

ENGLISH COMPREHENSION SCHEME OF WORK FOR P.1 THIRD TERM

WK	PD	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS/ TECHNIQUES	L/ACTIVITY	IND. OF L.SKILLS & VALUES	L/AIDS	REF	REM
1	1	**OUR TRANSPORT**	Rhyme in relation to transport	**The Traffic Light** Stop says the red light. Go says the green. Get set the amber one. Blinking in between. That's what they say. And that's what they mean. All must obey them. Even the queen	The learner; - reads and writes the rhyme correctly. - answers oral and written questions.	discussion explanation recitation	reciting the rhyme answering oral and written question	fluency articulation effective communication	Chalkboard illustration	Monitor English Course book 1 page 68	
	2		A story related to transport	**MY FATHER** My father was driving a…… As he was driving, we saw a-----moving on rails. The bus by passed us driving very fast. My father drove up to Airport. (train, driver car, Entebbe)	The learner; - reads the story carefully. - tells the missing words according to given list. - fills in the missing words to complete a meaningful story.	observation explanation question and answer	reading the story filling the missing words in the story	effective communication fluency self esteem	Chalkboard illustration	Teachers collection	
2	1	**OUR TRANSPORT**	Speech exercise and tongue twister	Travellers travelling to Toronto travelled with travellers travelling to different countries. Mark the carpenter parked his car at the far car park.	The learner; -makes different sounds imitating the teacher and animal sounds. -pronounces words correctly.	imitation recitation story telling explanation	telling stories reciting tongue twisters	fluency articulation self esteem	Chalkboard illustration	Mk Precise page 80	

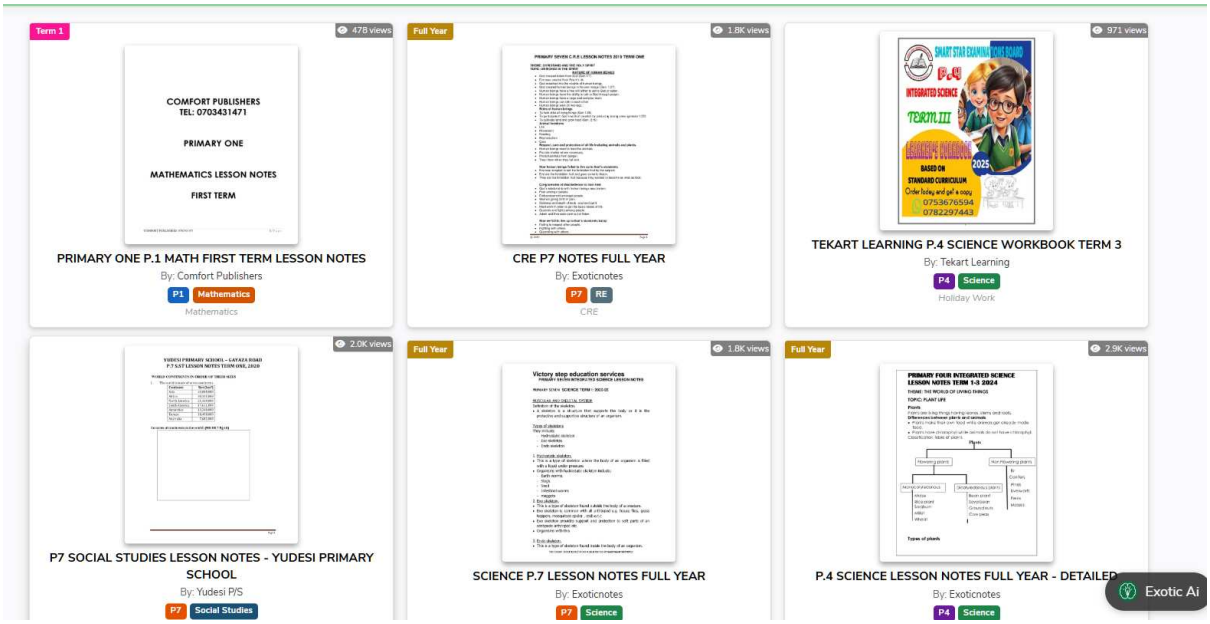
					-recites tongue twisters correctly.		question and answer				
	2		A story related to measures and transport	**MY HOME** My home is near Mbale town. There is a big tree near my home. I go to study at Aloi Primary School. My home is far away from my school. I use a lorry to go to school. It is very fast. It takes me a few minutes to reach school.	The learner; - reads the story correctly. - explains new words in the story correctly. - answers oral and written questions about the story.	explanation discussion question and answer story telling	reading the story answering oral and written question	articulation verbal and non verbal logical thinking	Chalkboard illustration	Thematic curriculum Trs guide page 357	
3	1	**OUR TRANSPORT**	A substitution table about past tense	A substitution table about the past tense	The learner; - reads the words correctly. - constructs oral and written sentences in past tense.	discussion explanation	reading the words correctly makes good sentences from the table	articulation creative and critical thinking	Chalkboard illustration	MK Pupils book standard 2 page 133	
	2		A dialogue about measures	**A dialogue** **Nathan:** Good morning Susan. **Suzan:** Good morning Nathan. **Nathan:** Where do you live? **Suzan:** I live at Gayaza. **Nathan:** What do you use when coming to school? **Suzan:** I use a car. **Nathan**: I like using a motor cycle because I stay near the school. **Suzan:** Oh! That is good.	The learner; - reads the dialogue. - answers oral and written questions.	discussion explanation question and answer	answering the questions acting the dialogue	articulation fluency self esteem	Chalkboard illustration	Teachers collection	
4	1	**OUR TRANSPORT**	A rhyme about travelling	**Rhyme** Travelling is good by road by air by water by rail There is plenty to see, to buy and to carry. Travelling is fun by taxi to school, by bus to church, by boat to the market. There is plenty to see at the park, at the station and at the airport.	The learner; - reads the rhyme correctly. - answers the questions asked about the rhyme.	discussion explanation question and answer	reading the rhyme answering oral and written question	articulation self esteem fluency	Chalkboard illustration	Mk Pupils book standard 2 page 121	

	2			**MY LOVELY SISTER** My sister has a long pencil. She uses it to write short stories. In her stories, she writes about pilots, drivers and sailors. She also loves reading story books in her free time. I love my sister too. By Diego	The learner; -reads the story correctly. - answers oral and written questions correctly.	question and answer explanation	answering the given question reading the story	fluency articulation self esteem	Chalkboard illustration	Teachers collection	
ELO: The child is able to identify, appreciate and express oneself aesthetically and imaginatively.											
5	1	**THINGS WE MAKE**		On Saturday I ------to the supermarket. Daddy------ me a big ball and ------ football with my friends. Tom------my ball and I became very------. (sad, bought, lost, went, played)	The learner; - reads the story carefully. - tells and fills in the missing words to complete the story.	explanation observation question and answer	reading the story filling in the missing letters	chalkboard illustration	Effective communication	Teachers collection	
	2		A dialogue about things we make	**A dialogue** **Juma:** Hello Mary. **Mary:** Hello Juma. **Juma**: Have you ever seen a rope? **Mary:** Yes, I have ever. **Juma**: What is it made of? **Mary:** It is made of sisal. At times fibre. **Juma:** Where is sisal got from? **Mary:** It is got from sisal plants in dry places. **Juma:** Wonderful Bye for now.	The learner; - reads the dialogue correctly. - answers oral and written questions correctly.	discussion explanation question and answer	naming the sources spelling given words	self esteem fluency articulation critical and creative thinking	Chalkboard illustration	Teachers collection	
6	1	**Things we make**	Pictures about things we make	Study the pictures and answer questions about them	The learner; - reads the questions given. - answers the questions in full sentences.	observation explanation question and answer	studying the pictures given answering the question asked	fluency articulation critical thinking	Picture cards Chalkboard illustration	Teacher's collection 351	
	2			Study the picture below and answer the questions about it	The learner; - reads the questions carefully. - answers the questions both orally and written.	observation question and answer	studying the pictures given. answering the question	creative and critical thinking fluency	Chalkboard illustration	Teacher's collection	

7	1	**Things we make**		**A dialogue** Nisha: Nince:	The learner; - reads the dialogue correctly. - acts the given dialogue.	explanation question and answer	reading and acting the dialogue answering the asked question	self esteem fluency articulation	Chalkboard illustration	Teacher's collection	
	2			**Banana fibres** Banana fibres are very useful. We make things like-----and-----. Sarah likes skipping a-----and during sunny weather I put on the-------- and John carries the ------- on his head. (balls, basket, rope hat mats)	The learner; - reads the story carefully. - tells and fills in the missing words to complete the story.	explanation discussion question and answer	filling in the missing words reading the story	fluency effective communication	Chalkboard illustration	Teacher's collection	
ELO: The child is able to explore, observe, appreciate and identify ways of conserving the environment.											
8	1	Our Environment	A story related to animals	**Muli** One day Muli went to the game park. He went with his father, but not his mother. He saw lions and elephants, but not zebras. He saw birds too. He liked the animals, but not birds. Muli said to his father I liked watching animals but not hunting.	The learner; -reads the story correctly. - answers the questions in full sentences.	story telling question and answer	reading the story correctly answering the given question	fluency effective communication critical thinking	Chalkboard illustration	Primary English 2 page 13	
	2		A dialogue related to the animals	**Ben:** Oh! Ritah nice to see you. **Ritah**: Nice to see to Ben **Ben:** Did you enjoy the trip to the zoo. **Ritah**: Yes, I did. **Ben:** I enjoyed seeing the giraffe, rhino and lion **Ritah**: I liked the monkeys. **Ben:** Did you see the snakes. **Ritah**: Oh! They were scaring	The learner; - reads the dialogue. - adds the given dialogue.	explanation discussion question and answer	reading and acting out the dialogue answering the given question	fluency self esteem effective communication	Chalkboard illustration	Teacher's collection	
9	1	Our Environment	Guided composition about factors that	**Guided composition** bush burning over grazing cutting trees	The learner; - reads and studies the composition. - fills in the missing words.	discussion observation	reading and studying the composition	creative thinking critical thinking	Picture cards Chalkboard	Teacher's collection	

			damage our environment				filling the missing words		illustration		
	2		A story about things that damage	Old containers and bottles are very dangerous to our environment. It is also bad to throw polythene bags every where and we should also collect used tins and put them in the dustbin or burn them	The learner; - reads the story carefully. - answers the questions in full sentences.	story telling question and answer	reading the story answering the asked question	fluency critical and creative thinking	Chalkboard illustration	Teachers collection	
ELO: The child is able to recognise and appreciate the importance of living with other harmoniously in the home, school and community.											
10	1	PEACE AND SECURITY	A Dialogue about plants	**A dialogue** Beth: Nisha:	The learner; - reads and acts the dialogue. - answers questions about the dialogue.	articulation discussion question and answer	reading the dialogue answering question about the dialogue	articulation fluency self esteem	Chalkboard illustration	Teacher's collection	
	2		A story about accident	Travelling	The learner; - reads the story carefully. - answers the questions correctly.	story telling explanation question and answer	reading the story answering questions correctly	articulation fluency critical thinking	Chalkboard illustration	Teacher's collection	

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