P.1 LITERACY LESSON NOTES FOR TERM II

THEME 1:- WEATHER

Date	Class	L. Area	No. of children	Time
				1hr

THEME : Weather

SUBTHEME : Elements of weather

METHODS : Guided discovery

- Guided discussion
- Observation
- Question and answer

COMPETENCES: **A learner**

- Defines the term weather
- Reads and spells words correctly
- Identifies the elements of weather (weather, rainfall, humidity etc)
- Draws the elements of weather

CONTENT : **<u>Weather</u>**

Weather is the daily condition of a place recorded for a short period of time.

<u>Elements of weather:</u>

These are things which cause changes in weather

<u>Examples of elements of weather</u>

- Sunshine
- Rain
- Clouds
- Wind

<u>EXERCISE:</u>

1. Listen and write
2. ……is the daily condition of a place recorded for a short period of time.
3. Name 4 elements of weather.

   i)…… (ii)…… (iii)…… (iv)……
4. **<u>Fill in the missing letters</u>**

S_nshin_ cl_ _ds

R_ _nfall d_ily

5. *Draw the following elements of weather*

Sunshine	*Rainfall*	*Clouds*

6. Match animal sounds

Cow	sss-sss-sss
Dog	baa-aa
Snake	bo- bo –bo
Goat	moo – moo – w
Sheep	mee- mee- mee

Read and draw

Dog

cow

Date	Class	L. Area	No. of children	Time

THEME **:** Weather

SUBTHEME **:** Types of weather

METHODS **:** Guided discovery

Observation

Discussion

Question and answer

COMPETENCES **:** **A** learner

- Mentions the types of weather
- Reads and spells words correctly
- Matches elements to type of weather.
- Draws the types of weather

Content: Types of weather

There are four types of weather and these are:-

- Rainy weather
- Cloudy weather
- Sunny weather
- Windy weather

Types of weather and their elements

- *The weather is rainy when we receive rainfall.*
- *The weather is sunny when the sun is shining.*
- *The weather is cloudy when we see only dull / dark clouds*
- *The weather is windy when there's a lot of wind blowing.*

Exercise

1. Listen and write
2. Name 4 types of weather
3. Match types of weather to their elements.

Rainy	Sunshine
Cloudy	Rainfall
Sunny	Wind
Windy	Clouds

4. Draw these types of weather

Windy	Cloudy	Sunny	Rainy

A _____ is a place where we go to learn.

The name of my school is _____

What is the weather now?_____

Date	Class	L. Area	No. of children	Time

THEME **:** Weather

SUBTHEME **:** Things used during different weather conditions

METHODS **:** Guided discovery

Observation

Discussion

Question and answer

COMPETENCES **:** A learner:-

- Reads and spell words correctly
- Fill in the missing letters.
- Identifies the different things we use during different seasons.

Things used during different types of weather

We use different items during different types of weather

People use the following things during rainy weather

- Rain coat
- Sweaters
- coats
- Jackets
- banana leaves

Gumboots Umbrella





How to manage rainy weather

- Stay indoors.
- We can carry umbrellas.
- We wear heavy clothes.
- We can sit near the fire places.

Special things used during windy weather

- Sweaters - Jackets

Special things used during Sunny weather

- Umbrella - Sunglasses - hats - vests

Date	Class	L. Area	No. of children	Time

THEME **:** Weather

SUBTHEME **:** Activities done during different weather conditions

METHODS **:** Guided discussion

Observation

Discussion

Question and answer

COMPETENCES **:** **A Learner :-**

- States activities done during different weather conditions.
- Fill in the missing letters.
- Reads, spells and pronounces words correctly.

Activities done during windy weather

- Fly kites
- Winnowing seeds

Activities done during dry/ sunny weather

- Preparing land
- Harvesting ***ready crops***
- Drying harvested crops
- Dry***ing*** clothes
- ***Washing*** clothes
- Swimming
- Watering plants

Activities done during rainy weather

- Playing indoor games
- Reading books
- Planting crops
- Digging in the garden

Exercise

1. Listen and Write.
2. Name 4 things people use during rainy weather.
3. Draw these things used during rainy weather

Rain coat	Banana leaves

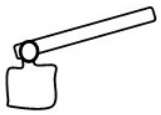
4. *Circle things found in our class*

   Books water pencils house chairs tables

5. *Draw the play objects*

   Doll rope ball kite

6. *How is the garden tool below useful.*



7. *Which body part do you use foe seeing*

Date	Class	L. Area	No. of children	Time

THEME **:** Weather

SUBTHEME **:** Activities done during different seasons

METHODS **:** Guided discussion

- Guided discovery
- Observation
- Question and answer

COMPETENCES : **A learner :-**

- Mentions the types of seasons.
- Identifies activities done in wet and dry seasons.

- Draws activities done in different seasons.

- Wet season
- Dry season

Wet season: This is the time when we ***get*** a lot of rain

Dry season: This is the time when we ***get*** a lot of sunshine

People do different activities during the different seasons.

<u>Examples of the activities done during rainy/wet season</u>

- Planting
- Weeding
- Mulching
- Water harvesting
- Making bricks.
- Digging

Activities done during dry season

- ***Clearing land***
- Drying crops
- Harvesting crops

Exercise

1. Listen and write.
2. Name two types of seasons you know.
3. Circle 3 activities done during dry season.
   Drying crops, planting, digging, harvesting crops.
4. *How is sunshine important to a farmer?*
5. *Underline the activities we do at school*
   Reading sleeping writing crying learning
6. *Read and draw*
   teacher doctor
7. *Who teaches pupils at school?*

Date	Class	L. Area	No. of children	Time

THEME **:** Weather

SUBTHEME **:** Effects of weather

METHODS **:** Guided discovery

- Demonstration

- Question and answer

COMPETENCES **:** **A learner:-**

- Identifies the effects the effects of rainy and Sunny weather.
- Reads and spells words correctly.

CONTENT : **<u>Effects of rainy weather</u>**

What are effects?

These are good and bad results of different seasons.

Uses of rain

- Rain provides us with water.
- Rain provides plants with water to grow.

Dangers of too much rain

- Too much rain causes floods (Too much flow of water)
- Too much rain leads to washing away of top soil.
- Rain leads soil erosion (washing away top soil)
- It destroys plants and crops.
- Too much rainfall destroys houses and property.
- Too much rain kills animals.
- It makes roads slippery

Uses of sunshine to

- Sunshine dries our seeds
- Sunshine dries our clothes
- Sunshine warms our bodies
- Sunshine makes ***solar*** electricity.

<u>Dangers of too much sunshine</u>

- Too much sun may dry our crops
- Too much sunshine dries up water sources

- Too much sunshine causes drought.
- Too much sun shine leads to death of animals and people.

Importance of clouds

- Nimbus clouds help in rain formation
- Clouds keep the earth cool

Dangers of cloudy weather

- We may feel too cold on cloudy days.
- Causes accidents in flights

Exercise

1. Listen and write.
2. Underline effects of too much sunshine (sunny season)

   Dries crops dries wells death of animals sitting down
3. Fill in the missing letters

   an___mals cr_ps

   w_lls
4. _____ clouds give us rain.
5. Write two effects of rainy weather

   _____ _____
5. Who heads a family?
6. Give one use of sand

Date	Class	L. Area	No. of children	Time

THEME **:** Weather

SUBTHEME **:** Wind

METHODS **:** Guided discovery

- Demonstration

- Question and answer

COMPETENCES **:** **A learner:-**

: Mentions examples of things supported by wind.

: Mentions games played with wind.

: Reads and spells words correctly.

CONTENT : **Games we do with wind**

Wind

Wind is moving air

Examples of games which are supported by wind

- Kite game
- Balloon game
- Rocket games

Examples of things which are supported or moved by wind

- Balloons
- Paper
- Threads
- Boats
- Birds (some)
- Fire

Importance of wind

- Wind is used for winnowing
- Wind dries our clothes
- Wind makes the weather cool.
- Wind is useful to sail boats
- Wind is used to run wind mills.

Dangers of too much wind

- Too much wind may lead to plane crushes.
- Too much wind may destroy plants and crops
- It may destroy houses and property.

Exercise:

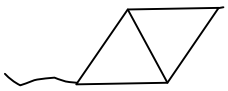
1. Listen and write.
2. Fill in the missing letters

ball_ns k_t_

p_per f_re

2. Draw yourself playing with a kite.

3. Name these objects which can be moved by wind.

4. Write one importance of wind.

5. Mention two dangers of too much wind.

6. *Circle the basic needs at home*

Food, cup, water, school, shelter, clothes, books

7. *What is wind?*

Date	*Class*	*L. Area*	*No. of children*	*Time*

THEME **:** *Weather*

SUBTHEME **:**

METHODS **:** *Guided discovery*

- *Demonstration*

- *Question and answer*

COMPETENCES **:** ***Learner's will;-***

- Reads and spells words correctly.

- Identifies ways how to manage the bad effects of weather

CONTENT *:* ***How to manage the effects of bad weather. (oral)***

The following are some of the ways through which we can manage bad weather condition.

- *Clothing ourselves well in different types of weather.*
- *Mulching the garden during rainy weather to avoid soil erosion.*
- *Watering our crops during dry seasons.*
- *Planting trees to act as wind* ***breaks****.*
- *Harvesting water during rainy season, this can be used to water crops during the dry season.*

THEME TEST (Weather)

1. _____is the daily condition of a place at a given time.
   (Water, wind, weather)
2. List down four elements of weather.
3. Name these types of weather.





_____ _____

sunny, windy, rainy, cloudy

4. Draw these garden tools
   -Watering can -Spade
   -Hoe -Slasher

5. Match garden tools to their uses

Garden tools	**Uses**
Hoe	carrying ready crops
Rake	digging
Wheel barrow	collecting rubbish
Basket	carrying weeds and harvested crops.

6. Write down two effects of rainy weather
7. Write down two effects of dry season
8. _____is moving air (water , wind)
9. Draw these things moved by wind

Kite	Paper	Thread

10. Draw these dangerous objects

    Nails _____ broken glasses _____ five

11. Match correctly

    sunny wet

    windy dry

    rainy dust

Theme words (weather)

Weather	wind clouds	drought
Change	rainy	danger
time	sunny	spread
daily	windy	winnowing
condition	cloudy	windmills
elements	natural	nimbus
type	source	spoil
sunshine	floods	storm

different	wheelbarrow	receive
umbrella	removal	garden
sun glasses	trowel	dust
activities	heat	mud
sweater	period	cold
thinning	sickle	soil erosion
weeding	excess	manuring
storing	particular	floods
staking	gumboots	effects
prepare	light	blowing
season	garden	plarecrushes
transplanting	manure	

Date	Class	L. Area	No. of children	Time

THEME **:** Accidents and safety

SUBTHEME **:** Accidents at home

METHODS **:** Guided discovery

- Demonstration
- Question and answer

COMPETENCES **:** **A learner:-**

- Defines the term accident
- Identify the accidents at home
- Names the accidents at home.
- Draws the accidents at home.

CONTENT **:** **<u>Accident</u>**

- An accident is a sudden happening that may cause harm to the body.

<u>Examples of accidents at home are:</u>

These are unexpected happenings that may cause harm to the body while at home.

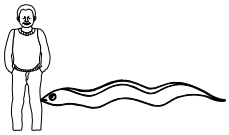
- burns
- cuts
- poisoning
- ***Animal bites***
- electric shock
- insect bites
- stings
- falls
- near drowning
- dog bites

Exercise

1. Listen and write.

2. Mention four accidents at home.

3. Name these accidents

	
snake bite	drowning

(snake bite , drowning)

3. Draw these accidents at home.

Dog bite	Falling down	Burns

4. *List down four members of a nuclear family.*

Draw people found at home

Father grandmother mother sister

3. ***who collects school fees at school? _____(secretary, bursar)***

Date	Class	L. Area	No. of children	Time

THEME **:** Accident and safety

SUB THEME **:** Causes of accidents at home

METHOD **:** Guided discovery

- Guided discussion

- Question and answer

COMPETENCES **:** **A learner:-**

- State the causes of accidents at home.

- Reads, spells and pronounces words correctly.

CONTENT **:** **Causes of accidents at home are**

- Playing near fire
- Playing in water

- Playing with sharp instruments / objects
- Walking carelessly
- Climbing trees
- Playing with electric wires
- Walking in bushy areas.
- Keeping poison near the reach of children
- Playing dangerous games.

Practical

Teacher together with pupils will show practically the real cause of home accidents.

Exercise.

1. Listen and write.
2. write down two the causes of accidents at home.
3. Fill in the missing letters.

Sh_rp instruments	F_re
Acc_dents	cl_mbi_g
Ob_cts	tr_ _

3. *Match correctly*

Barber	*makes furniture*
Shopkeeper	*mends shoes*
Carpenter	*cuts hair*
Cobbler	*preaches in church*
Priest	*sells things in the shop*

4. Read and draw
5. Falling from a mango tree

Date	Class	L. Area	No. of children	Time

THEME **:** Accidents and safety

SUBTHEME **:** Prevention of accidents at home

METHODS **:** Guided discovery

- Question and answer

- Guided discussion

COMPETENCES : **A learner:-**

: States the ways of preventing accidents at home.

: Reads and spells words correctly.

: Learns how to prevent accident at home.

CONTENT : **<u>How to prevent accidents at home</u>**

- Keep children away from fire and water
- Keep medicine away from children
- Avoid playing with sharp objects
- Avoid playing at night and in bushy areas.
- Avoid climbing trees.
- Avoid playing along the road.
- We should wear shoes to protect our feet.
- We should avoid playing with electricity and fire.
- Avoid playing with dogs.

<u>Exercise.</u>

1. Listen and write.
2. Avoid playing _____ fire (near, at)

   keep _____things away from children (basin, sharp)

3. *Match correctly*

Read	*go*
Orange	*stop*
Green	*get ready*

4. Draw things used to clean our bodies

Soap *water* *sponge* *comb*

5. Circle ways we prevent accidents

By eating food

Avoid climbing trees

Sitting on chairs

Keep children away from fire

Date	Class	L. Area	No. of children	Time

Theme : Accident and safety

Subtheme : Dangerous objects at home

Method :

- Guided discovery
- Guided discussion
- Illustration
- Question and answer

Competences: **A learner:-**

- Identifies the dangerous objects.
- Draws the dangerous objects.
- Reads and spells words correctly.

Content : **Dangerous objects at home (Things which cause accidents at home)**

- Knives
- Razorblades
- Hoes
- Safety pins
- Broken glasses
- Electric wires
- Fire
- Pins
- Medicine
- Paraffin
- Poison
- Pangas

Exercise :

1. Listen and write.
2. Write five things which cause accidents at home.

   _____ _____

   _____ _____

3. Draw these dangerous objects at home.

Rozor blade	Broken glasses	Nails	Knife	Fire

4. *Where do sick people go for treatment?*
5. *Read and draw*

   School, hospital

Date	Class	L. Area	No. of children	Time

THEME **:** Accidents and safety

SUBTHEME **:** Accidents on the way

METHODS : **-** Guided discovery

- Guided discussion

-Question and answer

COMPETENCES **:** **A learner:-**

- Identifies the dangerous things on the way.

- States examples of accidents on the way.
- Read and spells words correctly.

CONTENT **:** **<u>Dangerous things on the way to school</u>**

- ♦ Speeding vehicles
- ♦ Speeding boda -bodas.
- ♦ Stray animals like dogs, cats, cows, snakes
- ♦ Sharp stones
- ♦ pot - holes
- ♦ Dangerous insects like bees, wasps.

Examples of Accidents on the way to school

- ♦ Motor accidents / car knocks
- ♦ Stepping on sharp objects
- ♦ Falls
- ♦ Snake bites
- ♦ Animal bites
- ♦ Insect bites
- ♦ cuts
- ♦ piercing

<u>Exercise.</u>

1. Listen and write.
2. Write down three examples of accidents on the way to school and other places.
3. Draw these dangerous things on the way.

Speeding vehicle	Snake

4. Where do school children cross a busy road from ?

5. How are nimbus clouds useful?

Date	Class	L. Area	No. of children	Time

THEME **:** Accidents and safety

SUBTHEME **:** Causes of accidents on the way

METHODS **:** Guided discovery

- Observation
- Question and answer

COMPETENCES **:** **A learner:-**

- States causes of accidents on the way to school.
- Reads and spells words correctly.

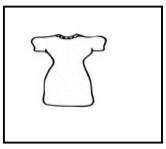
CONTENT **:** **<u>Causes of accidents on the way to school</u>**

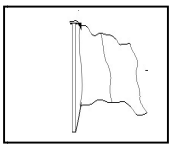
- Careless walking
- Careless driving
- Playing with dogs
- Walking in bushy places
- Playing on the road
- Climbing trees
- Bad roads
- Driving when drunk.
- Over speeding
- Vehicles in bad mechanical condition.
- Failure to observe road signs.
- Walking bare footed

<u>Exercise:</u>

1. Listen and write.
2. Tick the causes of accidents on the way to school.
   a) Bad roads
   b) Eating food
   c) Climbing trees
3. Why do you come to school? _____
4. Write the name of your school? _____

5. Name these school symbols.





6. *Draw a school*
7. *Draw children playing on the road*
8. *I have ____fingers*

Date	Class	L. Area	No. of children	Time

THEME **:** Accidents and safety

SUBTHEME **:** How to prevent accidents on the way to

METHODS **:** Guided discovery

Observation

Question and answer

COMPETENCES **:** **A Learner:-**

- Identifies ways of preventing accidents.
- Fill in the missing letters correctly.
- Reads and spells words correctly.

CONTENT **:** **<u>How to *control* accidents on the way.</u>**

- Drivers should drive carefully.
- Children should not walk bare footed
- Children should not walk in bushy areas
- Children should not play on the roads.
- Driver should follow the road signs.
- Children should avoid climbing trees on the way.
- Cross the road at zebra crossing
- Walk on the foot path or road side.
- Drivers should not over speed ***vehicles.***
- Let grownups help ***children*** to cross the road.

<u>Exercise:</u>

1. Listen and Write.

2. Write down four ways we can prevent accidents on the way.

   _____carefully
3. Don't _____bare footed
4. Don't play on the _____
5. Drive _____
6. Draw yourself walking on a Zebra crossing.



7. *I come to school to _____(sing, sleep, learn)*
8. *I have _____ eyes (three, two)*

Date	Class	L. Area	No. of children	Time

THEME **:** Accidents and safety

SUBTHEME **:** Accidents at school

METHODS **:** Guided discovery

- Observation
- Question and answer

COMPETENCES **:**

- Identifies the common accidents at school and in class.
- Mentions the causes of accidents at school.
- Identifies the dangerous things at school.
- Fills is the missing letter.

CONTENTS:

<u>Common Accidents at school and in class.</u>

These are unexpected happenings that may cause harm to the body while at school.

- Falls e.g falling while running, falling in open pit.
- Scalds
- Electric shocks
- Knocks
- Fracture
- Cuts e.g when one steps on sharp objects.
- Burns.

Causes of accidents at school

- Playing rough games

- Careless handling of hot food.
- Playing with sharp objects.
- Running

Dangerous things at school

- hot food
- hot tea
- hot porridge
- sharpening blades
- razor blades
- ***pair of*** compass
- swings

Exercise:

1. Fill in the missing letters

sn_keb_te c_ts fall_ng down

b_rns electr_c shock

2. Draw a girl stepping on a sharp object.



3. Name these accidents below

_____

4. *Fill in the missing letters*

T __ __cher dr __ver c __ __k

6. How is a razorblade dangerous

Date	Class	L. Area	No. of children	Time

THEME **:** Accidents and safety

SUBTHEME **:** How to prevent accidents at school

METHODS **:** Guided discovery

Question and answer

COMPETENCES **:** Identifies ways of controlling accidents at school.

- States the effects of accidents.
- Reads and spells words correctly.

CONTENT: How to *control* accidents at school **Effects of accidents**

- Avoid playing bad games - death
- Avoid playing with sharp object s - Laziness
- Avoid climbing trees - Loss of blood
- Playing in safe places. - Pan from wounds
- Avoid playing with fire and other hot things. - Loss of body parts
- Cover pits and pit latrines.
- Avoid playing in un safe places.
- Follow school rules and regulations

Exercise.

1. Listen and write

   _____ _____ _____

2. Fill in the missing words.
   a) Accidents cause _____ (life, death)
   b) Accidents lead to _____of blood. (gain , loss
   c) Accidents leads to _____ (sickness, happiness)
3. *List down any 3 examples of accidents at school and in class.*
4. *A _____ is a group of people living and working together*
5. Draw these effects of accidents

   Lameness death _____
6. How do you come to school?

Date	Class	L. Area	No. of children	Time

THEME **:** Accident and safety

SUBTHEME **:** First aid

METHODS **:** Guided discovery

- Observation
- Demonstration

COMPETENCES **:** **A learner:-**

- Defines first aid.
- Identifies first aids given to different accidents.
- Demonstrates how to give first aid for accidents.
- Reads and spells words correctly.

CONTENT : First Aid

First aid is the first treatment / help given to someone who has got an accident before ***taking him/ her*** to hospital.

A person who gives first aid is a first aider.

Accident	**First aid given**
Cut	Wash the wound with clean water *and plaster it*
Fracture (broken bones)	Tie the broken part or use a splint
Burns	Pour cold water on the injured part.
Nose bleeding	***pinch the soft part of the nose, pour cold water on the head***
Electric shock	***give milk***
Poisoning /paraffin	***give milk***
Near drowning	***press/ push the navel and the chest cavity when the person is lying at the back.***
Snake bite	***1. tie between the bitten part and the heart*** ***2. make small cuts around the bitten part*** ***3. put a black stone or suck the venom (poison of a snake)***

Exercise

1. Listen and write.
2. Fill in the words

   An accident is a _____happening that may cause

   _____ or injury to the _____

   (body, harm, sudden)
3. Match accident to the first aid given

Accident	First aid given
Cuts	Pour cold water
Getting g broken	Cleaning with clean water
Getting burnt	Use a splint

4. *Read and draw these important places*

Church

School

Date	Class	L. Area	No. of children	Time

THEME **:** Accidents and safety

SUBTHEME **:** First aid (why we give first aid)

METHODS **:** Demonstration

- Observation
- Question and answer

COMPETENCES : **A Learner:-**

- States the qualities of a good first aider and reasons why we give first aids.
- Defines a casualty.

CONTENT **:**

- ***A casualty is a person who has got an accident***

Why we give first aid (*importance*)

- To reduce pain.
- To save life
- To promote recovery
- To stop bleeding

THEME : Accidents and Safety

SUB THEME : First aid Box

METHODS : Observation, Guided discussion and Brain storming

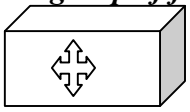
COMPETENCES : **A learner: -**

- Defines a first aid box.
- Identifies things found in the first aid box.
- Draws things found in a first aid box.
- Reads, spells and pronounces words correctly.

The first aid box

This is a container where first aid things are kept.

A first aid kit is a group of first aid elements



Things found in a first aid box (*first aid kit)*

- ***Medicine***
- Panadol
- Bandage

- Cotton wool
- A pair of scissors
- Spirit
- Gloves
- Razor blade
- Iodine
- Soap
- Plaster
- Liniment
- Syringe and gauze
- Safety pin

QUALITIES OF A GOOD FIRST AIDER

- ***A good first aider should be <u>kind</u>.***
- ***A good first aider should be <u>observant</u>.***
- ***A good first aider should be <u>sympathetic</u>***
- ***A good first aider should be <u>knowledgeable</u>***
- ***A good first aider should be <u>quick</u> in giving first aid.***

Exercise

1. Listen and write.
2. Why do we give first aid

- We give first aid to
- To save _____
- To reduce _____
- To promote_____ (recovery, life and pain)

3. Draw a first aid box

4. Name these things used to give first aid.

   Bandage _____ razor blade _____ pair of scissors _____

   gloves _____

5. *Match people to their work*

Father	*cooks food*
Mother	*pays school fees*
Sister	*sweeps the compound*

Theme words: accidents and safety

accident	cause	dangerous
over speeding	common	pieced
throw	knocks	electric shock
sudden	broken bottles	barbed wire
happening	sting	medicine
danger	fracture	needle
harm	drown	termites
pain	injury	scissors

crocodile	bleeding	road users
first aid	traffic lights	deafness
treatment	round about	sickness
person	safety	death
bandage	pedestrian	property
guaze	traffic officer	poverty
spirit	effects	pot holes
plaster	worry	over loading
cotton wool	poverty	causes
thorns	carefully	effects
infection	poverty illness	

Date	Class	L. Area	No. of children	Time

THEME : Test Accident and safety

SUBHTHEME :

1. An _____is a sudden happening that may cause injury to the body.
2. List down three types of accidents at home.
3. Name this accident below

   _____

4. Write down two causes of accidents at home
5. Give two effects of accidents
6. Write down two accidents on their way to school.
7. Draw an accident of a snake bite
8. Give two ways of preventing home accidents.
9. First aid is the _____help given to a person who has been injured.
10. Draw to show a first aid box
11. Why do we give first aids?
12. Write down two things found in a first aid box.
13. *Why is it dangerous to play on the road?*

14. Why should medicine be kept away from children.

To avoid _____ it

Date	Class	L. Area	No. of children	Time

THEME **:** Living together

SUBTHEME **:** Types of families

METHODS **:** Guided discovery

- Guided discussion
- Question and answer

COMPETENCES: **A learner:-**

- Define a family
- Identifies the types of families.
- Mentions members found in each type of family.
- Draws members found in each type of family.

CONTENT **:** **What is a family?**

A family is a group of people related by blood or marriage.

People who start a family

- Husband
- Wife

Types of families

- Nuclear family
- Extended family

Nuclear family is a family where we find mother, father and their own children.

Members of a nuclear family

- Father
- Mother
- Brother
- Sister

Exercise.

1. A……..is a group of people related by blood or marriage
   A family is a _____of people living together related by_____
2. Name 2 types of a family.
3. Draw these members of a nuclear family.

Father Sister Mother Brother

4. Which two people start a family

Extended Family:

This is a family where we find father, mother , children and their relatives.

Members of an extended family.

- Father - Sister - Nephew
- Mother - Aunt - Cousin
- Brother - Niece - Grandmother - Grand ***father***

Exercise.

1. An _____family is a family where we find father, mother, children and other relatives.
2. Name four people in an extended family.
3. Underline other relatives in an extended family.

   Cousin baby father nephew

   Sister grandmother

4. Draw these people we find in an extended family.

Father	Mother	Grand mother	Grand father

5. *Write the name of your school*
6. *How children related to their parents?*

Date	Class	L. Area	No. of children	Time

THEME **:** Living together

SUBTHEME **:** ***Roles*** of different family members

METHODS **:** Question and answer

- Guided discussion
- ***Demonstration***
- ***Role play***

COMPETENCES **:** **A Learner**

- ***Reads and spells words correctly.***
- ***Identifies the roles of different family members.***

REFERNCE **:**

INTRODUCTION **:** ***Mentioning different family members.***

CONTENT **:** ***Roles of different family members***

Mother

- Cook food
- Cares for the baby / Children
- Washes utensils like cups, plates etc

Father

- Father heads a family
- Father buys clothes
- Father pays school fees.

Children

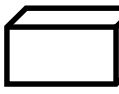
- Children fetch water.
- Children clean the compound
- Mop the house

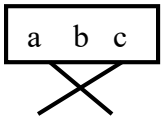
Exercise

1. Listen and write.
2. Draw your mother cooking food
3. Match people to their roles.

Father	cooks food
Mother	washes utensils
Sister	pays school fees
Brother	fetches water

4. Name these class room objects.


_____

_____


_____

_____

5. ***Write one role of each family member***

Sister _____ ***father*** _____ ***children*** _____

Date	Class	L. Area	No. of children	Time

THEME **:** Living together

SUBTHEME **:** Types of families

METHODS : Guided discovery

- Guided discussion
- Question and answer

COMPETENCES : Learner's will;-

- Identifies single parents family
- Draw members on a single parent family

CONTENT : **Single parent family (Oral)**

A single parent family is a family we find only one parent and the children.

This happens when one parent dies and separates from the other.

Members in a single parent family are

- Mother or father
- Brother
- Sister

Exercise

1. Listen and write.
2. A single parent family is a family where we find

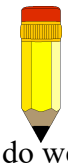
   _____or _____and the children.
3. Draw a single parent with his/ her ***children***.
4. Identify these things found in class.



_____



_____



_____

5. What do we call a building where people sleep?

Date	Class	L. Area	No. of children	Time

THEME : Living together

SUBTHEME : Family needs

METHODS : Guided discovery

- Observation
- Question and answer

COMPETENCES : **A learner:-**

- defines basic needs.
- Gives examples of basic needs and other needs.
- Draws and names the basic needs.

- Reads and spells words correctly.

CONTENT : <u>Needs of the family</u>

Basic needs:

- These are things that man cannot live without.

Example:

- Food, water, shelter, clothes, medical care.

Other needs:

- These are needs man can live without e.g. education, love, security, television, cars and computer etc.

Needs are the things a family requires in their day today activities /life.

Needs

A need is something people ***should have*** to live a healthy life.

There are two types of needs

- Basic needs
- Non – basic needs

<u>Exercise:</u>

1. Listen and write.
2. Draw these family needs

   Food Shelter Clothes
3. Name these needs



Food candle

4. Fill in the missing letters.

   cl__thes sh__lter f__ __d w__ter
5. Match people to their work

Teacher	cook food
head teacher	teaches pupils
cooks	drives the van
drivers	heads a school

6. Who makes things out of wood?
7. (doctor, carpenter)

Date	Class	L. Area	No. of children	Time

THEME : Living together

SUBTHEME : Ways of living together in a school.

METHODS : Guided discovery

-Demonstration

-Look and say

COMPETENCES : **A learner:-**

- Mentions the school activities.
- Reads, spells and pronounces words correctly.
- Draws activities done at school.

CONTENT : **School activities**

These are things we do at school.

Examples:

- Learning
- Reading
- Writing
- Singing
- Sweeping the classroom
- Washing
- Playing
- Praying
- Swimming
- Debating
- Cleaning

Exercise:

1. Listen and write.
2. Identify any two activities done at school
3. Read and draw

The children are playing together	Sarah is sweeping the classroom.

4. of what use is the object below



_____

Date	Class	L. Area	No. of children	Time

THEME : Living together

SUBTHEME : Ways of living together in a school.

METHODS : Guided discovery

-Demonstration

-Look and say

COMPETENCES : **A Learner:-**

- States the ways of living together in a school.
- Reads, spells and pronounces words correctly.

CONTENT : **<u>We can live together by:-</u>**

- Caring for others.
- Helping at school.
- Sharing with others.
- Learning at school.

Caring for others at school (Oral)

How do we care for others?

- We help sick friends.
- we say sorry to friends in pain
- we pick and return lost pencils and colours
- We take care of small children.

Sharing at school (Written)

At school we share:-

- Eats
- Drunks
- Pencils
- Rubbers
- Rulers
- Tables
- Benches
- books

Helping at school

How do we help others at school? (Oral)

- We help teachers in collecting books/pencils.
- We help teachers to clean the chalk board.
- We clean teacher's table.

Learning at school (Written)

At school we learn different things

- We learn how to read

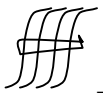
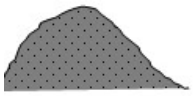
- We learn how to draw.
- We learn how to sing
- We learn how to count
- We learn how to write
- We learn how to pray

Exercise

1. Listen and write.
2. What do we learn at school?
3. Give one reason why we go to school.
4. Read and draw

Sarah is reading a book	Maria is praying.

5. Draw and name four plants grown at home.
6. What do we use to write?
7. Name these building materials

 _____ 

Date	Class	L. Area	No. of children	Time

THEME **:** Living together

SUBTHEME **:** School routine

COMPETENCES **:** **A learner:-**

- Identifies the school routine
- States the school rules and regulations.
- States the class rules.
- Reads and spells words correctly.

CONTENT **:** **School routine (These are daily activities done at School at a particular time)**

School routine

These are things usually done at school.

They include:-

1. Attending assemblies
2. Singing anthems (school, national, Buganda)
3. Reciting prayers
4. Having meals
5. Cleaning the school
6. Attending lessons.

Other things practiced at school.

- Obeying school rules and regulations
- Learning the school motto.

Our school motto is "Discover the Hidden Treasure"

Class rules (These are rules that govern our classes)

Examples of class rules

- Respect your teacher
- Keep the classroom clean
- Avoid noise making in class.
- Stealing is not allowed.
- Fighting is not allowed
- Always finish your work

Examples of school rules

- Always put on the uniform
- Always speak English
- Always keep time
- Always do your weekend work
- Always do your home work

Reciting the school motto

- School motto is a school slogan
- Our school motto is "Discover the Hidden the Treasure".
- I have a hidden treasure in me.
- The school has a hidden treasure for me.

Date	Class	L. Area	No. of children	Time

THEME **:** Living together

SUBTHEME **:** School routine

METHODS **:** Recitation

- Group work
- Demonstration

COMPETENCES : A learner:-

- Sing the school's anthem.
- Pronounces the words in the school's anthem correctly.

CONTENT : Sing the school anthem

Our school anthem

Cornerstone Junior School your future is bright
Arise and ride your glory
With excellence and wisdom
You will lead us all
To discover the hidden treasure
We entrust our life in you
We entrust our future in you.
God be your strength and our guide
To discover the hidden treasure.

Date	Class	L. Area	No. of children	Time

THEME : Living together

SUBTHEME : School routine

METHODS : Recitation

- Singing

COMPETENCES : A learner:-

- Sing the national anthem.
- Recites the words in the anthem.
- Pronounces words correctly.

CONTENT : The National anthem (Oral)

The National Anthem

Oh Uganda! May God uphold thee We lay our future in thy hands. United free For liberty Together we'll always stand	Oh Uganda!The land of freedom. our love and labour we give And the neighbours all at our country's call In peace and friendship we'll live.	Oh Uganda! the land that feeds us By sun and fertile soil grown For our own dear land We'll always stand The pearl of Africa's crown

The National School Anthem

We young women and men of Uganda.
are marching along the path of Education
Singing and dancing with joy together
Uniting for a better Uganda

We are the pillars of tomorrow's Uganda
Let's rise now embrace true knowledge
Yielding discipline resourcefulness
To rebuild the great, great pearl.

Parents and Teachers and Youth of this Nation
Rise us support our endevours
Led by God who is the source of life.
To uplift our mother land.

We know the way to the land of enlightenment
has thorns , creeper, valley and mountains
Come what may we shall overcome,
for the glorious we shall overcome,
for the glorious time to come.

The School prayer (Oral)

Look at me oh God
As my heart silent all
To you all I turn
For these sins I have committed
I pray to be forgiven
In all that I have been good
I pray to be encouraged.

For under your guidance oh God
Where all is peace
I will be led

Not to sob but to rejoice

As my hand in yours lies

Amen

Exercise

1. Sing the Cornerstone Junior School Anthem

   Cornerstone Junior School

2. Sing the National School Anthem

   We young women

Date	Class	L. Area	No. of children	Time

THEME **:** Living together

SUBTHEME **:** Ways of living together

COMPETENCES **:** **A learner:-**

- Identifies different ways of living together in the community.
- Reads and spells words correctly.

CONTENT **:** **Living and working together in the community**

Things people do together in the community

1. Cleaning wells
2. Praying together
3. Sharing food with neighbours
4. Visiting the sick
5. Helping needy people
6. Attending burial ceremonies
7. Attending parties
8. Digging together

Exercise

1. Listen and write.
2. Mention five ways of living and working together.
3. Draw people praying
4. Draw the P.1 children at their friends graduation party.
5. Identifying for people in an extended family

Date	Class	L. Area	No. of children	Time

THEME : Living together

SUBTHEME : Ceremonies

COMPETENCES : **A Learner:-**

- Identifies the ceremonies in our community.
- Mentions things we do at ceremonies.
- Reads the words correctly.

CONTENT : **Ceremonies.**

People attend different ceremonies in the community.

A ceremony is when many people gather together for a reason

Things we do at ceremonies (comes last)

- We eat
- We sing
- We dance
- We enjoy

Examples of ceremonies

Wedding ceremony

- This is when people get married.

Baptism ceremony

- This is when a child is baptized.
- The child is given a Christian name
- We share baptism cakes.

Naming ceremony

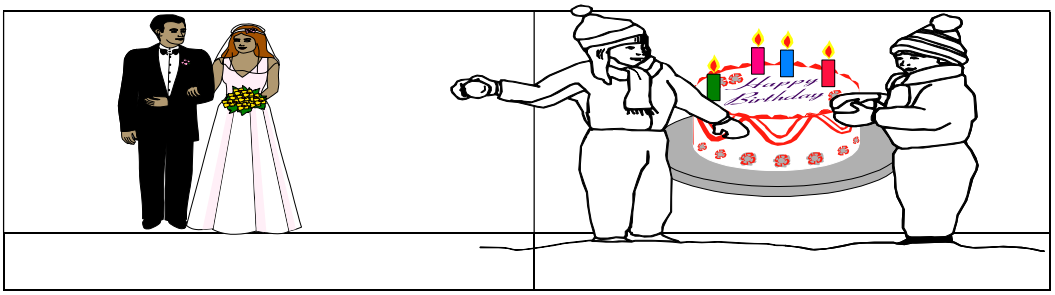
- This is when new born babies are given clan names.

Birth day parties

- On the birth day we remember our date of birth.
- We eat birthday cakes
- My birthday is on ……

Exercise.

1. Name these ceremonies.



2. When is your birth day?
3. Draw Peter at his birth day party.
4. What do teachers use to write on the chalk board?
5. What do people use to underline?

Date	Class	L. Area	No. of children	Time

THEME : Living together

SUBTHEME : Theme Test

1. Mention two types of families.
2. Mention four members in an extended family.
3. Draw these people

   Mother, Father Sister brother
4. Identify three activities done at school.
5. Draw people cleaning the well
6. Mention any two ceremonies in our community.
7. Draw people praying
8. Write three school routine.
9. Who heads an extended family
10. Who keeps law and order in a community

Living together (theme words)

family	respecting	society
care	regulations	elders
a bide	daughter	wedding
people	niece	society
own	relatives	elders
visiting	avoid	funeral rites
marriage	another	market
related	grand parents	neighbours
extended	relatives	introduction
group	niece	birth day
nephew	community	attend
adoption	ceremony	obeying
blood	activity	un – necessary
relationship	respect	obeying

party	learning	gather
circumcision	discipline	meeting
initiation	roles	wells
school rules	pays	dumping rubbish
regulations	buys	
assembly	school fees	

Date	*Class*	*L. Area*	*No. of children*	*Time*

THEME **:** *Living together in the community*

SUBTHEME **:** *Ways of living together in our community*

COMPETENCES **:** ***Learner's will***

- *Define word community*
- *Identify the different ways people can work together in the community*
- *State the people found in our community.*

CONTENT **:**

A community is group of people living and working together.

Examples of people in the community

Children, old people, teachers, doctors, drivers, farmers, builders, church leaders

Ways through which we can work together in our community

- *Through clearing roads*
- *Through cleaning wells*
- *Through sharing with others*
- *Through caring for the environment. Etc*

Date	*Class*	*L. Area*	*No. of children*	*Time*

THEME **:** Foods and Nutrition

SUBTHEME **:** Names and sources of food

COMPETENCES **:** **A learner:**

- Defines the term food.
- Mentions the examples of food.
- states different sources of food.
- Reads, spells and pronounces words correctly.

CONTENT **:** **What is food?**

Food is anything good to eat

Examples of food we eat

Meat, Irish potatoes, millet, ground nuts, matooke, cassava, sweet potatoes etc

Sources of food we eat. (This is where we get food from)

- *Rivers/lakes and wells*
- *Garden*
- *Animals*
- *Plants*

The garden is the main source of food.

Food from birds:

- Eggs, chicken and turkey.

Food from Animals:

- Meat, mutton, beef and pork

Food from Insect:

- Honey, grasshoppers, white ants

Food from lakes and rivers:

- Fish, salt, and water

<u>Exercise</u>

1. Listen and write
2. _____ is something good to eat.
3. List down four common foods.
4. Draw these common foods

Meat ***fish*** ***eggs*** ***beans*** ***g. nuts***

Bananas ***cassava*** ***yams*** ***potatoes***

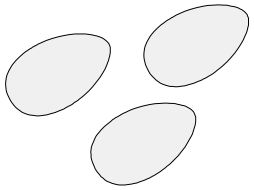
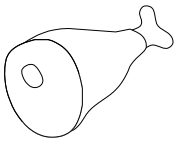
Milk ***sugar cane*** ***mango*** ***rice***

5. Match correctly.

Animals	fish
Birds	meat
Insect	bananas
Lakes	eggs

Garden honey

6. Name these foods we get from birds

Date	Class	L. Area	No. of children	Time

THEME **:** Foods and Nutrition

SUBTHEME **:**

COMPETENCES **:** **A learner:-**

- Defines body building foods.
- States examples of body building foods.
- Draws examples of body building food.
- States examples of energy giving foods.
- Reads and spells words correctly.

CONTENT **:**

Classes of food

There are three major classes of food:-

1. Energy giving foods **(carbohydrates)**
2. Healthy giving foods (**vitamins)**
3. Body building foods (**proteins)**

Body building foods

These are foods which help our bodies to grow. They are also called **Protein**

Examples:

Fish , Chicken , Milk, Simsim, Meat, Eggs, beans, g***round*** nuts, peas,

Energy giving food

These are foods that give us energy. They are also called **carbohydrates**

Examples include:-

Posho, Rice, Millet, Sweet potatoes porridge

Cassava, Yam, Potatoes Irish potatoes

Exercise:

1. Listen and write
2. Mention 4 body building food.
3. Draw and shade these body building food..

milk	fish	beans

4. List down four energy giving food (carbohydrates)
5. Name these energy giving foods.

Banana	Yam	Irish potatoes

6. What is food?

   Food is …….

7. What are domestic animals

   These are ……

Date	Class	L. Area	No. of children	Time

THEME **:** Food and nutrition

SUBTHEME **:** Types of food

COMPETENCES **:** **A learner:-**

- Defines health giving food
- States examples of healthy giving foods.
- Draws healthy giving foods.

CONTENT **:** **Reads and spells words correctly.**

Health giving foods

Health giving foods are foods which protect our bodies against diseases**.**

- They are also called vitamins.
- They include fruits and vegetables.

Examples of fruits

- Passion fruits
- oranges
- pineapple
- grapes
- apples
- guavas
- jack fruit
- paw paws
- mangoes

Examples of vegetables

- Cabbage
- *doodo*
- *ntula*
- tomatoes

Exercise

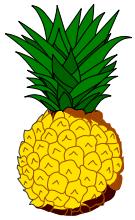
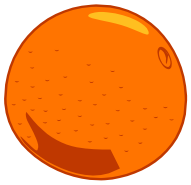
1. Listen and write.
2. Fill in the missing letters

   Tomat_es or_ng_

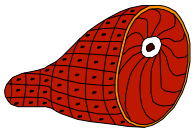
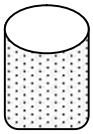
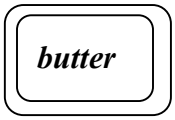
   M_ng_ pass_ _nfr_ _ts

   A_ _les

3. Name these fruits

4. Identify four sources of food.
5. From birds we get _____ and _____
6. Name these foods we get from animals.

7. Which class of food is milk and eggs (carbohydrates, proteins)
8. Draw these foods we get from water

   Fish Water Salt

Date	Class	L. Area	No. of children	Time

THEME : Food and Nutrition

SUBTHEME : Places where we get food

COMPETENCES : A learner:-

- Identifies the places where we get food.
- Fill in the missing letters correctly.
- States the importance of eating food.

CONTENT : <u>places where we get food</u>

- ***Garden***
- ***Market***
- ***Farm***
- ***Shops***

<u>Why we eat food/Importance of food</u>

- We eat food to get energy
- We eat food to grow
- We eat food to have life
- We eat food to prevent diseases.

Exercise:

1. Fill in the missing letters

   G ___rden m __rket pl __nts b __ans

   Fish sh__p
2. Circle places where we get food

   Garden school market farm hospital shop church
3. Listen and write

- Food
- Sugar cane
- Diseases
- Birds
- Animals
- Markets
- Fruits
- Fish
- Mango

4. Why do we eat food?
5. Give one example of furniture

Date	Class	L. Area	No. of children	Time

THEME : Food and Nutrition

SUBTHEME : Keeping food safe (preservation)

COMPETENCES : A learner

- Defines safe food
- States different ways of keeping our food safe

- Gives reasons for the following:-
  - Covering food.
  - washing hands before eating food
  - washing hands before preparing food
  - eating food from clean containers
  - Washing fruits before eating them.

CONTENT

SAFE FOOD

What is safe food?

- Safe food is food which is free from germs.
- Safe food is not harmful to us.
- Germs in food cause diseases.

How do we keep food safe? (*Ways of keeping food safe)*

- Cover all food with clean containers.
- Wash hands before or after eating food
- Wash hands before preparing food
- Eat food from clean containers.
- Wash food before cooking it.
- Wash all fruits and vegetables.

Why do we cover food?

- To protect it from flies and dust. (***protect food from getting contaminated)***

Why do we wash hands before eating food?

- To remove germs from our hands

Why do we eat food from clean containers?

- To keep away germs from the food

Why do wash fruits before eating them?

- To remove germs from them.

Exercise

1. Listen and write
2. Tick ways of keeping our food safe.
   - - covering it
   - Sweeping it
   - Freezing it

3. Why do we cover food? To protect it from _____

4. Why do we wash our hands before and after eating food.

5. _____in food causes disease.

6. We cover food to protect it from _____and _____

7. Draw a fly sitting on your plate of food.

Date	Class	L. Area	No. of children	Time

THEME **:** Food and Nutrition

SUBTHEME **:** Keeping food safe (preservation)

COMPETENCES **:** A learner

- Explains the meaning of preserving food
- States ways of preserving food .
- Mentions the good eating habits
- Reads, spells and pronounces the words correctly

CONTENT **:** **Preserving food**

These are ways of keeping food for a longtime without it going bad.

Ways of preserving food

- By salting e.g. meat, fish and chicken.
- By ***freezing*** - ***smoking***
- By sun drying
- By boiling

Why do we preserve food?

- So that the food does not go bad. (***get contaminated)***

What makes food go bad?

- Germs make food go bad

Good eating habits

- Chew food
- Wash hands before and after eating
- Pray before you eat
- Avoid talking while eating

Activity

1. Listen and write

_____ _____ _____

2. Tick ways of preserving food
    - By sun drying
    - By washing
    - By salting
    - By digging
3. Draw mother smoking fish
4. What makes food go bad?
5. Write one eating habit?
6. Why do we wash our hands?
7. What happens if you run carelessly?

THEME TESTS (Food and nutrition)

1. Food is anything _____to _____

2. Why do we eat food

We eat to_____

We eat to_____

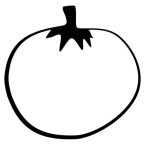
3. Write down two energy giving food.

_____ _____

4. Draw the body building foods.

Fish	Milk	Meat

5. Name these healthy giving food.

6. List down two energy giving food
7. What happens if you run carelessly
8. Draw yourself eating fish.

9. Name these energy giving food.

10. Match examples of food to their classes

Cassava	health giving food
Eggs/ milk	energy giving food
Mango and tomatoes	body building food

11. Circle food we get from water

Salt beans fish water tomatoes

12. Give any two animals with out legs

13. Why do animals move?

14.Give four examples of fruits

REVISION WORK

Date	Class	L. Area	No. of children

1. _____is a place where we go to learn.

2. Mention four people we find at school

3. Match people to their work

Teacher	collect money
Head teacher	cooks food
Driver	teaches pupils
Cook	drives school van

4. Draw these things we find at school

Books	brooms
Beds	chalk

5. _____heads a school.

6. Fill in the missing letter

b_rsar dr_ver teacher

7. Write down activities done at school.

Date	Class	L. Area	No. of children	Time

1. Underline dangers on our way to school eating kidnapping playing falling down.
2. Mention means used when coming to school.
3. Fill in the missing letter

b_rsar d_ct_r c_ _k t_ _cher d_rector

4. Draw these people who work at school.

Teacher _____

Head teacher_____

5. A _____is a place where we live.

(school, home , hospital)

6. Mention four people found at school.

Date	Class	L. Area	No. of children	Time

1. Identify two types of families
2. Circle people in a nuclear family

Uncle sister brother aunt Father

3. _____heads a family.
4. _____is a group of people living together related by blood.
5. Match roles to people to their roles.

Father	cooks food
Sister	fetches water
Brother	heads and buys food
Mother	helps mother with work

6. A _____is a group of people living and working together.
7. Underline people in a community

Doctor, thief , children, policeman, pastor

8. Draw a farmer digging in the garden

9. Name the two types of houses.

_____and _____

Church temporary permanent hill

Date	Class	L. Area	No. of children	Time

1. _____is anything good to eat.(water, food, soil)

2. Name these body building food.

_____ _____ _____

3. Write another name for energy giving food.

4. Why do people eat food?

5. Mention two causes of accident at home

6. Mention two activities done during rainy se3ason.

Weeding harvesting planting water harvesting

7. Name these types of weather.

8. Name the game below

_____game

9. Draw a balloon game

10. Write down four family needs.

Date	Class	L. Area	No. of children	Time

1. Name the box below

_____

(green box , first aid box)

2. Underline things in a first aid box

(food , plaster , panadol, pen)

3. Why do we give first aid?

4. Draw Mary playing with a knife.
5. Identify the use of a hoe to a farmer (slashing, digging)
6. Name the accident below

Date	Class	L. Area	No. of children	Time

1. Name these things we use in sunny weather
2. Write two activities done in sunny weather

(harvesting, preparing land , water harvesting)

3. Draw mother harvesting cassava
4. Name these temporary houses

Date	Class	L. Area	No. of children	Time

1. Draw and name four domestic animals.

2. Name these causes of accidents

_____ _____

_____ _____

(safety…., broken bottle , fire , stone)

3. Underline wild animals

(snake, cat, zebra , lion , cow)

4. Write two things we get from a cow.
5. Write the use of a watering can _____plants
6. Draw the following plants where we get food.

- Cassava plant -Banana plants

- Pineapple plant -Maize plant

Food and nutrition (theme words)

nutrition	contaminate	prepare
examples	problem	spread
sources	stomach ache	milk
safe	rotten	balanced diet
keeping	dirty	value
drink	smell	posho
keeping	sun drying	cassava
maize	canning	grown
pineapple	spoilt	health
chicken	germs	promote
millet	smoking	health
cabbage	energy	covering
mangoes	proteins	promote
market	carbohydrates	product
garden	vitamin	butter
farm	vegetables	health
boil	strong	diseases
butcher	strength	dirty food
main	fillet	land
wheat	granary	butcher
preserve	mutton	sources
poisonous	pork	rivers
disease	land	lates

Swamps animals birds insects

Date	Class	L. Area	No. of children	Time

1. Match foods to their names

Carbohydrates (energy giving food)

Health giving food

Body building food

2. Name the garden tools

_____ _____

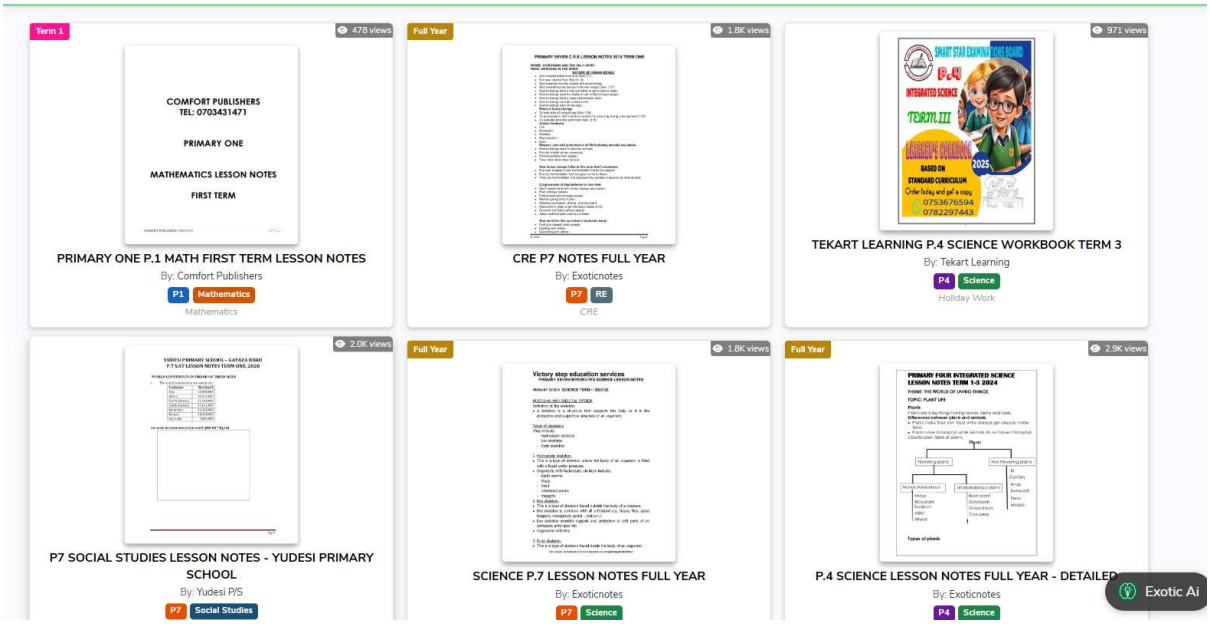
_____ _____

3. Name the type of weather
4. Name four accidents at home
5. Mention members of a nuclear family.
6. Draw dangerous things which cause accident

_____ _____

_____ _____

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