

TERM II – PRIMARY ONE ENGLISH SCHEME OF WORK

GRAMMAR SCHEME OF WORK FOR PRIMARY ONE TERM II

W K	D P	THEME	SUB- THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	L/AIDS	REF	REMARK S
1	1	Weather	Elements of weather	Action words (verbs) sun shine shining rain rain raining clouds cover covering wind blow blowing	Reads, spells and pronounces the words correctly.	Look say and use	A chart showing words of the theme A chart showing the verbs	Reading and spelling the words. Filling in the missing letters Reading the new words	Effective communication Critical thinking Critical things	
	2									
	3	Effects of weather	<u>Short forms</u> I am I’ m He is He’s She is She’s Let us Let’s January - Jan February - Feb	Writing the short forms of different words correctly	Explanation Guided discovery	A chart showing abbreviations in full.	Reading and writing the short forms in full correctly	Critical thinking Appreciation		

2	1		August – Aug Monday – Mon Tuesday – Tue Cannot – Can't It is – it's						
		Effects and management of weather	Writing short forms in sentences. Examples 1. It is raining now. It's raining now. 2. Let us go out. Let's go out	Reads and writes the sentences in short forms	Explanation Guided discovery	Chalk board Illustrations	Reading and writing Short forms of words in sentences		
		Plurals where we add "s" wheelbarrow – wheelbarrows spear _____ hoe _____ garden fork _____ watering can _____ axe _____ basket _____	Reads, spells and pronounces the new words correctly.	Look, say and use Explanation	A chart showing garden tools	Reading Spelling Writing Drawing	Appreciation		
2	Accident and Safety	Accident and Safety at home	Nouns on which we add "es" in plural form. A noun is a naming word. e.g. box, mango, bench, dress Nouns that end with o, x, sh, ch, s, we	Reads, spells and pronounces the new words correctly.	Look, say and use whole word	A chart showing plural of nouns	Reading Spelling Writing Drawing	Critical thinking Appreciation	

			<p>Add es in plural form</p> <p>One many</p> <p>Bench benches</p> <p>Box boxes</p> <p>Tomato tomatoes</p> <p>Bus _____</p> <p>Mango _____</p> <p>Ostrich _____</p> <p>Torch _____</p> <p>Match _____</p>					
3			<p>Nouns where we add “ves”</p> <p>Words which end with “f” of “fe” we drop “f” and we replace it with “ves”</p> <p>One many</p> <p>leaf leaves</p> <p>half halves</p> <p>calf _____</p> <p>loaf _____</p> <p>thief _____</p> <p>live _____</p> <p>shelf _____</p> <p>knife _____</p> <p><u>Except</u></p> <p>chief chiefs</p> <p>roof roofs</p>	<p>Reads, spells and pronounces the new words correctly.</p>	<p>Whole word</p> <p>Look say and use</p>			

			handkerchief – handkerchiefs																				
3	1	Living Together	<p>The family Nouns that change with “ies” by dropping “y” in their plural form.</p> <table border="0"> <tr> <td>One</td> <td>Many</td> </tr> <tr> <td>baby</td> <td>babies</td> </tr> <tr> <td>lorry</td> <td>lorries</td> </tr> <tr> <td>lady</td> <td>ladies</td> </tr> <tr> <td>puppy</td> <td>puppies</td> </tr> </table> <p>Verbs</p> <table border="0"> <tr> <td>Cry</td> <td>cries</td> </tr> <tr> <td>Carry</td> <td>carries</td> </tr> </table> <p>Words which end with “y” but have a vowel in the middle you just add “ s” to it’s plural form</p> <p>key - keys donkey – donkeys toy – tous boy – boys day – days</p>	One	Many	baby	babies	lorry	lorries	lady	ladies	puppy	puppies	Cry	cries	Carry	carries	Reads, spells and pronounces the new words correctly.	Look say and use	A chart showing plural of nouns	Reading Spelling Writing		
	One	Many																					
baby	babies																						
lorry	lorries																						
lady	ladies																						
puppy	puppies																						
Cry	cries																						
Carry	carries																						
	2		<p>Roles of different family members</p> <table border="0"> <tr> <td>More about nouns</td> <td></td> </tr> <tr> <td>Nouns which change completely to their plural form</td> <td></td> </tr> <tr> <td>one</td> <td>many</td> </tr> <tr> <td>man</td> <td>men</td> </tr> </table>	More about nouns		Nouns which change completely to their plural form		one	many	man	men	Reads, spells and pronounces the new words correctly.	Whole word Look say and use	Chalk board Illustration	Reading Spelling Writing Drawing	Critical thinking Appreciation							
More about nouns																							
Nouns which change completely to their plural form																							
one	many																						
man	men																						

			ox oxen woman women child children tooth teeth foot feet goose geese					
3		The ways of living together	Opposites An Opposite Is Something Which Is Completely Different From The Other Examples good - bad clean – dirty old – new short – tall open – close/ shut far – near empty – full big – small black – white sell – buy give – take rich – poor dry – wet first – last in – out	Reads, spells and pronounces the new words correctly.	Whole word Look say and use	Reading and writing plus matching	Effective communication	

			inside – outside father – mother man – woman come – go						
4	1	Food and Nutrition	Names of local food Food in our locality pineapples fish beans simsim eggs millet groundnuts peas potatoes cassava bananas Preposition in , on, near, under, behind, in front of, to at	Reads, spells and pronounces the new words correctly.	Look say and use	A chart showing prepositions	Reading Spelling Writing	Effective communication Critical thinking	
	2		Use of that / those That is a bird.(singular) Those are birds. (plural) _____ is a tree. _____ are trees. _____ are bells. _____ is a bell.	Reads and fills in correctly	Guided discovery Whole sentences	Chalk board illustration	Reading and filling in the gaps.	Effective communication Critical thinking	

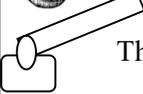
	3			<p>Use of this / these</p> <p>This is used in singular. These is used in plural.</p> <p>Examples</p> <p>This is a table. These are tables. This is a book. These are books.</p>	Reads and makes sentences correctly	Look, say, and use.	Chalk board Illustration	Reading and Making sentences.		
5	1		Occupation	<p>Alphabetical order</p> <p>a, b, e, c, d a, b, c, d, e</p> <p>knife rake axe hoe axe hoe knife rake</p>	Reads and arranges in alphabetical order	Guided discovery	Chalk board Illustration	Reading and arranging in alphabetical order.		
	2			<p>People and their work</p> <p>Doctor – treats sick people Teacher – teaches pupils Lawyer – solves cases in courts Nurse – looks after sick people. Policeman – keeps law and order Cook – cooks / prepares meals</p>	Reads , spells and writes	Whole word explanation	A chart showing people and their work	Reading Spelling Matching	Effective communication Critical thinking	

	3			<p>People and their places of work</p> <p>Doctor - works in the hospital</p> <p>Teacher – works at school</p> <p>Policeman – police station</p> <p>Lawyer – works in the court</p>			Chalk board			
					1.					
7	1			<p>Homophones</p> <p>These are words of the same sound but different meaning.</p> <p>to – two – too</p> <p>bird – bad</p> <p>son – sun</p> <p>hut – hat</p> <p>mad – mud</p> <p>heart – hut</p>	Reads , spells, pronouns and writes	Look, say and use	A chart showing homophones	Reading and writing	Critical thinking	
	2			<p>Conjunctions</p> <p>These are joining words</p> <p>“and”</p> <p>Examples</p> <ul style="list-style-type: none"> - My father has a car. - My father has a bicycle. - My father has a car and a bicycle. - I have a pencil - I have a book. 						

				- I have a pencil and a book.						
	3			<p>Using but</p> <p>Examples</p> <ul style="list-style-type: none"> - It is a good fruit. - I will not eat it. <p>It is a good fruit but I will not eat it</p> <ul style="list-style-type: none"> - I come early. I do not attend the morning lesson. - I come early but I did not attend the morning lessons. 						
8	1			<p>Using because</p> <p>Examples</p> <p>I came late. I was sick.</p> <p>I came late because I was sick.</p> <p>They are dirty</p> <p>They didn't bathe.</p> <p>They are dirty because they didn't bathe.</p>	Reads, joins, and writes	Whole sentence Guided discovery	Chalk board Illustration	Reading Joining Writing	Critical thinking Effective communication	
	2			<p>Usingthan</p> <p>My boy is taller. My girl is tall.</p> <p>My boy is taller than my girl.</p> <p>The teacher is big. The doctor is bigger.</p> <p>The doctor is bigger than the teacher.</p>	Reads, joins, and writes	Whole sentence Guided discovery	Chalk board Illustration	Reading Joining Writing	Critical thinking Effective communication	

CORNERSTONE JUNIOR SCHOOL – COMPOSITION SCHEME OF WORK FOR PRIMARY ONE TERM II 2018

W K	DP	THEME	SUB- THEME	CONTENT	COMPETENCES	METHOD S	ACTIVITIES	L/AIDS	REF	REMARK S
1	1	Weather	Elements of weather	<p align="center">Vocabulary</p> <p>sun clouds rain sunshine wind cover blow hot water raining wet shine shinning Sunny rainy windy Cloudy raining shinning Blowing</p>	<p>Identifies the elements of weather</p> <p>Reads, spells and writes the elements of weather</p> <p>Reads , spells and writes</p> <p>Uses the words to construct sentences</p>	<p>Look, say and use</p> <p>Observation</p>	<p>Flash cards</p> <p>A weather chart</p>	<p>Reading</p> <p>Spelling</p> <p>Filling in the missing letters</p> <p>Construction sentences</p>	<p>Appreciation</p> <p>Effective communication</p> <p>Effective communication</p>	
	2				<p>Structures</p> <p>What is the weather like?</p> <p>It is</p> <p>What is the weather now?</p>  <p>The weather is now.</p> <p>Is it rainy? Yes, it is.</p>	<p>Reads, spells and write.</p> <p>Uses the words to construct sentences</p>	<p>Look, say and use</p> <p>Observation</p>	<p>A weather chart</p>	<p>Reading</p> <p>Spelling</p> <p>Construction sentences</p>	<p>Effective communication</p>

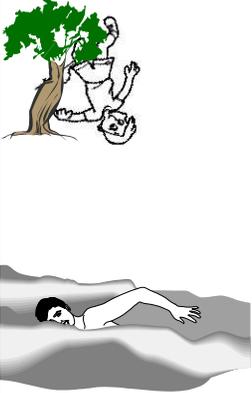
			<p>Types of weather</p> <p>Use of is and isn't on a Substitution table</p> <table border="1"> <tr> <td>The weather</td> <td>is</td> <td>windy</td> <td></td> </tr> <tr> <td>r</td> <td>isn't</td> <td>cloudy</td> <td>now</td> </tr> <tr> <td></td> <td></td> <td>suns</td> <td></td> </tr> <tr> <td></td> <td></td> <td>rainy</td> <td></td> </tr> </table> <p>Examples</p> <p>The weather is windy now.</p> <p>The weather isn't cloudy now .</p>	The weather	is	windy		r	isn't	cloudy	now			suns				rainy		<p>Reads and constructs sentences from the table</p>	<p>Explanation</p>	<p>A substitution table</p>	<p>reading and construction of sentences</p>	<p>Appreciation</p>	
The weather	is	windy																							
r	isn't	cloudy	now																						
		suns																							
		rainy																							
2	1		<p>Activities for different seasons</p> <p>Garden tools vocabulary</p> <p>axe wheel barrow hoe basket slasher spade watering can hoe axe basket rake watering can, knife , spade slasher wheel barrow</p> <p>Structure</p> <p>What is this/ that?</p> <p> This is a basket</p> <p> That is a hoe</p>	<p>Reads, spells and pronounces the words correctly</p> <p>Draws good pictures and writes correct sentences.</p>	<p>Whole words Look, say and use Look, say and use</p>	<p>A chart showing garden tools Chalk board Illustration</p>	<p>Reading Spelling Writing Drawing Completing structures</p>	<p>Love Appreciation Appreciation</p>																	

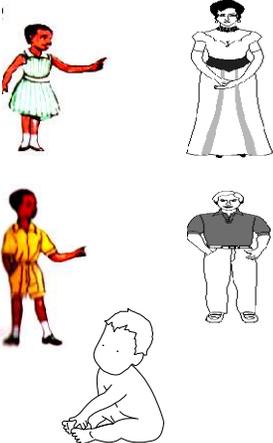
	2			<p>Structures</p> <p>What do we use it for?</p> <p>We use a  basket for _____</p> <p>We use a hoe for _____</p> <p>We use a knife for _____</p>	<p>Reads and completes the structures</p>	<p>Guided discovery</p>	<p>Chalk board illustration</p>	<p>Reading</p> <p>Drawing</p> <p>Writing</p>	<p>Appreciation</p>	
	1		<p>Activities done in different seasons</p>	<p>Vocabulary</p> <p>cleaning , planting , weeding plunning, watering, harvesting</p> <p>structures</p> <p>is he/ she?</p> <p>Yes, he/ she is _____</p> <p>No, he / she is not _____</p>  	<p>Completes the structures correctly</p>	<p>Guided discovery</p>	<p>Printed pictures</p>	<p>Reading</p> <p>Spelling</p> <p>Writing</p> <p>Drawing</p> <p>Completing structures</p>	<p>Love</p> <p>Appreciation</p> <p>critical thinking</p>	

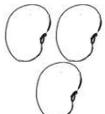
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2		Effects and management of weather	<p>Wet dry rain sunshine Clouds umbrella sweater Gumboots jacket hat raincoat hot cold season Jacket gumboots cap hat Vest dress umbrella blanket sweater socks raincoat short</p>	Reads and spells the words correctly	<p>Whole word Look, say and use Whole word</p>	Flash cards	<p>Reading Spelling Writing Drawing Reading Spelling Writing Drawing</p>	Love Appreciation	
1		Effects of management of weather	<p>Guided composition about our family Our family We are _____ members in our family. During the _____ weather we use gumboots, _____ and _____ to avoid getting wet. In the _____ weather we love _____ under the _____ because it is _____. Colours black , blue, white, red, green, yellow, brown What colour is this?</p>	Reads the words and guided composition correctly	Look, discovery. Guided	Printed papers	<p>the Filling in Reading</p>	Critical thinking	
				Reads and spells the words correctly Identifies the colours correctly	Look, say, and use Guided discovery.	Colours	<p>Reading Spelling Writing Drawing</p>	Critical thinking	

2	ACCIDENT AND SAFETY	Things that cause accidents at home	<p>Vocabulary Pin, knife, five, razorblade, thorns, snake, broken bottle, needle, safety pin, stone</p> <p>Structures What is this/ that  This is a _____  That is a _____  This is a _____</p>	Reads and spells the words correctly	Look, say and use Explanation	A chart showing dangerous objects	Reading Spelling Drawing Completing sentences with the correct words	Appreciation	
5	1	Accidents at home	<p>Jumbled composition Arrange these sentences to make a good story.</p> <ol style="list-style-type: none"> 1. Like needles, broken bottles, razor blades and pins. 2. Kintu likes playing with sharpen things. 3. It cuts his finger. 4. One day, he picked a razorblade. 5. He now fears sharp objects. 	Reads the sentences correctly	Guided discovery Explanation	Printed papers	Reading Arranging the sentences	Critical things	
	2		<p>Vocabulary Burns, hurt, bites, falls, cuts, near drowning</p> <p>Structures</p>	Reads and spells the words correctly	Story telling	Chalk board Illustration	Reading and filling in the correct words	Critical thinking	

			<p>Do not climb trees you will _____ down.</p> <p>Do not play with sharp. Things they will _____ you.</p> <p>Never play with stones, you will _____ yourself?</p>						
7	1		<p>Guided picture composition</p> <p>What is happening?</p>  <p>1. The boy is falling off from the tree.</p> <p>2. Natasha has cut herself.</p> <p>3. The boy is drowning in water</p>	<p>Interprets the picture</p> <p>Writes correct sentences on each picture.</p>	<p>Guided discovery</p> <p>Explanation</p>	<p>Printed papers</p>	<p>Writing correct sentences</p>	<p>Appreciation</p> <p>Effective communication</p>	

2	Living Together	The family	<p>Vocabulary father , mother, uncle, sister, brother, baby, family, extended, aunt, nephew, niece, grand father, grandmother,</p> <p>structure</p> <p>Who is this/ these</p> 	Reads and spells the words correctly Gives the members of the nuclear and extended family	Whole word Look, say, and use	A chart showing members of the two families	Reading Spelling Writing		
8	1	Needs of a family	<p>Vocabulary shelter, water, food, medical care, clothes, security, education, money</p>	Reads and spells the words correctly	Whole word Look, say and use	Flash Cards	Reading spelling Writing	Effective communication	

			<p>Ways of living together at school</p> <p>Playing, sharing, caring, working, play, share, care, work,</p> <p>Structures</p> <p>What are they doing</p>  <p>They are playing with a ball (play)</p> <p>They are sharing bread (share)</p>	<p>Reads and spells the words correctly</p>	<p>Look, say and use</p>	<p>Flash cards</p>	<p>Reading spelling Writing</p>	<p>Effective communication</p>
2	Food and nutrition	<p>Names of common foods</p> <p>Vocabulary</p> <p>Banana, fish, eggs, cassava, yam, beans, potatoes, Irish potatoes.</p> <p>Structure</p> <p>How many ... are there?</p>  <p>There are ____ eggs</p>  <p>here are ____ beans.</p>	<p>Reads , spells and pronounces the words correctly.</p> <p>Reads and writes the correct number in words</p>	<p>Guided discovery</p> <p>Whole word</p> <p>look, say and use</p>	<p>Chalk board illustration</p>	<p>Reading</p> <p>Spelling</p> <p>Drawing</p> <p>Writing</p>	<p>Effective communication</p>	

9	1	Names of food Names of common food and their resources	<p>Sources of food Shops, market, river, lake, garden , farm</p> <p>Structure Where do we get From? We get meat from the butchers. We get milk from the dairy We buy tomatoes from the _____.</p> <p>Likes and dislikes</p> <p>Structures Do you like matoke? Yes, I do / No, I don't Do you like meat? Yes, _____ No, _____</p>	<p>Reads and spells the words correctly</p> <p>Fills in the missing letters</p> <p>Completes the structures correctly</p>	<p>Look, say and use</p> <p>Whole word</p> <p>Guided discovery</p>	<p>Chalk board illustration</p>	<p>Reading</p> <p>Spelling</p> <p>Writing</p>	<p>love and care</p> <p>Critical thinking.</p>	
	2		<p>Arrange these sentences and make a good story</p> <ol style="list-style-type: none"> 1. She carries a hoe and a basket. 2. When food is ready 3. Mother goes to the garden. 4. Mother calls us to eat. 5. She brings cassava and potatoes 						

Uses of food

Guided composition

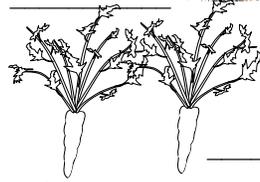
Our farm

My father is a farmer. He does a lot of work on the farm. On the farm I see many animals. The herdsmen cut good grass for the animals.

He gets  every day.

My mother looks after

Mother grows



and

in her garden



The farm gives us food we eat, we also sell the food from the farm and get money. This money is used for paying our school fees, buying, clothes and other family needs.

Reads and writes the corrects words in the gaps

Guided discovery

Printed papers

Reading
Writing

Appreciation
Critical thinking

CORNERSTONE JUNIOR SCHOOL – COMPREHENSION SCHEME OF WORK FOR PRIMARY ONE TERM II 2018

1

1	Weather	Elements of weather	<p style="text-align: center;">Story</p> <p>Joy the good girl Joy is six years old. She goes to Cornerstone Junior School. when it rains, she uses an umbrella and gumboots to go to school. when the weather is windy, she wears a sweater to feel warm. Joy likes playing with a kite when the wind is blowing .</p> <p>Questions</p> <ol style="list-style-type: none"> 1. What is the story about? 2. Which school does she go to? 3. How old is Joy? 4. What does she use when the weather is rainy? 5. Draw a banana leaf, an umbrella and gumboots. 	Reads the story and answer the questions about.	Story telling Guided discussion Question and answer	Printed stories	Reading Answer	Effective communication	
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2			<p>A dialogue about elements of weather</p> <p>Wamala: Good morning, Igune</p> <p>Igune: Good morning, Wamala</p> <p>Wamala: Why have you come late?</p> <p>Igune: It has been raining since morning</p> <p>Wamala: Why didn't you use an umbrella?</p> <p>Igune: I didn't have one</p> <p>Wamala: My mother bought for me an umbrella and gumboots last week.</p> <p>Okechi: I will also tell my mother to buy for me too.</p> <p>Wamala: Bye Bye</p> <p>Igune: Good bye</p> <p>Questions</p> <ol style="list-style-type: none"> 1. How many people are talking in the dialogue? 2. Who are the people in the dialogue? 3. Why did Igune come late? 4. Write down three things used rainy weather 	<p>Reads the dialogue, acts it and answer the questions about it.</p>	<p>Guided discussion</p> <p>Question and answer</p>	<p>Printed dialogue</p>	<p>Reading Acting answering</p>	<p>Effective communication</p>	
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				5. Draw okechi holding a banana leaf						
3	1		Activities done in different seasons	Picture composition Digging planting <input type="checkbox"/> <input type="checkbox"/> Weeding harvesting <input type="checkbox"/> <input type="checkbox"/> Watering drying <input type="checkbox"/> <input type="checkbox"/>	Reads and writes sentences correctly	Guided discovery Whole word Look, say, use	Printed papers With pictures	Reading Writing	Appreciation	

	2		Types of weather	<p>A poem about rain</p> <p>Rain Rain Rain</p> <p>Rain gives us water, washing, for cooking, bathing, washing and drinking.</p> <p>On rainy day</p> <p>We also use umbrellas and gumboots</p> <p>Questions</p> <ol style="list-style-type: none"> 1. What is the poem about? 2. How many stanzas has the poem? 3. Write the title of the poem. 4. Give two uses of water. 5. Who wrote the poem? 	Recites the poem and answers the questions about it.	Guided discovery Question and answer	Printed paper with that poem	Reciting Answering	Critical thinking	
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4

1

Accident and safety

Accident and safety at home / school

A poem about accident

Accident accident

We are fed up with you
At home accidents!
On the way, accidents!
Over speeding, accidents!
Electric wires, accidents!
Oh! Do not take our lives any
more.

By Tom Holland

Questions

1. Write the title of the poem.
2. Name any two places where accidents happen.
3. What do you think can cause an accident?
4. How many lines are in the poem?
5. Who wrote the poem?

Recites the poem and answers the questions that follow

Guided discussion

Question and answer

Printed papers

Reciting

Answering

Critical thinking

5	1	Living together	<p>The family members</p> <p>A story</p> <p>My family</p> <p>My name is Mukasa. My father is Mr. Kavuma and my mother is Mrs. Kavuma. I have two sisters Sarah and Stella. My sister are younger than me. I have an older brother called Brian. My uncle Charles and aunt Mable are kind. My sisters sweep the compound and I also go to fetch water from the well.</p> <p>I love my family.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. What is the title of the story? 2. Write the name of the boy in the story. 3. Who are Mukasasa's sisters? 4. How many sisters does Mukasa have? 5. Draw Mukasa's family 	<p>Reads the story and answer the questions that follow</p>	<p>Guided discussion</p> <p>Question and answer</p>	<p>Printed paper having that story</p>	<p>Reading</p> <p>Answering</p> <p>Writing</p>	<p>Effective communication</p>	
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	2		<p>Story</p> <p>Season</p> <p>There are two types of seasons. The wet season and the dry season. Farmers grow crops like beans, sweet potatoes and cassava during the wet season. In the dry season, they harvest the ready crops for eating and selling. They use baskets to carry them from the garden to the market.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. How many seasons do we have? 2. In which season do farmers grow crops? 3. Write the title of the story 4. What do farmers use to carry ready crops? 5. Name the two seasons mentioned in the story 						
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7

1

Ways of living together**A dialogue about family****Mark:** Hallo Mathew**Mary:** Hallo Mark**Mark:** How are your family members?**Mary :** They are fine except my little sister Amanda who is sick.**Mark:**Oh! Sorry! Has your mother given her medicine?**Mary:** No, my father has taken her to the hospital.**Mark:** I wish her quick recovery, Good bye.**Mary:** Good bye too.**Questions**

1. Write the title of the dialogue
2. Who are the people talking in the dialogue?
3. Whose sister is sick?
4. Was Mary sister given medicine?
5. How many people are talking in the dialogue?

Recites the dialogue, acts and answers the questions that follow

Guided discussion

Question and answer

Printed papers having that dialogue

Reciting

Acting

Answering

Effective communication

Critical thinking

	2	FOOD AND NUTRIT ION	Different names of food	<p>A dialogue about food</p> <p>Ramah: Hullo Ryan</p> <p>Ryan: Hullo Ali</p> <p>Raham: Did you eat supper</p> <p>Ryan: Yes, I did</p> <p>Raham: What type of food you eat?</p> <p>Ryan: I ate rice, fish and potatoes</p> <p>Raham: what about you?</p> <p>Ryan: Oh! My dear I ate posho, irish – potatoes, meat and greens.</p> <p>Raham: Ha! Ha! Ha! Won't you fall sick?</p> <p>Ryan: No, that is what we call balanced diet</p> <p>Question</p> <ol style="list-style-type: none"> 1. How many people are talking in the dialogue? 2. Did Ryan eat supper? 3. Who are the people talking in the dialogue? 4. Which type of food did Ryan eat? 5. Draw these types of food bananas fish 						
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Living together

Different names of food

Shopping

items	qty	price
Tomato	1	100
Sugar	1kg	2000
Cabbage	1	300
Mango	1	100
fish	1	5000

Questions

- 1.How much is 1kg of sugar?
- 2.How much does a tomato cost?
- 3.How much will pay to buy a mango and 1kg of sugar?
- 4.How much money will Mary pay altogether?
5. Which item is expensive.

Studies the shopping list and answer the questions that follow

Guided discussion

Printed papers of shopping list

Study the shopping list

Answering the questions

Appreciation

Critical thinking

2		<p>A rhyme about occupation</p> <p>I thought about a teacher Who teaches pupils at school</p> <p>I thought about a doctor Who treats patients in the hospital</p> <p>I thought about a farmer who grows crops and keeps animals</p> <p>I thought about a carpenter who makes furniture for us</p> <p>I thought about a driver who drives the school van.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. What is the rhyme about? 2. Who teaches pupils at school? 3. Where do we go when we are sick? 4. What is the role of a doctor? 5. Why is a farmer important in the community? 						
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9	1	Food and nutrition	<p>A rhyme about food</p> <p>Food Food Food</p> <p>Mummy and daddy are there for us</p> <p>Daddy buys food and mummy prepares</p> <p>To look strong, healthy and happy .</p> <p>We need to eat all classes of food.</p> <p>With out food you cannot stand</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Who buys food at home? 2. Write the title of the rhyme 3. ____ cooks food at home. 4. What is the rhyme about? 5. Give the opposite of the following words <p>happy _____</p> <p>healthy _____</p> <p>stand _____</p> <p>buy _____</p>						
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10	1	Living things	<p>The Farm</p> <p>Mr. Mutale is a farmer. His farmer is found at Kitete in Mukono District. On his farm he keeps animals like goats, sheep and cows.</p> <p>He grows matoke, cassava, sweet potatoes and tomatoes. He serves many markets in Uganda</p> <p>Mr. Mutale is a rich man.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Who is the owner of the farm? 2. What is the title of the story? 3. In which district do we find Mr. Mutale's farm? 4. Give two examples of food which Mr. Mutale grows on his farm. 5. Write the opposite of the words below <ol style="list-style-type: none"> a) man b) rich c) like 6. Draw Mr. Mutale digging in the garden 						
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12	2	Accident and safety	<p style="text-align: center;">Passage</p>	<p>Spending car</p> <p>One day while John was going to school on his bicycle, he was knocked down by a speeding car. His leg and hand got broken. He was taken to the hospital for treatment while crying and shading blood.</p> <p>His bicycle got damaged and had to be taken for repair.</p> <p>The Doctor advised him to always be careful on the road to avoid accidents.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Who was going to school? 2. What was he riding? 3. Where was John taken for treatment? 4. Why did the doctor advised John to be carful on the road? 5. What knocked him? 						
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14	2	Food and nutrition	Puzzle	<p>Circle the words given from the puzzle</p> <p>Yam, mat market garden farm den hen shop war knee rice milk</p> <table border="1" data-bbox="478 358 869 769"> <tr><td>y</td><td>b</td><td>f</td><td>m</td><td>e</td><td>a</td><td>t</td><td>k</td></tr> <tr><td>a</td><td>v</td><td>z</td><td>n</td><td>s</td><td>t</td><td>o</td><td>l</td></tr> <tr><td>m</td><td>o</td><td>s</td><td>y</td><td>h</td><td>g</td><td>m</td><td>i</td></tr> <tr><td>g</td><td>v</td><td>w</td><td>s</td><td>o</td><td>a</td><td>a</td><td>s</td></tr> <tr><td>m</td><td>i</td><td>l</td><td>k</td><td>p</td><td>r</td><td>r</td><td>f</td></tr> <tr><td>x</td><td>h</td><td>e</td><td>n</td><td>r</td><td>d</td><td>k</td><td>a</td></tr> <tr><td>r</td><td>i</td><td>c</td><td>e</td><td>n</td><td>e</td><td>e</td><td>r</td></tr> <tr><td>w</td><td>a</td><td>r</td><td>e</td><td>r</td><td>n</td><td>t</td><td>m</td></tr> </table>	y	b	f	m	e	a	t	k	a	v	z	n	s	t	o	l	m	o	s	y	h	g	m	i	g	v	w	s	o	a	a	s	m	i	l	k	p	r	r	f	x	h	e	n	r	d	k	a	r	i	c	e	n	e	e	r	w	a	r	e	r	n	t	m						
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