**SIR APOLLO KAGGWA SCHOOLS**

**P.1 SCHEME OF WORK FOR TERM III 2015**

**THEME:** TRANSPORT AND COMMUNICATION

**SUB THEME:** Types and means of transport

**EXPECTED LEARNING OUTCOME**: The child is able to identify types and means of transport, appreciate the use and compare transport in terms of

capacity, speed and fare.

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| WK | DAY | Theme | Subtheme | LEARNING AREA | CONTENT | COMPETENCE | METHODS | ACTIVITIES | LIFE SKILLS | INSTRUCTIONAL MATERIALS | REF |
|  |  |  |  | LIT II | Definition of transport  types of transport  road  water  railway  air | drawing and naming the types of transport | brain storming  discussion  question and answer | drawing and naming the types of transport | creative thinking]  decision making | a chart showing types of transport |  |
|  |  |  |  | MUSIC |  |  |  |  |  |  |  |
|  | MON |  |  | ART AND CRAFTS | Types of transport | * Naming the different types of transport * Drawing the different types of transport | * Whole class discussion * Brain storming * Photographs * Small group * Explanation |  |  |  |  |
|  |  |  |  | Lit II | Means of road transport e.g. cars, bicycles, means of water transport e.g. ship, ferry, boat etc | * identifying means of road transport road   and water transport | * discussion * question and answer | * Identifying means of transport | * critical thinking * decision making | * A chart showing types of transport. |  |
|  |  |  |  | Lit II | Places we find means of transport bus-bus park, aeroplane – airport, taxi – taxi park | * Identifying places where we find means of transport | * Brain storming * discussion | * drawing places where we find means of transport. | * critical thinking * decision making | * picture cards |  |
|  |  |  |  | MATHS  (mass) | What is weight?, | * Things we weigh. * Comparing weight * Different things we use to weigh | * Whole class discussion * Brain storming * Photographs * Grouping * Interviews * Explanation * Drawing | * Compare different objects | * Grouping * Counting * Comparing * Naming | Books tops counters exercise books, text books, prepared work on papers  -Real objects | Mk bk.2 pg 76-77 |
|  | MON |  |  | ENGLISH | Vocabulary  Road, railway, air, water,  Structures  What is this/that  This/that is ….  Conjunctions using and in relation to | * Pronouncing * Spelling * Describing conjunctions * Using some of the examples of conjunction * Constructing sentences using some of the learnt conjunctions | * Look and say * Phonetic * Reading * Oral method * Whole class * Discussion * Explanation * Brain storming | * Pronouncing * Spelling * Describing * Listening * Constructing sentences | * Effective communication * Critical thinking * Creative thinking * Appreciate * Articulation * Awareness | A chart showing how to use the conjunctions and some of the examples of conjunctions | Essential work bk pg 56 |
|  |  |  |  | MATHS | Addition of weight  Word statements  Subtraction of weight | * Adding * Interpreting * Subtracting | * Whole class discussion * Brain storming * Explanation * Drawing | * Reading * Adding * Interpreting * Subtracting | * Problem solving * Word interpretation * Effective communication | -Chalk board illustration  -A chart showing some of the word problems in addition of weight | Mk. Prim mtc bk.2 pg 77 |
|  |  |  |  | ENGLISH | Vocabulary  Car, bus, train, aeroplane, ship, boat  Structures  What are these?  These/those are ….  Joining sentences related and using “and” | * Reading * Spelling * Forming sentences * Joining sentences using and constructing perfect sentences | * Listen , say and use * phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Pronouncing * Confidence * Responsibility * Constructing perfect sentences * Joining sentences | * Creative thinking * Critical thinking * Effective communication | -Chalk board illustrates  - A chart showing use of and. | Eng Aid bk2 pg 31  Oxford bk1 pg 20-21 |
|  | TUES |  |  | LIT 1 | Sound “ght” words and sentences using the given sound | * Making words with sound “ght” * Constructing sentences using the words formed | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Making words with sound “ght” | * Creative thinking * Critical thinking * Effective communication | - Jig saws  - A chart showing sound ght | Teacher’s collection  Learning reading eng pg 134 |
|  |  |  |  | MUSIC |  |  |  |  |  |  |  |
|  |  |  |  | ART AND CRAFTS | Thread pulling | * Making different designs using the thread * Handling the three in a proper way | * Whole class discussion * Drawing * Brain storming * Grouping * Observation |  |  | Papers  Water paint | Teacher’s collection |
|  | WED |  |  | Lit II | Uses of transport  For carrying people  For carrying food  For carrying animals  For carrying water | Identifying uses of transport | * discussion explanation | * drawing things carried by different means of transport | * writing and reading uses of transport | * A chart showing means of transport |  |
|  | THUR |  |  | Lit II | People who move different means of transport  Pilot-aeroplane  Captain-ship  Bicycle-cyclist  Drivers-cars, buses etc. | Describing different people who move different means of transport | Guided discovery | Describing people who move means of transport | Decision making  Appreciation | a chart showing people and means of transport |  |
|  |  |  |  | MATHS | What is capacity?  Things we measure  Containers used  Comparing capacity of containers | * Comparing capacity of different containers |  |  | * Co-operation * Care * Sharing * Responsibility * Creative thinking * Problem solving * Appreciate | Real materials used to compare capacity  A chart showing some of the things used to compare capacity and how to do it. | Mk bk.1 prim math pg 102  Bk.2 mk 148 |
|  |  |  |  | ENGLISH | Vocabulary  Heavy, light, big, small  Structures  The ……is  Bigger than …….  Similes…………  As…..as e.g. as green as grass. As cold as ice | * Reading * Spelling * Answering questions * Describing similes * Constructing sentences using the mentioned similes | * Look and say * Guided discovery * Whole class discussion * Debate * Interview * Brain storming | * Articulation * Describing similes * Constructing sentences using the mentioned similes | * Creative thinking * Critical thinking * Effective communication |  |  |
|  |  |  |  | LIT I | How I spent my holiday | * Describing how they spent their holidays | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral question | * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration | Teacher’s collection |
|  |  |  |  | MUSIC |  |  |  |  |  |  |  |
|  |  |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  |  |  |  | Lit II | Examples of road users e.g. pedestrians. Passengers, cyclists, etc. | Identifying and describing road users | brain storming | identifying road users | appreciation  care | A chart showing road users |  |
|  |  |  |  | MATHS | Measuring capacity using non standard units | * Describing the term measuring * Describing non standard units * Measuring capacity | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Describing the term measuring * Describing non standard units * Measure capacity | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Real objects used to measure capacity | Prim mtc bk. 1 pg 101  Prim mtc bk.2 |
|  |  |  |  | ENGLISH | Group names e.g. a bar of soap, furniture, fruit, birds, animals, collective nouns e.g. a herd of cattle  Tray of eggs,  Flock of sheep  A team of players  A school of fish | * Identify different group names * Constructing sentences using group names | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Identify different group names. * Constructing sentences using group names | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | A chart showing use of group names  A chart showing collective nouns | Junior Eng bk.2 pg 37  Eng Aid bk.2 pg 49  Read and write bk.2 |
|  | FRID |  |  | LIT I | Letter practice Mm Mm Mm Mm  Words and sentences | * Practicing letter Mm Mm Mm Mm * Writing words with letter m * Make sentence with sound m | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Practicing letter Mm Mm Mm Mm * Writing words with letter m. | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  Wall charts | Tr’s collection |
|  |  |  |  | Lit II | Things we make at home and at school using local materials are called crafts  Example of things we make mats, drums, winnowers , pots etc. | Describing objects we make at home,  Matching | role play  discussion | Identifying things we make at home and school | Appreciation  Critical thinking | Real objects |  |
|  |  |  |  | MATHS | Standard units of measuring capacity | * Describing standard units * Measuring capacity | * Whole class discussion * Brain storming * Small group | * Describing standard units * Measuring capacity | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Real objects for measuring capacity e.g. glasses, jerrycans, basins, plates, mugs, cups, bottles | Prim Mtc bk 2 pg 69  Mk bk.2 pg 150 |
|  |  |  |  | ENGLISH | Commas use of comas i.e. to separate items in a list to show a pause | * Describing a coma * List the uses of a coma. * Use of a comma correctly | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Describing a coma * Listing the uses of a coma | * Negotiation * Creative thinking * Critical thinking * Effective communication | A chart showing use of commas | Pri eng bk 2  Pg 16 |
|  | MON |  |  | LIT I | Picture interpretation related to transport | * Interpreting given pictures * Constructing appropriate sentences | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Interpreting given pictures * Constructing appropriate sentences | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | A chart showing picture interpretation related to transport | Mon Eng. Course pg. 44-46, thematic lit I pg 100-102  Tr’s collection |
|  |  |  |  | ART AND CRAFTS | Means of transport | * Drawing the different means of transport * Describing the different means of transport | * Whole class discussion * Drawing * Model * Brain storming * Grouping * Observation | * Drawing different means of transport * Describing the different means of transport | * Drawing * Appreciation * Creative thinking * Critical thinking * Effective communication | Text books  A chart showing the means of transport | Teacher’s collection |
|  |  |  |  | Lit II | Materials we use to make crafts and their sources  Seeds – forest  Papyrus – swamp  Clay – swamp  Palm leaves – palm trees | Identifying materials and their sources | role playing  discussion | identifying materials and their sources. | Sharing  Appreciation | real objects |  |
|  |  |  |  | MATHS | Adding in litres | * Describing what litres are * Adding in litres | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Describing what litres are * Adding in letters | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | A chart showing addition of litres | Mk. Bk.2  Pg 151 |
|  | TUES |  |  | ENGLISH | Past tense of irregular verbs e.g. – went  Go –went  See-saw | * Describing what past tense is. * Listing some of the examples of irregular verbs * Using some of the learnt examples of irregular verbs in sentences | * Discussion * Brain storming * reading | * Describing what past tense is. * Listing some of the example of irregular verbs. * Using some of the learnt example of irregular verbs in sentences | * Interview * Whole class discussion * Brain storming * Guided discovery * Small group inquiry | A chart showing the use of irregular verbs | Junior Eng bk.1 pg 49  Ess eng wk bk 3 pg 20 |
|  |  |  |  | LIT I | Cross word puzzles about transport dialogue | * Reading the words given. * Identifying words from the puzzle * Using the words from the puzzle to sentences | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading the words given * Identifying words from the puzzle * Using the words from the puzzle to construct sentences | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Prepared work on papers  Chalkboard illustration | Teacher’s Resource bk. |
|  | TUES |  |  | ART AND CRAFTS | Banana & stalk printing | * Making different designs using banana stalks | * Drawing * Models * Observation * Whole class discussion * Grouping * Brain storming | * Making different designs using banana stalks | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Papers  Pencils  Banana stalks  Water paints | Teacher’s collection |
|  | WED |  |  | Lit II | Importance of things we make   * for domestic use * for playing with * for selling and get money * for decoration * for wearing * for teaching and learning | - identifying uses of things in the environment | * guided discovery | * Drawing and naming uses of things we make. | * Responsibility decision making | * A chart showing uses of things we make. |  |
|  |  |  |  | MATHS | Word statement involving addition in litres |  | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading the given word problem with understanding * Solving the given problem | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | A chart showing some of the prepared work about addition in word problems | Teacher’s collection |
|  |  |  |  | ENGLISH | Conjunction using because | * Join the sentences using because | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Constructing sentences * Listening | * Effective communication | Chalk board illustration | Standard eng aid bk 2 pg 32  Lets learn eng pp’s wk bk pg 87-88 |
|  | WED |  |  | LIT I | Comprehension passage about means of transport and where they are found e.g.  Bus – bus park  Ships – port  Taxi – taxi park  Hanger – aircraft  Garage – cars |  | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering and question | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Prepared work on papers | Teacher’s collection |
|  | |  | **THEME 10:** **THINGS WE MAKE**  **Expected learning outcome:** The child is able to identify, appreciate and express oneself aesthetically and imaginatively.  **SUB THEME:** Things we make at home and at school | | | | | | | | |
|  |  |  |  | Lit II | Ways of making crafts | Modeling, knitting, weaving | * Identifying ways of making crafts | * Guided discovery | * Identifying ways of making crafts | * Responsibility |  |
|  |  |  |  | MATHS | Subtraction in litres | * Subtracting given numbers * Counting | * Whole class discussion * Explanation * Grouping * Interviews * Drawing * Brain storming | * Subtracting in litres * Doing written exercise | * Problem solving * Appreciation * Counting * Co-operation | A chart showing how to subtract litres  Chalkboard illustration | Mk. Bk2 Prim Mtc pg….. |
|  |  |  |  | ENGLISH | Vocabulary  Ropes, doll, mat, port, ball, basket  Structure  Where is the ….  It is ……..  Double words (compound words) sentences using “but”  Milk+man=milkman  Flower+girl=flowergirl | * Reading * Spelling * Using the words * Describing compound words * Making sentences using the given compound words. | * Look and say * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Spelling * Using the words * Describing compound words. * Making sentences using the given compound words | * Articulation * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  Chart showing compound words | Read and write pg 74-75  Std aid eng bk 2 g 23 |
|  | THUR |  |  | LIT I | Sound “oo” words and sentences using the given sound | * Making words with sound oo. * Reading the formed words * Making sentences using the formed words | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Making words with sound wh * Reading the formed words * Making sentences using the formed words | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | A chart showing some of the words with sound oo |  |
|  |  |  |  | Lit II | What is environment  Environment is things around us.  Components of the environment people lakes stones land, rivers, sail, animals, roads. | Defining environment  Mentioning components of the environment | guided discovery  discussion | drawing and naming things in the environment | critical thinking  decision making | a chart showing components of the environment |  |
|  |  |  |  | MATHS | Word problems involving subtraction in litres | * Reading the given word problems * Solving the given word problems | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading the given word problem * Solving the given word problem | * Solving problems * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  Text books  A chart showing some of the problems involving subtraction in litres |  |
|  | FRID |  |  | ENGLISH | Vocabulary  Banana fibre , string, paper etc  Structures  What do you use to make …..?  I use …..to make.  Other plurals e.g. tooth – teeth  Mouse – mice  Goose – geese | * Pronouncing * Spelling * Answering questions * Identifying other plurals * Reading and writing given plurals * Changing given plurals | * Listen and, say and use * Question and answer * Whole class discussion * Brain storming * Interview | * Articulation * Identifying other plurals * Reading and writing given plurals * Changing given plural | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | A chart showing other plurals | Eng. Aid pg 32–33  Pri eng bk 2 pg 18 |
|  |  |  |  | LIT I | Comprehension passage about the things we make school and at home | * Reading the given comprehension passage. * Identifying things we need at home | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written question | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Prepared work on sheets of paper  Chalkboard illustration | Tr’s own collection |
|  |  |  |  | Lit II | Non living things  Non living things are things which do not have life.  Example of non living things  Tables  Blackboard  Pens  Chairs  Stones  Boxes  Beds  Pencils  Books | Defining non living things  Mentoring examples of non living things | guided discovery  discussion  question and answer | defining non living things  identifying examples of non living things | decision making | real objects. |  |
|  |  |  |  | MATHS | Mixed exercise addition and subtraction in litres | * Adding in litres * Subtracting in litres | * Whole class * Discussion * Brain storming * Explanation * Interview * Drawing | * Adding in litres * Subtracting in litres | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  A chart showing some of the mixed exercise | Teacher’s collection |
|  | MON |  |  | ENGLISH | different words but same meaning e.g. weep – cry  Commence – start  Synonyms | * Identifying different words with same meaning * Writing the words | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Doing a written exercise * Answering oral question | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  Chart showing synonyms | Junior Eng. Bk.1 pg 63  Ess eng bk 3  Pg 54  Lets learn eng bk 1 pg 73 |
| 3 |  |  |  | LIT I | Guided composition about things we make and their uses | * Reading the given composition * Answering oral and written questions | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written question | * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | Chalk board illustration  Guided composition on sheets of paper | Teacher’s collection |
|  | MON |  |  | ART AND CRAFTS | Things we make | * Making thing we use at home e.g. mats, dolls, balls, ropes etc | * Whole class discussion * Drawing * Models * Brain storming * Grouping * Observation |  |  |  |  |
|  |  |  |  | Lit II | Characteristics of non living things   * they do not grow * they do not breath * they do not feed * they do not reproduce | Identifying characteristics of living things | * discussion * question and answer | * identifying things non living things do / not do | * critical thinking decision making | * real objects. |  |
|  | TUES |  |  | MATHS | Topic questions on capacity | * Reading topical questions * Answering topical questions | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Answering written question | * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | Chalk board illustration  Prepared work on sheets of papers | Teachers collection |
|  |  |  |  | LIT I | Spelling and dictation words and sentences | * Reading the given words * Talking dictation | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading the given words * Talking dictation | * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | A chart showing some of the words | Teachers collection |
|  |  |  |  | ART AND CRAFTS | Leaf printing | * Pasting different shapes of leaves | * Whole class discussion * Drawing * Models * Brain storming * Grouping * Observation | * Pasting different shapes of leaves |  | Leaves  Water paint  Papers  pencils | Teacher’s collection |
|  |  |  |  | Lit II | Living things  Living things are things that have life. Examples of living things plants, insects, birds, animals. | Defining living things | * discussion * guided discovery | * Defining living things * Naming examples of living things | * Critical thinking * decision making | * a chart showing examples of living things |  |
|  |  |  |  | MATHS | Addition with regrouping Addition of digit one number to 2 digit number | * Counting * Adding given tasks with carrying | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Answer oral and written question | * Problem solving * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  A chart showing addition with carrying | Mk bk.2 pg 108 primary Mtc for ug. Bk.2 pg 29-30 |
|  | WED |  |  | ENGLISH | Analogue e.g. cat is to kitten as calf is to cow  Teacher is to pupils as doctor is to patient | * Describing analogies * Listing down some of the analogies | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Describing analogies * Listing down some of the analogies | * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  A chart showing some of the analogies | Junior Eng. Bk.2 pg 67 |
|  |  |  |  | LIT I | Letter practice Rr  Words and sentences | * Practicing letter Rr * Practicing to write words with letter Rr. | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Practicing letter Rr * Practicing to write words with letter Rr | * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  Prepared work on sheets of papers (tracing prepared work) | Teacher’s own collection  Learners’ reading eng pg68 |
|  | WED |  |  | ART AND CRAFTS | Modeling things we use at home | * Modeling things like pots, plates, cups | * Whole class discussion * Brain storming * Models * Grouping * Drawing | * Modeling things like pots, plates, cups | * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | Clay models like pots, plates, cups i.e. real materials | Teacher’s collection |
|  | THUR |  |  | Lit II | Main groups of living things plants and animals  Examples of plants bean plant, banana plant, Maize pawpaw plant mango plant, orange plant pumpkin plants etc. | Naming groups of living things  Identifying examples of plants | Question and answer  Guided discovery | Drawing and naming plants | Critical thinking  Decision making | Real plants  A chart showing plants. |  |
|  |  |  |  | MATHS | Adding two digit numbers to digit numbers with regrouping | * Adding two digit numbers to two digits numbers with regrouping | * Whole class discussion * Brain storming * Models * Grouping * Drawing | * Adding two digit numbers to two digits numbers with regrouping | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Text books  Chalkboard illustration | Mk.prim mtc bk.2 pg 29  Prim sch mtc bk2 pg 29 |
|  |  |  |  | ENGLISH | Homophones same sound different meaning e.g.  See-sea  Pool-pull  Here-hear | * Describing homophones * Identifying examples of homophones | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Describing homophones * Identifying example of homophones * Doing a written and oral activity | * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Chalkboard illustration  A chart showing some of the examples of homophones | Eng Aid 3 pg 66  Jun. Eng 2 pg 21, 51, 79 |
|  | THUR |  |  | LIT I | Substitution table related to things we make | * Making sentences from the substation table | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Making sentences from the substitution table (orally or in written form) | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Chalkboard illustration  Real objects | Teacher’s own collection |
|  | FRID |  |  | Lit II | Flowering plants  Flowering plants are plants that bear flowers  Examples  Beans, pumpkins, maize, soya beans | Identifying examples of flowering plants | Guided discovery  Discussion | Defining flowering plants  Identifying examples of flowering plants | Critical thinking  Discussion | A chart showing flowering plant |  |
|  |  |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  | MON |  |  | Lit II | Uses of things we make  Decoration e.g. table mats, table clothes for teaching and learning | * Identifying things we use for decoration | * Role play * Reading * Whole class discussion * Recitation * Debate * Interview * Mapping | * Identifying things we use for decoration | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  Real objects | Teacher’s own collection |
|  |  |  |  | MATHS | Uganda shillings money denominations coins and notes | * Describing the Uganda shillings money. * Identifying and observing the features on Ugandan money. | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Observing Uganda shillings | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Real objects coins and notes | Mk.bk2 pg 122  Understanding Mtc bk1 74-76  Mk bk1 pg.94 |
|  | MON |  |  | LIT I | Descriptive composition about things we make, the materials used and their uses | * Reading the given descriptive composition * Answering written questions | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Prepared work on papers | Teacher’s own collection |
|  |  |  |  | English | Use of a question mark | * Describe a question mark * use of question mark | * whole class discussion * brain storming | * use of a question mark * describe a question mark | * negotiation * creative thinking | Chalkboard  Illustration | Ess eng wk bk 3  Pg 5  Pri eng bk 2 pg16 |
|  |  |  |  | ART AND CRAFTS | Making table mats | * Making mats |  |  | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Manilla papers  Pair of scissors | Teacher’s own collection |
|  | TUES |  |  | Lit II | Parts a flowering plants (flowers, stem, branch, roots, fruits, leaves) | Naming parts of flowering plant | * Guided discovery * Discussion | * Drawing and naming a flowering plants | * Critical thinking | * A chart showing parts of a flowering plant |  |
|  |  |  |  | MATHS | Features on money | * Identifying and observing the features on money * Answering oral and written questions | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Identifying and observing the features on money. * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Real money (coins and notes) | Mk. Bk2 pg. 122-123  Mk. Bk.1 pg 94 |
|  |  |  |  | ENGLISH | **Vocabulary**  Animals, plants, building, birds  Structures  What are they?  They are …..? | * Reading * Spelling * Answering questions | * Look and say * Question and answer | * Reading * Spelling * Answering questions | * Pronunciation * Confidence | Word cards | MK thematic English bk 2 pg 47 |
|  |  |  |  | LIT I | Spellings and dictation  Words sentences related to the theme (environment) | * Reading and studying the learnt words * Taking dictation of the learn words * Making sentences using the learnt words | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading and studying the learnt words. * Taking dictation of the learnt words * Making sentences using the learnt words | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | A chart showing some of the words related to the environment |  |
|  | TUES |  |  | ART AND CRAFTS | Our environment | * Drawing components of our environment i.e. trees, animals, building, rivers, lakes, hills……. | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Drawing components of our environment i.e. trees, animals, buildings, rivers, lakes, hills….. | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Papers  Colour  Pencils  Environment | Teacher’s own collection |
|  | WED |  |  | Lit II | Uses of plants  We get medicine. food, fire wood, building materials, how we care for plants | Identifying uses of plants  Caring for plants  Identifying ways of caring for plants | * Discussion * Explanation | * Identifying things we get from plants | * Decision making * Self awareness | * A chart showing real things got from plants |  |
|  |  |  |  | MATHS | Comparing different money denominations | * Comparing different money denominations * Observing the features on different money denominations | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Comparing different money denominations * Observing the features on different money denominations | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Real money | Mk prim Mtc pg 95  Mk bk2 pg 123 |
|  |  |  |  | ENGLISH | **Vocabulary**  Cow, sheep, rabbit, pig, monkey, lion, zebra, snake  Structure  It is a ……?  Yes, no, it is not | * Forming * Reading * Spelling | Look and say  Guided discovery | * Articulation * Decision making | * Word cards * Sentences | Thematic  Bk 2  Pg 47 |  |
|  |  |  |  |  | **Vocabulary**  **Things we make eg mats** | * Name * Drawing | Observation  Brain storming | * Drawing * Naming * Matching | * Care * Responsibility | Real things we make | Eng [practice bk 2 pg 42 |
|  | WED |  |  | LIT I | Sound “tr” words and sentences using the given sound | * Forming words using sound tr * Reading words formed | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Forming words using sound tr * Reading words formed | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | A chart showing some of the words with sound – tr | Learning reading eng pg |
|  |  |  |  | English | Gender  Feminine (female  Masculine (male | * Give the male for the female | * Discussion * Brain storming | * Naming * Describing * Reading | * Appreciation * Care * Responsibility | A chart showing gender | Jr. eng bk 2 pg 40 |
|  |  |  |  | Lit II | Sources of water  Lakes wells, springs, streams, swamps,  Uses of water   * for washing * for bathing * for drinking * for cooking | Identifying and naming sources of water | * discussion * question and answer | * drawing and naming water sources | * self awareness * critical thinking | * A charat showing sources of water. |  |
|  |  |  |  | MATHS | Adding money | * Counting * Adding given * Reading | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Counting * Adding given * Reading | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Chalkboard illustration  Real money | Prim mtc 2000  bk1  pg.96-98  prim mtc 2000 bk2 pg 124 |
|  | THUR |  |  | LIT I | Comprehension passage related to the theme (environment) | * Reading comprehension passage related to the theme. * Answering oral and written questions about the theme. | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Prepared work on sheets of paper | Teacher’s own collection |
|  |  |  |  | Lit II | Importance of things in our environment e.g. from plants we get food, timber, medicine etc  From animals we get food, protection transport etc | Identifying uses of different things in the environment | * discussion * question and answer * brain storming | * appreciation * caring * responsibility | * writing and reading | * a chart showing tings got from plants * real objects |  |
|  |  |  |  | MATHS | Word problems involving addition of money | * Reading word problems about addition of money. * Answering oral and written questions about addition of money | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Chalkboard illustration | Mk prim Mtc bk2  pg 124  Mk bk1 pg 96-98 |
|  |  |  |  | ENGLISH | **Adjectives**  **Comparing adjectives** | * Compare * Adjectives * Use of adjective | * Discussion * Group method * Role play | * Comparing * Answering * Writing | * Critical thinking * Effective communication | * Comparing   Adjective | Std eng aid pg 53 |
|  | FRID |  |  | LIT I | Fill in composition related to the theme (environment) | * Reading the composition about the theme (environment) | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Prepared work on sheets of papers  Chalkboard illustration | Teacher’s own collection |
|  |  |  |  | ART AND CRAFTS | Importance of things in our environment | * Drawing, shelter, food, medicine, decoration (flowers), protection (fence) | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Drawing shelter, food, medicine, decoration (flowers). Protection (fence) | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Pencils  Paper  Colours  Text books | Teacher’s own collection |
|  |  |  |  | Lit II | Activities which damage our environment   * cutting trees * poor rubbish disposal * poor farming * brick making * burning bushes | Naming activities which damage our environment | * discussion * explanation * question and answer | * Drawing * Naming different activities that damage the environment. | * Effective communication * Responsibility * Sharing | * a chart showing people cutting trees, making bricks |  |
|  | MON |  |  | MATHS | Subtraction of money | * Counting * Reading and answer the given exercise * Regrouping * Observing money | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Counting * Reading and answering the given exercise * Regrouping * Observing money | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Prepared work on sheets of paper  Chalkboard illustration | Mk bk2 pg 127 |
|  |  |  |  | LIT I | Picture plant  Naming the parts of the plant and giving their uses | * Observing a plant identifying different parts of a plant. * Mentioning some of the uses of plants parts. * Drawing | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | A real plant  A chart showing a picture of a plant | Inter scie bk. Pg 28-31  Rs thematic lit pg 11 |
|  |  |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  |  |  |  | Lit II | **Factors that damage our environment**  How to protect the environment e.g.   * by mulching * by watering plants * by planting trees etc * proper waste disposal * avoid bush burning | Identifying activities that damage our environment | * discussion * question and answer * brain storming | * Listing * Reading * Writing | * Self awareness * assertiveness * Appreciation | * A chart showing activities that can spoil our environment | Mk integrated science bk 2 pg 37 |
|  | TUES |  |  | MATHS | Word problems involving subtraction of money | * Doing written and oral questions | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading the word problems * Doing a written exercise | * Problem solving * Brain storming * Grouping * Interview * Whole class discussion | Chalkboard illustration  Text books  Prepared work on sheets of paper | Mk bk.2 pg 128 |
|  |  |  |  | ENGLISH | Past tense verbs that don’t change e.g hurt, shut, burst, read | * Reading and writing * Using verbs | * Brain storming * Discussion | * Reading * Writing | * Brian storming * Critical thinking | A chart showing verbs that do not change in past tense |  |
|  |  |  |  | LIT I I | **PEACE AND SECURITY**  **Peace**  Peace is living in harmony without fighting or quarrelling with one another  **Security**  Security is living with protection and freedom | Defining peace  Defining security | * Guided discovery * Discussion * Question and answer | * Defining peace and security * Drawing naming and colouring [pictures about peace and security | * Critical thinking * Self awareness * Reasonability | * Flash cards |  |
|  |  |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  | WED |  |  | Lit II | Uses of different parts of a plant | * Identifying uses of different parts on a plant | * Role play * Reading * Oral method * Whole class * Recitation * Debate * Interview * Mapping | * Reading * Describing * Writing * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Chalkboard illustration | Fountain bk1 pg 5 |
|  |  |  |  | MATHS | Mixed exercise in addition and subtraction of money | * Addition of money * Subtraction of money | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Addition of money * Subtraction of money | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Text books | Tr’s own collection |
|  |  |  |  | ENGLISH | REVISION |  |  |  |  |  |  |
|  |  |  |  | LIT I | Sound – th | * Pronouncing sound ‘th’ * Making words using sound ‘th’ * Fill in words with sound th * Underline words with sound th | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Pronouncing sound ‘th’ * Making words using sound ‘th’ | * Creative thinking * Critical thinking * Effective communication * Care | A chart showing some of the words with sound – th | Tr’s own collection  Learning reading eng pg |
|  | WED |  |  | ART AND CRAFTS | Modeling things in our environment | * Modeling * Mixing clay | * Guided discovery * Demonstration * Brain storming | * Modeling * Mixing clay | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Clay  Water | Tr’s own collection |
|  |  |  |  | Lit II | Factors that promote peace and security e.g. love, respect, protection, health | Identifying factors that promote peace and security | * Explanation * Guided   Discovery | * Identifying and naming factors | * Self awareness | * A chart showing factors that promote peace and security. |  |
|  |  |  |  | MATHS | Shopping | * Describing shopping * Carrying out shopping * Counting money | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Describing shopping * Counting money | * Creative thinking * Critical thinking * Effective communication * Problem solving * Cooperation * Negotiation | Class shop | Mk. Bk1 pg 97-98 bk pg 126 |
|  |  |  |  | ENGLISH | **Vocabulary**  **Lakes, river, well, tap,**  **Structures**  **Is it a ……….?**  **Yes,/ no it is …..** | * Reading * Spelling * Answering questions | * Look and say | * Reading * Spelling * Answering questions | * Pronunciation * Confidence | A chart | Tr’s guide bk 1 pg 97 |
|  |  |  |  | LIT I | REVISION |  |  |  |  |  |  |
|  | THUR |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  |  |  |  | Lit II | Factors that promote peace and security at school   * school rules * love one another * obedience * observation of children’s rights * sharing * protection * listening to teachers | Identifying school rules  Identifying children’s rights | * role play * discussion * creative things | * role play * doing oral and written exercises | * creative thinking * self awareness | * a chart showing class rules |  |
|  | FRID |  |  | MATHS | Topical questions | * Reading and answering the topical questions | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading and answering the topical questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Chalkboard illustration | Tr’s own collection |
|  |  |  |  | ENGLISH | **Vocabulary**  Burns , fire, grass, cut, axe, tree  Structures  What is he/she doing?  He/she is ….. | * Pronouncing * Spelling * Answering questions | * Listen, say and use | * Reading * Spelling * Answering questions | * Articulation * Fluency | Word cards | Tr’s guide nk 1 pg 97 |
|  |  |  |  | LIT I | Sentences arrangement about peace and security | * Re-arranging sentences related to peace and security | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Re-arranging sentences related to peace security | * Creative thinking * Critical thinking * Effective communication | Prepared paper work | Tr’s collection |
|  |  |  |  | Lit II | How to prevent insecurity  Helping others  Listening to elders etc | * Identifying * Preventing | * Question and answer * Discovery * Discussion | * Critical thinking * Self awareness * Expression | * Role playing * Reading * Writing | Chalkboard illustrations |  |
|  |  |  |  | MATHS | Mathematical statements on addition  Words used; plus, add, altogether.  More sum, total | * Reading the mathematical statements. * Recognition of the vocabulary used | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading * Recognition of the vocabulary used | * Appreciation * Creative thinking * Critical thinking * Effective communication * Problem solving | Chalkboard illustration | Prim sch mtc bk1 pg 30-32  Mk bk2 pg 35 |
|  | MON |  |  | LIT I | Sound “oa” | * Practicing sound oa * Forming words with sound oa | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Practicing letter oa * Forming words with sound oa | * Appreciation * Creative thinking * Critical thinking * Responsibility * Care | Chalkboard illustration  Real objects (coat, goat) | Learning reading eng pg 65-66 |
|  |  |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  |  |  |  | Lit II | People who keep peace and security in our community   * elders * guards * parents * teachers * army * police * LC * LDU * religious leaders | Naming people who keep peace and security in the community | * brain storming * discussion * question and answer | * critical thinking * responsibility * self expression | * drawing and naming | * a chart showing people who keep peace and security in the community |  |
|  | TUES |  |  | MATHS | Subtraction of words | * Subtracting given numbers | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading * Subtracting * Counting | * Appreciation * Creative thinking * Critical thinking * Effective communication * Problem solving | Text books  Counters | Mk bk1 pg 72  Mk bk2 pg 61 |
|  |  |  |  | MATHS | Mathematical statements multiplication | * Reading given statements * Working out mathematical multiplication statements | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading given statements * Working out mathematical multiplication statements | * Appreciation * Creative thinking * Critical thinking * Effective communication * Problem solving | Text books  Chalkboard illustration | Mk bk2 pg 44, 47, 48, 51, 52, 55  Pr sach Mtc bk2 pg49 |
|  |  |  |  | LIT I | Re-arranging word to form meaningful sentences | * Forming meaningful sentences by re-arranging words | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Forming meaningful sentences by re-arranging words | * Appreciation * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration | Tr’s own collection |
|  | WED |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  |  |  |  | Lit II | **Insecurity**  Causes of insecurity at home   * stealing * fighting * violence * diseases * poverty | Identifying factors that lead to insecurity in homes | * discussion * question and answer * discovery | * drawing people who promote peace and security | * self expression * self awareness | * a chart Showing causes of insecurity in a home |  |
|  |  |  |  | English | Vocabulary  Fire. Fight, play, pray,. Like hate  Structures  What do you like?  I like /hate….. | * Pronouncing * Reading * Using the words | * Look, and say | * Pronouncing * Reading * Using the word | Articulation  Critical thinking | Mk thematic eng bk 2 95 |  |
|  |  |  |  | MATHS | Mathematical statements involving division | * Interpreting mathematical statements | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading the given mathematical statements * Doing a written exercise | * Sharing * Creative thinking * Critical thinking * Responsibility * Care | Text books  A chart showing some mathematical statements in division | Prim sch Mtc bk2 pg 6.  Mk bk2 pg 74-83 |
|  | THUR |  |  | LIT I | Picture composition | * Interpreting given pictures | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Interpreting given pictures * Doing an oral and written exercise | * Appreciation * Creative thinking * Critical thinking * Effective communication | A chart showing the picture.  Prepared work on sheets of paper (picture composition) |  |
|  |  |  |  | Lit II | People who promote peace and security at school   * teachers * prefects * guards * cleaners * nurses * friends | Identifying people who promote peace and security at school | * Explanation * Discussion * Question and answer | * critical thinking * self awareness * self expression | * drawing and naming | * a chart showing people who promote peace at school |  |
|  |  |  |  | English | Vocabulary  Guns, spear, knife, needle, stone, sticks  Structures  Do you have a ……?  Yes/no…….. | * Pronouncing * Reading * Using the words | * Look, and say | * Pronouncing * Reading * Using the word | Articulation  Creative thinking | Mk thematic eng bk 2 85 |  |
|  |  |  |  | MATHS | Mixed exercise in addition to multiplication and division |  | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing |  |  |  | Tr’s own collection |
|  | THUR |  |  | LIT I | Sound “tion” | * Whole class discussion * Making words with “tion” | * Phonetic * Reading * Oral method * Brain storming | * Making words with sound “tion” | * Creative thinking * Critical thinking * Effective communication | Jigsaws  A chart showing “tion” |  |
|  | MON |  |  | MATHS | Number families less than 10 | * Numbers less than 10 | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing |  | * Creative thinking * Critical thinking * Problem solving | A chart showing the basic of number families |  |
|  |  |  |  | English | Vocabulary  Peace, love, safe, share, work, pray  Structures  What are they doing?  They are ……? | * Pronouncing * Reading * Using the words | * Look, and say | * Pronouncing * Reading * Using the word | Articulation  Critical thinking | Tr’s guide bk 1 pg 97 |  |
|  | TUES |  |  | MATHS | Multiplication by 3  Division by 3 | * Multiplying by 3 * Division by 3 | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Doing a written exercise | * Creative thinking * Critical thinking * Problem solving | A chart showing the basics of number families |  |
|  |  |  |  | LIT I | Comprehension about people in our community | * Reading the given passage * Describing different people in our discussion community | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written questions | * Appreciation * Sharing * Creative thinking * Critical thinking | Prepared work on papers | Tr’s own collection |
|  |  |  |  | Lit II | How to promote peace and security in our community   * by solving problems * reporting bad people * providing security * loving and respecting others | Identifying ways of promoting peace and security | * brain storming * question and answer | * critical thinking * self awareness * self expression | * role playing * reading |  |  |
|  |  |  |  | English | Vocabulary  Policeman /woman  Soldier, teacher  Structure  What can you see?  I can see a | * Reading * Spelling * Using the words | * Look, and say * Answering questions | * Reading * Spelling * Forming sentences | Articulation   * Critical thinking Awareness   Confidence |  | Tr’s guide bk 1 pg 97  Mk thematic eng practice bk 2 pg 91 |
|  | Wed |  |  | LIT I | Guided composition about peace and security | * Reading the given composition * Answering oral and written questions | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing | * Appreciation * Sharing * Creative thinking * Critical thinking * Self esteem | Chalkboard illustration and guided composition on sheets of papers | Tr’s collection |
|  |  |  |  | Lit II | * Importance of peace and security * To promote love * To be happy * To care for others | Mentioning importance of peace and security | * Brain storming | * Self awareness | * Reading and writing |  |  |
|  |  |  |  | English | Vocabulary  Fighting  Sharing  Playing  Structure  What are they doing?  They are ……? | * Reading * Spelling * Using the words | * Look, and say * Answering questions | * Reading * Spelling * Forming sentences | Articulation   * Critical thinking Awareness   Confidence |  | Mk thematic eng bk 2 95 |
|  |  |  |  | Lit II | **Insecurity**   * How to prevent insecurity * Helping others * Listening to elders * Following school rules * Loving one another * Not stealing | Identifying ways of preventing insecurity | * Question and answer * Discovery * discussion | * critical thinking * self awareness * Expression. | * role playing * reading * writing | * Chalkboard illustration |  |
|  |  |  |  | Lit II | * **Causes of insecurity in our school** * Beating * Fighting * Teasing * Nor respecting * Stealing * Not listening | Identifying causes of insecurity at school | * Discussion * role play * Brian storming * interview | * self awareness * responsibility | * role playing * naming | * well written school rules on a chart |  |