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| **WK** | **PD** | **THEME** | **SUB-THEME** | **COMPETENCES** | **CONTENT** | | **METHODS / TECH** | **ACTIVITIES** | **LEARNING AIDS** | | **SKILLS** | | **REF** | **REM** |
| 1 | 1 | **OUR SCHOOL** | **People in our school** | * Read the letters. * Identifies small and capital letters. * Writes given words in both capital and small letters. * Reads the alphabetical letters * Re – arranges the words in alphabetical order | Alphabetical letters in small:- *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.*  In capital:-  *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.*  Words in both small and capital.  book – BOOK  chair – CHAIR  girl – GIRL  Esther – ESTHER  Re – arrange letters in alphabetical order   1. d c a b   a b c d   1. x, w, y, z   w, x, y, z   1. cat, axe, dog, bag   axe, bag, cat, dog | | Explanation  Demonstration  Guided discover | Identifying both small and capital letters.  Re – arrange letters in alphabetical order | A chart with both small and capital letters. | | Critical Thinking.  Self- awareness.  Critical thinking  Creative thinking | | English aid book 1. |  |
|  | 2 | **OUR SCHOOL** | **People in our school** | Reads the number and their names.  Writes number names. | Number names from  *1 – one*  *10 – ten*  *2 – two*  *11 – eleven*  *3 – three*  *12 – twelve*  *4 – four*  *13 – thirteen*  *5 – five*  *14 – fourteen*  *6 – six*  *18 – eighteen*  *7 – seven*  *16 – sixteen*  *8 – eight*  *17 - seventeen*  *9 – nine*  *18 – eighteen*  *19 – nineteen*  *20 – twenty* | |  | Writing number names and symbols. | A chart with number names and symbols. | | Creative thinking. | | Student aid book 1 |  |
|  | 3 | **OUR SCHOOL** | **People in our school** | * Defines a noun. * Gives examples of different nouns in their surroundings. | NOUNS   * A noun is a naming word.   **Examples of nouns**  Book, 1 chair, pencil, table, paper, ruler, Esther, duster, door, chart, tree, window, peter, girl, chalk board and stick. | | Explanation  Guided discussion  Whole word. | Defining a noun.  Naming nouns | A chart showing nouns. | | Critical thinking.  Self-awareness. | | Teacher collection. |  |
| 2 | 1 | **OUR SCHOOL** | **People in our school** | * Read the article names all the consonant sound as used by the given article correctly. | **Articles:**   * Article “a” * Article “a” is used before a noun beginning with a consonant sound.   **Example**  *b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, x, y, z.*  **Example**  a book  a teacher  a cat  a chair  a cupboard  a table  a man | |  | Identifying the given article.  Using the given article before the given worlds. | A chart showing the correct usage of the learnt article “a” | |  | | Standard book 1 |  |
|  | 2 | **OUR SCHOOL** | **People in our school** | * Read the article “an” reads the given vowels as used with article “an”.. * Uses the given article in words and sentences correctly. | **Articles “an”**   * Article “an” is used before a noun starting with vowel sounds.   *a e i o u*  **Examples**  *an apple*  *an elephant*  *an oldman*  *an egg*  *an umbrella*  *an onion*  *an orange*  *an aeroplane* | | Explanation  Discussion  Whole word | Reading the vowels.  Reading article “an”  Filling in the article correctly. | A chart | | Effective communication  Fluency  Articulation | | Standard aid book 1  New oxford English course page 5 |  |
|  | 3 | **OUR SCHOOL** | **People in our school** | * Defines the word noun. * Gives examples of nouns | Nouns  A noun is a naming word  e.g book, chair, pencil, Emma, Peter | | Whole word  Listen, say and use |  |  | |  | |  |  |
| 3 | 1 | **OUR SCHOOL** | **Things in our school** | * Identifies and names all things in our school. * Reads and spells the things correctly. | ***Things in our school.***   * Duster, door, ruler, bell, table, blackboard, bench, class, chart, school van, bag, book, ball, chair, rubber, pencil, desk, window, computer, towel, bed and bus. | | Explanation  Guided discovery  Whole word | Naming things found in our school. | A chart | | Self- awareness  Create live thinking | | Teacher’s collection. |  |
|  | 2 | **OUR SCHOOL** | **Things in our school** | * Changes words from singular to plural form. | ***Plural and Singular***  Singular means one thing/person and Plural means many things/ people.  ***Example:***  **One Many**  Stool Stools  Book Books  Bench Benches  Cow Cows  Broom Brooms | |  |  |  | |  | |  |  |
|  | 3 | **OUR SCHOOL** | **Activities done in our school** | * Writes words in singular and plural by adding “s” correctly. * Reads the given words. | ***Plural where we add “S”***  chair - chairs  girl - girls  basket – baskets  book – books  stool – stools  pencil – pencils  bird – birds  bag – bags  desk – desks  tree – trees  ruler – rulers | | Explanation  Guided discovery  Question and answer.  Demonstration. | Writing “s” on the given words. | A chart showing plurals with “s” | | Critical thinking | | MK primary English pupils book 1 page 23. |  |
| 4 | 1 | **OUR SCHOOL** | **Activities done in our school** | * Writes words in their plural form by adding “es” * Completes the given sentences by changing the word in brackets to plural. | ***Plural where we add “es”***  **One Many**  box boxes  fox foxes  church churches  bench benches  mango mangoes  tomato tomatoes  dress dresses  class classes  gas gasses  brush brushes  watch watches  Most tomatoes are red as (tomato) | |  | Changing the given words to Plural by adding “es” | A char + showing Plurals where we add “es” | | Self- awareness | | Teachers’ collection |  |
|  | 2 | **OUR SCHOOL** | **Activities done in our school** | * Reads the given nouns to their opposites. | ***Word Opposite***  girl boy  sister brother  mother father  uncle aunt  woman man  lady gentleman  waiter waitress  head girl head boy  son daughter | | Explanation  Discussion  Opposites | Changing words to opposites | A chart with opposites. | | Effective communication  Critical thinking | | Teachers’ collection |  |
|  | 3 | **OUR SCHOOL** | **Activities done in our school** | * Reads the prepositions correctly. * Studies the pictures and write a suitable preposition to complete the sentences correctly. | ***Prepositions on, in, under, near and over.***   * The water is in the basin. * The cup is near the box. * The stick is under the bed. * The kite is flying over the house. | | Explanation  Discussion  Guided discussion | Changing words to opposites | A chart with opposites | | Effective communication  Critical thinking | | Teachers’ collection |  |
| 5 | 1 | **OUR HOME** | **Activities done at home** | * Identifies the correct preposition to the given pictures n the sentences. | * The basket is on the table.   ***More prepositions***  (at, to, behind, in front of)   * Bob is pointing \_\_\_\_ to the chalk board. * Rose is looking at the sun. * The chair is behindthe door. * The tree is behind the house. | | Explanation  Guided discovery  Whole word.  Look say and use. | Reading and spelling the prepositions.  Studying the pictures and writing the correct preposition. | A chart showing preposition. | | Self- awareness.  Effective communication  Self esteem | | Teachers collection |  |
|  | 2 | **OUR HOME** | **People found at home** | * Punctuations (capital letter) * Writes correct sentences beginning with capital letters. | * She is standing in front of the car.   ***Punctuations (capital letters)***   * A capital letter is used when beginning a sentence/ statement.   ***Example:***   * The boy is under the tree. * I am going to school. * What is your name? * How old are you? * My name is Nakato.   It is also used when beginning;   * *Names of people* * *Days of the week and months of the year.* * *I is always in capital.* | | Explanation  Chalk board  Guided demonstration | Writing sentences beginning with a capital letter. | Chalk board Illustrations | | Critical thinking  Self-awareness  Problem solving | | Teachers’ collection |  |
|  | 3 | **OUR HOME** | **People found in our school** | * Read the given sentences. * Puts a full stop on the given sentences. | ***Punctuations***   1. **Full stop (.)**  * A full stop is used to show that the sentence or statement has ended. So it is put at the end.   ***Example:***   * My class teacher is Tr. Deborah. * My name is \_\_\_\_\_. * That is a fat man. * I am writing in my book. | | Explanation  Demonstration | Putting a full stop at the end of each sentence. | Chalk board illustration. | | Effective communication.  Self-awareness. | | Teachers’ collection. |  |
| 6 | 1 | **OUR HOME** | **People found in our school** | * Reads the given sentences. * Writes a question mark at the end of each given question sentences. | 1. **Question mark (?)**  * A question mark is a mark put at the end of each question sentence or statement.   **Example:**   * What is your name? * How old are you? * Where do you live? * Why do you go to school? * Did you see him? | |  |  |  | |  | |  |  |
|  | 2 | **OUR HOME** | **People found at home** | * Identifies | **Pronouns (H**e**/She)**   * A pronoun is a word used instead of a noun. * He is used for (male) boy, man. * She is used on woman/girl (female). * She, he, it, I, they and we.   ***Example:***   * Mary is a girl.   She is a girl.   * Dan is a boy.   He is a boy.   * Mr. Bukenya is a man.   He is a man. | | Explanation  Guided discussion  Demonstration | Identifying pronouns.  Writing pronouns instead of a noun. | Chalk board | | Effective communication  Self-awareness  Critical thinking | | Teachers’ collection. |  |
| 6 | 3 | **OUR HOME** | **Roles and responsibilities of different family members** | * Reads the action words. * Changes action words to now tense by adding –ing | **The Now Tense**  Is also called ***Present Tense***   * When a verb shows what is taking place now and letters “ing” are added.   ***Verb Now tense***  play playing  ask asking  sing singing  clean cleaning  wait waiting  He, She, and it, use, is while, they and we use are in sentences.  ***Examples:***  He is playing football.  She is dancing.  They are singing. | | Explanation  Demonstration  Chalk board illustration | Reading  Writing word in now tense. | A chart having words in now tense | | Effective communication.  Critical thinking | | Monitor English Course pupils book 1 page 32-33 |  |
| 7 | 1 | **OUR HOME** | **Things found at home** | * Reads the new verbs. * Changes the given verbs to now tense by dropping “e” and adding “ing”. | **Now tense**  Verbs that end with “e” we drop “e” and add “ing”.  **Example**  **verb Nowtense**  give giving  ride riding  move moving  write writing  bathe bathing  come coming  dance dancing  **Sentences**   1. I am using my ruler (use). 2. Tom is writing in his book (write) 3. Kato is bathing (bathe) | | Explanation  Discussion  Chalk board illustration | Reading  Changing words to now tense | A chart | | Critical thinking  Effective communication | | New Oxford English course book 1 page 61 |  |
|  | 2 | **OUR HOME** | **Things found at home** |  | **Now tense**  Verbs that change to now tense by doubling the last consonant and adding “ing”  **Examples**  dig + g = digging  cut + t = cutting  sit + t = sitting  begin = beginning  run = running  **Sentences**   1. She is cutting an apple. (cut) 2. We are sitting on a bench. (sit) 3. Mark is running a hundred metres. (run) | | Discussion  Question and answer |  |  | |  | | Teachers’ collection |  |
|  | 3 | **OUR HOME** | **Tings found at home**  **(Roles and responsibilities of different family member)** | * Reads the given words and gives their opposites correctly. | **Opposites**  Opposites are words with unlike meaning.  **Examples:**  large – small  good – big  come – go  stand – sit  happy – sad  buy – sell  new – old  top – bottom  present – absent  open – shut  over – under  start – stop  up - down | | Explanation  Whole word | Reading words | A chart having opposites | | Effective communication  Critical thinking | | Teacher’s collection |  |
| 8 | 1 | **OUR COMMUNITY** | **People found in our community**  **(Activites in our home)** |  | **Has and Have**  **Has** is used with **She, it and he.(one thing/ person)**  **Have** is used with **we, they, I and you.( many and I)**  **Example:**  - I have a shirt. She has a shirt.  -We have shirts. He has a shirt.  -They have shirts. It has a shirt.  -You have a shirt.  **Sentences:**   1. We have lost all the school keys. 2. It has been a quiet day today. 3. He has come back from hospital.   The teacherhas given away my book. | | Explanation  Discussion  Guided discovery | Reading and writing | Chalk board | | Critical thinking Effective communication | | English aid book1. |  |
|  | 2 | **HUMAN HEALTH** | **Responsibility of different family members** | Reads the new words.   * Gives the opposites of gender correctly. | **Opposites**  Gender of people  *father - mother*  *boy – girl*  *Uncle - aunt*  *nephew - niece*  *Prince princes*  *man - woman*  *old man - old man*  *grandmother - grandfather*  *king – queen* | | Explanation  Chalk board illustration | Reading and Writing | A chart | | Effective communication  Self-awareness | | Teachers’ collection |  |
|  | 3 | **HUMAN HEALTH** | **Responsibility of different family members** |  | **Opposites**  Gender of animals  bull – cow  ram – ewe  boar – sow  lion - lioness  tiger - tigress  dog - bitch  Gender of birds  hen – cock  duck – drake  peahen – peacock  goose - goosling | |  |  |  | |  | |  |  |
| **COMPOSITION** | | | | | | | | | | | | | | |
| 1 | 1 | **OUR SCHOOL** | **PEOPLE IN OUR SCHOOL** | **New words (vocabulary)**  *Greetings and farewell with titles*  -Good morning.  -Good bye; Mrs, Mr, Sir, Madam, Miss, teacher, head teacher, director, head boy, head girl, class monitor, class monitress, cook, driver, bursar, gate keeper, class teacher, Hello Kato.  **Example:**  -Good morning Sir?  -Good morning Madam.  -Good morning class?  -Good morning teacher.  -What is your name?  -My name is Rose.  -Reads titles of people at school.  - Draws people found at school. | Greets using the given titles.  Responds to greetings correctly using the given titles. | Explanation  Discussion, Question and answer.  Demonstration | | Greeting each other. | Chalk board Real life. | | Effective communication  Self-awareness | | New Oxford English course book 1 page 2 -3 |  |
|  | 2 | **OUR SCHOOL** | **PEOPLE IN OUR SCHOOL** |  | **Vocabulary**  Builder, cook, teacher, matron, nurse, gate keeper, driver, boy, cornerstone, warden, librarian.  **Structure**  Who is this?  This is a teacher. |  | |  |  | |  | |  |  |
| 2 | 1 | **OUR SCHOOL** | **Things found in the class room** | * Reads and spells the new words. * Completes the structure by naming the object correctly. | **Class room Objects**  Bell, box, table, book, desk, ruler, piece of chalk, table, mat, chair, pencil, duster, broom, watch, computer, cupboard, door, window, roof, key, wall clock.  **Structure**  What is this?  This is a \_\_\_\_\_\_\_\_\_  This is a \_\_\_\_\_\_\_\_\_.  **What is that?**  That is a chair.  That is a bell. | Explanation  Discussion | | Reading  Writing  Drawing | Chalk board  A chart | | Effective communication  Self-awareness  Critical thinking | | Monitor English course book 1 page 3 – 4. |  |
|  | 2 | **OUR SCHOOL** | **Things in our school** | * Completes the given guided picture composition correctly. | **Guided picture composition**  Chairs, tables, pencils, books, vans, balls, school, Thursday, Tuesday,  Every Monday, \_ \_\_\_\_\_\_  Wednesday \_\_\_\_\_\_\_\_\_  Friday. I walk to \_\_\_\_\_\_ to learn. At school we play so many games with \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_ and many others. We also have a school \_\_\_\_\_\_\_\_\_.  In my class there are \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_ and  \_\_\_\_\_\_\_\_\_\_\_\_ I love my school. | Explanation.  Guided discussion  Chalk board illustration. | | A chart | Reading the given words.  Filling in the gaps. | | Critical thinking  Problem solving  Self-awareness | | Teachers’ collections |  |
| 3 | 1 | **OUR SCHOOL** | **Things found at school** | Reads the new words completes the structures correctly. | **Vocabulary**  School, van, car, duster, broom, pieces of chalk, chalk board, window, door, mat, pencil, book, desk, bench, computer. | Explanation  Guided discovery | | Chalk board | Reading, spelling the new words.  Completing the structure collectly. | | Critical thinking  Effective communication | | Monitor or English course pupils book 1 page 12 – 13 |  |
|  | 2 | **OUR SCHOOL** | **Things in our school** | Reads new words.  Draws school building found in our school.  Completes the given structures. | **Vocabulary**  **Building in school**: class room, office, toilet, library, latrine, bathroom, store, computer room, dormitory, kitchen.  **Structures (diagrams)**  What is this?  This is a school.  This is a kitchen. | Explanation  Discussion | | Chalk board | Reading  Drawing | | Critical thinking | | MK primary English pupils book 1 page 25. |  |
| 4 | 1 | **OUR SCHOOL** | **Activities in our school** | Records the new words.  Studies the picture and completes it correctly. | **Vocabulary**  Throwing, jumping, dancing, skipping, running, reading, writing, eating, digging, playing, sweeping, washing, playing, cooking, bathing.  **Structure**  What is **he/she** doing?  He is dancing.  She is sweeping. | Explanation  Guided discovery | | A chart | Reading the words  Completing the given structures | | Effective communication  Critical thinking | | MK primary English pupils book 1 page 52. |  |
|  | 2 |  | **What are they doing?**  Find the pictures on page 55 – 56 Mk Primary English pupils’ book 11. |  | |  |  | |  | |  |  |
| 5 | 1 | **OUR SCHOOL** | **People in our home** | Studies the pictures and completes the structures by writing the correct number. | Guided picture composition  Find the picture number MK primary English book 1 page 55.   * *Picture 1- She is sweeping* * *Picture 2 – They are running* * *Picture 3 – They are skipping* * *Picture4 – They are reading* * *Picture5 – She is helping a teacher* | Guided discussion | | Text book |  | |  | |  |  |
|  | 2 | **OUR HOME** | **People in our home** | * Reads and spells the new words. * Identifies members of the family. * Completes the structure using the given words. | **Vocabulary**  Mother, father, baby, sister, brother, girl, boy, woman, man, child, aunt, niece, grandfather, grandmother, nephew.  **Structure**  **Who is this?**  This is mother. |  | |  | Effective communication  Self-awareness  Self esteem | | Identifying family members by names and titles. | |  |  |
|  |  | **OUR HOME** | **Activities** | * Reads the sentences correctly. * Identifies the first sentences and then arrange them in order | **Jumbled story**  Re – arrange the given sentences and make a good story.   1. I wash my face. 2. I say my prayers 3. When I wake up in the morning. 4. I greet my parents. 5. Then I run to school. 6. I put on my uniform | Explaination  Guided discussion | |  | Typed text | | Audibility  Fluency | |  |  |
| 6 | 1 | **OUR HOME** | **People in our home** | * Identifies different responsibilities of family members. * Reads and spells new words. | **Vocabulary**  (cook, clean, wash, dig, teach, milk, sweep)  **Structure**   * What are you doing?   *I am cooking*   * What is he/she doing?   *He is cleaning.*  *She is Sweeping* | Explanation  Guided discovery  Question and answers. | | Chalk board | Reading and writing  Spelling. | | Effective communication  Self-awareness | | Thematic curriculum book 1 page 18 |  |
|  | 2 | **OUR HOME** | **Things found at home** |  | **New words**  (cow, goat, hen, duck, banana, plant, mango, tree, bird, egg, milk, spoon, fork, plate, cup, red, blue)  **Structure**   1. Show me a cow?   This is a cow.   1. Show me a hen?   This is a hen. | Whole word  LSU | | A chart with wild the new words. | Drawing | | Critical thinking | | Thematic curriculum book 1 page 19 |  |
| 7 | 1 | **OUR HOME** | **Things found in our home** | * Names things found in a home. * Uses the learnt words to complete the structure correctly. | **New words**  (bed, spoon, fork, plate, cup, red, blue, black, yellow, bird, tree, duck)  **Structure**  ***What is this/ that?***   1. What is this?   This is a bed.   1. What is that?   That is a fork. | Explanation  Whole word | | A chart | Reading | | Effective communication  Critical thinking | | Thematic book1 page 19 |  |
|  | 2 | **OUR COMMUNITY** | **Things found in our home** | * Identifies people in our community. * Completes the structure using the learnt vocabulary. | **Vocabulary**  (boy, girl, man, woman, doctor, nurse, teacher, shop keeper, head teacher, police man, carpenter, cook)  **Structure**   1. Show me a teacher.   This is a teacher.   1. Who is he/she?   *She is a nurse*  *He is a doctor.* |  | |  |  | |  | |  |  |
| 8 | 1 | **OUR COMMUNITY** | **People in our community** | * Names different people in the community. * Use the given words to complete the sentences correctly. | **Vocabulary**  (shopkeeper, teacher, carpenter, priest, woman, man, doctor)  **Structure**   1. Point to the shop keeper.   I am pointing to the shopkeeper. | Explanation  Guided discussion | | A chart | Identifying  Reading and writing | | Critical thinking  Critical thinking  Problem solving | | Thematic curriculum book 1 page 21 |  |
|  | 2 |  |  | * Identifies different people in our community and gives their roles. * Matches people to their roles. | **Roles of people in our community**  Doctor – treats sick people  Nurse – cares for sick people  Teacher – teaches pupils  Shop keeper – sells in shop.  Carpenter – makes furniture. |  | |  |  | |  | |  |  |
| 9 | 1 | **OUR COMMUNITY** | **Activities in our community** | * Reads the new word correctly. * Uses the given words to complete the structures correctly. | **Vocabulary**  (fish, plant, harvest, sell, dry, weed,)  **Structure**   1. What are you doing?   *- I am fishing.*  *- We are planting.* | Explanation  Guided discussion  Questions and answer | | A Chart | Reading, spelling and writing. | | Effective communication  Problem solving | | Thematic curriculum book 1 page 22 |  |
|  | 2 |  |  | * Spells the new words correctly. | **Vocabulary**  dig, treat, weed, cook, slash, model.   * What is he/she doing?  1. *He is digging.* 2. *She is treating patients.* |  | |  |  | |  | |  |  |
| 10 | 1 | **OUR COMMUNITY** | **Important places in our community** | * Reads and spells the new words correctly. * Responds to the structure using the learnt words correctly. | **Vocabulary**  Post office, hospital, church, mosque, bank, police station, market, shop, home, clinic, well.  **Structure**  Show me a (hospital).  This is a hospital.  Show me a (church).  That is a church. | Explanation  Whole word  Whole sentences | | Chalk board | Reading, spelling and writing | | Critical thinking  Effective communication | | Thematic curriculum book 1 page 22 |  |
|  | 2 |  |  |  | **Structure**  Can u see a bank?  Yes, I can.  Can you see a market?  No, I can’t.  Can you see a mosque?  No, we can’t. |  | |  |  | |  |  |
| * Reads the sentences * Arranges the sentences correctly | **Jumbled story**  Re – arrange to form a good story   1. The doctor treated her. 2. She fell sick. 3. Teacher took her back home. 4. Mother took her to the hospital. 5. One day, Jane went to school | Explanation  Guided discovery | |  | Audibility  Fluency | |  |  |
| 11 | 1 | **HUMAN BODY AND HEALTH** | **External parts of the body.** | * Reads the new words * Draws the external parts of the body. * Names the external parts of the body. | **Vocabulary**  (head, hand, shoulders, knees, toes, foot, body, back, chest, hair, mouth, teeth)  **Parts of the body (diagram)** | Explanation  Demonstration | | Chalk board | Self- awareness  Effective communication | | Reading  Spelling  Writing  Drawing | | Thematic curriculum book 1 page 25. |  |
|  |  |  |  | **Structure**  Show me your head.  This is my head.  Show me your eyes.  These are my eyes.  How many ears do you have?  I have two ears. |  | |  |  | |  | |  |  |
| 12 | 1 | **HUMAN BODY AND HEALTH** | **Personal hygiene** | * Reads and spells the new words. * Completes the structures using the learnt vocabulary correctly. | How many hands does he have?  *He has \_\_\_\_\_\_ hands.*  How many legs does she have?  *She has two legs.* | Explanation questions and answer. | | A chart | Reading  Spelling  Writing  Constructing | | Effective communication  Self – awareness | | Thematic curriculum book 1 page 27 |  |
|  | 2 | **Common Diseases** | * Names diseases and some common vectors. * Responds to the structure in relation to learnt vocabulary correctly. | **Vocabulary**  (headache, malaria, cough, mosquitoes, houseflies, pin)  **Structure**  Are you well?  Yes, I am.  Are you ill?  No, I am not.  What is this?  *This is a house fly.*  What is that?  *That is a mosquitoes.* | Explanation  Discussion  Guided discussion | | A chart | Reading  Spelling  Writing | | Effective communication  Self – awareness. | | Thematic curriculum book 1 page 28 |  |
| **COMPREHENSION** | | | | | | | | | | | | | | |
|  | | | | **Reads the sentences correctly**  **Writes the sentences correctly**  **Re – arrange the sentences to make a good story** | **Jumbled composition**  Re – arrange to make a good story.   1. She started playing with the ball. 2. A speeding bodaboda knocked her down. 3. She met her friend Sarah. 4. One day, Hellen was going to school. 5. Sarah had a ball. | Explanation  Discussion  Guided discussion | |  | Reading  Spelling  Writing  Re – arranging | Effective communication  Self – awareness. | |  | | |
| 1 | 1 | **OUR SCHOOL** | **People in our school** | * Reads the story correctly. * Answers the given questions correctly. * Draw the school correctly. | **STORY**  **My school**  My names is \_\_\_\_\_\_. I am six years old. I go to cornerstone junior school. At our school we have teachers, drivers, cooks, cleaners, gate keepers and matrons. Our director is Mrs. Muyonga Faith and the head mistress is Mrs. Musitwa Immaculate.  My school is good.  **Questions.**   1. Write the title of the story. 2. What is the name of your school? 3. List 4 people found at school. 4. What is the name of your head teacher? 5. Draw your school. | Explanation  Story telling  Guided discussion  Question and answer | | Story book | Reading  Answering questions  Writing  Articulation | | Effective communication  Fluency  Articulation | | Teachers’ collection |  |
| 2 | 1 | **OUR SCHOOL** | **Activities done at school** | * Re- arranges the given sentences to form a good story. | 1. I wash my face 2. I say my prayers 3. When I wake up in the morning. 4. I greet my parents. 5. Then I run to school 6. I put on my uniform.   **Arrange sentences**   1. \_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_\_\_ 6. \_\_\_\_\_\_\_\_\_\_\_\_\_ | Explanation  Guided discussion | | Chalk board |  | | Reading  Arranging sentences | | Teachers’ collection |  |
| 3 | 1 | **OUR SCHOOL** | **Things found at school** | * Reads the new words studies the pictures. * Fills the gaps using the given words correctly | **Guided picture composition**  When our \_\_\_\_\_\_\_ enters the class. She rubs the \_\_\_\_\_\_\_\_ with a \_\_\_\_\_\_\_ then gets the pieces of \_\_\_\_\_\_\_\_ and writes on the chalk board. She also gets the \_\_\_\_\_\_\_\_ and uses it when she is teaching.  *(pointer, chalk, chalkboard, teacher, duster)* | Demonstration  Guided discussion | | Critical thinking  Problem solving  Effective communication | Chalk board | | Reading and Writing | | Thematic curriculum book 1 |  |
| 4 | 1 | **OUR HOME** | **People at our home** | * Reads the story correctly. * Answers the questions about the story correctly. | **Buule’s family**  Buule is a boy. He lives with his father and mother. He is the first born in his family. He has two sisters Sarah and Ruth. He also has three brothers James, Tom and Ivan. They all go to cornerstone junior school. He likes playing with his sisters and brothers at home.  **Questions**   1. Write is the title of the passage of the story? 2. How many brothers does Buule have? 3. Buule has two sisters \_\_\_\_\_\_ and \_\_\_\_\_\_. 4. Write the names of Buule’s brothers.   \_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_ | Story telling  Explanation  Discussion  Guided discovery  Question and answer | | Printed text | Effective communication  Fluency  Articulation  Critical thinking  Problem solving | | Reading  Writing  Answering and question | | Thematic curriculum book 1 |  |
| 5 | 1 | **OUR HOME** | **Things in a home** | * Reads and acts the dialogue. * Answers oral and written questions about the dialogue. | **The Family**  **Dialogues about family**  **Ritah:** Hullo, Bob.  **Bob:** Hullo, how are you  **Ritah:** I am fine, How are your brothers and sisters.  **Bob:** They are fine except my little sister is sick.  **Ritah:** Oh, sorry, has your mother given her medicine?  **Bob:** No, my father has taken her to the hospital.  **Ritah:**I wish him a quick recovery “Good bye”.  **Bob:** Good bye.  **Questions:**   1. What is the dialogue about? 2. How many people are talking in the dialogue? 3. Whose sister is sick? 4. Who took the little sister to hospital? 5. Name the people talking in the dialogue? 6. Write the title of the dialogue | Explanation  Guided discussion  Question and answers | | Printed text | Reading  Reciting  Acting  Writing | | Effective communication  Articulation  Fluency  Audibility | | Thematic curriculum book 1 Page |  |
| 6 | 1 | **OUR COMMUNITY** | **People in our community** |  | **A poem about community**  Community Community Community  Where people live together  Teachers, Doctors, Drivers, nurses, lawyers and policemen. All live happily in the community.  **Questions:**   1. What is the poem about? 2. \_\_\_\_\_\_ is group of people living and working together. 3. Name three people found in our community. 4. Draw these people found in a community.   *(teacher, doctor, driver*   1. *Write the title of the poem)* | Explanation  Guided discovery  Reaction  Question and answers | | Printed text | Effective communication  Articulation  Fluency  Audibility | | Reading  Reciting  Answering and questions | | Thematic curriculum book 1 |  |
| 7 | 1 | **OUR COMMUNITY** | **Important places in our community** | * Reads the story. * Answers both oral and written questions correctly | **A story**  My name is Paul. My father is a doctor. He works at the hospital. My mother is a policewoman, she works at the police station. On Sunday we go to Church the reverend leads prayers in the church. When I go to school, my teachers teach me well. I like my school Cornerstone Junior School.  **Question:**   1. What is the name of the boy in the story? 2. Where does Paul go to school? 3. When do you go to church for prayers? 4. Where does Paul’s father work? 5. What is the title of the story? 6. Write the title of the story | Explanation  Guided discussion  Question and answers  Story telling | | Printed text | Reading and writing | | Effective communication  Articulation  Fluency  Audibility  Problem solving | | Thematic curriculum book 1 |  |
| 8 | 1 | **OUR COMMUNITY** | **Important places in our community** | * Reads the poem. * Recites the poem. * Answers both Oral and written questions about the poem. | **Work places**  **Poem**   1. Do you want to see a teacher?   *Go to the school.*   1. Do you want to see a priest?   *Go straight to the church.*   1. If you want to see a Judge.   *Go to the court.*   1. If you want to see a carpenter.   *Go to the workshop.*  By Joan  **Questions:**   1. How many lives has the poem. 2. Where do we find a carpenter? 3. Who wrote the poem? 4. What is the title of the story? | Explanation  Guided discussion  Recitation  Question and answers | | Printed text | Reading  Reciting  Reading and writing | | Effective communication  Fluency  Articulation  Audibility | | Thematic curriculum book 1 page |  |
| 9 | 1 | **HUMAN BODY AND HEALTH** | **Common diseases and their causes** | * Reads the new words the new words. * Fills in the gaps with the given words correctly. * Reads the composition correctly. | **Guided picture composition**  (water, cups, house, food, father, plates, three)  We are \_\_\_\_ members in the family\_\_\_\_ built the \_\_\_\_ where we sleep. Mother cooks the \_\_\_ we eat and I fetch \_\_\_\_ and I wash \_\_\_\_\_ and \_\_\_\_\_ | Explanation  Guided discussion  Guided discovery | | Printed text | Reading  Filling in the gaps  Writing | | Effective communication  Critical thinking | | Thematic book 1 page |  |
| 10 |  | **1HUMAN BODY AND HEALTH** | **Common diseases and their courses** | * Reads the teachers letter. * Writes a letter. | **Letter writing**  ***“Lovely letter”***  Cornerstone Junior School  P.O, Box 704,  Mukono.  22nd January, 2015  Dear Mummy,  How are you my mother, How are my sisters and brothers? Thank you for paying my school fees.  I love you so much.  Your Son/Daughter  Brenda/ Peter. | Explanation  Guided discovery  Guided discussion | | Chalk board | Reading the letter  Writing 9 letters | | Critical thinking  Effective communication  Love appreciation. | | Teachers’ collection. |  |

**A Rhyme**

**Cow Cow Cow**

You are my friend

You give me milk.

You give me meat.

Oh thank you cow. By Rehema

**Questions**

1. Name the animal mentioned in the rhyme above.
2. Write any two things got from a cow.
3. Who wrote the rhyme above?
4. How many lines has the rhyme?
5. Draw a cow
6. What is the rhyme about?
7. Write the of the rhyme.