CORNERSTONE JUNIOR SCHOOL - MUKONO



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P.1 GRAMMAR SELF STUDY LESSONS SET TWO

Dear Primary One pupils, use your grammar books to write this lesson down and answer the given activities.

LESSON 1

THEME: Our Home

SUBTHEME: Responsibility of different family members.

CONTENT: Gender of Birds

Learning outcome

By the end of this lesson, you should be able to:

- Give the gender of birds.

Read the words and their opposites.

Opposites of the gender of birds

Gender means male or female

Opposites are words that give a different meaning from the given one.

Examples of opposites of the gender of birds

Female bird		Male bird
hen	-	cock
duck	-	drake
peahen	-	peacock
goose	-	gander

Exercise

1.	Write	the	opposites	of these	birds

(a)	hen
(b)	duck
(c)	peacock
(d)	goose

2. Write the opposites of the words in brackets

i)	We ate a very big	(hen)
ii)	A is a	dangerous animals.(lioness)
iii)	A ga	ve birth to a puppy.(dog)

P.1 COMPOSITION SELF-STUDY LESSONS SET 2

Dear Primary One pupils write the composition work in your composition class workbooks and answer all the given activities.

LESSON 1

THEME: Our community

SUBTHEME: People in our community

CONTENT: Vocabulary

Learning outcome

By the end of this lesson, you should be able to:

- Read, spell and write these words correctly.
- Construct sentences using these words.
- Mention people in your community.

iv. n___se

New words	
Read, spell and write these new word	ds correctly.
doctor	teacher
carpenter	priest
driver	farmer
mechanic	nurse
man	policeman
girl	pastor
boy	builder
woman	cook
shopkeeper	
Make sure you have learnt how to	read, spell and write the above
words correctly.	
<u>Exercise</u>	
1. Form small words from big words.	
shopkeeper	
carpenter	
teacher	
policeman	
2. Fill in the missing letters.	
i. dctrs	
ii. wmn	
iii. ck	

3. Arrange these letters to form a correct word

i.	kooc	
ii.	chertea	
iii.	verdri	
V	manwo	

LESSON 2

THEME: Our community

SUBTHEME: People in our community

CONTENT: Structures

Learning outcome

By the end of this lesson, you should be able to:

- Use these structures correctly in a sentence.

Learn and use these structures.

"He" is used when talking about a man or a boy.

"She" is used when talking about a woman or a girl.

In this lesson, we are going to use "He" or "She" to talk about people in our community.

Examples

1. Who is he/she?



He is a farmer.



He is a doctor.



She is a <u>nurse</u>.

Exercise

1. Who he/ she?









THEME: Our home

SUB-THEME: Activities in our community

CONTENT: Activities done in our community

Learning outcome

By the end of this lesson, you should be able to:

- Read, spell and write these words correctly.

- Construct sentences using these words.

- Mention the activities done in the community.

New words

Read, spell and write these new words correctly

fish plant

harvest sell

dry weed

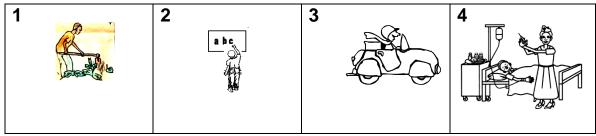
dig treat

slash model

pound grind

Exercise

1. What is he/ she doing?



(driving, treating, teaching, digging,)

- a) Picture 1 He is digging.
- b) Picture 2_____
- c) Picture 3 _____
- d) Picture 4

2. Construct sentences using the given words

- (a). fishing_____
- (b). slashing_____
- (c). harvesting
- (d). selling____

3. Fill in the missing letters

(i).f __sh

(ii).w ___ d

(iii).sl __sh

(iv).pl __nt

- (v).h __rvest
- (vi).gr ___nd

4. Who is she/ he?









THEME: Our community

SUB-THEME: Important places in the community

CONTENT: New words

Learning outcome

By the end of this lesson, you should be able to:

- Read, spell and write these words correctly.
- Construct sentences using these words.
- Name the important places in the community.

Important places in the community

New words

Read, spell and write these words correctly

post office police station

hospital market

church shop

mosque home

school clinic

bank well

Make sure you have learnt how to read, spell and write the above words correctly.

Exercise

(a) Circle the odd man out

1. church, school, dog, market

2. hospital, meat, bank, post office

3. bank, hotel, bicycle, hospital

(b)Fill in the missing letters.

- (i). h__spit__I
- (ii). M__rk__t
- (ii). S__h__ __I

(c)Match the following people to their places of work.

People place of work

teacher church

doctor police station

policeman school

pastor hospital

(i). Teacher school

(ii). Doctor

(ii). Policeman

(iv). Pastor

THEME: Our community

SUB-THEME: Important places in the community

CONTENT: Structures: What is this?

Learning outcome

By the end of this lesson, you should be able to:

- Use this structure correctly in a sentence.

Using: What is this?

Example

What is this? (home)



This is a home.

What is this? (Police station)



This is a police station.

Exercise

Complete the following sentences.

a) What is this?

	This is a	
HOSPITAL	This is a	
	This is a	
Mosque, sch	nool, hospital, church	

Odd man out means something which is different from others in a group.

Example

a) Underline the odd man out

1. book pencil <u>food</u> ruler

2. boy girl brother **cow**

3. teacher bursar, <u>uncle</u> matron

Exercise

Circle the odd man out

a) paper knife axe panga

b) orange apple stone mango

c) hen cow goat dog

d) brother teacher sister mother

THEME: Our community

SUBTHEME: People in our community

CONTENT: Jumbled sentences

Learning outcomes

By the end of this lesson, you should be able to:

- Arrange the given sentences in their correct order.

JUMBLED SENTENCES

Jumbled sentences are sentences written in the wrong order.

We can rearrange them and make a good story.

Example:

These sentences are in the wrong order; organize them to make a correct story.

Guidelines

First read through all the sentences, using your pencil.

Number the first sentence to the last one as seen below.

- (a) The school nurse treated her. (4)
- (b) After classes, her friend Jolly took her home. (5)
- (c) Her teacher took her the school nurse. (3)
- (d) While at school, she fell sick. (2)
- (e) One day, Jane went to school. (1)

After numbering the sentences in the correct order, write the correct story carefully

CORRECT ORDER.

- 1. One day, Jane went to school.
- 2. While at school, she fell sick.
- 3. Her teacher took her to the school nurse.
- 4. The school nurse treated her.
- 5. After classes, her friend Jolly took her home.

Exercise

The sentences below are in the wrong order. Re-arrange them to form a correct story.

- 1. They started playing with the ball.
- 2. A speeding car came and knocked them down.
- 3. She met her friend Sarah
- 4. One day, Helen was going to school
- 5. Sarah had a ball.

Re-arrange the above sentences to make a good story.

1.		
2.		
3.		
4.		
5.		

THEME: Our community

SUBTHEME: Activities done in our community.

CONTENT: Free composition writing.

Learning outcomes

By the end of this lesson, you should be able to:

- Write a good composition.

- Use the guide words to write a good composition.
- Write the title of the composition

COMPOSITION WRITING

Write a composition about people in your community. Use the given guiding questions to write your composition.

Guidelines

- Give your composition a clear title.
- Write a good introduction for your composition.
- Use the given guiding questions to complete your composition.
- Conclude your composition telling us about the person you like most in your community.

Write your composition using the following guiding questions

- 1. What is your name?
- 2. Where do you live?
- 3. Who are the people are found in your community?
- 4. Who treats sick people?
- 5. What does a farmer do?
- In your conclusion, tell us about the person you like most in your community.

Theme test

Our Community

1. Fill in the missing letters.			
(i) Fsh			
(ii) chrch			
(iii) msque			
(iv) markt			
2. Circle the odd	man out.		
a) teacher,	nurse,	tree,	doctor.
b) apple,	police,	pineapple,	mango
c) goat,	pig,	COW,	elephant.
3. Make correct s	<u>sentences ι</u>	using the words	below.
(i). knife:			
(ii). stone:			
(iii). school:			
(iv). leaves:			
l. How many are	there?		
a) (
b)	ı <u> —</u>		
c)			

THEME: Human body and Health

SUBTHEME: External parts of the body

CONTENT: New words

Learning outcomes

By the end of this lesson, you should be able to:

- Read, spell and write these words correctly.
- Construct sentences using these words.
- Name the parts of the body.

External parts of the body

New words

Read, spell and write these words correctly

head stomach

eye foot

nose thigh

mouth neck

face finger

chest toe

leg thumb

knee hand

ear arm

Make sure you have learnt how to read, spell and write the above words correctly.

Exercise	
(a). Make correc	ct sentences using these words.
(i). head	
(ii). mouth	
(ii). foot	
(iv). eye	
(b)Fill in the mis	ssing letters.
(a).stmah	
(b).mth	
(c).fngr	
(d).kn	

THEME: Human body and Health

SUBTHEME: External parts of the body

CONTENT: Structure: using: Show me your......

What is this.....?

Learning outcomes

By the end of this lesson, you should be able to:

- **1.** Name the parts of your body
- 2. Make sentences using the structure

Using: Show me your.....

Dear parent, kindly ask your child to touch the following body parts using the given guiding words.

mouth	legs	shoulder
nose	hands	stomach
	face	neck
ears	knee	

chest

Example

(1)	Parent: Show me	your <u>nose.</u>	
	Child: This is my ent, please conting: What is this?	nose. ue as the child respond	ds.
You	are required to lo	ook at the given picture	e and give its name.
(a).V	Vhat is this?		
This	is an		
(b).V	Vhat is this?		
This	is a		
(c).V	Vhat are these?		
G	ms ms		
Thes	se are		
Writ	e the words corre	ectly	
gel _		seno	
toof		era	ckne

THEME: Human body and Health

SUBTHEME: External parts of the body.

CONTENT: New words

Learning Outcomes

By the end of this lesson, you should be able to:

- Read, spell and write these words correctly.
- Construct sentences using these words.
- Name the parts of the body.

External parts of the body

New words

Read, spell and write these words correctly

eyes ears

legs hands

fingers nose

feet knees

Make sure you have learnt how to read, spell and write the above words correctly.

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Exercise

Rody narts

Match and write the following body parts to their uses.

Body parts	USE
eyes —	touching
legs	smelling
nose	seeing
ears	walking
hands	hearing
(i). eyes	<u>seeing</u>

(ii). legs	
(iii). nose	
(iv). ears	
(v). hands	
Using: What are these/those?	
These is used when talking about	things that are <u>near</u> you. <u>Those</u> is used
when talking about things that are f	<u>ar</u> from you.
Examples	
(a).What are these?	
These are my eyes.	
b) What are those? (hands)	
Those are hands	
Exercise	
1. \ \ \ \ \ \ \ \ \ \ \ \ \ \ What are these	?
2. What are	e those?
What are t	hese?
3.	
4. What ar	e those?
	than 2
5. What are	those?

Using	g: How many?
We us	se how many when talking about numbers.
Exam	ple
1.	How many heads do you have?
	<u>I have one head</u>
2.	How many fingers do you have?
	I have ten fingers.
Exerc	<u>cise</u>
Read	and answer the following questions.
1.	How many legs do you have?
	I have <u>two</u> legs.
3.	How many hands do you have?
	I havehands.
4.	How many eyes do you have?
	I haveeyes.
5.	How many ears do you have?
	I haveears.
6.	How many noses do you have?
	I havenose