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| **WK** | **LESS** | **DAY** | **THEME** | **S/THEME** | **CONTENT** | **CPMPETENCES** | **METHODS** | **ACTIVITIES** | **IND. OF LSV** | **INSTR. MAT.** | **REF** | **REMARKS** |
| 1 | 1 |  | OUR ENVIRONMENT | Common animals and birds | **Vocabulary practice**  Goat, cow, sheep, pig  Grammar  Nouns  **Plural formation of nouns**  **Singular plural**  goat goats  cow cows  sheep sheep  pig pigs  **structure / tense work**  Present simple tense  What is this/that  This /That is  **Examples**  **a)**  **C:\Users\Ves5\Desktop\PICTURES\COW 1.jpg**What is this?  This is a cow.  **b)**  **C:\Users\Ves5\Desktop\PICTURES\goat.jpg**What is this?  That is a goat. | The learner;  -Pronounces, spells, reads and writes the words.  -Gives plural form of nouns.  -Uses the given structure in correct tense and grammar. | Guided discussion  Explanation  Whole world | Pronouncing, spelling, reading and writing  Giving plural forms  Responding to given structures correctly | Care  Awareness  Responsibility | A chart | St. Bernard Bk 2 page 74  NPsc for Ug Bk 2 page 26 |  |
| 1 | 2 |  | OUR ENVIRONMENT | Common animals and birds | **Vocabulary practice**  calf, lamb, kid, piglet  **Grammar**  **Nouns**  Plural information of nouns  **Singular plural**  calf calves  lamb lambs  kid kids  piglet piglets  Structure / tense work  Present simple tense  What are these/those?  These / those are…………….  Examples  a)  C:\Users\Ves5\Desktop\PICTURES\pig 2.jpg C:\Users\Ves5\Desktop\PICTURES\pig 2.jpgWhat are these?  These are piglets.  b)  C:\Users\Ves5\Desktop\PICTURES\pointer.jpg C:\Users\Ves5\Desktop\PICTURES\COW.jpg C:\Users\Ves5\Desktop\PICTURES\COW.jpg  What are those?  Those are calves. | The learner;  -Pronounces, spells, reads and writes the words.  -Gives the plural form of words.  -Uses given structure in correct tense and grammar. | Guided discovery  Explanation  Whole sentence | Pronouncing, spelling, reading and writing  Giving plural form of words  Responsibility to given structures correctly | Awareness  Cares  Responsibility | A chart | St. Bernard Bk 2 page 77 |  |
| 1 | 3 |  | OUR ENVIRONMENT | Common animals and birds | **Vocabulary practice**  cat, rabbit, dog, lion  **Grammar**  Plural information of nouns  **Singular plural**  cat cats  dog dogs  rabbit rabbits  lion lions  Structure / tense work  Present Simple Tense  How many…………………….can you see?  I can see………………………  **Examples**  a)How many lions can you see?  I can see one lion  b) How many rabbits can you see?  I can see two rabbits | The learner;  -Pronounces, spells, reads and writes words.  -Gives plural form of words  -Uses given structure in correct tense and grammar. | Question and answer  Guided discussion  Explanation | Pronouncing  Spelling  Reading and writing  Giving plural forms  Responding to given structures correctly | Awareness  Articulation  Care | A chart | St Bernard Bk 2 page 82  NPsc fop Ug Bk 2 page 26 |  |
| 1 | 4 |  | OUR ENVIRONMENT | Common animals and birds | **Vocavulary practice**  cub, kitten, puppy, elephant  **Grammar**  **Nouns**  Plural formation of nouns  Singular plural  cub cubs  kitten kittens  elephant elephants  puppy pappies  structure /tense work  present Simple Tense  What is this / that?  This /That is………………  **Example**  a)  C:\Users\Ves5\Desktop\PICTURES\Other pictures by Liz\An elephant.jpg What is this?  This is an elephant  b)  C:\Users\Ves5\Desktop\PICTURES\pointer.jpg C:\Users\Ves5\Desktop\PICTURES\PHOTOS\kitten.jpgWhat is that?  That is a kitten. | The learner;  -Pronounces, spells, reads and writes  -Gives plural form of words  -Uses the given structure in correct tense and grammar. | Look, say and use  Exaplanation  Guided discusssion | Pronouncing  Spelling  Reading and writing  Giving plural forms  Responding to given structures correctly | Care  Awareness  Articulation | A chart | NPsc for UG Bk 2 PAGE 26 |  |
| 1 | 5 |  | OUR ENVIRONMENT | Common animals and birds | **Vocabulary practice**  hyena, zebra, monkey, parrot  **Grammar**  **Nouns**  Plural formation of nouns  **Singular plural**  hyena hyenas  zebra zebras  monkey monkeys  parrot parrots  structure /tense work  present simple tense  The ………………….is bigger than………………  **Examples**  Zebra Cat  C:\Users\Ves5\Desktop\PICTURES\zebra.png C:\Users\Ves5\Desktop\PICTURES\PHOTOS\cat.jpg  The Zebra is bigger than the cat. | The learner;  -Pronounces, spells, reads and understands  -Gives plural forms of words  -Uses the given structure in correct tense and grammar. | Look, say and use  Guided discussion  Explanation | Pronouncing  Spelling  Reading and writing  Giving plural forms  Responding to given structures correctly | Care  Responsibility  Awareness | A chart  Pictures cards. | St. Bernard Bk 2 page 80  NPsc for Ug Bk 2 page 26 |  |
| 2 | 1 |  | OUR ENVIRONMENT | Common animals and birds | **Vocabulary practice**  duck, hen, dove, weaverbird  **Grammar**  **Nouns**  Plural formation of nouns  Singular plural  duck ducks  hen hens  weaverbird weaverbirds  dove doves  Structure/ tense work  Present simple tense  Are these / those ……………………?  Yes, they are. / No, they are not  **Examples**  a)  C:\Users\Ves5\Desktop\PICTURES\hen 2.png C:\Users\Ves5\Desktop\PICTURES\hen 2.pngAre these hens?  Yes, they are.  b)  C:\Users\Ves5\Desktop\PICTURES\pointer.jpg C:\Users\Ves5\Desktop\PICTURES\PHOTOS\BOOK.jpg C:\Users\Ves5\Desktop\PICTURES\PHOTOS\BOOK.jpg  Are these weaverbirds?  No, they are not. | The learner;  -Pronounces, spells, reads and writes words.  -Gives plural form of words.  -Uses the structure in correct tense and grammar. | Look, say and use  Guyided discovery  Question and answer. | Pronouncing  Spelling  Reading and writing  Giving plural forms  Responding to given structure correctly | Awareness  Care  Responsibility | A chart  Picture cards | St. Bernard Bk 2 page 79  NPsc for Ug Bk 2 page 27 |  |
| 2 | 2 |  | OUR ENVIRONMENT | Common birds and animals | **Vocabulary practice**  cow, goat, sheep, pig  **Grammar**  **Nouns**  Animal young ones  Animal young ones  cow calf  goat kid  sheep lamb  pig pig  structure/ tense work  present simple tense  What is the young one of……….?  The young one of ……….is……..  **Example**  a) What is the young one of a cow?  The young one of a cow is a calf | The learner;  -Pronounces, spells, reads and writes words.  -Gives young ones of animals.  -Uses the given structures in correct tense and grammar. | Question and answer  Guided discovery  Explanation | Pronouncing  Spelling  Reading and writing  Giving plural forms  Responding to the given structures correctly | Care  Awareness  Responsibility | A chart | St Bernard  Bk 2 page 83  NPsc for Ug Bk 2 page 26 |  |
| 2 | 3 |  | OUR ENVIRONMENT | Common birds and animals | **Vocabulary practice**  cat, rabbit, dog, lion  Nouns  Animal young ones  **Animal young one**  cat kitten  rabbit kitten  dog puppy  lion cub  structure / tense work  Present simple tense  What is the young one of……..?  The young one of……is…………  **Example**  What is the young one of a lion?  The young one of a lion is a cub  What is the young one of a rabbit  The young one of a rabbit is a kitten. | The learner;  -Pronounces, spells, reads and writes.  -Gives young ones of animals  -Uses the given structure in correct tense and grammar. | Explanation  Question and answer  Guided discovery | Pronounces  Spelling  Reading and writing words  Giving young ones of animals  Responding to given structures correctly | Care  Awareness  Responsibility | A chart | St. Bernard Bk 2 page 83  NPsc for Ug Bk 2 page 26 |  |
| 2 | 4 |  | OUR ENVIRONMENT | Common animals and birds | **Vocabulary practice**  hen, duck, elephant, monkey  **Grammar**  **Nouns**  Birds and animals and young ones  Animal /bird young one  hen chick  duck duckling  elephant calf  monkey baby  Structure / tense work  Present simple tense  What is the young one of a ……………..?  The young one of a ………….is……………  **Example**  What is the young one of a duck?  The young one of a duck is a duckling. | The learner;  -Pronounces, spells, reads and writes words.  -Gives young ones of birds and animals  -Uses the given structure in correct tense and grammar | Guided discussion  Explanation  Guided discovery | Pronouncing  Spelling  Reading and writing  Giving young ones of birds and animals  Responding to given structures correctly | Care  Awareness  Responsibility | A chart | St. Bernard Bk 2 page 83  NPsc Bk 2 page 26 |  |
| 2 | 5 |  | OUR ENVIRONMENT | Common insects | **Vocabulary practice**  insect, housefly, cockroach, spider  **Grammar**  **Nouns**  Plural formation of nouns  Singular plural  housefly houseflies  insect insects  cockroach cockroaches  spider spiders  Structure/ tense work  Present simple tense  What are these/ those?  These / Those are………………..  **Example**:  C:\Users\Ves5\Desktop\pict\spider 1.pngC:\Users\Ves5\Desktop\pict\spider 1.png  What are these?  These are spiders.  ?  C:\Users\Ves5\Desktop\PICTURES\house fly.jpgC:\Users\Ves5\Desktop\PICTURES\house fly.jpg  What are those?  Those are houseflies. | The learner;  -Pronounces, spells, reads and writes  -Gives plural forms of words  -Uses the given structure in correct tense and grammar | Look, say and use  Guided discussion  Whole world | Pronouncing  Spelling  Reading and writing giving plural forms  Giving plural forms  Responding to given structures correctly | Care  Awareness  Responsibility | A chart | NPsc for Ug Bk 2 page 27  St. Bernard Bk 2 page 87 |  |
| 6 | 1 |  | OUR ENVIRONMENT | Common insects | **Vocabulary practice**  bee, grasshopper, wasp, mosquito  **Grammar**  **Nouns**  Plural formation of nouns  **Singular Plural**  bee bees  wasp wasps  mosquito mosquitoes  grasshopper grasshoppers  structure / tense work  Present simple tense  What are these /those?  These/ Those are………  **Example**  C:\Users\Ves5\Desktop\PICTURES\Other pictures by Liz\a bee 1.jpgC:\Users\Ves5\Desktop\PICTURES\Other pictures by Liz\a bee 1.jpg  What are these?  These are bees. | The learner;  -Pronounces, spells, reads and writes words correctly.  -Gives plural form of words.  -Uses the given structure in correct tense and grammar. | Guided discussion  Question and answer  Explanation | Pronouncing  Spelling  Reading and writing  Giving plural forms  Responding to given structures correctly | Care  Responsibility  Awareness  Fluency | A chart | NPsc  For Ug Bk 2 page 27  St. Bernard Bk 2 page 87 |  |
| 6 | 2 |  |  |  | **Vocabulary practice**  butterfly, ant, termites, cockroach  **Grammar**  **Nouns**  Plural formation of nouns  **Singular Plural**  butterfly butterflies  termite termites  cockroach cockroaches  ant ants  Structure / tense work  Present simple tense  Are these / those…….?  Yes, they are……/ No, they are not…………….  **Examples**  C:\Users\Ves5\Desktop\PICTURES\NEW PICS\cockraoch 1.jpg C:\Users\Ves5\Desktop\PICTURES\NEW PICS\cockraoch 1.jpg  Are these cockroaches?  Yes, they are.  C:\Users\Ves5\Desktop\PICTURES\pointer.jpg C:\Users\Ves5\Desktop\PICTURES\tree blown by wind.jpg C:\Users\Ves5\Desktop\PICTURES\tree blown by wind.jpg  Are those termites?  No, they are not | The learner;  -Pronounces, spells, reads and writes words  -Gives plural form of words  -Uses the given structure in correct tense and grammar  Vhvbghvbhjbjh | Guided discussion  Explanation  Whole world | Pronouncing  Spelling  Reading and writing  Giving plural forms | Awareness  Care  Responsibility | A chart | St. Bernard Bk 2 page 88  NPsc Bk 2 page 27 |  |
| 6 | 3 |  | OUR ENVIRONMENT | Common insects | **Vocabulary practice**  bean, maize, millet, cassava  **Grammar**  **Nouns**  Plural formation of nouns  **Singular Plural**  bean beans  maize maize  millet millet  cassava cassava  structure /tense work  present simple tense  What is this/ that?  This / That is………………  **Example**  a)  C:\Users\Ves5\Desktop\PICTURES\cassava.jpg  What is this?  This is cassava.  b)    What is that?  That is a bean seed. | The learner;  -Pronounces, spells, reads and writes words  -Gives plural form of words  -Uses the given structure in correct tense and grammar | Look, say and use  Question and answer  Whole world | Pronouncing  Spelling  Reading and writing  Giving plural forms  Responding to given structures correctly | Care  Responsibility  Awareness | Real objects  Picture cards  A chart | NPsc for Ug Bk 2 page 27  St. Bernard Bk 2 PAGE 89 |  |
| 6 | 4 |  |  | Common plants | **Vocabulary practice**  pawpaw, tomatoe, mango, groundnut  **Grammar**  **Nouns**  Plural formation  **Singular Plural**  pawpaw pawpaws  tomato tomamtoes  mango mangoes  groundnut groundnuts  Structure and tense work  Present simple tense  What are these or those?  These / Those are……….  **Examples**  a)  C:\Users\Ves5\Desktop\PICTURES\PHOTOS\bean.jpg What are these?  These are groundnuts.  b)  C:\Users\Ves5\Desktop\PICTURES\pointer.jpg C:\Users\Ves5\Desktop\PICTURES\NEW PICS\mango.jpg C:\Users\Ves5\Desktop\PICTURES\NEW PICS\mango.jpg  What are those?  Those are mangoes. | The learner;  -pronounces, spells, reads and writes words  -Gives the plural form of nouns  -Uses the given structure in correct tense and grammar | Look, say and use  Observation  Guided discussion | Pronouncing  Spelling  Reading and writing  Giving plural forms  Responding to given structures correctly | Awareness  Care  Responsibility  Love | Real objects  A chart | St Bernard Bk 2 page 90  NPsc for Ug Bk 2 page 27 |  |
| 6 | 5 |  | OUR ENVIRONMENT | Common plants | **Vocabulary practice**  leaves, flower, weed, seed  **Grammar**  Plural formation of nouns  **Singular Plural**  leaf leaves  flower flowers  seed seeds  weed weeds  Structure / tense work  Present simple tense  Are these / those….?  Yes, they are/ No, they are not.  **Example**  C:\Users\Ves5\Desktop\PICTURES\bi - pinnate leaves.jpg C:\Users\Ves5\Desktop\PICTURES\bi - pinnate leaves.jpg  Are these flowers?  No, they are not.  C:\Users\Ves5\Desktop\PICTURES\pointer.jpg C:\Users\Ves5\Desktop\PICTURES\rice seeds.jpg  Are those seeds?  Yes, they are. | The learner;  -Pronounces, spells, reads and writes  -Gives plural form of nouns  -Uses the given structures in correct tense and grammar. | Question and answer  Guided discussion  Whole world | Pronouncing  Spelling  Reading and writing  Giving plural forms  Responding to given structures correctly | Awareness  Care  Responsibility | A chart  Real objects | NPsc for Ug Bk 2 page 27  St. Bernard Bk 2 page 91. |  |
| 7 | 1 |  | OUR ENVIRONMENT | Common plants | **Vocabulary practice**  red, blue, yellow, brown Grammar  Adjectives  **Word Formation**  r\_d red  bl\_e blue  ye\_low yellow  b\_own brown  Structure / tense work  What colour is / are…………..?  It is / They are…………….  **Example**  C:\Users\Ves5\Desktop\PICTURES\tomato.jpg  What colour is a ripe tomato?  It is red.  What colour are the maize?  They are green. | The leaner;  -Pronounces, spells, reads and writes words  -Fill in the missing letters  -Uses the given structure in correct tense and grammar. | Look, say and use  Guided discussion  Explanation | Pronouncing  Spelling  Reading and writing  Filling in missing letters. | Care  Awareness  Responsibility | Real objects  A chart | St. Bernard Bk 2 page 92  NPsc for Ug Bk 2 page 27 |  |
| 7 | 2 |  | THINGS WE MAKE | Things we make in our community | **Vocabulary practice**  doll ball mat  **Grammar**  **Nouns**  Plural formation of nouns  **Singular Plural**  doll dolls  mat mats  ball balls  charcoal stove charcoal stoves  Structure/tense work  Present simple tense  Using: Where is the………?  This…………is……………  **Example**  C:\Users\Ves5\Desktop\PICTURES\charcoal stove.jpg C:\Users\Ves5\Desktop\PICTURES\pot 1.png  Where is the charcoal stove?  The charcoal stove is near the pot.  C:\Users\Ves5\Desktop\PICTURES\BALL UNDER THE TABLE.jpg  Where is the ball?  The ball is under the table. | Then learner;  -Pronounces, spells, reads and writes the words  -Gives plural forms of words  -Uses the given structures in correct tense and grammar. | Whole world  -Whole sentence  -Look say and use. | -Pronouncing the words  -Spells  -Reads  -Writes the words  -Responds to the structures correctly | -Fluency  -Confidence  -Articulation | Real materials doll, ball, mat | St. Bernard Bk 2 page 93 |  |
| 7 | 3 |  | THINGS WE MAKE | Things we make in our community | **Vocabulary practice**  rope saucepan pot cushion  **Grammar**  **Nouns**  Plural formation of nouns  **Singular Plural**  rope ropes  cushion cushions  pot pots  saucepan saucepans  Structure / tense work  Present simple tense  Using: Where are the……..?  The …………………..  **Example**  C:\Users\Ves5\Desktop\PICTURES\pot.pngC:\Users\Ves5\Desktop\PICTURES\pot.png C:\Users\Ves5\Desktop\PICTURES\cushion.jpg  Where are the pots?  The pots are near the cushion.    Where are the saucepans?  The saucepans are under the chair. | The learner;  -Pronounces, spells, reads and writes the words.  -Gives plural form of words  -Uses the given structure in correct tense and grammar. | -Look, say and use  -Whole world | -Pronouncing  -Spelling  -Reading  -Writing  -Gives plural forms  -Responds to the structure correctly. | Fluency  Confidence | Real objects  Saucepans  Rope  Cushion | St. Bernard English Bk 2 page 93 |  |
| 7 | 4 |  | THINGS WE MAKE | Things we make in our community | **Vocabulary practice**  bed, chair, basket, stool  **Grammar**  **Nouns**  Plural forms of nouns  **Singular Plural**  bed beds  chair chairs  basket baskets  stool stools  structure / tense work  present simple tense  Using:  How many beds……..are there?  There are……………  **Example**  C:\Users\Ves5\Desktop\PICTURES\bed 1.png C:\Users\Ves5\Desktop\PICTURES\bed 1.png  How many beds are there?  There are two beds.  C:\Users\Ves5\Desktop\PICTURES\basket9.jpgC:\Users\Ves5\Desktop\PICTURES\basket9.jpgC:\Users\Ves5\Desktop\PICTURES\basket9.jpg  How many baskets are there?  There are three baskets. | The learner;  -Pronounces, spells, reads and writes the words  -Gives the plural form of words  -Uses the given structures in correct tense and grammar | Whole world  Whole sentence  Look, say and write | Pronouncing  Spelling  Reading  Writing  Responding to the given structure | Fluency  Confidence  Articulation | Real life objects | St Bernard Bk 2 page 104  NPsc for Ug Bk 2 page 29 |  |
| 7 | 5 |  | THINGS WE MAKE | Thing we make in our community | **Vocabulary practice**  mortar, pestle, ladle, table  **Grammar**  **Nouns**  Plural forms of nouns  **Singular Plural**  mortar mortars  pestle pestles  ladle ladles  table tables  Structure / tense work  Present simple tense  Using: What is that/ this?  This is/ That is……….  **Example**  C:\Users\Ves5\Desktop\PICTURES\ladle.jpgWhat is this?  This is a ladle.  C:\Users\Ves5\Desktop\PICTURES\pointer.jpg  What is that?  That is a pestle | The learner;  -Pronounces, spells, reads and writes the words.  -Gives the plural forms of words  -Uses the given structure in correct tense and grammar. | Whole world  Whole sentence  Look, say and write | -Pronouncing  -Reading  -Writing  -Giving plural forms  -Responding to the structure | Fluency  Articulation  Confidence | Real objects like pestle, ladle, and table. | St. Bernard Bk 2 page 101  NPsc for Ug Bk 2 page 30 |  |
| 8 | 1 |  | THINGS WE MAKE | Materials used and their sources | **Vocabulary practice**  sisal , banana fiber, clay, raffia  **Grammar**  **Nouns**  Word order  Arranging the letters to form a word  salsi-sial layc-clay  fiafar-rafia  fibrebanana-bananafibre  structure/ tense work  present simple tense  Using: What do you use to make a rope?  I / we use……………….  **Examples**  a)What do you use to make a dancing skirt  -I use raffia to make raffia skirts  b)What do you use to make a rope  -I use sisal to make a rope. | The learner;  -Pronounces, spells, reads and writes the words  -Gives the word order of the words  -Uses the structure in correct tense and grammar. | Look, say and write  Whole world  Whole sentence | -Pronouncing  -Spelling  -Reading  -Writing  -Responding to the structure correctly | Confidence  Fluence  Articulation | Real objects | St. Bernard Bk 2 page 98  NPsc Bk 2 page 28 |  |
| 8 | 2 |  | THINGS WE MAKE | Materials used and their sources | **Vocabulary practice**  grass, thread, needle, stick  Grammar  Nouns  Plural forms  **Singular Plural**  grass grass  thread threads  needle needles  stick sticks  structure and tense work  present simple tense  Using: What is…………….doing?  Tom is making…………from…….  **Examples**  What is Tom doing?  C:\Users\Ves5\Desktop\PICTURES\hut 1.jpg C:\Users\Ves5\Desktop\PICTURES\mannnn.jpg  What is Tom doing?  Tom is making a hut from grass. | The learner;  -Pronounces, spells, reads and writes the words.  -Gives the plural form of words  -Uses the given structure in correct tense and grammar. | Guided discussion  Whole world  Whole sentence | Pronouncing  Spelling  Reading and writing  Giving plural forms  Responding to give structures correctly | Creative thinking  Care  Self-awareness | Real things | NPsc Bk 2 page 29  St. Bernard Bk 2 page 99 |  |
| 8 | 3 |  | THINGS WE MAKE | Importance of things we make | **Vocabulary practice**  box, bench, bus, dress  **Grammar**  **Nouns**  Plural forms  **Singular Plural**  box boxes  bench benches  bus buses  dress dresses  structure / tense work  Using: What is this or that?  That is / This is………….  **Examples**  C:\Users\Ves5\Desktop\PICTURES\bus1.jpgWhat is this?  This is a bus.  C:\Users\Ves5\Desktop\PICTURES\pointer.jpg C:\Users\Ves5\Desktop\PICTURES\bench.jpg  What is that?  That is a bench. | The learner;  -Pronounces, spells, reads and writes the word.  -Gives the plural form of words  -Uses the structure in correct tense and grammar. | Look, say, and write  Whole word  Whole sentence | -Pronouncing  -Spelling  -Reading  -Writing  -Gives plural forms  -Responds to the structures correctly | Fluency  Confidence  Articulation | Flash cards | St. Bernard Bk 2 page 101  NPsc Bk 2 page 30 |  |
| 8 | 4 |  | THINGS WE MAKE | Importance of things we make | **Vocabulary Practice**  house, dish, mat, brush  **Grammar**  **Nouns**  Plural forms  **Singular Plural**  house houses  dish dishes  mat mats  brush brushes  Structure and tense work  Present simple tense  Using: What are these / those?  These / those are……..  **Examples**  C:\Users\Ves5\Desktop\PICTURES\PHOTOS\house 3.jpg C:\Users\Ves5\Desktop\PICTURES\PHOTOS\house 3.jpg  What are these?  These are houses  C:\Users\Ves5\Desktop\PICTURES\pointer.jpg  What are those?  Those are dishes. | The learner;  -Pronounces, spells, reads and writes the words.  -Gives the plural forms of words  -Uses the structure in correct tense and grammar. | Whole world  Guided discussion | -Pronouncing  -Reading  -Spelling  -Giving plural forms  -Responding to the structures. | -Articulation  -Fluency  -Accuracy | Flash cards | St. Bernard Bk 2 page 102  NPsc Bk 2 page 30 |  |
| 8 | 5 |  | THINGS WE MAKE | Materials used and their sources | **Vocabulary practice**  swamp, garden, shop, forest  **Grammar**  Plural forms  **Singular Plural**  garden gardens  forest forests  swamp swamps  shop shops  Structure / tense work  Present continuous  Using: What is……………..doing?  Sarah is getting grass from the…  **Examples**  C:\Users\Ves5\Desktop\PICTURES\PICKIN.jpg  What is Sarah doing?  Sarah is getting grass from the swamp  C:\Users\Ves5\Desktop\pict\collecting firewood 2354.png  What is Betty doing?  Betty is cutting sticks from the forest. | The learner;  -Pronounces, spells, reads and writes the words  -Gives the plural formation.  -Uses structure in correct tense and grammar. | Look, say and write  Whole world  Whole world | -Pronouncing  -Spelling  -Reading  -Writing  -Giving plural forms  -Responds to the given structure | Fluency  Confidence | Flash cards | St. Bernard Bk 2 page 99  NPsc Bk 2 page 29 |  |
| 9 | 1 |  | THINGS WE MAKE | Materials used and their source | **Vocabulary practice**  straw, palm leaves, sisal, papyrus  **Grammar**  **Nouns**  Word order  **Arranging the letters to form a word**  awtst- straw  slasi- sisal  leavespalm- palm leaves  pyruspa- papyrus  Structure / tense work  Present continuous  Using: Tom is making………..from  **Examples**    Tom is making a mat from straws  C:\Users\Ves5\Desktop\pict\making basket 62.png  Mary is making a basket from sisal. | The learner;  -Pronounces, spells, reads and writes the words.  -Writes the words in their right order.  -Uses the given structure in correct tense and grammar. | -Look, say and write  -Whole word  -Whole sentences | -pronouncing  -Spelling  -Writing  -Writing words in correct order | Fluency  Confidence  Articulation | Flash cards | St. Bernard Bk 2 page 99  NPsc Bk 2 page 29 |  |
| 9 | 2 |  | THINGS WE MAKE |  | **Vocabulary practice**  boxes, buses, dresses, benches  **Grammar**  **Nouns**  Singular forms  **Singular Plural**  box boxes  bus buses  bench benches  dress dresses  Structure/ tense work  Present simple tense  Using:Show me…………………..  These / Those are………………  **Example**  a)  C:\Users\Ves5\Desktop\PICTURES\brush.jpg C:\Users\Ves5\Desktop\PICTURES\brush.jpg  Show me the brushes?  These are brushes.  b)  C:\Users\Ves5\Desktop\PICTURES\pointer.jpg C:\Users\Ves5\Desktop\PICTURES\PHOTOS\DRESS.jpgC:\Users\Ves5\Desktop\PICTURES\PHOTOS\DRESS.jpg  Show me the dresses  These are dresses. | The learner;  -Pronounces, reads and spells the words.  -Gives the singular forms of the words  -Uses the structure in correct tense and grammar | Whole world  Look, say and use | -Pronouncing  -Spelling  -Reading  -Writing  -Giving singular forms  -Responding to the structure correctly | Fluency  Confidence  Articulation | Flash cards | St. Bernard Bk 2 page 102  NPsc Bk 2 page 30 |  |
| 9 | 3 |  | THINGS WE MAKE | Importance of things we make | **Vocabulary practice**  houses, dishes, mats, brushes  **Grammar**  **Nouns**  Singular forms  **Plural Singular**  houses house  dishes dish  mats mat  brushes brush  Structure / tense work  Using: How many …….are there?  There are……………….  **Examples**  a)    How many dishes are there  b)  C:\Users\Ves5\Desktop\PICTURES\MAT2.jpgC:\Users\Ves5\Desktop\PICTURES\MAT2.jpg  How many mats are there?  There are two mats. | The learner;  -Pronounces, spells, reads and writes the words  -Gives the singular forms of the words  -Uses the structure in correct tense and grammar. | -Whole world  -Guided discovery  -Whole sentence | -Pronouncing  -Reading  -Spelling  -Writing  -Giving singular form  -Responding to the structures | -Fluency  -Articulation  -Confidence | Flash cards | St. Bernard Bk 2 page 104  NPsc Bk 2 page 30 |  |
| 9 | 4 |  | TRANSPORT IN OUR COMMUNITY | Means and uses of transport in our community | **Vocabulary practice**  train, bus, bicycle, motorcycle  **Grammar**  **Nouns**  Word formation  **Fill in the missing letters**  b\_cycle tra\_n  bicycle train  m\_torc\_cle- motorcycle  b\_s - bus  structure / tense work  present simple tense  Where is the…………..?  The ……………is………………  **Examples**  C:\Users\Ves5\Desktop\PICTURES\bus.jpg  Where is the bus?  The bus is on the road.  C:\Users\Ves5\Desktop\PICTURES\train 2.png  Where is the train?  The train is on the railway line. | The learner;  -Pronounces, spells reads and writes words  -Fills in the missing letters correctly  -Uses the given structure in correct tense and grammar. | Question and answer  Look, say and use  Whole world | Prnouincing  Spelling  Reading and writing  Filling in the missing letters  Responding top given structures correctly ` | Awareness  Responsibility  Effective communication | A chart | St. Bernard Bk 2 page 108  NPsc for Ug Bk 2 page 32 |  |
| 9 | 5 |  | TRANSPORT IN OUR COMMUNITY | Means and uses of transport in our community | **Vocabulary practice**  aeroplane, cement, animal food  **Grammar**  **Nouns**  Word order  **Write the words correctly**  dfoo- food  malani- animal  planeaero- aeroplane  mentce cement  Structure / tense work  Present simple tense  Where is the/ an……….  The / An………….is……………  **Example**  C:\Users\Ves5\Desktop\PICTURES\air plane.jpg  Where is the aeroplane?  The aeroplane is in the air.  C:\Users\Ves5\Desktop\PICTURES\lorry 5.png  Where is the food?  The food is on the lorry. | The learner;  -Pronounces, spells, reads and writes words  -Writes words correctly  -Uses the given structure in the correct tense and grammar. | Guided discussion  Question and answer  Look, say and use | Pronouncing  Spelling  Reading and writing  Writing words correctly  Responding to given structures correctly | Responsibility  Care  Awareness | A chart  Picture cards | NPsc for Ug Bk 2 page 3 2  St. Bernard Bk 2 page 108 |  |
| 10 | 1 |  | TRANSPORT IN OUR COMMUNITY | Means and uses of transport in our community | **Vocabulary practice**  Driver, cyclist, pilot, captain  **Grammar**  **Nouns**  Plural formation  **Singular Plural**  driver drivers  cyclist cyclists  pilot pilots  captain captains  structure / tense work  present simple tense  Who is…………(flying, driving)  Musa is……………………  **Examples**  a) Who is riding a bicycle?  Kate is riding a bicycle.  b) Who is driving a car?  Musa is driving a car. | The learner;  -Pronounces, spells, reads and writes words.  -Gives the plural form of words.  -Uses the given structure in correct tense and grammar. | Guided discovery  Question and answer  Look, say and use | Pronouncing  Spelling  Reading and writing  Giving plural forms  Responding to given structures correctly | Awareness  Critical thinking  Care | A chart | St. Bernard Bk 2 page 109  NPsc Bk 2 page 32 |  |
| 10 | 2 |  | TRANSPORT IN OUR COMMUNITY | Means and uses of transport | **Vocabulary practice**  black, grey, green, yellow  **Grammar**  Adjectives  Word order  **Fill in the missing letters**  g\_ey grey  bl\_ck black  ye\_low yellow  gr\_\_n green  structure / tense work  Present simple tense  What colour is the…………?  The …………is…………..  **Example**  a)  C:\Users\Ves5\Desktop\PICTURES\PHOTOS\boat.jpg  What colour is the boat?  The boat is white  b)…  C:\Users\Ves5\Desktop\PICTURES\bus.jpg  What colour is the bus?  The bus is yellow | The learner;  -Pronounces, spells, reads and writes words correctly.  -Fills in the missing letters in words  -Uses the given structure in correct tense and grammar. | Look, say and use.  Guided discussion  Question and answer | Pronouncing  Spelling  Reading and writing  Filling in missing letters  Responding to given structures correctly | Awareness  Care  Responsibility | A chart  Picture cards | St. Bernard Bk 2 page 10  NPsc for Ug Bk 2 page 32. |  |
| 10 | 3 |  | TRANSPORT IN OUR COMMUNITY | Means and uses of transport in our community | **Vocabulary practice**  lake, road, water, people  **Grammar**  **Nouns**  Word formation  **Fill in the missing letters**  l\_ke lake  ro\_d road  wa\_er water  pe\_ple people  Structure / tense work  Present simple tense  Where is the / are the…….?  The ………….is/are…………  **Example**  Where are the people?  The people are in the bus  Where is the bicycle?  The bicycle is on the road. | The learner;  -Pronounces, spells, reads, and writes words correctly  -Fills in the missing letters  -Uses the given structure in correct tense and grammar. | Look, say and use  Whole word  Whole sentence | Pronouncing  Seplling  Reading and writing | Awareness  Care  Responsibility  Critical thinking | A chart | NPsc for Ug Bk 2 page 32 |  |
| 10 | 4 |  | TRANSPORT IN OUR COMMUNITY | Road safety | **Vocabulary practice**  Cross, look, walk, driver  Grammar  **Tenses of verbs**   |  |  |  | | --- | --- | --- | | verb | Now tense | Past tense | | Cross  Look  Walk  Drive | Crossing  Looking  Walking  Driving | Crossed  Looked  Walked  Drove |   Structure / tense work  Present simple tense  Look right, look left, them, look right again  **Example**  C:\Users\Ves5\Desktop\PICTURES\boy.jpg  You must look right, look left and right again before crossing the road. | The learner;  -Pronounces, spells, reads and writes words correctly  -Gives the correct tenses of verbs  -Uses the given structure in correct tense and grammar. | Question and answer  Guided discovery  Whole word | Pronopuncing  Spelling  Reading and writing | Awareness  Responsibility  Care | A chart  Picture cards  Word cards | NPsc for Ug Bkm 2 page 33  St. Bernard Bk 2 page 111 |  |
| 10 | 5 |  | TRANSPORT IN OUR COMMUNITY | Road safety | **Vocabulary practice**  Ride, run, drive, cross  Grammar  **Tenses of verbs**   |  |  |  | | --- | --- | --- | | verb | Now tense | Past tense | | ride  run  drive  cross | riding  running  driving  crossing | rode  ran  drove  crossed |   Present simple tense  Don’t (run)…………………..  **Example**  a)Do not play on the road  b)Do not run on the road | The learner;  -Pronounces, spells, reads and writes words.  -Gives the order of tenses of verbs  -Uses the given structure in correct tense and grammar | Explanation  Guided discussion  Whole sentence | Pronouncing  Spelling  Reading and writing  Giving order of tenses  Responding to given structures correctly | Awareness  Care  Responsibility | A chart  Picture cards | St. Bernard Bk 2 page 112  NPsc Bk 2 page 33 |  |
| 11 | 1 |  | TRANSPORT IN OUR COMMUNITY | Road safety | **Vocabulary practice**  bicycle, car, motorcycle, signpost  **Grammar**  **Nouns**  **Plural formation of nouns**  bicycle bicycles  car cars  motorcycle motorcycles  signpost signposts  Structure / tense work  Present simple tense  Don’t ………………………  **Examples**  Don’t play on the road  Don’t run while crossing the road.  Don’t drink and drive. | The learner;  -Pronounces, spells, reads and writes words  -Gives the plural form of words  -Uses the given structure in correct tense and grammar. | Guided discussion  Whole world  Whole sentence | Pronouncing  Spelling  Reading and writing  Giving plural forms  Responding to given structures correctly | Awareness  Articulation  Responsibility | A chart | NPsc for Ug Bk 2 page 33  St. Bernard Bk 2 page 112 |  |
| 11 | 2 |  | TRANSPORT IN OUR COMMUNITY | Dangerous things on the road | **Vocabulary practice**  electronic wire, potholes, landmine, broken bottles  **Grammar**  **Nouns**  Forming small words from **compound nouns**  electric wire electric wires  potholes pot holes  landmine land mine  broken bottles broken bottles  structure / tense work  present tense  **Example**  a)What is wrong?  There are electronic wires on the road.  b) What is wrong?  There are pot holes on the road. | The learner;  -Pronounces, spells, reads and writes words correctly.  -Forms small words from compound nouns.  -Uses the given structure in correct tense and grammar. | Whole world  Whole sentence  Guided discussion | Pronouncing  Spelling  Reading and writing  Forming small words  Responding to given structures correctly | Awareness  Care  Responsibility | A chart | St. Bernard Bk 2 page 113  NPsc Bk 2 page 33 |  |
| 11 | 3 |  | TRANSPORT IN OUR COMMUNITY | Dangerous things on the road | **Vocabulary practice**  Rock, nail, stone, rubbish  Grammar  Nouns  Plural formation of nouns  **Singular Plural**  rock rocks  nail nails  stone stones  rubbish rubbish  structure / tense work  Present simple tense  Avoid………………………………  **Examples**  a) Avoid playing with nails.  b)Avoid throwing stones | The learner;  -Pronounces, spells, reads and writes words.  -Gives plural forms of nouns  -Uses the given structures in correct tense and grammar | Guided discussion  Question and answer  Whole world | Pronouncing  Spelling  Reading and writing  Giving plural forms  Responding to given structures correctly. | Awareness  Care  Responsibility | A chart | NPsc for Ug Bk 2 page 33 |  |
| 11 | 4 |  | TRANSPORT IN OUR COMMUNITY | Dangerous things on the road | **Vocabulary practice**  Landmine, nail, stone, brokenbottle  Grammar  Nouns  Word formation  **Fill in the missing letters**  La\_dm\_ne landmine  na\_l nail  st\_ne stone  br\_kenb\_ttle brokenbottle  structure / tense work  Present simple tense  Don’t ………………………  **Examples**  Don’t play with electric wires  Don’t play with stones | The learner;  -Pronounces, spells, reads and writes.  -Fills in the missing letters  -Uses the given structure in correct tense and grammar. | Whole world  Explanation  Guided discussion | Pronouncing  Spelling  Reading and writing  Filling in the missing letters  Responding to given structures in correct tense. | Awareness  Care  Responsibility | A chart  Word cards | St. Bernard Bk 2 page 112  BPsc for Ug Bk 2 page 33 |  |
| 11 | 5 |  | TRANSPORT IN OUR COMMUNITY | Dangerous things on the road | **Vocabulary practice**  policeman, policewoman, lollipop, warden  **Grammar**  **Nouns**  Plural formation of common nouns  **Singular Plural**  policeman policemen  policewoman policewomen  lollipop lollipops  warden wardens  Structure / tense work  Present simple tense  Who helps you to cross the road?  The ……………helps me to cross the road  **Examples**  a) The lollipop helps me to cross the road.  b) The warden helps me to cross the road. | The learner;  -Pronounces, spells, reads and writes words correctly  -Gives plural form of words  -Uses the given structure in correct tense in correct tense and grammar. | Whole world  Whole sentence  Guided discussion | Pronouncing  Spelling  Reading and writing  Giving plural forms  Responding to given structures | Awareness  Respect  Care | A chart | St. Bernard Bk 2 page 116  NPsc Bk 2 page 33 |  |
| 12 | 1 |  | TRANSPORT IN OUR COMMUNITY | Dangerous things on the road | **Vocabulary practice**  Stones, electricity wires, landmines, madmen  Grammar  Singular formation  **Plural Singular**  stones stone  electricity wires electricity wire  madmen madman  landmines landmine  structure / tense work  Present simple tense  Be careful………………………..  **Example**  C:\Users\Ves5\Desktop\PICTURES\broken bottle.jpg  Be careful of broken bottles  C:\Users\Ves5\Desktop\pict\landmine.png  Be careful of landmines | The learner;  -Pronounces, spells, reads and writes words  -Gives singular form of the word  -Uses the given structure in correct tense and grammar. | Guided discussion  Whole world  Whole sentence | Pronouncing  Spelling  Reading and writing  Giving singular form | Awareness  Care  Responsibility | A chart | St. Bernard Bk 2 page 115  NPsc Bk 2 page 33 |  |
| 12 | 2 |  | TRANSPORT IN OUR COMMUNITY | Dangerous things on the road | **Vocabulary practice**  Hurt, bleed, cry, pain  **Grammar**  Tenses of verbs   |  |  |  | | --- | --- | --- | | **verb** | **Now tense** | **Past tense** | | hurt  bleed  cry  pain | Hurting  bleeding  crying  paining | hurt  bled  cried  pained |   Structure /tense work  Present simple tense  Are you hurt?  Yes, I am/ No I am not.  **Examples**    Are you hurt?  Yes, I am.  C:\Users\Ves5\Desktop\pict\helping sick .jpg  Are you hurt?  Yes, I am. | The learner;  -Pronounces, reads and writes words correctly.  -Gives tense of verbs.  -Uses the given structures in correct tense and grammar. | Whole world  Whole sentence  Guided discussion | Pronouncing  Spelling  Reading and writing  Giving the tenses of verbs  Responding to given structures correctly. | Care  Responsibility  Awareness | Picture cards  A chart | St. Bernard Bk 2 page 114  NPsc for Ug Bk 2 page 33 |  |
| 12 | 3 |  | ACCIDENTS AND SAFETY | Causes of common accidents in our community | **Vocabulary practice**  Cut, hurt, bleed, burn  Grammar  Verbs  **Tenses of verbs**   |  |  |  | | --- | --- | --- | | **verb** | **Now tense** | **Past tense** | | cut  bleed  hurt  burn | cutting  bleeding  hurting  burning | cut  bled  hurt  burnt |   Structure / tense work  Present simple tense  Using: What is wrong?  I am / She / He is…………..  **Examples**  C:\Users\Ves5\Desktop\pict\injection .jpg  What is wrong?  She is hurt.  C:\Users\Ves5\Desktop\pict\treating sick .png  What is wrong?  He is hurt. | The learner;  -Pronounces, spells, reads and writes the words.  -Gives the tenses of verbs  -Uses the structure in correct tense and grammar. | Whole word  Whole sentence  Guided discovery | Pronouncing  Spelling  Reading  Writing  Responding to the structure | Fluency  Confidence  Accuracy | Flash cards | St. Bernard English Bk 2 page 117 |  |
| 12 | 4 |  | ACCIDENTS AND SAFETY | Cause of common accidents in our community | **Vocabulary practice**  Fire, poison, medicine, electricity  Grammar  Nouns  Word formation  Filling in the missing letters  Fire electricity poison  Medicine  Structure / tense work  Present simple tense  Using: Don’t play with…………….  It can burn / kill  **Examples**  a) Don’t play with fire.  It can burn you.  b) Don’t play with electricity.  It can kill you | The learner;  -Pronounces, spells, reads and writes the words.  -Gives the word formation of words.  -Uses the structure in correct tense and grammar | -Whole word  -Whole sentence | -Pronouncing  -Spelling  -Reading  -Responding to the structures | Fluency  Confidence  Articulation | Flash cards | ?????????????????????????????????????? |  |
| 12 | 5 |  | ACCIDENTS AND SAFETY | Causes of common accidents in our community | **Vocabulary practice**  needle, knife, insect, razorblade  **Grammar**  **Nouns**  Plural forms  **Singular Plural**  needle needles  knife knives  insect insects  razorblade razorblades  structure and tense work  present simple  Using: Don’t play with……..  It can cat you…………  **Examples**  a)Don’t play with a razorblade  it can cut you  b) Don’t play with poison.  it will kill you. | The learner;  -Pronounces, spells, reads and writes the words.  -Gives the plural form of words.  -Uses the given structure in correct tense and grammar. | Whole world  Look, say and write.  Whole sentence | Pronouncing  Spelling  Reading  Writing  Giving plural forms  Responding to the structure correctly | Articulation  Fluency  confidence | Real materials | St. Bernard English Bk 2 page 118 |  |
| 13 | 1 |  | ACCIDENTS AND SAFETY | Causes of common accidents in our community | **Vocabulary practice**  panga, axe, hoe, pin  Grammar  Nouns  Word formation  **Fill in the missing letters**  p\_nga - panga  a\_e - axe  ho\_ - hoe  structure / tense work  Present simple tense  Using: What is wrong?  I am / She / He is hurt  **Example**  C:\Users\Ves5\Desktop\pict\treating sick .png  What is wrong?  He is hurt.  C:\Users\Ves5\Desktop\pict\helping sick .jpg  What is wrong?  She is hurt. | The learner;  -Pronounces, spells, reads and writes the words  -Write the words in the correct order  -Uses the structure with correct tense and grammar. | Whole world  Whole sentence  Guided discovery | Pronouncing  Spelling  Reading  Writing  Responding to the structure | Fluency  Confidences  Articulation | Flash cards | St. Bernard English Bk 2 page 118 |  |
| 13 | 2 |  | ACCIDENTS AND SAFETY | Causes of common accidents in our community | **Vocabulary practice**  animal, spear, water, vehicle  **Grammar**  **Nouns**  Plural forms  **Singular Plural**  animal animals  spear spears  water water  vehicle vehicles  Structure / tense work  Present simple tense  Using: What is wrong?  I am/ She/ He is…………………  **Example**  C:\Users\Ves5\Desktop\pict\injection .jpg  What is wrong?  He is hurt  C:\Users\Ves5\Desktop\pict\accident on road 12.png  What is wrong?  He is hurt. | The learner;  -Pronounces, spells, reads and writes the words.  -Gives the plural forms of the words  -Uses the given structure in correct tense and grammar. | Whole word  Whole sentence  Look, say and use | Pronouncing  Spelling  Reading  Writing  Giving plural forms  Responding to the structure | Fluency  Confidence | Flash cards | St. Bernard English Bk 2 page 119 |  |
| 13 | 3 |  | ACCIDENTS AND SAFETY | Management of accidents | **Vocabulary practice**  hospital, clinic, sickbay, dispensary  **Grammar**  **Nouns**  Word formation  **Filling in the missing letters**  h\_spital hospital  s\_bay sickbay  c\_inic clinic  d\_spens\_ry dispensary  structure / tense work  Present simple tense  Using: Where do you go when you are hurt?  I go to………………when I am hurt.  **Example**  a)Where do you go when you are hurt?  I go to the clinic when I am hurt. | The learner;  -Pronounces, spells, reads and writes the words.  -Writes the words the correct word formation.  -Uses the given structure in correct tense and grammar. | Guided discovery  Whole world  Whole sentence | Pronouncing  Spelling  Reading  Writing  Give correct word formation  -Responding to the structure correctly. | -Articulation  -Fluency  -accuracy | Flash cards. | St. Bernard English Bk 2 page 125 |  |
| 13 | 4 |  | ACCIDENTS AND SAFETY | Management of accidents | **Vocabulary practice**  nurse, doctor, medicine  **Grammar**  **Nouns**  **Singular Plural**  nurse nurses  doctor doctors  medicine medicine  alarm alarm  Structure / tense work  Present continuous tense  Using: What is she / he doing?  He / She is…………………..  **Example**  C:\Users\Ves5\Desktop\pict\medicine taking.png  What is she doing?  She is taking medicine  C:\Users\Ves5\Desktop\pict\sick person.jpg  What is he doing?  He is caring for the patient. | The learner;  -Pronounces, spells, reads and writes the words.  -Gives the plural forms of the words.  -Uses the given structure in correct tense and grammar. | Whole word  Whole sentence | Pronouncing  Spelling  Writing  Reading  Giving the plural forms  Responding to the structures correctly | Accuracy  Articulation  Fluency | Flash cards | St. Bernard Bk 2 English page 123 |  |
| 13 | 5 |  | ACCIDENTS AND SAFETY | Management of accidents | **Vocabulary practice**  bandage, accident, ambulance, telephone  **Grammar**  **Nouns**  Word formation  **Filling in the missing letters**  b\_ndage bandage  t\_lephone telephone  acc\_dent accident  a\_bulance ambulance  Structure / tense work  Present continuous tense  Using: What is he / she doing?  He / she is………………….  **Example**    C:\Users\Ves5\Desktop\pict\girl 23.jpg  What is she doing?  She is going to the hospital. | The learner;  -Pronounces, spells, reads and writes the words.  -Gives the correct word formation  -Uses the structure in correct tense and grammar. | Look, say and use  Whole world | Pronouncing  Spelling  Reading  Writing  Giving correct word formation  Responding to the structures correctly | Fluency  Confidence  Articulation | Flash cards | St. Bernard English Bk 2 page 125 |  |
| 14 | 1 |  | ACCIDENTS AND SAFETY | Management of accidents | **Vocabulary practice**  Cry, treat, clean, call  **Grammar**  **Verbs**  Tenses of verbs   |  |  |  | | --- | --- | --- | | **Verbs** | **Now tense** | **Pat tense** | | cry  treat  clean  call | crying  treating  cleaning  calling | cried  treated  cleaned  called |   Structure / tense work  Present continuous  Using: What is he/ she doing?  He / she is…………………  **Example**  C:\Users\Ves5\Desktop\pict\sick person.jpg  What is he doing?  She is treating the patients. | The learner;  -Pronounces, spells, reads and writes the words.  -Gives the order of tenses of verbs  -Uses the structure in correct tense and grammar | Look, say and use  Whole world  Whole sentence | Pronouncing  Spelling  Reading  Writing  Giving the order of tense  Responding to the structure | Fluency  Accuracy  Confidence | Flash cards | St. Bernard English Bk 2 page 123 |  |
| 14 | 2 |  | ACCIDENTS AND SAFETY | Management of accidents | **Vocabulary practice**  care shout, carry, cry  **Grammar**  **Verbs**  Tenses of verbs   |  |  |  | | --- | --- | --- | | **verb** | **Now tense** | **Past tense** | | care  shout  carry  cry | caring  shouting  carrying  crying | cared  shouted  carried  cried |   Structure / tense work  Present simple tense  Using: What is he/ she doing?  **Example**  a)  C:\Users\Ves5\Desktop\pict\sick person.jpg  What is she doing?  She is caring for her sister.  b).    What is he doing?  He is carrying a basket. | The learner;  -Pronounces, spells, reads and writes the words  -Gives the order of tenses of verbs  -Uses the structure in correct tense and grammar. | Whole world  Whole sentence  Look, say and use | Pronouncing  Spelling  Reading  Writing  Giving the order of tenses of verbs  Responding to the structure | Fluenmcy  Confidence  Articulation | Flash cards | St. Bernard English Bk 2 page 125 |  |
| 14 | 3 |  | ACCIDENTS AND SAFETY | First aid | **Vocabulary practice**  Cold pad, bandage, cotton wool, Pair of scissors.  **Grammar**  **Nouns**  Plural formation  **Singular Plural**  cold pad cold pads  bandage bandages  cotton wool cotton wool  pair of scissors pair of scissors  Structure / tense work  Present simple tense  Using: What is this/ that?  **Example**  C:\Users\Ves5\Desktop\PICTURES\PHOTOS\cotton.jpg  What is this?  This is cotton wool    What is that?  That is a bandage. | The learner;  -Pronounces, spells, reads and writes the words  -Gives the plural forms of words  -Uses the given structures correctly | Look, say and use  Whole word | Pronouncing  Reading  Spelling  Writing  Changing to plural forms  Responding to the structure | Fluency  Confidence  Articulation | Real objects  Bandage  Cotton wool | St. Bernard English Bk 2 126 |  |
| 14 | 4 |  | ACCIDENTS AND SAFETY | First aid | **Vocabulary practice**  needle, safety pin, basin, cold pad  **Grammar**  **Nouns**  Plural forms  **Singular Plural**  needle needles  safetypin safety pins  basin basins  coldpad cold pads  structure/ tense work  present simple tense  Using: What do we use …………for?  I / we use……..for………….  **Example**  C:\Users\Ves5\Desktop\PICTURES\PHOTOS\washing.jpg  What do we use a basin for?  We use a basin for bathing.  ??????????????????????????????????????  What do you use a cold pad for?  We use a cold pad for cooling the body temperature. | The learner;  -Pronounces, spells, reads and writes the words.  -Gives the plural forms of words  -Uses the given structure in correct tense and grammar. | Look, say and use  Whole word | Pronouncing  Spelling  Reading  Writing  Giving plural forms  Responding to structures | Fluency  Confidence  Accuracy | Real materials  Safety pin  basin | St. Bernard English Bk 2 page 126 |  |
| 14 | 5 |  | ACCIDENTS AND SAFETY | First aid | **Vocabulary practice**  Bandage, cotton wool, basin, pair of scissors  **Grammar**  **Nouns**  Word formation  **Filling in the missing**  b\_ndage bandage  b\_sn basin  cottonw\_\_l cotton wool  sc\_ssors scissors  structure / tense work  present simple tense  Using: May I have……………….  Yes, you may.  No, you may not.  **Example**    May I have a bandage?  Yes, you may. | The learner;  -pronounces, spells, reads and writes words  -Giving plural forms of the words  -Using the structure in correct tense and grammar | Look, say and use  Whole world  Whole sentences | Pronouncing  Spelling  Reading  Writing | Fluency  Confidence  Accuracy | Real materials  Basin | St. Bernard English Bk 2 page 127 |  |