P.2 GRAMMAR LESSON NOTES FOR TERM I

Date	Class	No. of pupils	Time

THEME: **Our school and Neighborhood**

SUB THEME: Location of the school

COMPETENCES: - Define a noun

- Give examples of nouns
- Add s to form the plural form.

INTRODUCTION:

CONTENT: **NOUNS**

A noun is a naming word.

A noun is a name of something.

I.e. names of people e.g. John

Names of places e.g. Kitete

Names of objects/ things e.g. cup/ plates

Examples of nouns

Things	**people**	**places**
books, pens, medicine	Mr. Mugoya	Uganda
tables, charts etc.	Child, teacher	Kenya
flag, broom, sign post	Mrs. Mugoya	Tanzania, Sudan, Town

Underline nouns in these sentences

1. The **pencil** is in the **tin**.
2. **John** has a **book**.
3. The **broom** is behind the **door.**

Exercise

1. Underline the nouns in these sentences
   a) Tom has a nice book.
   b) The ruler is under the table.
   c) Jessica is sick.
   d) The snake is under the chair.

e) Mwesigwa's shirt is clean.

2. Make sentences using the given words below.

   Books:

   Uniform:

Date	Class	No. of pupils	Time

THEME: **Our school and Neighborhood**

SUB THEME: Location, symbols and benefits of the school

COMPETENCES: - Define a noun

- Give examples of nouns

INTRODUCTION: A teacher will introduce the lesson with the review of previous lesson

CONTENT: **<u>TYPES OF NOUNS</u>**

Proper nouns

These are names of important things like

1. Names of people, like Keren, Esther, Maurice
2. Names of places like Mukono, Kampala etc.
3. Days of the week, Monday, Tuesday etc.
4. Months of the year January, February etc.

All proper nouns begin with capital letters.

Exercise

A. Underline the proper nouns in the sentences

1. Mebra was born in February.
2. Sunday is the first day of the week.
3. Tom went to Mbale

B. Re – write these sentences correctly

4. ali went to sudanlast year.
5. Our head teacher is miss. immaculatemawanda.
6. january is the first month.

C. Write in full

Tue _____

Mon _____

Sun _____

Date	Class	No. of pupils	Time

THEME: **Our school and Neighborhood**

SUB THEME: Symbols of the school

COMPETENCES: **- Reading words correctly**

- Forming plurals

INTRODUCTION: Introduce the lesson with a known song.

CONTENT:

- Nouns where we add "s"to form plurals

Singular	**plural**
book	books
ruler	rulers
pen	pens
desk	desks
uniform	uniforms
flag	flags
chalkboard	chalkboards
flag	flags
cup	cups
plate	plates
pencil	pencils
rubber	rubbers
chair	chairs
sign post	sign posts
umbrella	umbrellas

Exercise

Give the plural of these nouns.

1. book
2. dress
3. cup –

4. signpost –
5. table –

Give plural of the underlined words

1. This is a **desk**
2. Grace has a **uniform**
3. Mary has a good **flag**
4. We have two **chalkboards** in our class
5. Our teacher got Mary an **umbrella**

Give the plural form of the word given in the brackets

1. *She has good _____.(bag)*
2. *Mr. Katumba bought four _____from the shop.(pencil)*
3. *The _____ are kicking the ball.(boy)*

Date	Class	No. of pupils	Time

- **THEME:** **Our school and Neighborhood**
- **SUB THEME:** Benefits to the school from neighborhood
- **COMPETENCES: Add "es" to form the plural form**
- **INTRODUCTION**: The lesson will be introduced by reviewing the previous lesson
- **CONTENT**: Nouns that take "es" to form plurals

Nouns which end with a hissing sound e.g. **x, s,** we add "**es"** to their plural

Examples

Singular	**plural**
box	boxes
glass	glasses
dress	dresses
class	classes

Other words which add "es" but do not have a hissing sound are

Singular	**plural**
Mango	mangoes
Tomato	tomatoes
Buffalo	buffaloes

Watch	watches
Church	churches
Bench	benches

Exercise

Write the plural of the underlined word

1. She has a **mango**
2. Daddy bought me a new **dress**
3. He is carrying a **box**
4. David eats a **tomato** everyday
5. The teacher is in the **class**
6. Give me a **match** boxes
7. They boarded a **bus**
8. Children saw a **buffalo** in the zoo

   Write the plural form of the word given in brackets.
9. He bought many_____ from the market (tomato)
10. We have four_____ at home.(glass)

Re – write the sentences giving the plural form of the under lined.

a) The **uniform** is under the table.

b) She broke the **glass** yesterday.

c) The **buffalo** shouted loudly.

Date	Class	No. of pupils	Time

THEME: **Our school and Neighborhood**

SUB THEME: Benefits to the neighborhood from school

COMPETENCES: - Change "y" to "ies" to form the plural form.

INTRODUCTION:

CONTENT: Nouns that end with "y" and there's a consonant letter we drop "y" and then we add "ies" to form the plural form.

SINGULAR	**PLURAL**
Puppy	puppies

Library	Libraries
Baby	babies
Lorry	Lorries
Body	bodies
Fly	flies
lady	ladies
City	cities
Country	countries
County	counties
Community	communities
Family	families

Other words which end with "y" but do not add "ies" and just add "s"

These words have a vowel letter before letter "y"

Boy boys

Monkey monkeys

Toy toys

Valley	valleys
Donkey	donkeys
Trolley	trolleys
Key	keys

Exercise

Write the plural form of the underlined noun.

1. The young of a dog is a **puppy**.
2. Look at that **lady**.
3. He bought a **tray** of egg.
4. I found a **monkey** in our gardens.
5. These are my **family** members.
6. There is a **fly** in the food.
7. The boy has the **key**.
8. Tom bought a **toy** car.
9. The **baby** is crying for milk.

10. An insect has three **body** parts.
11. She crossed the **valley** alone.
12. Our teacher has a **donkey**.
13. My father has a big **box**.
14. Our school **sign post** is good.

Date	Class	No. of pupils	Time

THEME: **Our school and Neighborhood**

SUB THEME: Causes of problems between school and neighborhood.

COMPETENCES: - Change "f" to "ves"

- Make sentences with the nouns.

INTRODUCTION:

CONTENT: Nouns that end with "f" or "fe" change to "ves" in their plural form.

Singular	**Plural**
Leaf	leaves
Life	lives
Knife	knives
Half	halves
Wolf	wolves
Calf	calves
Wife	wives
Loaf	loaves
Shelf	shelves
Self	selves

Words with "f" that do not change to "ves" and we add "s"

Chiefs

Roofs

Staffs

Exercise

Change these sentences into plural forms.

1. Their **life** is in danger.
2. They have a big **shelf**
3. The **roof** is very dirty.
4. The policeman caught a **thief**.
5. A **wolf** killed the boy.
6. That tree has many **leaf**.
7. My mother s **knife** is sharp.
8. My father bought a **loaf** of bread.
9. Our cow has a **calf**.
10. I saw the **chief** yesterday.

Date	Class	No. of pupils	Time

THEME: **Our school and Neighborhood**

SUB THEME: Causes of problems between the school and neighborhood

COMPETENCES: **- Identify Nouns that** change "oo" to "ee" to form the plural form.

- Identify nouns which don't change.

INTRODUCTION:

CONTENT: Nouns that change "oo" to "ee" to form plurals

Nouns with "oo" change to "ee"

Foot feet

Tooth teeth

Goose geese

Nouns that change the vowels completely

Mouse - mice

Louse - lice

Man - men

Child – children

Ox - oxen

Woman - women

Policeman - policemen

Nouns that don't change to form plurals

sheep, salt , wood , furniture , fish , milk ,water, luggage , sugar

Exercise

Give the plural form of the nouns in the brackets

1. He doesn't brush his…….. (tooth)
2. A shepherd looks after……..(sheep)
3. David has big…….. (foot)
4. I saw …… in our garden (mouse)
5. Our uncle went to village with a heavy …….(luggage)
6. He used ……. to plough. (ox)
7. That carpenter makes nice …… (furniture) from…… (wood).
8. The ……. are playing football,(child).

Date	Class	No. of pupils	Time

THEME: **Our school and neighborhood**

SUB THEME: **Causes of problems between school and neighborhood**

COMPETENCES: - Identify collective nouns

INTRODUCTION: Give a single word for the underlined words

CONTENT:

Collective nouns

These are nouns which stand for a group of things

Examples

- A group of thieves-gang
- A group of sheep-flock
- A group of oxen-team
- A collection of trees-forest
- A group of sticks-bundle
- A group of cattle-herd
- A group of birds flying-flight
- A heap of soil.

- A group of flowers-bouquet
- A group of monkeys-troop
- A group of dancers-troupe
- A group of bees-swarm
- A group of singers-choir

Exercise

1. Give a single word for the underlined group of words.
   a) I met a **group of thieves** at night.
   b) Our school has a **nice group of singers**.
   c) The queen bought a nice **group of flowers**.
   d) My father has a big **group of cattle**.
   e) The angry **group of bees** attacked the mad man.
   f) The farmer has a big **group of oxen.**

Date	Class	No. of pupils	Time

THEME: Our school and neighborhood

SUB THEME: Ways of preventing them

COMPETENCES: - Read words correctly

- Introduce the lesson with the review of previous lesson.

INTRODUCTION:

CONTENT:

Opposites of nouns

An opposite is a word which is completely different from the other

Nouns and their opposites

Man	–	woman
Village	–	town
Master	–	servant
Child	–	adult
Visitor	–	host
Lady	–	gent

Life	–	death
Discipline	–	indiscipline
Mummy	-	daddy
Father	-	mother
Grandfather	-	grand mother
Uncle	-	aunt
Boy	-	girl
Young	-	old
Old	-	new

Exercise

Give the opposite of the underline noun

1. That **man** is ugly.
2. **Mummy** went to town
3. The **visitor** was so smart.
4. The **lady** has a nice bag.
5. Tom lives in that **village**

b) Match the animals to their young ones.

Elephant	puppy
Lion	kitten
Goat	cub
Dog	calf
Cat	kid

End of theme test

Underline the nouns in the sentences below

1. Our school is very good.

2. Mebra has gone to Kampala.

3. The dog baked at the thief last night.

4. My school is found in Kitete village.

5. Mawanda went to London on Monday.

Give the plural form of the word given in the brackets to complete the sentences

6. He makes _____ every weekend.(rope)

7. *The carpenter Made nice _____ last Friday.(bench)*
8. *Our school has many _____(bus)*
9. *The _____jumped over the fence last night.(thief)*
10. *River Nile has a lot of _____(water)*
11. *My _____are paining.(tooth)*
12. *My father bought _____ of bread yesterday). (loaf)*
13. *We say Mary _____ at the zoo last year.(monkey)*
14. *The _____ cried loudly last night.(baby)*

Give one word for the underlined group of words

15. *She met **a group of thieves** on Wednesday.*
16. *We met a **group of cattle** on our way to school.*
17. *My mother is a **person who heads a school.***
18. *The **person who flies aeroplanes**came to our school.*
19. *The queen bought a **nice group of flowers.***
20. *She went to a place **where children learn from.***

INTRODUCTION: The teacher will introduce the lesson by reviewing the previous lesson

CONTENT: A capital letter

A capital letter is used when beginning a sentence.

a) ***This is my book***

A capital letter is also used when writing proper nouns even if it is in the middle of the sentence e.g. names of people, names of places, days of the week, months of the year etc.

Examples.

1. ***The teacher is teaching***
2. ***My name is Karen***
3. ***Today is Tuesday***

Exercise

Punctuate these sentences correctly

1. ***daddy goes to work on Sunday***

2. ***our school has many uniforms***
3. ***i go to church on Saturday***
4. ***that an old man is my grandfather***
5. ***anent lives near our school***
6. ***Muslims pray on Friday***
7. ***tom is going to Mukono***

Date	Class	No. of pupils	Time

THEME: ***Our school and Neighborhood***

SUB THEME: ***Punctuation***

COMPETENCES: *Explain the word punctuation*

Punctuating using capital letters and a full stop

INTRODUCTION: The teacher will introduce the lesson by reviewing the previous lesson

CONTENT: A full stop (.)

A full stop is a mark used at the end of a positive and negative sentences

Examples

1. ***The teacher is teaching***
2. ***I am going to school***
3. ***Andrew is going to church***

Exercise

Punctuate the sentences correctly

1. ***Mummy goes to work on Monday***
2. ***Our shop is in Mukono***
3. ***Alice is a good girl***
4. ***A pilot flies an aeroplane***
5. ***Douglas is handsome***
6. ***Okello has a new uniform***
7. ***The first month of the year is January***

Date	Class	No. of pupils	Time

THEME: Our home and Community

SUB THEME: Roles of different people in the community

COMPETENCES: - Use a question mark.

- Mention questioning words
- Make the question mark sing (?)

INTRODUCTION:

CONTENT: A Question mark (?)

A question mark is used when ending a sentence in question form.

Questioning words

These are words used when asking a question.

These words include

What, Where, Why, Who, How, Whom, Have, Are, Does, Did, Do, Is, Was, Will, Shall

Examples

1. What is your name?
2. Who is your teacher?
3. Where is your school located?
4. Why have you come late?

Exercise

Fill in the gap using a correct questioning word and put a question mark

1. …….do you live.
2. ……is you teacher's name?
3. ……you eaten food.
4. …….. do you come to school.
5. ……are you crying
6. ……you know him.
7. …….you hungry
8. ……she pray on Sunday.

Date	Class	No. of pupils	Time

THEME: Our home and Community

SUB THEME: Roles of different people in the community

COMPETENCES: - Use a comma correctly

- Make sentences using a comma
- Read the sentences having commas

INTRODUCTION:

CONTENT: <u>A comma</u>

This is used when listing / separating many things in a sentence.

Examples

- My aunt, uncle and grandfather have come.
- Lule, Tom, Musa and Aki are related
- Daddy bought me books, pens, pencils, rulers and rubbers.

Exercise

Put a comma where it's needed

1. Susan Annette Amina and Annet are in primary two.
2. She bought oranges, mangoes, grapes apples and pineapples.
3. The baby needs milk bread and butter
4. We have desks benches table and chairs.
5. Badge motto uniform signposts are school symbols.
6. Daddy mother and sister visited me.
7. They are eating bananas bread and yams.
8. Paul's sister's brothers and friend were happy.

Date	Class	No. of pupils	Time

THEME: Our home and Community

SUB THEME: Cultural practices and values in the community

COMPETENCES: - Use an apostrophe in sentences

- Read a sentence with an apostrophe.

INTRODUCTION:

CONTENT: **<u>An apostrophe (')</u>**

It is used to show ownership

Examples

- John's book
- Titus's shirt
- Mother's belt
- The baby's toy.

Exercise

Put an apostrophe where necessary.

- This is my brothers shirt
- These are Toms shoes
- It is teacher's seat.
- This is our director's car.
- You take his mother's bag inside
- That is my friend's ruler.
- Wamala has Musokes money.
- She isthe doctor's maid.

Date	Class	No. of pupils	Time

THEME: Our home and Community

SUB THEME: PUNCTUATION

COMPETENCES: - Put an apostrophe in a right position

- Read sentences with an apostrophe

INTRODUCTION:

CONTENT: **<u>An apostrophe (')</u>**

It is used to show ownership

<u>An apostrophe (')</u>

Used in short form.

It is put where the letters have been left out for example

Examples.

- She is …….. She's.
- He is …….. He's.
- Will not ……. Won't
- They are…… they're
- Should not…….. shouldn't
- Shall not……. Sha'nt
- Are not…….. aren't
- Has not…… hasn't
- Have not……. Haven't
- Did not …… Didn't
- Is not ……. Isn't.
- Cannot…… can't

Exercise

Use an apostrophe where necessary.

1. *There isn't any water.*
2. *Aren't you coming with us?*
3. *You shouldn't quarrel again.*
4. *She wasn't here to see the thief*
5. *He didn't come today.*

6. *He didn't come today.*

End of theme test

Punctuate the following sentences correctly.

1. *my father is going to gulu.*
2. *maria bought oranges mangoes grapes and apples*
3. *where are you going*
4. *the name of my school is cornerstone junior school*
5. *what is the name of your teacher*
6. *that is johns new book*
7. *the headteacher didn't come to school today*
8. *susanannetmoureen and shama went to America last Friday*
9. ***write the following in short***

   shall not _____

   are not_____

   can not _____

   she is _____

Date	Class	No. of pupils	Time

THEME: The human body and health

SUB- THEME: Parts of the body and their functions

COMPETENCES: Tell the meaning of conjunctions

Join sentences using "because"

Uses the conjunction to join sentences correctly

CONTENT

<u>Conjunctions</u>

Those are words used to join sentences e.g. because, but, and

<u>The use of …….. because……</u>

<u>Examples.</u>

1. ***Joel is crying. He is sick.***

   Joel is crying because he is sick.

2. ***Rose did not go to school. She was not feeling well.***

   Rose did not go to school because she was not feeling well.

<u>Exercise</u>

Join these sentences using …….because……..

1. ***The toilet is smelling. It is dirty.***
2. ***Joan is happy. She has bought a doll.***
3. ***I have not gone to school. I am sick.***
4. ***Prosper was punished. She came late.***
5. ***Noreen cannot carry a basket. She is young.***
6. ***Alice is crying. She cut her herself.***
7. ***Charren is hungry. She did not eat food.***
8. ***Kaweesi cannot run. He has one leg.***
9. ***Akello can't see. She is blind.***

Date	*Class*	*No. of pupils*	*Time*

THEME: The human body and health

SUB- THEME: Parts of the body and their functions

COMPETENCES: Joining sentences using "and"

INTRODUCTION: A teacher introduces a lesson with a song related to the parts of the body.

CONTENT: Conjunction

<u>The use of.....and……</u>

<u>Examples.</u>

1. ***I bought a pencil. I bought a pen.***

   I bought a pencil; and a pen.
2. ***We have a basket. We have a tin.***

   We have a basket and a tin.

<u>Exercise</u>

Join these sentences using……..…. and…….…..

1. ***Musa eats paw paws. Musa eats apples.***

2. ***Jessica is brown. Rose is brown.***
3. ***Jane made a pot. Jane made a mat.***
4. ***Alice has a nice dress. Ritah has a nice dress.***
5. ***He has two hands. He has two feet.***
6. ***He has two eyes. He has two ears***

Date	*Class*	*No. of pupils*	*Time*

THEME: The human body and health

SUB- THEME:

COMPETENCES: Joining sentences using beginning:

Both …….. and……

INTRODUCTION:

CONTENT: Conjunctions

<u>The use of: Both……...and……</u>

<u>Examples</u>

1. ***Jackie is smart. Karen is smart.***
   Both Jackie and Karen are smart.
2. ***Okoth is tall. Akello is tall.***
   Both Okoth and Akello are tall.

<u>Exercise</u>

Join these sentences beginning: Both…… and…….

1. ***Jimmy is sick. Ali is sick.***
2. ***Cathy is my friend. Timothy is my friend.***
3. ***Favour has a green bag. Miracle has a green bag.***
4. ***Andrew is happy. Mark is happy.***
5. ***Nathan is my son. Norman is my son.***
6. ***Kasozi is blind. Mukisa is blind.***
7. ***Martha is short. Mary is short.***

Date	*Class*	*No. of pupils*	*Time*

THEME: The human body and health

SUB- THEME: Parts of the body and their functions

COMPETENCES: Joining sentences using "but"

Both orally and written

INTRODUCTION:

CONTENT: Conjunctions

<u>The use of:……...but……</u>

<u>Examples</u>

1. ***Aine was sick. She went to school.***
   Aine was sick but she went to school.
2. ***Musa came late. He was not punished.***
   Musa came late but he was not punished.

<u>Exercise</u>

1. ***Josephine went to church. She did not pray.***
2. ***Olga is beautiful. She is not married.***
3. ***I bought food. I did not eat it***
4. ***I like Adam. He is not my friend.***
5. ***We came to school. We did not learn***
6. ***She has eyes. She doesn't see.***

Date	*Class*	*No. of pupils*	*Time*

THEME: The human body and health

SUB- THEME: Sanitation

COMPETENCES: Using questioning words in sentences

INTRODUCTION:

CONTENT:

<u>The use of questioning words</u>

a) ***How……..?***
b) ***What……?***
c) ***Who……..?***

<u>Examples</u>

1. ***I am seven years old. (Begin: How……...?)***
   How old are you?
2. ***My name is Abel. (Begin: What……...?)***
   What is you name?
3. ***Ketra swept the compound. (Begin: who……?)***

   Who swept the compound?

<u>Exercise</u>

1. ***I am eight years old. (Begin: How……...?)***

<u>Fill the gaps with the correct questioning word.</u>

2. ***……. your name?***
3. ***……..is your best friend?***
4. ***……...old is your sister?***
5. ***……. Your father's name?***
6. ***…… collected rubbish?***
7. ***…… is he doing?***
8. ***…….. Can you keep drinking water safe?***
9. ***…… cut the tree?***

10. ……. Cleaned the classroom?

Date	Class	No. of pupils	Time

THEME: Human body and health

SUB THEME: PREPOSITIONS

COMPETENCES: - Use the prepositions in sentences.

- Draw picture to show the preposition.
- Make sentences using the preposition.

INTRODUCTION:

CONTENT: **Preposition**

A word/ group of words used before a noun/ a pronoun to show a place or position.

Examples

- on, in, under, over, behind, near, between, from, inside, outside, in front of , by, etc

Examples

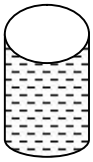
1. The cat is **under** the table.
2. The pencil is **in** the tin.

Exercise

a) Fill in the correct preposition

1. The ball is …… the table.
2. The cat is ……the chair.
3. The flower is ……. the tin.
4. The tree is …… the house
5. The jar is …….. the stool.
6. Tamale is standing …… the cupboard.

b) **Make sentences using the words below**



_____



_____





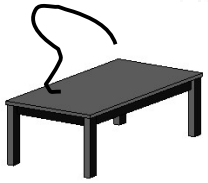
_____







_____



_____

Date	Class	No. of pupils	Time

THEME:

SUB THEME: PREPOSITIONS

COMPETENCES: - Use the preposition in sentences

- Draw pictures to show the preposition.

INTRODUCTION:

CONTENT: **PREPOSITION**

Examples

- between
- inside
- outside
- down
- opposite
- in front of
- against. .

Exercise

Fill in the gaps using a correct preposition.

d) Musa is standing…….. Sarah and Scholar.

e) The water is …….. the bucket

f) The woman is standing…….. the van.

g) The church is ……. the huts.

h) The bicycle is leaning …….. the tree.

i) The cow is standing ……. the tree.

Date	Class	No. of pupils	Time

THEME: Food and Nutrition

SUBTHEME: Verbs and their tenses

COMPETENCES: - Define a verb and a tense

- Give examples of verbs
- Make sentences in different tenses.

INTRODUCTION:

CONTENT: Verbs

Verbs

A verb is a doing word.

Types of verbs

1. Regular verbs
2. Irregular verbs

Regular verbs:- These are verbs which have their past tenses changed by adding "ed" "d"

Verb	Continuous	Past	Perfect
walk	walking	walked	walked
cook	cooking	cooked	cooked
pray	praying	prayed	prayed
collect	collecting	collected	collected
dance	dancing	danced	danced
finish	finishing	finished	finished
add	adding	added	added
brush	brushing	brushed	brushed
work	working	worked	worked
talk	talking	talked	talked
kill	killing	killed	killed
want	wanting	wanted	wanted

open	opening	opened	opened
wash	washing	washed	washed

Some regular verbs that end with C.VC double last letters and "ed" is added to form the past and the perfect tense.

Verb	**Continuous**	**Past**	**Perfect**
clap	clapping	clapped	clapped
mop	mopping	mopped	mopped
slap	slapping	slapped	slapped
stop	stopping	stopped	stopped
skip	skipping	skipped	skipped
drop	dropping	dropped	dropped

Irregular verbs

These are verbs that change differently in past and perfect tense . Some verbs that end with "y" but before "Y" there is a consonant drop "y" then "ied" in the past and perfect tense

Verb	**Continuous**	**Past**	**Perfect**
shin	*shining*	*shined*	*shined*
cry	*crying*	*cried*	*cried*
carry	*carrying*	*carried*	*carried*
dry	*drying*	*dried*	*dried*
fry	*frying*	*fried*	*fried*
copy	*copying*	*copied*	*copied*
marry	*marrying*	*married*	*married*
dirty	*dirtying*	*dirtied*	*dirtied*
lie	*lying*	*lay*	*lain*
lay	*laying*	*laid*	*laid*

Regular verbs with letter "i". Changes to a and u form the past and perfect tense respectively.

Verb	Continuous	Past	Perfect
drink	*drinking*	*drunk*	*drunk*
sing	*singing*	*sang*	*sung*
ring	*ringing*	*rang*	*rung*
swim	*swimming*	*swam*	*swum*
swing	*swinging*	*swang*	*swung*
hang(yourself)	*hanging*	*hanged*	*hanged*

Verbs where we change "i to u to form the past simple and past participle respectively Some irregular verbs use "u" for the past and participate tense

Verb	Continuous	Past	Perfect
sting	*stinging*	*stung*	*stung*
dig	*digging*	*dug*	*dug*
wring	*wringing*	*wrung*	*wrung*
hand (item)	*handing*	*hung*	*hung*

Some irregular verbs with double vowel letter "e" drop one "er" and add letter "t" to form the past participle.

Verb	Continuous	Past	Perfect
sweep	*sweeping*	*swept*	*swept*
sleep	*sleeping*	*slept*	*slept*
kneel	*kneeling*	*knelt*	*knelt*
feel	*feeling*	*felt*	*felt*
creep	*creeping*	*crept*	*crept*
keep	*keeping*	*kept*	*kept*

weep	*weeping*	*wept*	*wept*

The irregular verbs that don't change their past and past participle

Verb	**Continuous**	**Past**	**Perfect**
cut	*cutting*	*cut*	*cut*
shut	*shutting*	*shut*	*shut*
put	*putting*	*put*	*put*
set	*setting*	*set*	*set*
hit	*hitting*	*hit*	*hit*
hurt	*hurting*	*hurt*	*hurt*
split	*splitting*	*split*	*split*
burst	*bursting*	*burst*	*burst*
cast	*casting*	*cast*	*cast*

Other irregular verbs

fly	*flew*	*flown*
teach	*taught*	*taught*
buy	*bought*	*bought*
eat	*ate*	*eaten*
make	*made*	*made*
wear	*wore*	*worn*
tear	*tore*	*torn*
beat	*beat*	*beaten*
hide	*hid*	*hidden*
ride	*rode*	*ridden*
bit	*bit*	*bitten*
tread	*trade*	*trodden*
shine	*shone*	*shone*

Some irregular verbs form their past and past participle simply by adding "t"

burn	burning	burnt	burnt
learn	learning	learnt	learnt
dream	dreaming	dreamt	dreamt
spoil	spoiling	spoilt	spoilt
deal	dealing	dealt	dealt

Exercise

1. **Complete the table below.**

stop	_____	stopped
clean	cleaning	_____
_____	washing	washed

2. **Underline the verb in the sentences below**
   a) She is burning rubbish.
   b) Do not open that door.
   c) The girl stole my pencil
   d) We sweep the house every day.

Date	Class	No. of pupils	Time

THEME: Food and Nutrition

SUB THEME: Verbs and their tenses

COMPETENCES: -

INTRODUCTION:

CONTENT: Verbs

Tenses

Is the changing of the verb according to time of action.

Present simple tense (everyday tense)

This tense tells us activities done every day, time, week, year, month etc. (use always)

She
He } s, es, ies, is added to the verb
It

We
I
You
They

Examples

- She sits on a mat every day.
- The baby cries every night.

Exercise

Use the correct form of the verbs given in the brackets.

1. Pius _____on the bench. (sit)
2. We _____a test every weekend. (do)
3. The pastor _____every Sunday. (preach)
4. He _____clothes every Saturday. (wash)
5. Mummy _____to the market every Friday. (go)
6. Mebra _____the books for marking. (take)
7. The baby _____every night. (cry)
8. The cleaner's _____the compound every day. (sweep)

Date	Class	No. of pupils	Time

THEME: Food and Nutrition

SUB THEME: verbs and tenses

COMPETENCES: - Define present continuous tense.

- Tell that verbs in this tense end with "ing".
- Drop letter e or some verbs which end with it.

INTRODUCTION:

CONTENT:

Present continuous tense (now tense).

This tense tell us about activities taking place/activities going on.

Is am and are, are the helping verbs for this tense.

Examples

a) She is cooking food
b) I am eating food now.

Exercise

Write the correct form of the verb given in the brackets.

1. She is _____a nice song. (ring)
2. They are ____ football. (play)
3. I am ___-food. (eating)
4. We are _____English. (learn)
5. The teacher is _____children. (teach)
6. I am _____on the table. (stand)
7. You are _____books. (collect)
8. The gate keeper is _____a thief. (chase)

Date	Class	No. of pupils	Time

THEME: Food and Nutrition

SUB THEME: verbs and tenses

COMPETENCES: - Define past tense

- Add "ed" to verb to make their past tenses
- Make correct sentences using the verbs

CONTENT: **<u>Past tense</u> (yesterday tense)**

This tense tell us activities that happened sometime back.

Verb	Past tense
Teach	Taught
Go	Went
Sweep	Swept
Steal	Stole
Eat	Ate
Play	Played
Pay	Paid
See	Saw

Exercise

Complete the sentence using the given verb in the brackets.

1. The teacher ___us yesterday. (teach)
2. I _____our signpost on the way. (see)
3. The director _____to America. (go)
4. She ____the classroom yesterday. (clean)
5. Mummy _____the house last night. (sweep)
6. I _____the door by myself. (open)
7. Ann _____my book yesterday. (steal)
8. We ____posho and beans last Monday. (eat)

SUB THEME: The use of "Has" and "Have"

COMPETENCE:

CONTENT: The use of have and has

<u>Has</u> is used with singular pronouns

<u>Have</u> is used with plural pronouns.

<u>Examples</u>

1. ***I have ten fingers.***
2. ***A goat has four legs.***
3. ***A dog has four legs.***

<u>Exercise</u>

Construct sentences from the table below.

They		***cold drinks***
It		***two beautiful dolls***
She		***four pairs of shoes***
We	***Has***	***two eyes***
Mary	***have***	***three cows at home***

P.2 COMPOSITION LESSON NOTES FOR TERM I 2018

Date	Class	No. of pupils	Time

Theme : Our school and neighborhood

Subtheme : Location of our school

Competences :
- Reading the vocabulary
- Using the vocabulary to make sentences.
- Spell the vocabulary correctly.

Introduction : The lesson will be introduced by a song Cornerstone Cornerstone

Content : **Vocabulary**

Child, broom, badge, flag, school, signpost, motto, medicine, water, food, neighborhood, benefit money,tree

Exercise

1. **Fill in the missing letter.**

   b_dge un_form sig_post mo_ _o

   fl_g m_dicine

2. **Construct sentences using these words**

   Uniform –

   Signpost –

   Broom –

3. **Read and draw**

   Signpost uniform flag

4. Get a small word from the big word

   Neighborhood.

   Broom

Date	Class	No. of pupils	Time

Theme : Our school and neighborhood

Subtheme : Location of our school

Competences : ***Make sentences using the given pictures.***

- Read the sentences using the pictures
-

Introduction : ***The lesson will be introduced by reviewing the previous lessons***

Content : **<u>Structure</u>**

Is this/ that a…….?

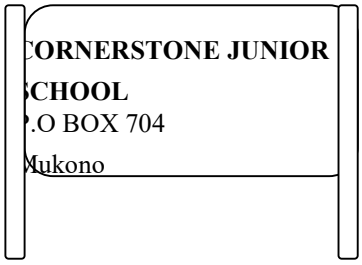
Yes, it is……../No, it is not……

<u>Examples</u>



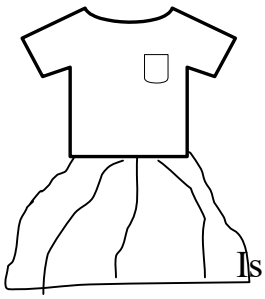
Is this a badge?

_____



Is this a sign post?

_____



Is this a uniform?

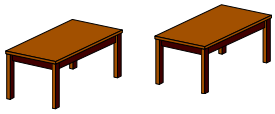
_____

Exercise

1. What are these?

 _____

 _____

 _____

Date	Class	No. of pupils	Time

Theme : Our school and neighborhoods.

Subtheme : Location symbols and benefits of our school

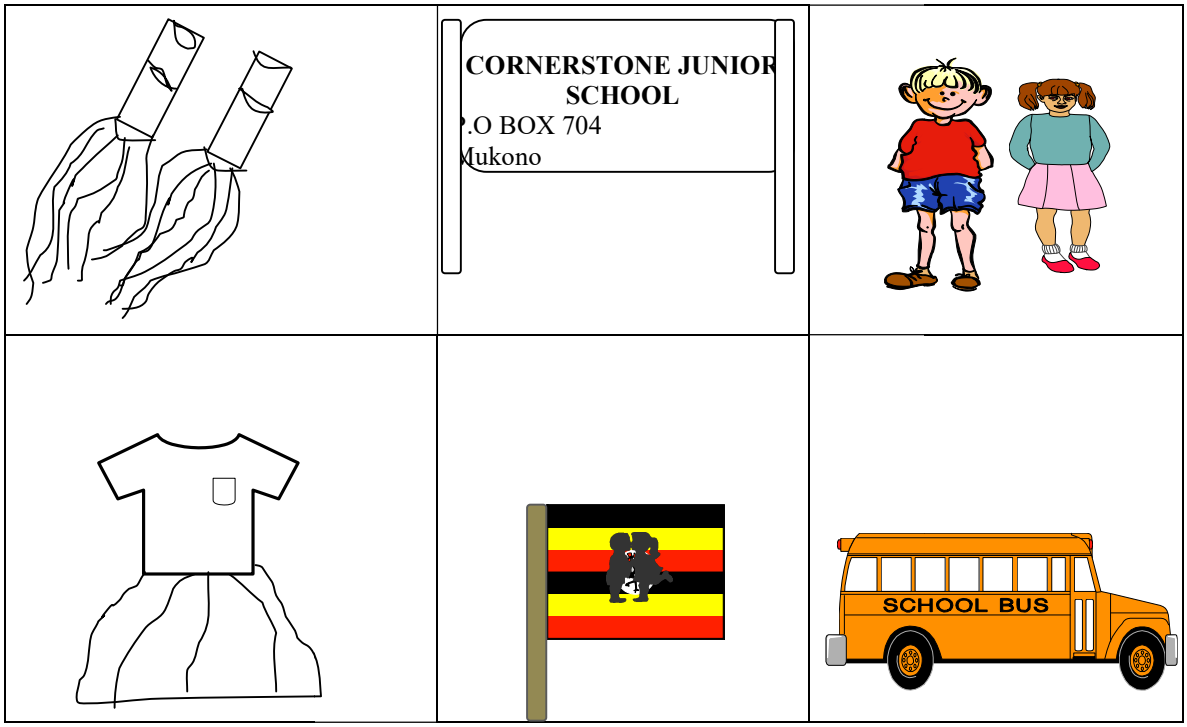
Competences : - Identify the pictures

- Name the pictures
- Making sentences from the pictures.

Introduction : The lesson will be introduced by a story telling about Our school

Content : **Picture composition.**

What can you see?



Examples

1. I can see a signpost.
2. I can see brooms.

Exercise

1. Construct sentences using the pictures abov

Date	Class	No. of pupils	Time

Theme **:** Our school and neighborhood.

Subtheme **:** Benefits of the neighborhood from the school.

Competences **:-** Read the vocabulary

- Make sentences using the vocabulary
- Use the vocabulary with the structure**.**

Introduction **:** The lesson will be introduced by reviewing the previous Lesson.

Content **:** **Vocabulary**

Ball, hall, library, desk, chalkboard, playground, table, Chair, teacher, ruler ,cupboard,compound,books.

Exercise

1. Write these words correctly.

   Library ___ desk_____ table_____ there_____

2. Write sentences using these words

   ball_____

   hall_____

   desk_____

   table_____

   chair_____

   library_____

3. Get a small word from the big word

Playground _____

Teacher _____

Chalk board _____

Date	Class	No. of pupils	Time

Theme : Our school and neighborhood.

Subtheme : Causes of problem between school and the neighborhood.

Competences :- Read the words

- Spell the words
- Make sentences with the words

Introduction : The lesson will be introduced by reviewing the previous Lesson.

Content : **Vocabulary**

gun , army , policeman , thief , land , fight , steal , gate , Man, prefect, watchman, sharing, friends

Exercise

1. **Make sentences using these words.**

   Steals _____

   Policeman_____

   Fighting _____

   Friend _____

2. **Choose a correct word to complete the following sentences.**

   The man who _____our books was arrested (steal, stole)

3. **Write a small word from the big word.**

   Watchman _____

   Gate _____

   Policeman _____

   Watchman _____

4. Read and draw

Chair	Teacher	Table

Date	Class	No. of pupils	Time

Theme **:** Our school and neighborhood

Subtheme **:** ***Causes of problems between school and the neighborhood***

Competences **:** ***Make correct sentences using the given structure.***

Introduction **:** ***The lesson will be introduced by reviewing the previous lesson***

Content **:** **<u>Structure</u>**

What do you like? I like…….

What don't u like? I don't like…….

<u>Examples</u>

Do you like praying?

Yes, I do.

Do you like fighting?

No, I don't

Do you like stealing?

I don't like stealing.

No, I don't

Exercise

1. Do you like learning?
2. Do you dislike eating?
3. Do you like sharing?
4. Do you like shouting in class?
5. Do you like reading?

Date	Class	No. of pupils	Time

Theme : Our school and neighborhood

Subtheme : ***Causes of problems between school and the neighborhood***

Competences : ***Identify the pictures correctly***

- Make correct sentences using the pictures
-

Introduction : ***the lesson will be introduced by know song***

Content : **<u>Structure</u>**

What are they doing?

Examples

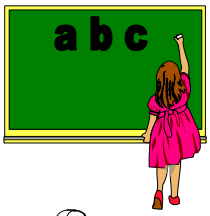

They are playing with a ball.


They are running

They are dancing

Exercise

1. Construct sentences using these pictures.







Date	Class	No. of pupils	Time

Theme : Our school and neighborhood**.**

Subtheme : Causes of problems between the school and the neighborhood**.**

Competences :
- Read the words in the box
- Join the words to make sentences
- Write correct sentences

Introduction : The lesson will be introduced by reviewing the previous Lesson.

Content : **<u>A substitution table</u>**

Make correct sentences from the table below.

He		Climbing the school fence.
She		standing near the ditch
They	is	eating Mr. Kintu's oranges
Mary	are	barking at our teacher
It		quarrelling with the chairman
Children		stealing on chairs

<u>Examples</u>

1. He is climbing the school fence.
2. They are eating Mr. Kintu's oranges
3. _____
4. _____
5. _____
6. _____

Date	Class	No. of pupils	Time

Theme : Our school and neighborhood.

Subtheme : Causes of problems between the school and the neighborhood.

Competences : **-** Read the jumbled sentences

- Re-arrange the sentences
- Write the sentences in order

Introduction : The lesson will be introduced by reviewing the previous Lesson.

Content : **<u>A jumbled composition</u>**

Read these sentences and re-arrange them to make a good story.

a) Jackson got a stone and threw at it.

b) The dog barked and chased him.

c) He met a neighbor's dog.

d) He was taken to the hospital for treatment.

e) He shouted loudly but the dog bit him.

1_____

2_____

3_____

4_____

5_____

Date	Class	No. of pupils	Time

Theme : Our home and community

Subtheme : Relationship between family members

Competences : **-** Read the words

- Spell the words
- Make sentences using the words

Introduction : The lesson will be introduced by a story telling about Kigozi's family.

Content : **Vocabulary**

father , mother , brother , sister , aunt , uncle, son , daughter , niece, nephew , in-law, friend , mother , grandmother , sister –in-law , brother - in - law, stepbrother , step sister

Exercise

a. Make correct sentences using these words.
b. Father
c. Mother
d. Sister
e. Brother

2. Fill in the missing letter
   a. a_nt un_le
   b. d_ _ghter gr_ _dfath_r
3. Choose a correct word to fill in the gap.
   a. My _____is so bright (sun. son)
   b. Your teacher is my _____(ankle, uncle)
4. Read and draw
   a. Grandmother grandfather mother

Date	Class	No. of pupils	Time

Theme : Our home and community

Subtheme : Relationship between family members

Competences: Writing sentences to make a story

Introduction: The lesson will be introduced by reviewing the previous lesson.

Content : **Composition writing**

Write a story about My family.

Guiding questions

1. What is your name?
2. Where do you live?
3. What is the name of your father?
4. What is the name of your mother?
5. How many children are you in your family?
6. How many brothers do you have?
7. How many sisters do you have?
8. Which position are you in your family?
9. Is your family interesting and loving?

Date	Class	No. of pupils	Time

Theme **:** Our home and community

: **Roles of different people in our community**

Subtheme **:** Relationship among family members

Competences **:** Read the words

- Spell the words
- Use the words in sentences

Introduction **:** The lesson will be introduced by reviewing the previous lesson

and Babirye

Content : Vocabulary

doctor, nurse , teacher , policeman , woman , carpenter , patient , barber , hunter , lawyer , plumber , pilot , fishmonger, fisherman , farmer , banker

Exercise

1. **Make correct sentences*using the words below***

   Policeman:

   Carpenter: _

2. **Match correctly**

doctor	drives vehicles
nurse	keeps law and order
teacher	mends shoes
carpenter	treats patients
shoemaker	cares for the sick
policeman	teacher pupils
driver	make furniture

3. **Get a small word from the big word**

carpenter – policewoman –

teacher – shopkeeper –

shoemaker – near –

Date	Class	No. of pupils	Time

Theme : Our home and community

Subtheme : **R**elationships/ Roles of different people in our community

Competences : Make sentences

- Read the sentences made

Introduction : The lesson will be introduced by reviewing the previous lesson

Content : **<u>Structure</u>**

What does a _____do?

A_____

Who_____?

<u>Examples.</u>

1. What does a doctor do?

   <u>A doctor treats patients.</u>

2. Who treats patients?

   <u>A doctor treats patients.</u>

3. What does a fishmonger do?

   <u>A fishmonger sells fish.</u>

4. Who sells fish?

   <u>A fish monger sells fish.</u>

<u>Exercise</u>

1. Who catches fish?
2. What does a farmer do?
3. What does a pilot do?
4. Who cuts people's hair
5. Who gives and keeps money?
6. What does a carpenter do?

Date	Class	No. of pupils	Time

Theme : Our home and community

Roles of different people in our community.

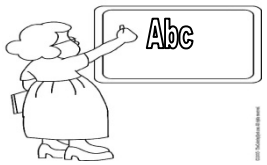
Subtheme : Relationship between family

Competences : Observe the pictures

- Identify the pictures
- Name the picture

Introduction : The lesson will be introduced by reviewing the previous lesson.

Content : **<u>A picture composition</u>**

Make sentences about each picture

1.
2.
3.

Date	Class	No. of pupils	Time

Theme : Our home and community

Subtheme : Roles of people in our community

Competences : Read the words

- Spell the words
- Make sentences with the words

Introduction : The lesson will be introduced by reviewing the previous lesson.

Content : **Vocabulary**

school, forest , workshop , airport , shop , hospital , lake , salon, garden , market, river , court , farm, police station

Structure

1. Where does a teacher work?

   A teacher works in a school.

2. Where does a carpenter work?

   A carpenter works in a carpentry shop.

Exercise

Answer these questions.

1. Where does a doctor work?
2. Where does a pilot work?
3. Where does a farmer work?
4. Where does a lawyer work?
5. Where does a hunter work?
6. Where does a fisher monger work?

Date	Class	No. of pupils	Time

Theme : Our home and community

Subtheme : Cultural practices and values in our community.

Competences : Write sentences

- Response to the guiding questions

Content : **<u>Vocabulary</u>**

walk, read, wrote, sweep, lay, clean, eat, sing, comb, wash, brush, dance, cook, pray, run , present

Exercise

1. **Make correct sentences**

a) play –

pray –

b) eat –

it –

2. **Complete the table correctly**

walk	____	walked
play	playing	___
___	singing	sang
run	___	ran

3. Give the plural of the words below

Cook _____ comb _____ brush _____

4. Fill in the missing letters

Pr __ sent w__sh s __ng d__nce

5. Choose the correct word from the brackets

a) A teacher works at _____(hospital, school)

b) A _____ works at a workshop. (doctor, carpenter

Date	Class	No. of pupils	Time

Theme : The human body and health

Subtheme : Parts of the body and their functions.

Competences : Read the names of the parts of the body.

- Name parts of the body
- Spell names of the parts of the body

Introduction : The lesson will be introduced by rhyme song "head shoulder knees and toes"

Content : **<u>Vocabulary</u>**

head , hands , nose , eyes , ears , fingers, mouth , arm, tongue , hair , chin , neck , shoulder , chest , back , forehead, breast , knees , legs , stomach , thighs, lips , buttocks , palm , teeth , waist , nails , toes

Exercise

1. **Make sentences using these words**

a) hear –

b) here –

c) knee –

d) kneel –

2. fill in the missing letters

3. M _uth a __m l__ps t __es

4. Write these words correctly

   neek _____ egl _____ osen _____

5. Write the plural of these words

   ear _____ tooth _____ hand _____

   leg _____ doctor _____ nail _____

   eye _____ toe _____

6. Read and draw

ears	eyes	head

Date	Class	No. of pupils	Time

Theme : The human body and health

Subtheme : ***parts of the body and their functions***

Competences : ***use the given structure correctly***

Introduction : The lesson will be introduced by rhyme song "head shoulder knees and toes"

Content : **Structures**

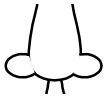
What is this? That?

This / That is _____.

What are these/ those?

These/ Those are_____.

Examples

1.  What is this?

   This is a nose.

2.  What are those?

   Those are ears.

3.  What are these?

<u>These are eyes.</u>

4.  What is that?

<u>That is a head</u>.

<u>Exercise</u>

1.  What are these?

2.  What is this?

3.  What are these?

4.  What is that?

5.  What are those?

Date	Class	No. of pupils	Time

Theme : The human body and health

Subtheme : Parts of the body and their functions.

Competences : Use the structure correctly

- Name the body senses
- Make sentences with the words

Introduction : **The lesson will be introduced by a song Mmesesattu.**

Content : **<u>Structure</u>**

1. What do you use for_____?
   I use _____for _____.

2. What do you use for seeing?
   I use eyes for seeing.

<u>Exercise</u>

1. What do you use for smelling?
2. What do you use for tasting?
3. What do you use for touching?
4. What do you use for feeling?
5. What do you use for sitting?
6. What do you use for walking?
7. What do you use for bitting?

Date	Class	No. of pupils	Time

Theme **:** The human body

Subtheme **:** Parts of body and its functions

Competences **:** Completing the sentences

- Filling in correctly
- Reading the composition

Content **:** **<u>Guided composition</u>**

Complete the sentences correctly.

<u>My head</u>

I have one **h**_____ . On it, I have the **h** _____ which is black in colour.

I have the eyes for **s**_____. The **e**_____I use for hearing.

There is also the nose I use for **sm**_____. I have the mouth for **t**_____ and eating.

The**t**_____for tasting. The**t**_____forbitting and chewing food.

Date	Class	No. of pupils	Time

Theme : The human body and health

Subtheme : Sanitation

Competences : Read the vocabulary

- Spell the words
- Make sentences using the words

Content : **<u>Vocabulary</u>**

throw, boil, brush, wash, clean, sweep, burn, collect, cover, cut, slash, dig, cook, water

Exercise

Make correct sentences

a) cut –

b) cat –

c) collect –

d) correct –

e) *drinking*

f) *eating*

g) *washing*

Use the verb in brackets correctly

1. Ali is …… the compound. (slash)
2. The men are …. In the garden. (dig)
3. We …clothes yesterday. (wash)
4. Fill in the missing letters

   B_ll cl _an sw _ _p

Date	Class	No. of pupils	Time

Theme **:** The human body and health

Subtheme **:** Sanitation

Competences **:** Read the vocabulary

- Spell the words
- Make sentences using the words

Content **:**

Structure

What is he/ she doing?

Examples

What is he doing?

He is digging?

What is she is doing?

She is cooking.

Exercise

1. Make sentences from the table below.

He	is	brushing	to school
She	are	sweeping	the teeth
What		mopping	the compound
		going	the house
		they	doing?

Date	Class	No. of pupils	Time

Theme **:** The human body and health

Subtheme **:** Personal hygiene

Competences **:** Read the words

- Spell the words
- Make sentences

Introduction **:** **The lesson will be introduced by reviewing the previous lesson.**

Content **:**

Structure

What do you do everyday?

What does she / he do everyday?

Examples

What do you do everyday? Bathe)

I bath every day.

What does she do every morning? (brush)

She brushes every morning.

Exercise

Answer these questions using the word given in the brackets.

1. What do you do every morning? (bathe)
2. What does Joan do every day? (mop)
3. What does David do every evening? (iron)
4. What do you do every weekend? (wash)
5. What does she do every night (polish)

Make sentences using the words below

Brush _____

Toothpaste _____

Wash _____

Date	Class	No. of pupils	Time

Theme : The human body and health

Subtheme : Personal hygiene

Competences : Read the sentences given

- Re-arrange the sentences
- Re-write the arranged sentences.

Introduction : **The lesson will be introduced by reviewing the previous lesson.**

Content : **<u>A jumbled composition.</u>**

Read these sentences and re-arrange them to make a good story.

a) He says his prayers

b) Babito then runs to school.

c) He takes a bath and wears his uniform.

d) Babito wakes up early every morning.

e) He greets his mother and brushes his teeth.

f) He sits and takes breakfast

1. _____
2. _____
3. _____
4. _____
5. _____
6.

Date	Class	No. of pupils	Time

Theme : Food and Nutrition

Subtheme : Classification of food.

Competences : Read the words

- Spell the words
- Make sentences using the words

Introduction : **The lesson will be introduced by reviewing the previous lesson.**

Content : **<u>Vocabulary</u>**

food, cassava, rice , pea, egg, fish, potato, yam, milk, pawpaw, bean, groundnut, mango, orange, meat cabbage,

Exercise

Write the plurals of the underlined words

1. I saw a **<u>potato</u>** in the bucket.
2. There is **<u>milk</u>** in the jug
3. This is a ripe **<u>mango</u>**.

Get a small word from the big word

a) yam – d) mango –

b) orange – e) cabbage –

c) potato – f) meat -

Read and draw

Pawpaw fish cabbage

write these words correctly

eatm _____ **doof _____**

amy _____ **ishf _____**

Date	Class	No. of pupils	Time

Theme : Food and Nutrition

Subtheme : Classification of food**.**

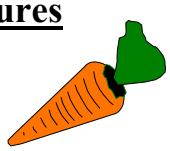
Competences : Use the structure

- Name the pictures
- Response to the structure

Introduction : **The lesson will be introduced by reviewing the previous lesson.**

Content : **<u>Structures</u>**

What is this/ that?

This is a _____/ that is a _____

What are these / those?



These are _____/ Those are_____

Which colour is a _____

A _____is colour _____

<u>Exercise</u>

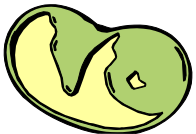
What is this?



_____



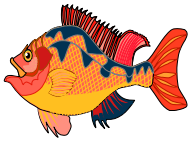
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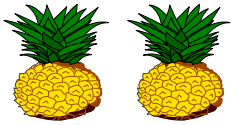


_____

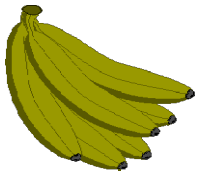
What are these?



_____



_____



_____



_____

Date	Class	No. of pupils	Time

Theme : Food and Nutrition

Subtheme : Good feeding

Competences : ***Read the words correctly***

Spell the given words

Make correct sentences using the given words

Introduction : **The lesson will be introduced by reviewing the previous lesson.**

Content : **<u>Vocabulary</u>**

eat, drink, bananas, potatoes, meat, fish, beans, fruits, vegetables, eggs, milk

Exercise

Use these words in sentences

1. meat –

   meet –
2. beans –

   bean –
3. eat –

   it –

Write the singular forms of the underlined words

a) Our baby eats **eggs** daily.

b) All the **potatoes** are rotten

c) I have **milk** in the cup. **food**, **cassava**

Date	Class	No. of pupils	Time

Theme : Food and Nutrition

Subtheme : **Effects of poor** feeding

Competences : ***Read the words correctly***

Make sentences using the given words

Introduction : **The lesson will be introduced by reviewing the previous lesson.**

Content : **Vocabulary**

fat, thin, happy, weak, sad, well, sick, pain, strong, dull, small

Exercise

1. **Write the opposites of these words**

fat –

happy –

strong –

small –

2. **Complete the table**

weak	weaker	___
___	stronger	strongest
thin	___	thinnest
happy	happier	__

3. Write the plurals of these words

Bean _____

Egg _____

Fruits _____

Banana _____

P.2 COMPREHENSION TERM I 2018

Date	Class	No. of pupils	Time

Theme : Our school and neighbourhood

Subtheme : Location of our school

Competences :
- Read the dialogue
- Spell the dialogue
- Answering questions

Introduction : The lesson will be introduced by a song Cornerstone Cornerstone.

Read the dialogue below and answer questions about it in full sentences.

Content :

A dialogue

Nakato and Nakaddu

Nakato: **Hullo Nakaddu**

Nakaddu: Hullo Nakato.

Nakato: **You are looking smart in your uniform**.

Nakaddu: Thank you,Nakato

Nakato : **Your school uniform is good and it has a beautiful badge.**

Nakaddu: Are you sure? Come and join us then.

Nakato: **What is the name of your school?**

Nakaddu: It is Cornerstone Junior school.

Nakato : **Where is it located?**

Nakaddu: It is located in KiteteVillage in MukonoDistrict

Nakato : **I will ask my mother to bring me to**

Cornerstone Junior school.

Questions

1. What is the dialogue about?
2. Who are the people taking part in the dialogue?
3. How many people are talking in this dialogue?
4. Who is looking smart in her uniform?
5. To which school does Nakaddu go?
6. Where is Nakaddu's school located?
7. Who talked first?

Date	Class	No. of pupils	Time

Theme : Our school and neighbourhood.

Subtheme : Benefits of the neighbourhood from the school.

Competences : **-** Read the poem

- Answer questions correctly

Introduction : The lesson will be introduced by reviewing the previous lesson.

Read the poem below and answer questions in full sentences.

Content : **A poem**

My school

Oh! Oh!

It's really very nice

People from near and far

Admire my school.

Oh! My school.

Discover the Hidden Treasure is our school motto.

We have different uniforms white, grey and black.

Oh! My school.
With caring and hardworking teachers.
What a nice school Cornerstone Junior is!

By Joan Nakibuuka

Questions

1. What is the title of the poem?
2. Which people admire your school?
3. Write down the motto of your school.
4. Name any one colour of your school uniform.
5. Who are caring and hardworking?

Date	Class	No. of pupils	Time

Theme : Our school and neighborhood

Subtheme : Causes of problems between the school and the Neighborhood.

Competences : **The learner**

- Reads the notice correctly
- Answer question about it

Content : **A notice**

Dance **Dance**

Venue : Cornerstone School main hall

Presenters: Teachers

Date: 28th March, 2018

Time: 9:00am – 10:00am

Fee : Lower children – 200 shillings
Upper children – 500 shillings

Written by **Tr. Benah**

The Assembly Mistress

Questions

1. What is the notice about?
2. Who are the presenters of the dance?
3. How much will lower children pay?
4. When will the dance take place?
5. Who wrote the notice?
6. At what time will the notice take place?
7. How much will upper children pay?
8. At what time will the dance take place?
9. Where will the dance take place.

Date	Class	No. of pupils	Time

Theme : Our school and neighborhood

Subtheme : Causes of problems between the school and the Neighborhood.

Competences : **-** Read the story

- Describe Ddungu and his wife
- Answer question about the story

Introduction : The lesson will be introduced by a story telling about the man and the dog.

Content : **A story**

Ddungu and The Wife

Once upon a time, in the village of Kitete, there lived a man called Ddungu. He stayed with his wife Nabadda.

Ddungu was not a good man. He used to steal people's things in that village. He used to steal hens, goats, fruits and other things. Nabadda told Ddungu to stop stealing.

One day, Ddungu stole money from a neighbour's shop. His wife quarreled badly and later they started a fight. Our teachers heard the noise and ran to separate them. Police came and arrested Ddungu.

Answer the questions in full sentences

1. What is the story about?
2. Who is Ddungu's wife?
3. Why was Ddungu not a good man?
4. Give one thing Ddungu stole.
5. Who separated Ddungu and the wife while fighting?
6. What did police do to Ddungu?

Date	Class	No. of pupils	Time

Theme : Our school and neighbourhood

Subtheme : Causes of problems between the school and the neighbourhood.

Competences : Identify the words in the puzzle
- Spell the words
- Read the words
- Colour the words

Introduction : The lesson will be introduced by reviewing the previous lesson.

Content : **A puzzle**

Study the puzzle carefully

s	t	e	a	l	l	f
c	r	g	o	o	d	i

h	e	u	f	u	n	g
o	s	n	e	t	h	h
o	t	z	b	e	a	t
l	u	b	a	d	t	t
q	u	a	r	r	e	l

Find the following words on the puzzle by circling and coloring them.

Down words

school

rest

gun

hat

fight

hat

bar

Across

steal

bad

good

fun

net

beat

quarrel

Date	Class	No. of pupils	Time

Theme : Our home and community

Subtheme : Relationship among family members.

Competences : Read the riddles

- Answer the riddles

Introduction : The lesson will be introduced by reviewing the previous lesson.

Content : **<u>Riddles</u>**

1. I am your father's brother.

   Who am I? _____

2. Stella is my mother's sister.

   I am your mother's sister.

   Who am I?_____

3. Your father is my father.

   Who am I?_____

   I am John

4. She is my uncle's daughter

   Who is she to me?_____

5. Joan is my sister, what is she to my father?_____

6. Steven is my aunt's son. Who is he to me?_____

7. That boy is my sister's son, he is my_____

8. That woman bore us. She is our_____

Date	Class	No. of pupils	Time

Theme : Our home and community

Subtheme : Relationship among family members

Competences : The learner

Read the dialogue

- Answer questions about the dialogue

Content : **<u>A dialogue</u>**

Mark: Hullo John

John: Hullo Mark

Mark: How are your family members?

John: They are fine except my little sister Amanda who is sick.

Mark: Oh! Sorry. Has your mother given her medicine?

John: No, my father has taken her to the hospital

Mark: I wish her a quick recovery, goodbye

John: Good bye too.

Questions

1. Who are the people taking part in the dialogue?
2. Who was the first to talk?
3. Who took Amanda to the hospital?
4. How many people are talking?
5. Who was sick?
6. Who is John's sister?
7. *What is the dialogue about?*

Date	Class	No. of pupils	Time

Theme : Our home and community

Subtheme : Roles of people in our community

Competences : Read the passage

- Answer questions about the passage

Introduction : The lesson will be introduced by reviewing

Content : **A passage**

Masiko the hunter

Masiko is a hunter. He is a hardworking man. He goes hunting every morning. He catches animals for his family to get food.

Masiko carries a spear, an arrow and a panga. He goes with his dog calledBujezi police. Masiko always catches antelopes and kobs. His family eats meat every day. Masiko's family is healthy and happy.

Questions

Read the passage and answer the questions in full sentences.

1. What is the title of the passage?
2. What does Masiko carry while going to church?
3. Where do you think Masiko goes to hunt?
4. Which animals does Masiko always catch?
5. Who is healthy and happy?
6. Whose family eats meat everyday?

Date	Class	No. of pupils	Time

Theme : Our home and community

Subtheme : Roles of people in our community

Competences : **The learner**

- Reads the poem
- Answers questions in full sentences

Content : **A poem**

A home

My dear friends.

I will tell you about a home,

Where diseases lived ,

The compound had a huge bush,

Grass grew higher than the roof .

Rats danced and sang

With snakes longer than a mile.

Who wants to live in such an ugly home?

Where diseases lived?

By Mary

Questions

1. Write the title of the poem
2. Who wrote the poem?
3. How many stanzas does the poem have?
4. What had a huge bush?_____
5. How many lines does the first stanza have?
6. What lives around the home?

Date	Class	No. of pupils	Time

Theme : The human body and health

Subtheme : Sanitation

Competences : Read the notice

- Answer questions in full sentences

Introduction : The lesson will be introduced by reviewing the previous lesson.

Read the notice below and answer the questions about it in full sentences

Content : **A notice**

Sanitation

Keeping our school clean.

When! Next Saturday

We shall pick the litter, burn rubbish, remove cob webs and mop our classes.

Finally we shall smoke the pit latrines.

By the head teacher

Ms. Immaculate Mawanda

Questions

1. What is the notice about?
2. When is the sanitation day?
3. Mention two activities to be done on the sanitation day.
4. *What will the children do finally?*
5. Who wrote this notice?

Date	Class	No. of pupils	Time

Theme : The human body and health

Subtheme : Personal hygiene

Competences : Read the passage

- Answer questions about the passage

Introduction : The lesson will be introduced by reviewing the previous lesson.

Content : **A passage**

The Dirty Boy

Isiimah was the biggest boy in our class. He was the tallest too. He sat alone at the behind bench. Pupils in our class hated sharing with him. He did not brush his teeth. His mouth smelt badly. Isiimah did not bathe. His body had a lot of dirt. Isiimah was an untidy boy.

Questions

1. Who was the biggest boy in our class?
2. Where did Isiimah sit?
3. Why was Isiimah sitting alone?
4. What smelt bad?
5. Why was it smelling?
6. Write the title of the passage?

Date	Class	No. of pupils	Time

Theme : Food and Nutrition

Subtheme : Common food

Competences : The learner

- Reads words and sentences
- Names common food
- Finds the words

Content : **<u>Puzzle</u>**

f	o	o	d	o	c	p	m	e	a	t
l	m	r	n	h	p	q	r	a	s	t
j	k	a	o	s		p	o	t	u	y
m	a	n	g	o	f	a	p	p	l	e
h	g	g	f	f	i	w	x	y	z	a
i	b	e	a	n	s	d	k	a	m	s
a	b	c	d	e	h	y	i	b	x	a
t	o	m	a	t	o	r	i	c	e	e
v	a	n	k	p	y	a	m	b	d	p

<u>Exercise</u>

Find the names of food in the puzzle

a) Horizontal words _____ _____ _____

b) Across words _____ _____ _____

_____ _____ _____

Date	Class	No. of pupils	Time

Theme : Food and Nutrition
Subtheme : Classification of food.
Competences : Read the conversation
- Act the conversation
- Answer the questions

Introduction : The lesson will be introduced by reviewing the previous lesson.

Content : **<u>A conversation</u>**

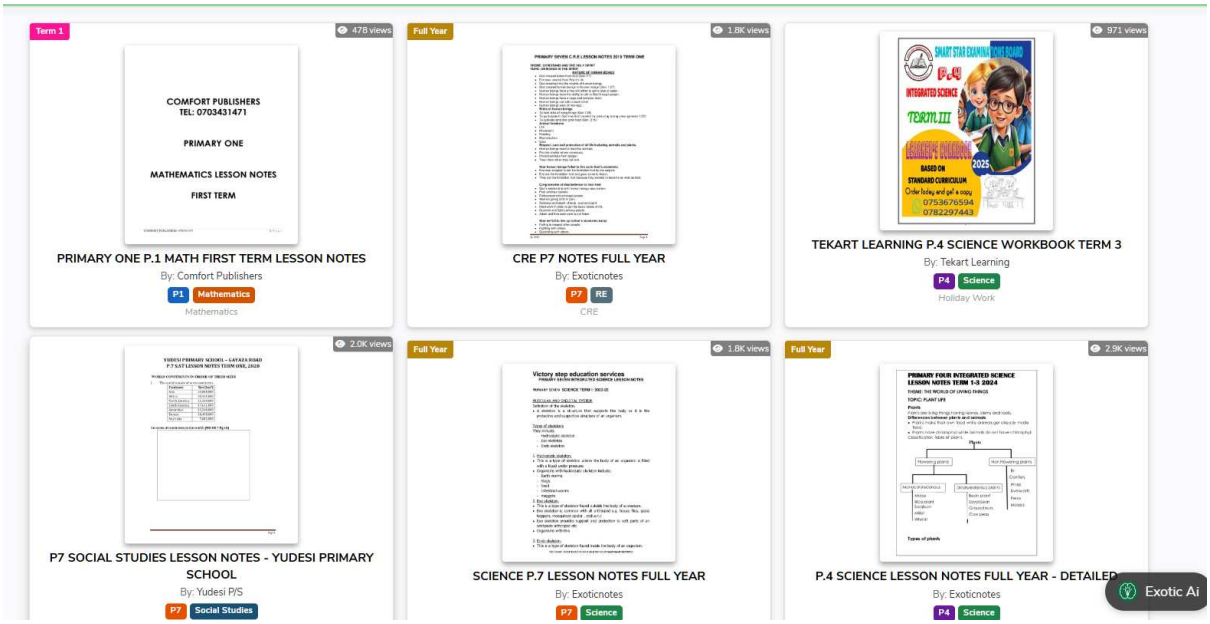
Pupil: **Good morning Mr. Oketch**
Teacher: Good morning Golomba.
Pupil : **What is good feeding?**
Teacher: It is food that contains all food values.
Pupil : **Teacher, what are those food values?**
Teacher: I mean proteins, carbohydrates, vitamins and minerals.
Pupil : **Oh! Yes, I know them. I remember you taught us.**
Teacher : You see, I knew you had forgotten
Pupil: **Thank you Mr. Oketch**
Teacher: You are welcome Golomba.

<u>Questions</u>

Read the conversation and answer the following questions.

1. Who are the people taking part in the conversation?
2. What is the name of Golomba's teacher
3. List down any two kinds of food.
4. What was the conversation about?
5. *Suggest a suitable title for the dialogue?*
6. *Who talked last according to the dialogue*?

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