2. Where is the stone? | Guided discovery  Question and answer  Explanation | Reading  Making sentences  Demonstrating | Creative thinking  Appreciation | A chart & chalk board illustration | Mk Thematic |
|  | **5** |  | Comprehension ( A story) | Writing | Reads the story correctly.  Pronounces the words correctly.  Answers the questions about the story. | Edith and Joy | Story telling.  Questions and Answer  Guided discovery | Reading  Pronouncing  Answering | Critical thinking  Concern  Love | Photocopies of the story. | Teacher’s resource book page 39 |
|  | **6** |  | Composition |  | Reads the sentences correctly.  Arranges sentences to form a good story. | Arranging sentences to form a good story.   1. It is found in Gayaza. 2. It has three girls, one boy, father and mother. 3. Our home is very good. 4. Our first born is Isabella and the last born is Ian. 5. We enjoy living together in our family. | Guided discovery  Explanation | reading  Arranging sentences | Creative thinking  Awareness  Appreciation | Chalkboard illustrations | Teacher’s own collection |
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| **7** | **1** | Human Body & health | Grammar | Listening  Reading  Speaking | reading the nouns  Spells the nouns  Writes the nouns from small to capital letters and vice-versa. | **Vocabulary**  hoe, saucepan, broom, clothes, comb, soap, water, bread, measles.  Activity  Write the words in small letters.   1. BUCKET 2. BRUSH 3. HOE 4. SAUCEPAN | Look and say  Guided discovery | Reading  Spelling  Writing | Awareness  Concern | Chalkboard illustration | Mk Thematic book 2. |
|  | **2** |  | Writing | Reads the nouns  Spells the nouns that add ‘s’ and ‘es’  Changes the nouns from the singular to plural. | Plural nouns  Nouns which add ‘s’  bucket – buckets  hoe - hoes  broom – brooms  activity  Give the plurals of the nouns   1. She has three \_\_\_\_ (basket) 2. Mary bought five \_\_\_\_ (pen) 3. They are eating \_\_\_\_\_ (mango) 4. The \_\_\_\_\_ are rotten. (tomato) | Look and say  Explanation  Guided discovery | Reading  Spelling  writing | Effective communication  Creative thinking | Real objects | Lesson notes  Precise english |
|  | **3** | Comprehension ( A story) | Listening  Reading | The learner;  Reads the story  Pronounces the words correctly.  Answers questions about the story. | Parts of the body.  page 40 | Story telling  Question and Answer  Story telling  Questions & answer | Reading  Pronouncing  Answering | Effective communication  Awareness  Love | Photocopies of the story. | Teacher’s resource book page 40 |
| **Wk** | **PD** | **theme** | **aspect** | **skills** | **competence** | **content** | **method** | **activities** | **life skills & values** | **t/l/Aids** | **Ref.** |
| **7** | **4** | Human body & health | Grammar | Speaking  Writing | Reading the nouns  Pronounces and spells the nouns  Uses the nouns in sentences correctly | Plural Nouns  Nouns that drop ‘y’ to ;’ies’  Fly – flies  puppy – puppies  lady – ladies  Nouns that drop ‘fe’ and ‘f’ to ves  wife – wives  life – lives  half – halves  loaf – loaves  change the given noun into plural.  1. The …..are crying for milk.  2. The dog has …….. (puppy) | Explanation  Direct  Guided discovery | Reading  Pouncing  Spelling  Writing | Effective communication  Awareness  Appreciation | Pictures | Lesson notes |
|  | **5** | English B  (A song) |  | Imitates the song  Sings the song  demonstrates | God thought of making man | Imitation  recitation | Imitation  singing  Demonstrating | Assertiveness  Concern  Appreciation | Chalkboard | Teacher’s resource book |
|  | **6** |  | Comprehension | Listening  Reading | The learner;  recites the poem  Articulates the words correctly.  Answers questions about the poem. | A poem  Don’t pick your nose. | Recitation  Direct  Question and answer | Reciting  Articulating  Answering | Effective communication  Awareness | Photocopies of the poem. | Teacher’s resource book page 43. |
|  | **7** |  | Composition | Speaking | Reads the sentences correctly.  Arranges the sentences to form a good story. | Jumbled story | Look and say  Guided discovery | Reading  Forming a story | Concern   * do - |  | Mk (old) page 22 |
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| **8** | **1** | Human body and health | Grammar |  | Reads the nouns.  Spells the nouns.  Forms the plurals of given nouns. | Plural nouns completely to form plural;  tooth - teeth  foot – feet  man – men  mouse – mice  ox – oxen  Nouns which do not change.  water – water  sheep – sheep  furniture – furniture  bread – bread  exercise  Give the plural of the underlined nouns.  1. Lule has a fat sheep. | Direct  Explanation  Look and say | Reading  Spelling  writing | Effective communication  Appreciation | Chalkboard illustration c |  |
|  | **2** | Grammar | listening  Reading | Reads the verbs  Spells the verbs  Uses the verbs in the present simple tense. | verbs  boil, cook, sweep, clean, scrub, cut, drink, throw, smoke , slash, eat.  Activity:  Use the given verbs to fill in the gaps.  1. Ann \_\_\_\_\_ the class every day. (sweep)  2. He \_\_\_\_ the stones every time. (throw) | Direct  Explanation  Guided discovery | Reading  Spelling  Writing | do | Chalkboard illustration | teacher’s resources book  page 41 |
|  | **3** | Comprehension (a rhyme) | Speaking  Writing | Recites the rhyme  Pronounces the words correctly.  Demonstrates the rhyme .  Answers the sentences using ./…who…. | Two little eyes.  (page 41) | Recitation  Imitation  Question & answer | Reciting  pronouncing  answering | do | Chalkboard illustration | Teacher’s resource book page 41 |
| **Wk** | **PD** | **theme** | **aspect** | **skills** | **competence** | **content** | **method** | **activities** | **life skills & values** | **t/l/Aids** | **Ref.** |
| **8** | **4** | Human body and health | Grammar |  | Reads the sentences  joins the sentences using …who… | Conjunction  The use of …who…   1. Tom is the boy. He broke the ruler.   Tom is the boy who broke the ruler.   1. That is the man. He stole a goat.   That is the man who stole a goat.  Exercise.  Join the sentences using …who…. | Direct  Guided discovery  Explanation | Reading  writing | do | Do | Teacher’s own collection |
|  | **5** | Comprehension | Listening  reading | Recites the rhyme.  Demonstrates the rhyme  Answers questions about. | A rhyme  When I wash my face. | Recitation  Demonstration  Question & answer | reciting  demonstrating  answering | effective communication  Concern  Care | Chalkboard illustration | Teacher’s resource page 4 |
|  | **6** | Composition | speaking  writing | reads the sentences correctly.  Arranges sentences story. | Jumbled story  1. He never wanted to brush his teeth.  2. There lived a boy called mapengo.  3. The doctor removed many of them.  4. And enjoyed eating sweets and biscuits.  5. After sometimes, his teeth started rotting and paining .  6. Mapengo could not laugh because he feared to show his gaps. | Direct  Explanation  Guided discovery | reading  forming a story. | awareness  concern  care  love | chalkboard illustrations | teacher’s own collection |
| **Wk** | **PD** | **theme** | **aspect** | **skills** | **competence** | **content** | **method** | **activities** | **life skills & values** | **t/l/Aids** | **Ref.** |
| **8** | **7** |  | English |  | Reads the riddles.  Interprets the riddles.  gives the solutions to the riddles. | Riddles   1. I chew food and swallow.   I am white. what I am I?   1. I am round and red. I am very soft with seeds you eat me. What am I? 2. I have two hands no legs I can walk. I can wake you up what am ? | Explanation  Guided discovery  Question & answer. | reading  interpreting  answering | critical thinking | chalkboard illustration | Teachers Book page 40-44 |
| **9** | **1** | Food and nutrition | Grammar | Listening  Reading  speaking  writing | The learner;  reads the vocabulary  Spells and pronounces the vocabulary.  Arranges letters to form correct words. | vocabulary  nouns  food, rice, peas, cassava, egg, meal, fish, potato, yam, milk, pawpaw, feast, bean ,groundnut, mango, orange, bill, meat, cabbage, brown, green bunch, banana, vegetable, diet, greedy, menu, ingredients, utensils, ladle, fork, supper, millet, toothpick.  Activity:  Write the words correctly.  awpawp , dlela, nabana, anbe | Direct method  look and say  Guided discovery | reading  spelling  pronouncing  writing | effective communication  creative thinking  appreciation | A chart showing pictures. | Mk thematic page 36 |
|  | **2** |  |  | Identifies negative & positive sentences..  Identifies questions  completes the sentences using “some’ or ‘any’ | The use of ‘some’ and ‘any’.   1. I have some eggs. 2. There is some tea in the flask. 3. Have you any fish? 4. I don’t have any eggs exercise.   Exercise  Use ‘some’ or ‘any’ in the gaps. | Guided discovery.  explanation | identifying  writing | do | chalkboard illustration | lesson notes & Mk Thematic bk page 37 |
| **Wk** | **PD** | **theme** | **aspect** | **skills** | **competence** | **content** | **method** | **activities** | **life skills & values** | **t/l/Aids** | **Ref.** |
| **9** | **3** | Food & Nutrition | Comprehension |  | reads the sentences of the dialogue | A dialogue / Buyer & Seller)  Exercise  Questions   1. At what time of the day did the buyer go to the shop? 2. What did Diana want from the shop? | Demonstration  Role play.  Answering | Reading  Role play  answering | Assertiveness  Concern  Appreciation | Chalkboard illustration | Teacher’s book page 45 |
|  | **4** | Grammar | l\listening  reading  speaking  writing | reads the structure  answers the questions  https://sp.yimg.com/xj/th?id=OIP.M59ba0d25fa1fcd6f1b2e7862ffa8e30ao0&pid=15.1&P=0&w=300&h=300draws the pictures | Structures  What is /are these?  It is a fish.  It is an orange.  These are cabbages  https://sp.yimg.com/xj/th?id=OIP.M59ba0d25fa1fcd6f1b2e7862ffa8e30ao0&pid=15.1&P=0&w=300&h=300  https://sp.yimg.com/xj/th?id=OIP.M7dce0851aa000ac5406a58450f6e502fo0&pid=15.1&P=0&w=230&h=173  These are beans  Activity  Answer the questions correctly. | Look and say  Questions and answer  drawing | reading    answer  drawing | Creative thinking  Awareness  Appreciation | Real objects e.g. beans  And pictures | Mk.  Thematic page 38 - 39 |
|  | **5** | Comprehension |  | Reads the story  Pronounces the words correctly.  Interprets the story.  Answers questions about the story. | A story  Mr. Masaba and Mr. Nkumba | Story telling  Questions & answer  Guided discovery | reading  pronouncing  interpreting  answering | Creative thinking  imagination  appreciation | Photocopies of the story. | Teacher’s book page 46 |
| **Wk** | **PD** | **theme** | **aspect** | **skills** | **competence** | **content** | **method** | **activities** | **life skills & values** | **t/l/Aids** | **Ref.** |
| **9** | **6** | Food and nutrition | English B | Listening  Reading | Reads the situation game.  Interprets the situational game  Answers oral questions. | Situational game  Maria and chuke | Role – play.  Guided discovery  Questions & answer | Reading  Interpreting  Answering | Assertiveness  Effective communication  appreciation | Chalk board illustration | Teacher’s book page 46 |
|  | **7** | Composition | speaking  writing | Reads the statements  Forms sentences from the table. | Substitution table.  peel cassava  roast meat  it is good to boil water  drink clean Ho2  eat  cooked food | Guided discovery  Explanation  Look and say | reading  forming sentences | Creative thinking  concern | chalk board illustration | MK thematic page 43 |
| **10** | **1** | Grammar |  | Reads the words and their opposites’  Gives/ identifies the opposites of given words. | Opposites  big - small  fat – thin  tall – short  long – short  dead – alive  weak – strong  kind – unkind / cruel  Activity.  Give the plural of the underlined words.   1. Monica is a clever girl…. 2. Our grandma is dead … 3. That man is kind….. | Explanation  Guided discovery  Explanation | Reading  Identifying  Writing | Imagination  Critical thinking  Appreciation | A chart  Chalkboard illustration | Lesson notes |
|  | **2** | Grammar | Listening  Reading  Speaking | Identifies the adjectives  spells and pronounces adjectives  Compares objects using adjectives. | Adjectives  big bigger biggest  fat fatter fattest  strong stronger strongest  thin thinner thinnest  busy busier busiest  Complete the sentences correctly using the given words.   1. An apple is \_\_\_\_than a mango. (sweet) 2. A jack fruit is \_\_\_\_than a pawpaw. (big) | Demonstration  Explanation  Guided discovery | Identifying  Spelling  comparing | Concern  Awareness | Real objects | Teacher’s own collection |
| **Wk** | **PD** | **aspect** | **skills** | **competence** | **content** | **method** | **activities** | **life skills & values** | **t/l/Aids** | **Ref.** |
| **10** | **3** | Comprehension | writing | Recites the rhyme.  Demonstration the rhyme  answers questions about the rhyme. | Rhyme:  Teacher’s book page 45.  bananas in the forest. | Recitation  Questions & answer  Guided discovery. | reciting  demonstrating  answering | do | Chalkboard illustration | Teacher’s books page 45. |
|  | **4** | Grammar |  | Reads the verbs  Pronounces and spells the word.  Completes the sentences | Verbs  thresh, grind, pound, roast, fry, peel,  Present continuous tense.  grind grinding ground  Pound pounding …….  Roast roasting ……….  Exercise  Complete the sentences using the given verbs.   1. Grandma is -------millet. (grind) 2. Mu is -------- eggs. (fry) | Explanation  Guided discovery | Reading  pronouncing  spelling | effective communication  Awareness | Chalkboard illustration | Mk Thematic |
|  | **5** | Food and nutrition | Comprehension | Listening  Reading | Recites the rhyme.  answers questions about the rhyme.  Imitates the teacher’s rhyme. | A rhyme  Mix a pan cake. | Recitation  Questions & answer | Reciting  answering  Imitating | Assertiveness  Concern  awareness | Chalk board illustrations | Teacher’s book page 45 |
|  | **6** |  | Composition | speaking | reads the phrases  forms sentences from the table. | - boiled water  - boiled milk  always drink - cold juice | Direct method  Guided discovery | reading  making sentences  writing | do | do | Mk thematic  page 41` |
|  | **7** |  | English | Writing | Reads the situational game  role –plays the situational  Answers oral questions about the situational games | A rhyme  Sarah, John and Mary | Role –play  Question & answer  Guided discovery. | Reading  role playing  answering | do | do | Teacher’s book page 47 |