|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **LESS** | **DAY** | **THEME** | **S/THEME** | **CONTENT** | **COMPETENCES** | **METHODS** | **ACTIVITIES** | **IND. OF LSV** | **INSTR. MAT** | **REF** | **REF** |
| 1 | 1 |  | OUR ENVIRONMENT | Common animals | **Composition**  **Guided composition**  Use the words bellow to fill in the gaps   |  | | --- | | goose, killed, egg. Each, there, shall, very, others, man, kill |   One day a \_\_\_\_\_\_\_\_ laid a golden \_\_\_\_\_\_\_. The man who owned the goose was \_\_\_\_\_\_\_\_ happy\_\_\_\_\_\_\_\_ day it laid another golden egg. I \_\_\_\_\_\_\_ be rich said the \_\_\_\_\_\_\_\_\_. But he was greedy. “This goose must be stuffed with gold, he said” I shall\_\_\_\_\_\_\_\_ it and open to see.  And he said. But\_\_\_\_\_\_\_ was no gold. The goose was just like \_\_\_\_\_\_\_, “What a fool I am” said the man. I have \_\_\_\_\_\_\_\_ the goose that laid the golden egg. | The learner;  -Reads the composition  -Identifies the missing words in the composition  -Fills in the missing words | Whole sentence  Explanation  Question and answer | Reading  Identifying words  Filling in correct words | Critical thinking  Accuracy  Care | Photo copied work | Teacher’s own collection |  |
| 1 | 2 |  | OUR ENVIRONMENT | Common animals and birds | **Composition**  **Answer questions in full sentence**  **Questions**  1. What is your name?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. How old are you?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. What is the young one of a cow?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. Which insect gives us honey?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. Which school do you go to?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. How many letters are in the word elephant?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | The learner;  -Reads the given questions  -Answers the given questions  -Writes answers in the given space | Question and answer  Whole sentence  Guided discussion | Reading  Articulation  Critical thinking | Effective communication  Articulation  Critical thinking | Chalk board illustration | Teacher’s own collection |  |
| 2 | 1 |  | OUR ENVIRONMENT | Common plants | **Comprehension**  **OUR ENVIRONMENT**  The farmers in our village work so hard  When it is dry, they water the plants  When it is rainy, they weed the plants  When the plants grow  We all go to harvest  Baskets and baskets of food  We bring  We dry the seeds and keep them in sacks  When it rains, we plant again  The farmers in our village work so hard.  **Questions**  1. Who work so hard in our village?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. What do farmers do when it is rainy?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. What do they bring in baskets?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | The learner;  -Reads the rhyme  -Recites the rhyme  -Answers oral and written questions of the rhyme | Recitation  Question and answer  Guided discussion | Reciting  Reading  Answering oral and written questions | Audibility  Articulation  Effective communication | Chalk board illustration  Photo copied work | Teacher’s own collection |  |
| 2 | 2 |  | OUR ENVIRONMENT | Common insect s | **Composition**  Matching pictures to words  Match each picture to its correct word.  ?????????????????????????????????????????????????????????????????????????????????????????????????????????????????????  ??????????????????????????????????????????????????????????????????????????????????????? | The learner;  -Studies the pictures drawn  -Reads the words given  -Corrects matches pictures | Look, say and use  Guided discussion  Guided discovery | Studying pictures  Reading words  Matching pictures to words | Critical thinking  Awareness  Accuracy | Phocoped work | St. Bernard Bk 2 page 85-88 |  |
| 3 | 1 |  | OUR ENVIRONMENT | Common plants | **Comprehension**  **Dialogue**  Read the dialogue and answer the questions in full sentences  **PLANTS**  Shaka:Good morning Shbah  What are you doing there?  Shebah:I am digging up the grass  and other weeds in my  garden?  Shaka:What are you going to  Plant there?  Shebah:I am going to plant maize  And bean seeds.  Shaka:How are you going to plant  plant?  Shebah:How are you going to  Plant them.  Shebah:I am going to plant them  In straight lines.  **Questions**  1. How many people are talking in the dialogue? | The learner;  -Reads the dialogue  -Recites the dialogue  -Acts the dialogue  -Answers oral and written questions | Recitation  Question and answer  Whole sentence | Reading  Writing  Reciting  Acting the dialogue  Answering oral and written questions | Articulation  Effective communication  Fluency | Photo copied work  Chalk board illustration | Teacher’s own collection |  |
| 3 | 2 |  | OUR ENVIRONMENT | Common plants | **Comprehension**  **Poem**  Read the poem and answer the questions in full sentences  **FOOD**  Cassava, cassava  Grandmother, likes you a lot  Eating you with beans  Or sometimes with dodo  Sweet potatoes, sweet potatoes  Very sweet, like sugar  Good to eat for lunch  With groundnut soap  By Tina P2  **Questions**  1. Who like cassava?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. Which food is like sugar?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | The learner;  -Reads the poem  -Recites the poem  -Answers oral and written questions | Recitation  Whole sentence  Question and answer | Reciting  Reading the poem  Answering questions | Audibility  Fluency  Effective communication  Photo copied work | Photo copied work | Teacher’s own collection |  |
| 4 | 1 |  | THINGS WE MAKE |  | **Comprehension**  **Story**  Read the story and answer the questions in full sentence  **PLAY MATERIALS**  Sarah, Doris and Joy were great friends. One day they wanted to make balls, ropes and mats for playing with. They went to the forest to look for sisal for making ropes and palm leaves for making mats, as they reached……………..  **Questions**  1. Who are the girls in the story?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2.Write down the things they wanted to make  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | The learner;  -Reads and studies the story  -Answers oral and written questions | Question and answer  Guided discussion  Whole sentence | Reading the story  Answering questions | Fluency  Articulation  Effective communication | Chalk board illustration  Photo copied work | Teacher’s own collection |  |
| 4 | 2 |  | THINGS WE MAKE |  | **Comprehension**  **Dialogue**  Read the dialogue and answer the questions in full sentences  **MAKING MATS**  Wamala: What are you making Among?  Among: I am making mats  Wamala: What materials are you using?  Among: I am using papyrus.  Wamala: Where do you get the papyrus from?  Among: From the swamp.  **Questions**  1. How many people are talking in the dialogue?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. Mention the people in the dialogue.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | The learner;  -Read the dialogue  -Acts the dialogue  -Answers oral and written questions | Role play  Question and answer  Guided discussion | Reading  Acting the dialogue  Answering questions | Fluency  Articulation  Effective communication | Photo copied work  Chalk board illustration | St. Bernard Bk 2 page 100 |  |
| 5 | 1 |  | THINGS WE MAKE |  | **Composition**  **Matching pictures**  Read and match pictures to their names  mingling stick  C:\Users\Ves5\Desktop\PICTURES\pot.png  ball  C:\Users\Ves5\Desktop\PICTURES\MAT2.jpg  pot  C:\Users\Ves5\Desktop\PICTURES\rope.jpg  mat    C:\Users\Ves5\Desktop\PICTURES\MOTOR AND PESTLE.jpg rope  C:\Users\Ves5\Desktop\PICTURES\ball.jpg mortar and  pestle | The learner;  -Studies the pictures  -Reads the words  -Matches pictures to words correctly | Look, say and use  Observation  Question and answer | Reading words  Matching pictures to words | Awareness  Accuracy  Critical thinking | Photocopied work | St. Bernard Bk 2 |  |
| 5 | 2 |  | THINGS WE MAKE QQQQQQQQQQQQQQQQQQQQQQQQQQQ |  | **Comprehension**  Rhyme  Read the rhyme and answer the questions in full sentence  **THINGS WE MAKE**  Balls, balls  I make balls from banana fibers  Ropes, ropes  I make ropes from sisal  Pots, pots  I make pots from clay  Mats, mats  I make mats from palm leaves  Questions  1. Write the title of the rhyme.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. How many materials are there?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | The learner;  -Reads the rhyme  -Recites the rhyme  -answers oral and written questions | Recitation  Question and answer  Guided discussion | Reciting  Effective communication  Articulation | Fluency  Effective communication  Articulation | Photo copied work | St. Bernard Bk 2 page 100 |  |
| 6 | 1 |  | THINGS WE MAKE QQQQQQQQQQQQQQQQQQQQQQQQQQ | Importance of things we make | **Composition**  **Guided composition**  Use the words from the table to fill the gaps  Dan is a good boy. He goes to school from Monday to\_\_\_\_\_\_\_\_\_. On Saturday, he wakes up ever \_\_\_\_\_\_\_\_\_\_\_ and arranges things for making \_\_\_\_\_\_\_\_\_ . he sits under a mango tree with his mother and they work together. They make things like pots, \_\_\_\_\_\_\_\_\_\_ and ropes. She also teaches him to make\_\_\_\_\_\_\_\_\_ for young girls   |  | | --- | | Dresses, crafts, Friday, early, baskets. | | The learner;  -Reads the guided composition  -Identifies the words to fill in | Guided discussion  Question and answer  Whole sentence | Reading  Identifying and filling in words | Critical thinking  Accuracy  Awareness | Chalkboard  Illustration | Teacher’s own collection |  |
| 6 | 2 |  | THINGS WE MAKE |  | **Composition**  Sequencing sentences to form a **story**  Re arrange the sentences to form a good story  1. She came back very tired.  2. Sarah wanted to make a pot.  3. She asked Denis to help her.  4. She went to the swamp for clay.  5.They made a beautiful pot  A good story  1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | The learner;  -Reads and studies the jumbled sentences  -Re arranges the sentences  -Write the correct order | Guided discussion  Question and answer  Whole sentences  Explanation | Reading  Re-arranging  Writing correct sentences | Critical thinking  Fluency  Accuracy | Photocopied work | Teacher’s own collection |  |
| 7 | 1 |  | TRANSPORT IN OUR COMMUNITY |  | Comprehension  Read the story and answer questions in full sentences  OTIM’S JOUNEY  One day, Otim and his mother wanted to visit his uncle in Kampala. They went to the taxi park and boarded a taxi. They……  Questions  1. Who wanted to travel?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. Where was Otim going?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. At what time did they start their journey?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | The learner;  -Reads the story  -Answers oral and written questions | Question and answer  Guided discussion  Whole world | Reading  Answering oral and written questions | Fluency  Articulation  Audibility | Photocopied work | Teacher’s own collection |  |
| 7 | 2 |  | TRANSPORT IN OUR COMMUNITY |  | **Comprehension**  Read the dialogue carefully and answer the questions in full sentences  **MEANS OF TRANSPORT**  John: I will visit my mother in Busira village.  Angel: Which means of transport will you use?  John: I will use a car. What about you?  Angel: I will travel with my parents to Canada.  John:…………………………………  **Questions**  1. Who are talking in the dialogue?  2. In which village is John’s mother? | The learner;  -Reads and acts the dialogue  -Answers oral and written questions | Questions and answer  Guided discussion  Explanation  Role play | Reading  Acting  Answering questions | Fluency  Articulation  Audibility | Photocopied work  Chalkboard illustration | Teacher’s own collection |  |
| 8 | 1 |  | TRANSPORT IN OUR COMMUNITY |  | **Composition**  Reading and making words to sentences  Read and match people to their work  **People Work**  Pilot flies the helicopter  Driver sails a ship  Captain flies an aeroplan  Cyclist drives a car  Sailer rides a bicycle | The learner;  -Reads the given words and sentences  -Match words to sentences correctly | Question and answer  Whole world  Guided discussion | Reading  Matching words to sentences | Fluency  Articulation  Accuracy | Chalk board illustration |  |  |
| 8 | 2 |  | TRANSPORT IN OUR COMMUNITY |  | **Comprehension**  Poem  Read the poem and answer the questions in full sentences  **BUS**  A doctor at the bus, stage  Waiting for a bus  To go to the hospital  To treat the patients waiting for him  A teacher inside the bus  ……………………………………………………  **Questions**  1. Where is the doctor?  2. Who is sitting near the driver?  3. What is the doctor waiting for? | The learner;  -Reads and writes the poem  -Answers oral and written questions | Guided discussion  Whole sentence  Question and answer | Reading  Reciting  Answering questions | Articulation  Fluency  Effective communication | Photocopied work | Teacher’s collection |  |
| 9 | 1 |  |  |  | **Composition**  Complete the story with the correct words  Joel is a good? C:\Users\Ves5\Desktop\PICTURES\boy.jpg \_\_\_\_\_\_\_\_\_. His? C:\Users\Ves5\Desktop\PICTURES\man6.jpg \_\_\_\_\_\_\_\_\_ bought for him many toys. Joel has a toy C:\Users\Ves5\Desktop\PICTURES\PHOTOS\toy car.jpg\_\_\_\_\_\_\_\_\_\_\_ C:\Users\Ves5\Desktop\PICTURES\bicycle 6.jpg\_\_\_\_\_\_\_\_\_\_\_\_, C:\Users\Ves5\Desktop\PICTURES\air plane.jpg\_\_\_\_\_\_\_\_\_\_\_  And a toy\_\_\_\_\_\_\_\_\_\_\_\_\_ he was very happy. Joel loves his toys and always washes them and keeps them in aC:\Users\Ves5\Desktop\PICTURES\basket9.jpg \_\_\_\_\_\_\_\_\_\_\_\_\_ | The learner;  -Studies the picture composition  -Identifies and names the pictures  -Writes the correct words in the gaps | Guided discussion  Look, say and use  Question and answer | Identifying  Writing words on gaps | Critical thinking  Accuracy  Awareness | Photocopied work | Teacher’s own collection |  |
| 9 | 2 |  |  |  | **Comprehension**  Read the story and answer the questions in full sentences  **THE ACCIDENT**  Yesterday, Anna got an accident. We took her to the school nurse to get first aid. The nurse cleaned the wound using a pair of scissors with cotton wool, she then tied  **Questions**  1. Who got an accident?  2. When did she get the accident?  3. Name the things the nurse used to clean the wound. | The learner;  -Reads the story  -Answers oral and written questions | Question and answer  Guided discussion  Whole sentence | Reading  Answering questions | Fluency  Articulation  Audibility | Chalkboard illustration  Photocopied work | St. Bernard Bk 2 page 130 |  |
| 10 | 1 |  |  |  | **Comprehension**  Read the dialogue and answer the questions in full sentences  **BE CAREFUL**  Tendo:What is wrong, Molly?  Molly: I cut my finger this morning.  Tendo:what were you doing?  Molly: I was playing with a knife.  Tendo: Never play with knives again.  Molly:…………………………….  **Questions**  1. Who cut her finger???????????  2. What was she doing?  3. How many people are taking part in the dialogue? | The learner;  -Reads and acts the dialogue  -Answers oral and written questions | Role play  Guided discussion  Question and answer | Reading  Acting the dialogue  Answering questions | Fluency  Audibility  Self esteem | Photocopied work | St. Bernard Bk 2 page 120 |  |
| 10 | 2 |  |  |  | **Composition**  Read and match the pictures to their correct words  Pair of scissors  Safety pin  C:\Users\Ves5\Desktop\PICTURES\round_PP_wash_basin.jpg  needle  C:\Users\Ves5\Desktop\PICTURES\safety pin.jpg basin  C:\Users\Ves5\Desktop\PICTURES\scissor.jpg bandage | The learner;  -Studies the pictures correctly  -Reads the given words  -Matches the pictures to their words | Guided discussion  Question and answer  Whole word | Reading words  Matching pictures to words | Accuracy  Awareness  Articulation | Real objects | Teacher’s own collection |  |
| 11 | 1 |  |  |  | **Comprehension**  Rhyme  Read the rhyme and answer the questions in full sentences  **ACCIDENT**  Accident! Accident!  Where did you come from?  You happen every where  On roads, at home and at school  Accidents! kill the  Young and old  The big……………………………………  **Questions**  1. What kills the young and old?  2. Why should we avoid accidents?  3. Mention three places where accidents happen. | The learner;  -Reads and recites the rhyme  -Answers oral and written questions | Whole sentence  Guided discussion  Question and answer | Reading  Reciting  Answering questions | Audibility  Fluency  Articulation | Photocopied work | Teacher’s own collection |  |