**P.2 GRAMMAR, COMPOSITION & COMPREHENSION LESSON NOTES FOR TERM II 2020**

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme : Our environment**

**Subtheme : Common animals, birds, insects and plants**

**Competence :**

* **Identify animal homes**
* **Name common animals, birds, insects and plants**
* **Match animals to their homes**
* **Read names of homes of animals, insects, birds and plants.**

**Content : Animal homes**

|  |  |
| --- | --- |
| **Animals**  cow  goat  dog  rabbit  horse/donkey  lion  bird  snail  snake  monkey  ***chicken***  spider  housefly  plant  pig  bee  ***sheep***  ***parrot*** | **Homes**  Kraal/byre  shed  kennel  hutch  stable  den  nest  shell  burrow / hole  trees  ***run***  web  rubbish  garden  sty  bee hive  ***pen***  ***cage*** |

**EXERCISE**

1. Listen and write

den nest shed

stable kennel web

1. Fill in the missing letter

hu \_\_ch h\_\_ve k\_\_aal

mo\_\_key s\_\_ider ho\_\_se

1. Match the animals to their homes

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| snail  bee  horse  plant  pig  rabbit  sheep  hen  lion  spider | | | stable  garden  shell  hive  shed  pen  sty  hutch  web  den | | |
| **Date** | **Time** | **Class** | | **Pupils** |
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**Theme : Our environment**

**Subtheme : Common animals, birds, insects and plants**

**Competence :**

* **Tell the names of the animals, insects, birds and plant young ones.**
* **Spell the names of the young ones**

**Content : Young ones**

|  |  |
| --- | --- |
| **Animals** | **Young ones** |
| Cow  Pig  Dog  Rabbit  Sheep  Goat  Cat  Horse  Lion / fox / leopard  Elephant  Hare  Frog  Person  ***fish*** | Calf  Piglet  Puppy  Bunny  Lamb  Kid  Kitten  Foal  Cub  Calf  Leverate  Tadpole  Baby  ***fry*** |

|  |  |
| --- | --- |
| **Birds** | **Young ones** |
| Bird  Duck  Hen  Cock  Goose | Nestling  Duckling  Chick / pullet  Cockerel  Gosling |

|  |  |
| --- | --- |
| **Insects** |  |
| Cockroach  Housefly  Butterfly  Mosquito | Nymph  Maggot  Caterpillar |

**EXERCISE**

1. Listen and write

Lamb Kitten Calf

Kid Puppy Cub

1. Fill in the gaps correctly.
2. A young goat is a ……………………..
3. A young of a dog is ……………………..
4. A young one of a cow is …………………..
5. A young one of a sheep is …………………
6. A young cat is a ……………………………
7. A foal is to a ………..as a cub is to a …………….
8. A ………….is to a hare as a bunny is to a ……………….
9. Fish is to fry as ……..is to duckling.
10. ………..is to cub as sheep is to ……………

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme : Our environment**

**Subtheme : Common animals, birds, insects and plants**

**Competence :**

* **Read the names of animal sounds**
* **Make sentences using the animal sounds**

**Content : Animal sounds**

|  |  |
| --- | --- |
| **Animals**  cow  cat  sheep / goat  dog  pig  lion  monkey  horse  hyena  mice  frog  snake  hen  duck  goose  turkey  bee  grasshopper  ***elephant*** | **sounds**  lows  mews/purrs  bleats  barks  grunts  roars  chatters  neighs  laughs  squeaks  croaks  hisses  clucks  quacks  cackles  gobbles  hums  chirrs  ***trumpets*** |

**EXERCISE**

1. **Fill in the missing letters**

bl\_\_at gru\_\_t r\_\_ar

bar\_\_ m\_\_w c\_\_atter

1. **Complete correctly.**
2. A cow ***moos*** while a sheep …………………..
3. Dogs …………….as pigs ***grunt***
4. A lion ***roars*** as a monkey …………………..
5. Horses ………………..while hyenas***laugh***
6. **Match correctly**

|  |  |
| --- | --- |
| Duck  Frog  Goat  Snake  Turkey  Bee  Rat | Squeaks  Hums  Gobbles  Hisses  Bleats  Croaks  Quacks |

|  |  |  |  |
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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme : Our environment**

**Subtheme : Common animals, birds, insects and plants**

**Competence :**

* **Mention the animal meat**
* **Make sentences using the names of the animal meat**

**Content : Animal meat**

|  |  |
| --- | --- |
| cow  hen  sheep  pig  fish  calf  ***goat*** | beef  chicken  mutton  pork / bacon  fillet  veal  ***goat meat*** |

**Exercise**

1. Listen and write

beef mutton pork

bacon fillet chicken

1. Complete the sentence

A cow’s meat is …………………..

A pig’s meat is called ………………

A hen’s meat is known as ……………

A fish’s meat is ……………………

A sheep’s meat called …………….

1. Beef is to ….as ….is to hen.
2. ***Pork*** is to pig as fish is to ………..
3. Mutton is to ***sheep*** as veal is to …………

|  |  |  |  |
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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme : Our environment Subtheme : Common animals, birds, insects and plants**

**Competence :**

* **Explain the term gender**
* **Give examples of feminine and masculine**
* **Make sentences used the gender given**

**Content : Gender**

This is a state of being male or female.

**Types of gender.**

1. Masculine means male
2. Feminine means female

**Gender according to animals**

|  |  |
| --- | --- |
| **Masculine** | **Feminine** |
| Bull  Dog  Lion  Boar  Buck  Horse  Ram  Drake  Drone  Cock  bullock  gander | Cow  Bitch  Lioness  Sow (pigs)  Doe (rabbits)  Mare  Ewe (sheep)  Duck  queen  hen  heifer  ***goose*** |

**EXERCISE**

1. **Match masculine to feminine**

|  |  |
| --- | --- |
| lion  boar  horse  drone  drake  cock  bull  ram | ewe  cow  hen  duck  queen  mare  sow  lioness |

1. **Complete the sentences by giving the masculine of the underlined words.**
2. The lioness is moving with a ………………….
3. The hen spend a lot of time with the…………………
4. The ewe was fighting the……………………….
5. The bitch barked at the ………………….
6. The duck and the …………….flew up the roof.
7. **Write the opposites of the underlined words**
8. Mugisha’s**duck** ate my ***ground nuts***
9. I saw a **lion** in the den.
10. My **cock** is ***very*** big
11. Kintu slaughtered a **ram**
12. That **dog** barks loudly every night.

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme : Our environment**

**Subtheme : Common animals**

**Competence :**

* **Give the gender of people**
* **Make sentences**

**Content : Gender according to people**

|  |  |
| --- | --- |
| **Masculine** | **Feminine** |
| father  uncle  son  man  brother  husband  head master  sir  master  nephew  lord  waiter  widower  mayor  bridegroom  priest  poet  king  Mr.  boy  gentleman  landlord | mother  aunt  daughter  woman  sister  wife  headmistress  madam  mistress  niece  lady  waitress  widow  mayoress  bride  priestess  poetess  queen  Mrs.  girl  lady  land lady |

**Exercise**

|  |  |
| --- | --- |
| **Feminine** | **Masculine** |
| Aunt | ……………………………….. |
| ………………………………. | Mother |
| Woman | ……………………………….. |
| ……………………………….. | Nephew |
| Bride | ……………………………….. |
|  |  |

**2. Re-write the sentences giving the masculine of the underlined word.**

1. My daughter is sick
2. I am going to see the mayoress
3. His sister died
4. My wife loves me.
5. The headmistress is smart
6. The waitress served the drink.

**Give the opposite of the underlined words**

1. The **bride** is smartly dressed
2. This **gentleman** is very shabby
3. Mr. Kintu’s**son** wedded last Saturday
4. My **nephew** visited me yesterday
5. The **king** went to London

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme : Our environment**

**Subtheme : Occupation**

**Competence :**

**People and their work**

***Teacher teaches pupils***

***Doctor treats patients***

***Nurse cares for the sick***

***Potter makes things out of clay***

***Pilot flies aeroplanes***

***Driver drives cars***

***Carpenter makes furniture***

***Shop keeper sells things in a shop***

***Barber cuts peoples hair***

***Cobbler mends shoes***

***Farmer grows crops***

***Black smith makes things out of iron.***

***Tailor/ seamstress sows clothes***

**People and their workplaces**

***Teacher school***

***Barber salon***

***Potter swamp***

***Carpenter work shop***

***Pilot airport***

***Farmer garden***

***Doctor/ nurse hospital***

***Shopkeeper shop***

***Lawyer court***

***Fisherman lake***

**Exercise**

1. ***Match people to their work***

|  |  |
| --- | --- |
| ***shopkeeper***  ***pilot***  ***teacher***  ***carpenter***  ***potter***  ***nurse*** | makes things out of clay  makes furniture  cares for sick people  sells things in a shop flies aeroplane  teaches pupils |

|  |  |  |  |
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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme : Our environment**

**Subtheme : Alphabetical order**

Alphabetical letters are twenty six in number.

**Arrange these words in Abc order**

*Letters of alphabet.*

***a b c d e f g h i j k l m n o p q r s t u v w x y z***

***examples***

1. ***e, c, b, d, a***

***a, b, c, d, e***

1. ***elephant, box, ant, cow, dog***

***ant, box, cow, dog, elephant***

1. ***lemon, orange, apple, mango, paw paw***

***apple, lemon, mango, orange, pawpaw***

**Exercise**

***Arrange the words in ABC order.***

1. ***piglet, kitten, cub, foal.***
2. ***elephant, cow sheep, buffalo***
3. ***doll, ball , kite, rope.***
4. ***doctor, oculist, cobbler, pilot.***
5. ***Ferry, bicycle, ship, aeroplane.***
6. ***Kakhi . Cream., grey, maroon.***

|  |  |  |  |
| --- | --- | --- | --- |
| 1. rope 2. stone 3. teacher 4. chair | ball  ball  doctor  bag | mat  pencil  nurse  girl | basket  table  potter  boy |

***Lesson 2***

***Arrange words following the second letter***

***Examples***

1. ***book bench ball black***

***ball bench blade book***

1. ***cat cot crame clap***

***cat clap cot crame***

**Exercise**

**Words with the same slanting letters**

ball boy bull big

mother mat meat mill

play pray pack pull

town tall tree tin

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Time** | **Class** | **Pupils** |
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**Theme : Our environment**

**Subtheme :**

**Competence :**

* **Explain the meaning of the word homophone**
* **Give example of homophones**

**Content : Homophones**

These are words with the same pronunciation but different meaning and spelling.

**Examples**

|  |  |  |  |
| --- | --- | --- | --- |
| Sheep  Meat  Sun  Our  New  Week  Here  Buy Piece  Sick  been | * Ship * Meet * Son * Hour * Knew * Weak * Hear * By - bye * Peace * Seek * bean | There  Too  Four  Steal  Bad  Eat  Know  Dear  One  Seat  dear | * Their - * Two - to * For * Still - steel * Bird - bud * It * No * Deer * Won * Sit etc * deer |

**Exercise**

**Use these words in sentences to show that you understand their meanings**

1. a) cut

b) cat

1. a) bean

b) been

1. a) cat

b) it

**Choose a suitable word to fill in the gap.**

1. His……………….is two now. (son , sun)
2. We shall start school next ………….(weak, week)
3. A …………..is an animal (bare, bear)
4. The ……….is sailing on the lake (sheep, ship)
5. Daddy bought a ……………….car (knew , new)
6. I shall go …………bus to Nairobi (but, by)
7. He is ……….tired to play. (too, to)
8. Please, bring me a …………..of chalk (peace, piece)

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme : Things we make**

**Subtheme : Play materials and things we use at home**

**Competence :**

* **Join sentences using conjunction but.**
* **Read the sentences with who**

**Content : (“……..who ……….”)**

*Join sentences using ……..“who”…….*

1. ***This is a man. He mad a basket.***

***This is the man who made a basket***

1. ***John is a boy. He broke my pencil***

***John is a boy who broke my pencil***

***Exercise***

***Join using ………. Who ………***

1. ***Here is the teacher. He teaches us English.***
2. ***That is the woman. She stole the puppy.***
3. ***These are the girls. They made wonderful baskets.***
4. ***That is the cobbler. He mended my shoes.***
5. ***That is the woman. She wove a basket.***
6. ***These are the dentists. They removed the teeth.***
7. ***Those are the carpenters. They repaired our tables.***

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| --- | --- | --- | --- |
| **Date** | **Time** | **Class** | **Pupils** |
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**Theme : Things we make**

**Subtheme : Play materials and things we use at home**

**Competence :**

* **Join sentences using conjunction but.**
* **Read the sentences with but**

**Content : (“……..too……….”)**

**Examples**

**Join these sentences using”……….too………”**

1. ***Grace is very young. She can not go school.***

***Grace is too young to go to school.***

1. ***James is very short. He can not clean the chalkboard***

***James is too short to clean the chalk board.***

Exercise

1. ***Julian is very young. She can not marry.***
2. ***The pilot is very sick. He can not fly the aeroplane.***
3. ***The teacher is very tired. She can not mark our books.***
4. ***She is very sick. She can not come to school.***
5. ***The basket weaver is very weak. She can not carry the basket.***
6. ***The butcher is very old. He can not go to the butcher’s***

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme : Things we make**

**Subtheme : Materials for playing**

**Competence :**

* **Define compound words**
* **Give examples of compound words**
* **Write compound words**

**Content : Compound words**

These are words which are made of more than one word to make one word.

**Examples of compound words**

|  |  |
| --- | --- |
| Cup and board  Table and mat  School and girl  Rain and bow  Tea and pot  Flower and pot  Gentle and man  Gate and keeper  Police and man  Home and work  Staff and room  Bath and room  Bath and *tub*  Tea and spoon  Tooth and paste  *shoe and string* | * Cupboard * Tablemat * Schoolgirl * Rainbow * Teapot * Flowerpot * Gentleman * Gatekeeper * Policeman |

**Exercise**

**Join these words to form a compound word.**

1. Sun and light
2. Play and ground
3. Bed and room
4. Arm and chair
5. Hand and ball
6. Water and jug
7. Tooth and *paste*
8. Soap and dish
9. Hand and writing

***Make small words from a big word***

1. *Cupboard*
2. *Blackboard*
3. *Policeman*
4. *Armchair*
5. *Eggplant*
6. *Classroom*
7. *Toothpaste*
8. *Bedroom*
9. *Toothbrush*
10. *Sunlight*

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme : Transport in the community**

**Subtheme : Means of transport**

**Competence :**

* **Explain past tenses**
* **Use verbs in past tenses correctly**

**Content : verbs and their tenses**

A verb is a doing word

**Present continuous tense ( Now tense)**

This tense talks about activities that are going on.

is , are, am, are used as helping verbs

**Examples**

1. Musa is going to school
2. She is praying for the sick

**Exercise**

**Use the correct form of the word given in the brackets**

1. *They are \_\_\_\_\_\_\_\_\_ football. (play)*
2. *The teacher is \_\_\_\_\_\_\_\_\_\_ on the black board. (write)*
3. *I am \_\_\_\_\_\_\_\_\_\_\_ the house. (mop)*
4. *My grandmother is \_\_\_\_\_\_\_\_\_\_\_ in the garden. (dig)*
5. *The policeman is \_\_\_\_\_\_\_\_\_ a gun. (hold)*

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme : Transport in our community**

**Subtheme : Means of transport**

**Competence :**

* **Define present *perfect*  tense**
* **Give verbs in present *perfect*  tense**
* **Use verbs in present *perfect*  in sentences**
* **Use has and have**

**Content :**

**Present *perfect*  tense**

This is a tense which t6alks about activities which have already happened.

We use has and have

She

He Use “has”

It

**Examples**

1. Jane **has** gone to town
2. Ali **has** mopped the house
3. The cow **has** eaten the potato vines

They

We

You Use “have”

I

**Examples**

1. The boys **have** stolen the mangoes
2. I **have** drunk all the juice
3. I **have** done my work

*Table of irregular verbs*

*Verb has / have*

*eat has eaten/ have eaten*

*write has written/ have written*

*take*

*beat*

*sing*

*drink*

*break*

*do*

*give*

*go e.t.c.*

**Exercise**

**Fill in with has or have**

1. Jane has gone to the market
2. I ………..eaten enough *food*  today.
3. She …………..done her work *well.*
4. They ……………taken all the children for swimming.
5. Jacob ……………stolen Mummy’s money.
6. You ……………….drunk all the milk.
7. Anna ……………….broken the bottle.
8. Who ……………………given me this cake?
9. ………………….he *woken*  up?
10. Past Bugembe ………..sung a nice song.

**Complete the sentences with the correct verb tense**

1. Ben has \_\_\_all the books. (take)
2. She has \_\_\_me a new doll. (give)
3. Mummy and daddy have \_\_\_to town. (go)
4. I have \_\_\_my homework already. (do)
5. Opio has a \_\_\_a dirty shirt. (wear)

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme : Accidents and safety**

**Subtheme : safety**

**Competence :**

* **Explain the meaning of the future tense**
* **Give another name of the future tense**
* **Give examples sentences in the future.**

**Content : Future simple tense**

*he I*

*she will we shall*

*it*

*they*

*you*

Tomorrow tense

We usually use (will) for the pronouns or nouns eg. he, she, they, you, it and other (shall) for I and We.

**Exercise**

**Write will or shall to complete the sentences.**

1. She ……………….visit us next Sunday.
2. We ……………go to the village party.
3. Mother ……….care for the baby
4. I ……………sit at the front seat.
5. They ……………..take him to prison
6. Their parent …………….report the case to court.
7. I ………………dance for the visitors.
8. The priest ………………lead the service.
9. We …………help our parents in *the*  holidays
10. The Sheikh ……………………chair the meeting.

**P.2 COMPOSITION LESSON NOTES FOR TERM II 2017**

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

**SUBTHEME : Vocabulary composition**

**Common animals**

**COMPOSITION: Read the vocabulary**

**Spell the words**

**Use the words to make sentences**

**Read and draw**

**CONTENT : Vocabulary**

cow lion camel

goat snake fox

sheep rhino elephant

pig horse crocodile

rabbit donkey tiger

cat hyena hare

deer buffalo antelope

monkey giraffe tortoise

hippopotamus

***Number names***

***11- 15***

*11- eleven*

*12 – twelve*

*13 – thirteen*

*14- fourteen*

*15 – fifteen*

**Exercise**

1. **Fill in the missing letter**

go\_\_t rab\_\_it le\_\_pard

do\_\_key ele\_\_phant b\_\_ffalo

1. **Make sentences using these words.**

Sheep Lion

Ship Monkey

Pig

1. **Read and draw**

|  |  |  |
| --- | --- | --- |
| Crocodile | Rabbit | Monkey |
|  |  |  |
| Giraffe | Cow | Goat |
|  |  |  |

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

**SUBTHEME : Vocabulary composition**

**Common animals**

**COMPOSITION: Read the vocabulary**

**Spell the words**

**Use the words to make sentences**

**Read and draw**

**CONTENT : *structures***

**Lesson 2**

***What is this/ that?***

***Example***

***This is a crocodile***

******

***That is a goat***

***Exercise***

***What is this / that ?***

*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

******

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***



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

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

**SUBTHEME : Common birds**

**COMPOSITION: Read the vocabulary**

**Spell the vocabulary**

**Use the vocabulary to make sentences**

**CONTENT : Vocabulary**

hen eagle ostrich

duck hawk weaver bird

turkey owl crested crane

pigeon parrot peacock

kite dove

**Exercise**

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

h \_\_\_n e \_\_\_gle d \_\_\_\_ve tu\_\_\_\_k \_\_\_\_y

1. Write the following words in capital letters

hawk \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ostrich \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

owl \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Construct meaningful sentences using the words below

duck: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

dark: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

bird: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

bad: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Arrange the following words in **a,b,c**  order
   1. Eagle, ostrich, hawk, duck
   2. Pigeon, peacock, parrot
   3. Weaverbird, turkey, hen, owl
2. Make small words from the big word

Ostrich: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peacock: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pigeon: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*What are these/ those?*

*Example*

*These are hens*

**Exercise**

1. *What are these/ those?*

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



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



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



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

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

**SUBTHEME : Common birds**

**COMPOSITION: Fill in the gaps given**

**Complete the composition**

**Read the composition**

**CONTENT : Guided composition**

Read these words below and use them to fill in the gaps in the composition.

|  |
| --- |
| Domestic, wild , eggs , meat , home , bush , turkey , kite , eagle ,biggest , natural,  Dangerous |

**Exercise**

We have \_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_ birds in our environment. The domestic birds are the ones which live at \_\_\_\_\_\_\_\_\_\_\_\_ with people while wild birds live in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Domestic birds include hens, \_\_\_\_\_\_\_, pigeons, parrots and ducks.

Wild birds are dangerous to us. Some of them are \_\_\_\_\_\_\_\_\_\_\_\_ which eat our chicks. The weaver birds eat millet and maize in gardens. The \_\_\_\_\_\_\_\_\_\_\_flies high in the sky. The ostriches the \_\_\_\_\_bird in the world.

Birds are a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_beauty to the environment.

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

**SUBTHEME : Common insects**

**COMPOSITION: Read the vocabulary**

**Spell the vocabulary**

**Construct sentences using the vocabulary**

**CONTENT : Vocabulary**

grasshopper bee mosquito

cockroach wasp butterfly

bedbug flea termite

tsetse fly tick white ant

housefly spider safari ants

**Exercise**

1. **Write the following words correctly**.

-qmosuito -tetimer

-ckcoroach -psider

-ttsesefly -psaw

1. **Make correct short sentences using each of the word.**
2. Aunt:
3. Ant:
4. **Make small words from the big word**
5. bedbug
6. grasshopper
7. housefly
8. Give the plural form of the words
9. fled
10. housefly
11. cockroach

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

**SUBTHEME : Common insects**

**COMPOSITION: Read the jumbled sentences**

**Re-arrange the sentences**

**Write the rearranged sentences**

**CONTENT : Jumbled composition**

**Read the sentences and re-arrange them to make a good story.**

1. James got twenty thousand shillings.
2. He caught many grasshoppers.
3. James woke up at night.
4. He dried them under the sun.
5. James put the grasshoppers in the bucket and took them for sale.
6. He fried them and put salt.

**Catching grass hoppers**

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

**SUBTHEME : Common plants**

**COMPOSITION: Read the words**

**Spell the words**

**Use the words in sentences**

**CONTENT : Vocabulary**

maize mango guava

beans grass jackfruit

millet orange ovacado

banana pineapple aloevera

sorghum flower mululuza

pawpaw leaves molinga

exercise

1. . *fill in the missing letters*

*ma\_\_ze av\_\_\_cado sorgh\_\_\_m j\_\_ckfruit pa\_\_p\_\_w*

*Read and draw*

*banananas*

*mangoes*

*pineapple*

**Exercise**

1. Construct correct sentences using the words given.

beans orange -grass -

-leaf -flowers -avacado

-bananas aloevera

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

**SUBTHEME : Common plants**

**COMPOSITION: Study the picture**

**: Tell what is happening in the picture.**

**: Write about the pictures**

**CONTENT : Vocabulary in picture composition**

planting weeding harvesting

cooking peeling eating

**Study the picture and write what is happening.**

|  |  |  |
| --- | --- | --- |
| Planting | Weeding | Harvesting |
| 1 | C:\Users\user\Desktop\SCANS\scan0003.jpg2 | C:\Users\AA\Pictures\2016-10-13 011\011 001.jpg3 |
| C:\Users\AA\Pictures\2016-10-13 011\011 001.jpgPeeling | Cooking | Eating |
| 4 | E:\2016 DOCUMENTS\drawings\all drawings others\cooking 2.PNG5 | 6 |

Picture 1 Picture 4

Picture 2 Picture 5

Picture 3 Picture 6

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Things we make**

**SUBTHEME : Play materials**

**COMPOSITION: Read the vocabulary**

**:** Spell the vocabulary

: Use the vocabulary in sentences

: Read and draw

**CONTENT : Vocabulary**

doll ball rope

mat stove cushion

pot mortar pestle

bed mingling stick ladle

chair stool table

winnower table cloth cup

**Exercise**

1. Listen and write

doll mat table

stool mortar winnower

ladle stove rope

1.  Where are these \_\_\_\_\_\_\_\_\_\_?

Lesson II

 Where is the \_\_\_\_\_\_\_\_\_\_?

*How many ropes are there?*

*There are \_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Where are the ropes?

*How many ladles are there?* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*There are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Where are the balls?

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

Where is the …………………….?

*How many mats are there?*

*There are \_\_\_\_\_\_\_\_\_\_\_\_\_*

*How many charcoal stoves are there? Where is the mingling stick*

*They are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*where is the stool*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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

*How many pots are there?*

*There are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*





*How many stools are there?*

*There are \_\_\_\_\_\_\_\_\_\_\_\_\_*

Where is the pot?

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

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Things we make**

**SUBTHEME : Materials used to make things and their sources**

**COMPOSITION: Read the word**

**: Spell the word**

**: Make sentences using the words**

**CONTENT : Vocabulary**

sisal raffia banana fibre

clay grass thread

needle sticks straws

palm leaves swamps papyrus

reeds

*Make correct sentences using these words*

1. *Sisal*
2. *Straws*
3. *Grass*

*Fill in the missing letters*

1. *n\_\_ \_\_dle r\_\_ \_\_ds papa\_\_rus, str\_\_ws*

*Arrange letters to make correct words.*

1. *Swaspm \_\_\_\_\_\_\_\_\_*
2. *Ylac \_\_\_\_\_\_\_\_\_\_\_\_*
3. *Thdrea\_\_\_\_\_\_\_\_\_\_\_\_*

**Structure lesson 2**

1. What do we use to make\_\_\_\_\_?
2. Where do we get \_\_\_\_\_?

**Exercise**

1. What do we use for making
2. ropes ; we use sisal for making ropes
3. mats : we use banana fibres for making mats
4. mortar : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. pots\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. brooms \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. table clothes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Where do we get the following?
9. clay \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. raffia \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. sisal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. palm leaves \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Transport in our community**

**SUBTHEME : Means of transport**

**COMPOSITION: Read the vocabulary**

**: Spell the vocabulary**

**: Use words in sentences**

**CONTENT : Vocabulary**

**road**  bicycle bus

boat taxi wheel barrow

aeroplane cart pick-up

horse lorry donkey

truck train tractor

camel motorcycle ship

ferry canoe

exercise

Give the plural of these words.

*Taxi \_\_\_\_\_\_ bus \_\_\_\_\_\_\_\_\_ road \_\_\_\_\_\_\_\_\_\_ canoe\_\_\_\_\_\_\_\_\_*

*Ferry \_\_\_\_\_\_\_ ship \_\_\_\_\_\_\_\_\_*

**Exercise**

**Write correct sentences using these words**

1. *sheep*
2. bicycle
3. taxi
4. lorry
5. ship

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Transport in our community**

**SUBTHEME : Means of transport**

**COMPOSITION: Read the words**

**: Spell the words**

**: Use words in sentences**

**CONTENT : Vocabulary**

buss top railway line bus park

taxi park stage airport

lake river parking yard

Washing bay garage shell

railway station

**Exercise**

*Form a small word from a big word.*

*bus park \_\_\_\_\_\_\_\_\_\_\_\_\_ railway line \_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*aeroplane \_\_\_\_\_\_\_\_\_\_\_\_ garage \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*fill in the missing letters.*

*R\_\_\_ver lak\_\_\_\_\_\_ sh\_\_ll ` st\_\_\_ge*

*Construct correct sentences using the given words*

1. *frying \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2). Driving \_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**lesson 2**

**Examples**

Where is the bus?

The bus is at the bus stop.

Where is the taxi?

The taxi is at the stage .

Where is the boat?

The boat is at the river.

**Exercise**

1. Where is the train?
2. Where is the aeroplane
3. Where is the lorry?
4. Where is the bicycle?
5. Where is the canoe?
6. Where is the truck?
7. Where is the ship?

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Transport in our community**

**SUBTHEME : People in transport**

**COMPOSITION: Read the vocabulary**

**: Spell the vocabulary**

**: Use the vocabulary in sentences**

**CONTENT : Vocabulary**

driver pilot pedestrian

passenger cyclist traffic police

broker sailor lollipop

captian conductor sailor

mechanic turn-boy

Exercise

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

*Con\_\_uctor capta \_\_n m \_\_chan\_\_c p\_\_lo\_\_\_*

*Loll\_\_po \_\_\_*

1. ***Make sentences using those words.***

*Sailon*

*Pilot*

*Cyclist*

*Captain*

1. *Form small word from one word*
2. *Sailor*
3. *Police*

**Lesson 2**

**Structure**

Who \_\_\_\_\_\_\_\_\_\_\_\_ a\_\_\_\_\_\_\_\_\_\_/ an\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Example s**

1. Who drives a lorry?

A driver drives a lorry.

1. Who flies an aeroplane?

A pilot flies an aeroplane.

1. Who repairs vehicles?

A mechanic repairs vehicles

**Exercise**

1. Who collects money in a bus?
2. Who directs passengers on the taxis? (*tax + out)*
3. Who ensures safety on the road?
4. Who helps children to cross busy roads?
5. Who moves on foot on the road?
6. Who cycles a motorcycle?
7. Who collects money from passengers in a taxi?

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Transport in our community**

**SUBTHEME : Action words in transport.**

**COMPOSITION: Read the action words**

**: Spell the action words**

**: Use the action words correctly**

**CONTENT : Action words**

driving rowing

cycling sailing

operating moving

riding pushing

fuelling hooting

travelling stopping

oar washing

parking flying

**Fill in the space using the correct words.**

1. Musa is \_\_\_\_\_\_\_a lorry.
2. The fisherman is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on water
3. Robert is \_\_\_\_\_\_\_\_\_\_\_\_his sport’s bicycle.
4. He is at the shell\_\_\_\_the car.
5. The man is \_\_\_\_\_\_\_the boat with an oar.
6. The pilots are \_\_\_\_\_helicopitors
7. We shall be \_\_\_\_\_\_\_to the village tomorrow.
8. Juma is \_\_\_\_\_\_\_\_\_a wheelbarrow.
9. The ship is \_\_\_\_\_\_on the river.
10. He is \_\_\_\_\_\_\_\_\_\_\_\_his Toyota car at the bay.

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME :** Transport in our community

**SUBTHEME :** Means of transport

**COMPOSITION:** Read the jumbled sentences

**:** Re-arrange the sentences

**CONTENT : Jumbled composition**

**Read and re-arrange these sentences to make a good story.**

1. He alarmed and he was taken to the clinic.
2. He used a nearby path.
3. Mugulu was walking to school.
4. As he was moving, something bit him.
5. When he checked, he was bleeding.
6. He looked around and saw a snake.

|  |  |  |  |
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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME :** Accidents and safety

**SUBTHEME :** Dangerous things on the road

**COMPOSITION:** Read the vocabulary

**:** Spell the vocabulary

: Make sentences using the vocabulary

**CONTENT : Vocabulary**

bandage ambulance

needle safety pin

cold pad razor blade

spirit plaster

tablet wheelchair

basin cotton wool

first aid pain killer

***Exercise***

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

***b\_\_sin n\_\_ \_\_\_dle t\_\_bl\_\_t***

1. ***Read and draw.***

***Safey pin razorblade ambulance***

1. ***Get a small word from the big word.***

***Wheel chair \_\_\_\_\_\_\_ razorblade \_\_\_\_\_\_\_\_\_\_***

***Bandage \_\_\_\_\_\_\_\_\_\_***

**Structure**

What is this?

This is a \_\_\_\_\_\_\_/an\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

P

500 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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



**Ambulance**

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



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



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



**1 2 3 4**

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

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

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Accident and safety**

**SUBTHEME : Causes of accidents in our community**

**COMPOSITION: Make sentences from the substitution table**

**CONTENT : Substitution table**

Make correct sentences from the table below.

|  |  |  |
| --- | --- | --- |
| John  It  They  The children  Mummy  She | has  have | taken poison  cut his fingers  fallen off a tree  blood on the leg  a bottle of medicine  gone to the clinic |

1. John has gone to the clinic.
2. ­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**P.2 COMPREHENSION LESSON NOTES FOR TERM II 2017**

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

**SUBTHEME : Common animals**

**COMPETENCES : Read the poem**

**: Answer question about the poem**

**CONTENT : A story**

**Read the poem and answer the questions about it in full sentences**

**Biira village**

Last holiday, Musa went to his home in Birra village. Biira village is found in Mityana District. Musa went to visit his grandmother, Nakate. On his way, Musa saw interesting things like mountains, lakes, rivers and forests. He reached his grand mothers home at 5:00pm.

The next day, Musa woke up early because he wanted to see different things at his ground mother’s home. He saw tall trees in the compound and in the garden. The wild birds were flying around and some were sitting on the tall trees. Musa’s grand mother had two houses.

The small one was for her hens. She also keeps cows, goats and sheep at her home.

In the afternoon, Musa moved around the village. He saw many people who were **hardworking.** They had very big gardens with healthy crops. Fruits like pawpaws, oranges, pineapples and mangoes were very many. Musa enjoyed eating fruits in the two weeks he spent in the village.

Questions

1. What is the title of the village?
2. Who is the boy in the passage?
3. In which district is Biira village?
4. Why did Musa woke up early the next day?
5. At what time did Musa reach his grandmother’s home?
6. Where were the birds sitting?
7. Give the opposite of the word **hard working**
8. *What is the name of Musa’s grandmother?*
9. *How many houses does Musa’s grandmother have?*
10. *A part from cows, which other animal did Musa’s grandmother keep at her home?*
11. *How many weeks did Musa spend in the village?*

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

**SUBTHEME : Common insect**

**COMPETENCES : Read the passage**

**: Answer the questions about the passage**

**CONTENT : A passage**

**Read the passage and answer the questions in full sentences**

**Harmful insects**

There are many harmful insects in our environment. These include wasps and bees which sting. Houseflies which spread diseases like cholera, diarrhoea and trachoma.

Cockroaches eat clothes, utensils and books.

Termites, red ants and black ants bite us.

The lice, ticks, fleas and bed bugs suck our blood.

Mosquitoes spread the malaria disease. You need to be clean to control these insects.

**Questions**

1. Write down the title of the passage.
2. Mention any two insects which sting.
3. Which disease does a housefly spread?
4. How is a cockroach harmful?
5. Which insect spreads the malaria disease?
6. What is the passage about

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

**SUBTHEME : Common insect**

**COMPETENCES : Read the passage**

**: Answer the questions about the passage**

**CONTENT : Our Environment**

**Our Environment**

**Plants Plants plants**

Plants are useful to us.

Plants are homes for birds and animals.

Plants give us shelter.

Oh! Plants plants plants

We get food from plants.

We get fruits from plants.

We get firewood from plants.

Protect plants, plants are good,.

**Activity**

1. Write the title of the poem.
2. How are plants useful to us?
3. What is the poem about?
4. How many stanzas does the poem have?
5. What is talked about in the poem?
6. Plants are homes for \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. What do plants give us?

|  |  |  |  |
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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Things we make**

**SUBTHEME : Things we make in our community**

**COMPETENCES : Read the conversation**

**: act the conversation**

**: take part in the conversation**

**: Answer questions about the conversation.**

**CONTENT : A conversation**

Mr. Kintu : Good evening children.

Pupils : Good evening teacher.

Mr. Kintu : Everyone should bring banana fibres and straws tomorrow.

Pauline : What! Are they for teacher?

Mr. Kintu : They are for making ropes and balls.

Pupils : Ye e ee s sss\_\_\_\_\_\_\_\_\_\_\_.

Mr. Kintu : Every one will make a rope and a ball.

Sharon : Teacher, I will make the biggest ball.

Nakato : I shall make a very long rope.

Waswa : Shall we use them for playing?

Mr. Kintu : Yes, of course, you will play with them.

Pupils : Thank you Mr. Kintu

**Questions**

1. What is the title of the conversation?
2. What does the teacher want the children to bring tomorrow?
3. Which things will the children make?
4. Who will make the biggest ball?
5. How many people are taking part in the conversation?
6. What is the teacher’s name in the conversation?
7. *Who will make a long rope?*

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Things we make**

**SUBTHEME : Materials used and sources**

**COMPETENCES :**

**: Answer the questions about the story**

**CONTENT : A PUZZLE**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| m | o | r | t | a | r | d | s |
| a | b | z | s | t | o | o | l |
| t | a | b | l | e | p | l | c |
| s | l | k | b | f | e | l | u |
| t | l | c | h | a | i | r | p |
| o | b | a | s | k | e | t | o |
| v | e | l | a | d | l | e | t |
| e | d | p | e | s | t | l | e |

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Things we make**

**SUBTHEME : Materials used and sources**

**COMPETENCES : Read the story**

**: Answer the questions about the story**

**CONTENT : A*passage***

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

***Muganga the potter***

*In Kabowa village, there is a potter called Muganga. Muganga has a wife. Her name is Muton. They have two daughters, Seera and Melisa. Muganga and his children make a lot of things out of clay. He collects clay from the swamp of Kitete village in Mukono District.*

*Muganga makes pots out of clay. People use those pots to keep their water safe. He also makes charcoal stoves that people use for cooking food.*

*Muganga gets a lot of money out of the products he makes out of clay.*

*Questions.*

1. *In which village does Muganga live?*
2. *What is the name of Muganga’s wife?*
3. *How many children does Muganga have?*
4. *Where does Muganag collect clay from?*
5. *What do people use for cooking food?*
6. *Write the title of the passage.*

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Transport in our community**

**SUBTHEME : Means of transport**

**COMPETENCES : Read the dialogue**

**: Answer questions about the dialogue**

**CONTENT : A dialogue**

Mutono : Good morning Munene.

Munene : Good morning Mutono.

Mutono : Why didn’t you come to school yesterday?

Munene : I travelled to the village for a party

Mutono : A party! How did you *travell*?

Munene : I *travelled*  by bus, my parents *travelled*  by taxi, and my brothers by a bicycle.

Mutono : Oh! you must have enjoyed.

Munene : Yes, we also went on foot to visit aunt Norah.

**Questions**

1. How many people are talking in the dialogue?
2. Which people are taking part in the dialogue?
3. Who travelled by bus?
4. How did Munene’s parents travel to village?
5. Whom did they go to see on foot?
6. How did Munene’s brothers travel to the village?

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Transport in our community.**

**SUBTHEME : Means of transport**

**COMPETENCES: Read the advert**

**: Answer the questions in full sentences**

**CONTENT : Advert**

**Study the advert below and answer the questions**

**Motor race Motor race**

The Rakataka group will present in the Motor race

**Venue:**  Festino city

**Date:**  5th August, 2017

**Time: 2:00pm – 5:00 pm**

**Fee: Adults: Shs. 500**

**Children Shs. 300**

**Come one come all**

**Moses**

**Activity**

1. What is the advert about?
2. Which group will present in the motor race?
3. When will the motor race take place?
4. Where will the motor race take place?
5. At what time will it start?
6. At what time will the motor race end?
7. Who wrote the advert?
8. How much will the adults pay?
9. How much will the children pay?
10. Write another word to mean venue

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Transport in our community.**

**SUBTHEME : Means of transport**

**COMPETENCES: Read the passage**

**: Answer the questions in full sentences**

**CONTENT : A passage**

**Read the passage**

**KAPATA’S JOURNEY TO KAMPALA.**

Kapata and his father travelled from Tororo by train. The train was slow. It reached Jinja at 3:00 o’clock. They got out of the train from Jinja railway station. They walked to Jinja taxi park. They caught a taxi to Kampala. On their way, they saw many boats, sailing on River Nile at Nalubale dam.

His father told him that the dam is now called Nalubale. It used to be called Owen falls dam. Kapata also saw many buses and taxis. When they reached Kampala, they met Kapata’s uncle. He was waiting for them in a pick-up. They went to Luzira where Kapata’s uncle lives.

**Questions**

1. How did Kapata travel from Tororo?
2. What time did they reach Jinja?
3. Who was waiting for Kapata in a pick-up?
4. What is the name of the dam they saw?
5. Where does Kapata’s uncle live?

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Transport in our community.**

**SUBTHEME : Means of transport**

**COMPETENCES: Read the passage**

**: Answer the questions in full sentences**

**CONTENT : Means of transport**

Cars, lorries, truck, even donkeys

are means of road transport.

Boats, ships and ferries

are means of water transport.

A helicopter and an aeroplane

are means of air transport.

But there is only one mean

of railway transport, it’s a train.

It is very good to have means of transport.

By **Moses**

**Questions**

1. What is the poem about?
2. Which mean of transport is talked about in the last stanza?
3. How many stanzas does the poem have?
4. What is the title of the poem?
5. Write down three means of water transport talked about in the poem.
6. Who wrote the poem?
7. Which means of transport are talked about in the third stanza
8. How many lines are in the third stanza?
9. Write these in singular form

ferries \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ boats \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Accidents and safety**

**SUBTHEME : Causes of accidents**

**COMPETENCES : Recite the rhyme**

**: Act the rhyme**

**: Answer questions about the rhyme.**

**CONTENT : A rhyme**

**Accident - Accident**

You are an enemy.

You don’t know the young or the old.

You don’t know the beautiful or the ugly.

You even don’t know the rich or the poor.

Oh! accident

Potholes, over speeding and drunkardness cause accidents.

Drivers be careful.

Children stop playing on the road.

Dear drivers, brothers and sisters, take care.

Accident skills

**Questions**

1. What is the rhyme about?
2. Who should take care?
3. Give one cause of accidents
4. Name any two people accidents doesn’t know.
5. What should children stop doing?
6. Who is an enemy according to the poem?

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Accidents and safety**

**SUBTHEME : Management of accidents**

**COMPETENCES: Read the passage**

**: Answer questions about the passage**

**CONTENT : A passage**

**Read the passage carefully.**

Joseph is a stubborn boy. His mother told him not to climb trees. One afternoon, he went playing with his friend Charles. They saw a big mango tree. There were green and yellow mangoes on the tree.

Joseph quickly ran and climbed the mango tree. When he was there , he saw a black snake near a ripe mango.

Joseph shouted loudly and jumped down unknowingly.

Charles ran back home and called Joseph’s mother. They met Joseph crying and screaming.

His left leg had got broken. Joseph was taken to *Mulago*hospital and the broken leg was cut off.

**Questions**

1. Who was told not to climb trees?
2. Who was Joseph’s friend?
3. What was the colour of the mangoes the boys saw?
4. What did Joseph see on a mango tree?
5. What did Charles do when Joseph jumped down unknowingly?
6. Who do you think took Joseph to hospital?
7. How many legs has Joseph now?
8. *To which hospital was Joseph taken?*
9. *Suggest a suitable title to the passage*

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Accidents and safety**

**SUBTHEME : Management of accidents**

**COMPETENCES: Read the passage**

**: Answer questions about the passage**

**CONTENT : Conservation**

**Read the conservation below and answer the questions in full sentences**

**Namutosi:**  Have you heard the news

**Nandutu:** What news?

**Namutosi:** Our friend Sanyu was knocked by a car

**Nandutu:** Sanyu was knocked by car! That’s bad.

**Namutosi:** Let’s go and see her

**Nandutu:** Where is she?

**Namutosi:** She is at Mengo hospital! Do you know where Mengo hospital is?

**Nandutu:** Yes, I do.

**Namutosi:** I hope she will get better soon.

**Questions**

1. How many people are taking part in the conservation?
2. Who are the people talking in the conservation?
3. Who was knocked by a car?
4. In which hospital was she taken to?
5. What is the conversation about?
6. Write the following in full.

Let’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ That’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Who talked last according to the conservation?

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Accidents and safety**

**SUBTHEME : Management of accidents**

**COMPETENCES: Read the passage**

**: Answer questions about the passage**

**CONTENT :**

**Study Mr. Lule’s family tree below and answer the questions about it.**

 Mr. Lule Mrs. Lule



James Tom Rose

****

John Ben Cathy

**Questions**

1. How many children do Mr. and Mrs. Lule have?
2. Whose family tree is shown above?
3. Who does not have a child?
4. Who is the mother to Ben and Cathy?
5. Who is the grand daughter to Mr. and Mrs. Lule?
6. Who is the father to John?
7. How many children does Rose have?
8. Who is the father of Tom, James and Rose?
9. Write the two grandsons of Mr. and Mrs. Lule