TERM II – PRIMARY TWO ENGLISH SCHEME OF WORK

WK	DP	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	L/AIDS	REF	REMARKS
1	1	Our Environment	Common animals , birds and plants	**Animal homes** Cow – kraal / byre Goat – shed Rabbit – hutch Horse / donkey – stable Lion – den Bird – nestling Snail – shell Snake – burrow hole Monkey – trees Chicken – run Spider – web Housefly – rubbish Pig – sty **Exercise** 1. Listen and write Den nest shed, stable kennel web 2. Fill in the missing letters hu __ch h ___ve k __aa 3. Get small words from big words Monkey – key Cage – age Stable – able Hutch – hut b beehive – hive	- A learner identifies animal homes. - Names common animals, birds and insects and plants. - Matches animals to their homes. - Reads names of animals homes correctly	**Guided class discovery** **Explanation**	Naming common animals Identifying animal homes Reading words and sentences	Critical thinking Appreciation Self awareness	A chart showing animals with their homes	Thematic curriculum page 19

				4. Match correctly snail den rabbit hutch spider shell lion web 5. Arrange the words in ABC order						
	2			**Young ones** **Animals young ones** Cow calf Pig piglet Dog puppy Rabbit bunny Sheep lamB Goat kid Cat kitten Horse foal Lion, fox, leopard - cub Elephant calf Hare leveret Frog tadpole Person baby Fish fry **Birds young ones** Bird nesting	A learner - Reads the names of animals. - Drain storms the animal young ones - Reads the names of animal young ones - Answers oral and written questions	Guided group discovery Questions and answer	Identifying animal young ones and birds Reading words	Critical thinking Effective communication	A chart showing animal young ones	

				Duck duckling Hen chick Cock cockerel Goose gosling **Insects young ones** Cockroach nymph Housefly maggot Butterfly Caterpillar **Exercise** 1. Listen and write Lamb, kitten , calf, puppy, cub , kid 2. Fill in the gaps correctly A young goat is a _____ A young dog is a _____ A young fish is a _____ A foal is to ____ as a cub is to _____ A ____ is to hare as a bunny is to _____ Fish is to fry as ____ is to duckling ____ is to a cub as a sheep is to _____						

	3		Common animals, birds, insects and plants	**Animal sounds** cow lows cat mews/ purrs sheep bleats goat bleats dog barks pig grunts lion roars turkey gobbles grasshopper chirrs monkey - chatters horse - neighs hyena – laughs mice – squeaks frog - croaks snake – hisses hen – clucks duck – squacks goose – cackles bee – hums elephant - trumpets	A learner – identifies animals with their sounds. Reads words correctly Answers oral and written questions correctly.	Guided class discussion Demonstration questions answer	Identifies animals with their sounds. Reading words and sentences. Answering oral and written question. Writing words and sentences	Effective communication Appreciation	A chart showing animal sounds	Page 121
2	1			**Animal meat** Cow - beef Hen - chicken Fish - fillet Sheep – mutton	a learner identifies different animals brain storms their meat reads words correctly	Brain storming Guided class discussion	Identifying different animals with their meat. Reading and	Creative thinking Self awareness	a cahrt showing animals with their sounds	

				Calf - veal Goat – goat meat Pig – pork/ bacon	reads and writes words and sentences correctly.		writing words and sentences			
	2			**Gender** This is the state of being male or female **Types of gender** Masculine means male Feminine means female Gender according to animals Masculine feminine bull cow dog bitch lion lioness boan sow(pig) buck doe (rabbits) horse mare ram ewe (sheep) drake duck drone queen cock hen	A learners defines gender Explains the types of gender Identifies different gender according to animals. Reads words and sentences correctly. Making sentences according to gender Writing words and sentences correctly	Guided class discussion Question and answer Whole word	Identify different gender Reading words and sentences Writing words and sentences Making sentences using the given words	Critical thinking Effective communication Self awareness	A chart showing animal gender	

	3			**Gender according to people** Masculine feminine Father mother Son daughter Brother sister Waiter waitress King queen Gentleman lady Boy girl Master mistress Mayor mayoress Uncle aunt Man woman Husband wife Lord lady Mr. Mrs. Widow widower Sir madam Poet poetess Nephew niece	A learner – reads words and sentences correctly Identifies gender according to people Answers oral written questions correctly. Writes words and sentences correctly	Whole word Guided class discovery	Identifying different people's gender Reading words and sentences Writing words and sentences	Problem solving Self esteem		English aid standard big 4

3	1		**People in our environment**	**Letters of alphabet** a, b, c, d, e, f, g, h, I, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z arrange these words in ABC order **examples** e c b d a f	A learner – identifies letters of alphabet in their order from first to the last letter. Re – arranges the letters in ABC order correctly Re – arranges the words in ABC order	Whole word Look and say Explanation	Re – arranging the letters in ABC order Identifying letters of alphabet in their order.	Creative thinking Problem solving Self awareness	Word cards Letter cards	English aid standards bk 3 page 12
	2			a, b, c, d, e, f elephant, box, ant, cow, dog ant, box, cow, dog, elephant						

	3			**Arranging words following the second letter** **Examples** book , bench, ball, black ball, bench, black, book mother, meat, mill, mat mat, meat, mill, mother	A learner listens to the principle Reads the words correctly Identifies the positions of the second letters Identifies the letter that comes first to the last. Writes words in ABC order	Whole word Guided class discovery Question and answer	Reading words Listening and following the principles Identifying letters in their position s Writing words ABC order	Effective communicat ion Problem solving Copying with emotion	Word cards Letter cards	English aid book page 3
4	1	Occupati on	**People and their work**	**Occupation** Teacher – teaches pupils Doctor – treats sick people Cobbler – mends shoes Farmer - grows crops	The learner Reads, spells and writes the word correctly Makes sentences using the given words	Guided discovery Whole word	Fill in the missing letters Matching correctly Making sentences	Effective communicat ion Problem solving	A chart showing people's occupation	

	2		Common animals and birds	**Homophones** These are words with the same pronunciation but different meaning and spellings. **Examples** Sheep - ship Sun – son Buy – by/ bye Dear – deer Bad – bird Know – no Weak – week Four – for Eat – it Meat - meet Here – hear Sick – seek Seat – sit Still – steel One – won Been – bean Two – too/ to There – their	A learner listens to the explanation and the examples. Reads the words correctly Gives the meaning of words correctly \makes sentences using the given words Writes words and sentences correctly.	Explanation Whole word and sentences Question and answer	Listening Reading words and sentences correctly. Constructing sentences using these words and sentences	Effective communication Self esteem Assertiveness	English aid standards page 4	

6	1			**Joining using ….who…..)** 1.This is the man. He made a basket. **This is the man who made a basket.** 2.John is a boy. He broke my pencil. **John is a boy who broke my pencil.** 3.Here is the teacher. He teaches us English. **Here is the teacher who teaches us English.**	A learner listens to the instructions. Read words and sentences correctly. Joins the sentences correctly and read them Writes words and sentences correctly	Whole word Whole sentences Guided class discovery Question and answer	Listening to instructions, reading words and sentences. Joining sentences Reading and writing words and sentences	Critical thinking Problem solving	Sentence cards	English aid standard page 38

	2		Things we use at home and the materials	**Using …too…..to** **Example** 1.Grace is very young. She can not go to school. **Grace is too young to go to school.** 2.James is very short. He cannot clean the chalkboard. **James is too short to clean the chalkboard.** 3.Juliana is very young. She cannot go to school. **Juliana is too young to go to school.**	A learner listens to the principle and the example. Gives the examples and reads words and sentences correctly. Writes words and sentences. Joins the sentences to make correct sentences.	Guided class discovery Question and answer Listen, say and use	Listening Speaking Reading words and sentences Joining sentences Writing sentences	Problem solving Effective communication	Sentence cards	
7	1		Play materials and things we use at home	**Compound words** **Examples** Cup and board = cupboard Tea and pot = teapot Flower and pot = flowerpot Home and work = home work Staff and room = staffroom Tooth and paste = toothpaste Police and man = policeman School and girl = schoolgirl Table and mat = table mat School and girl = schoolgirl	A learner – reads the words correctly. Joins the two words to make a compound word. Reads the compound words Reads and writes words and sentences correctly. Answers oral and	Explanation Guided class discovery Eclectic	Reading words and sentences. Joining the words to make a compound word. Answering oral and		A chart showing compound words.	

				Rain and bow = rainbow Gentle and man = gentleman Gate and keeper = gatekeeper Bath and tub = bathtub	written sentences.		written question. Writing words and sentences			
	2									

	3	**Transport**	**Means of transport**	**Past tense** Past tense refers to the past events which are not related to the present some time back. It is the yesterday tense. A verb is a doing word. A verb is an action word. Verbs that take **"ed"** to form the paste tense. Walk – walked Look – looked Talk – talked Play – played Pray – prayed Cover – covered Fetch – fetched Share – shared Tame – tamed Move – moved Dance – danced Fake – faked Love – loved	A learner – defines a verb. Identifies verbs in the sentences. Identifies verbs that take "ed" and "d" in their past tense. Reads words and sentences correctly. Writes words and sentences correctly. Answers oral and written questions.	Guided class discovery Explanation Whole word Whole sentences Eclectic	Defining a verb Identifying the examples of verbs. Identifies verbs that take "ed" in their past tense. Change the verbs given in brackets in their past tense form.	Assertiveness Effective communication Creative thinking	Uganda English course bk 2 page 55.	A chart showing verbs

8	1			**Present perfect tense** This is a tense which talks about activities which have already happened We use has for She, It, he } has 1. Jane **has** gone to town. 2. Ali **has** mopped the house. 3. Ali has eaten the potato vines They, We, You, I } have **Example** 1.The boys have stolen the mangoes. 2.I have drunk all the juice. 3.I have done home work.	A learner defines present perfect tense. Identifies the use of has and have. Reads words and sentences correctly. Writes words and constructs sentences in present perfect tense.		Defining a present perfect tense. Identifying ways of using has and have Constructing sentences present perfect tense. Writing words and sentences		English aid book 4 page 76 and 77	A chart showing verbs in present perfect tense.

	2	**Accident and safety**	Ways of using the road	**Future simple tense** He She It They You } will I We } shall **Examples** She will visit us next Sunday. I shall sit at the front seat The sheikh will chair the meeting	A learner defines a future simple tense. Identifies when to use will / shall Gives the examples of sentences in present simple tense Uses will / shall correctly. Reads words and sentences correctly. Writes correct words and sentences	Explanation Guided class discovery Eclectic and whole word	Defining future tense. Giving the examples of sentences in future tense. Using will/ shall correctly. Writing correct words and sentences	Appreciation Self esteem Creative thinking	Sentence cards	Uganda primary English course pupils bk page 34

COMPREHENSION SCHEME OF WORK FOR P.2 TERM II 2018

WK	DP	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	L/AIDS	REF	REMARKS

	1	1	Our Environment	Common animals	**A story** **Biira Village** Last holiday, Musa went to his home in Biira village is found in Mityana District. Musa went to visit his grand mother. Nakate . On his way, Musa saw interesting things like Mountains, lakes, rivers and forests. He reached his grandmothers home at 5:00pm. The next day, Musa woke up early because he wanted to see different things at his grandmother's home. He saw tall trees in the compound and in the garden. The wild birds were flying around and some were sitting on trees. Musa's grandmother had two houses. The small one was for her hens. she also keeps cows, goats and sheep at her home. In the afternoon, Musa moved around the village. He saw many people who were **hardworking**. They had very big gardens with healthy crops. Fruits like pawpaws, oranges, pineapples and mangoes were very many. Musa enjoyed eating fruits in the two weeks he spent in the village.	Reads, pronouncing words correctly. Reads sentences in the story correctly Answers oral written questions correctly	Story telling Whole word Whole sentences	Listening to the story Reading words and sentences Interpreting the story Answering oral and written questions	Fluency Confidence Creative thinking Problem solving	Story cards	

		2		Common insects	**Harmful insects** There are many harmful insects in our environment. These include wasps and bees which sting – houseflies which spread diseases like cholera, diarrhoea and trachoma. Cockroaches eat clothes utensils and books. Termites, red ants and fleas and bed bugs suck our blood. Mosquitoes spread the malaria disease. You need to be clean to control these insects.	Reads and interprets the story Reads and answers the questions about the story	Story telling 1, 2, 3 techniques Question and answer	Reading and interpreting the story Reading and answering about the story	Fluency Effective communication Confidence Self esteem		
2				Common plants	Plants plants Plants are useful to us Plants are homes for birds and animals Plants give us shelter Plants plants We get food from plants We get fruits from plants We get firewood from plants Protect plants, plants are good	Reads the poem Counts the lines in the poem Describes a stanza Answers questions about the poem	1,2 , 3technique Whole sentence	Reading the poem Counting stanzas and lines in the poem. Answering question about the poem.	Fluency Effective Communication		

		2	Things we make	**Things we make in our community**	**A conversation** **Mr. Kintu:** Good evening children **Pupils:** Good evening teacher **Mr. Kintu:** Every one should bring banana fibres and straws tomorrow **Pauline:** What! Are they for teacher? **Mr. Kintu:**They are for making ropes and balls **Pupils:** Yee ee, sss……. **Mr. Kintu:** Every one will make a rope and a ball. **Sharon:** Teacher, I will make the biggest ball **Nakato:** I shall make a very long rope. **Waswa:** Shall we use them for playing? **Mr. Kintu**: Yes, of course, you will play with them. **Pupils:** Thank you Mr. Kintu	Listens, pronounces the words correctly. Reads words and sentences in the story correctly. Asks and answers oral and written questions correctly	Whole word Whole sentences Situational games	Reading words and sentences Interpreting the story Asking and answering oral and written questions	Fluency Confidence Assertiveness Problem solving	A dialogue on a piece of paper	English teacher book page 40

3	1		Things we make	**Materials And their sources**	**m**	**o**	**r**	**t**	**a**	**r**	**d**	**s**	Find words in the puzzle both horizontal And cross words (only things we make	Whole word guided discovery	Finding things we make in the puzzle Finding horizontal words Finding cross words	Self esteem Creative thinking Reasoning Capacity		
					a	**b**	**z**	**s**	**t**	**o**	**o**	**l**						
					t	**a**	**b**	**l**	**e**	**t**	**l**	**c**						
					s	**l**	**k**	**b**	**f**	**e**	**l**	**u**						
					t	**i**	**c**	**h**	**a**	**i**	**r**	**p**						
					o	**b**	**d**	**s**	**k**	**e**	**t**	**o**						
					r	**e**	**l**	**a**	**d**	**l**	**e**	**t**						
					e	**d**	**p**	**e**	**s**	**t**	**i**	**e**						
				Find 10 things we make in the puzzle above														

		2		**Materials Used and their resources**	**A passage** **Muganga the potter** In Kabowa Village, there is a potter called Muganga. Muganga has a wife her name is Mutoni. They have two daughters, Seera and Melisa. Muganga and his children make a lot of things out of clay. He collects clay from the swamp of Kitete Village in Mukono District. Muganga makes pots out of clay, people use these pots to keep their water safe. He also makes charcoal stoves that people use for cooking food. Muganga gets a lot of money out of the products he makes out of clay.	A learner pronounces articulates words and sentences correctly Reading words and sentences Interpreting the story Asking and answering oral and written questions	Whole word and sentences presentations Story telling Question and answer	Reading words and sentences Interpreting the story Asking and answering oral and written questions	Confidence Fluent Appreciation Self esteem	Story card	Teachers correction

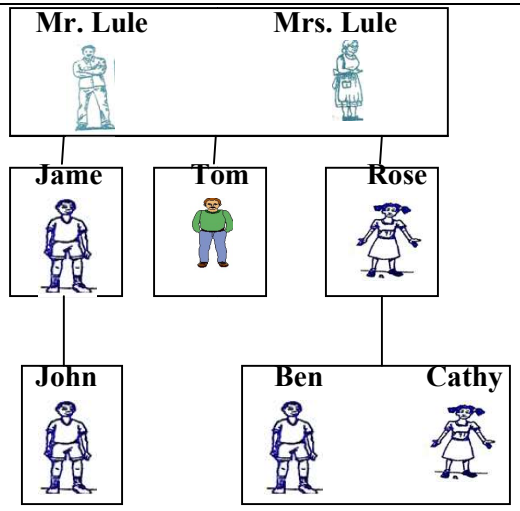
	4	**1**	Accident and safety	Causes of accidents	**ARHYME** **ACCIDENT - ACCIDENT** You are my enemy. You don't know the young or the old. You don't know the beautiful or the ugly. You even don't know the rich or the poor. **Oh accident!** Potholes, over speeding and drunkardness cause accidents. Drivers be careful children stop playing on the road. Dear drivers, brothers and sisters take care. Accident kills.	A learner pronounces, articulates words correctly. Reads words and sentences correctly. Interprets the story \answers oral and written questions	Story telling Dramatization Whole word and sentences	Listening Pronouncing Articulation Reading words and sentences Interpretation of the story Asks and answers oral written questions	Assertiveness Fluency Self – awareness Confidence	A card showing a rhyme	Thematic curriculum bk 2 English page 26
		2	Transport in our community	**Means of transport**	**A dialogue** **Mutono:** Good morning Munene **Munene:** Good morning Mutono **Mutono:** Why didn't you come to school yesterday. **Munene:** I travelled to the village for the party. **Mutono:** A party! How did you travel? **Munene:** I travelled by bus, my parents travelled by tax and my brothers by a bicycle.	A learner reads words and sentences correctly. Interprets the dialogue Answers oral written questions correctly	Role play whole word Whole sentences Questions and answers	Confidence Audibility Fluency	A carol having a dialogue	Teachers collection	

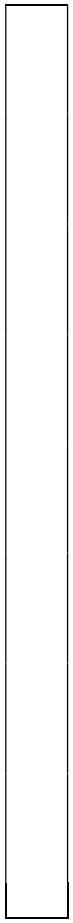
					Mutono: Oh! You must have enjoyed. **Munene:** We also went on foot to visit aunt Norah						
	5	**1**			**Advert** **Motor race** **Motor race** The Rakataka group will present a motor race. **Venue:** Festino City **Date:** 5th August 2018 **Time:** 2:00pm – 5:00pm **Fee:** Adults shs. 500 **Children shs.** 300 **Come one** **come all** Moses	Reads the advert Interprets the advert Answers the questions about the advert	Dramatization Role play Whole sentence Whole words	Reading the advert Interpreting the advert Answering the questions about the advert	Fluency Self esteem Effective communication		

		2			**Kapata's Journey to Kampala** Kapata and his father travelled from Tororo by train. The train was slow. It reached Jinja at 3:00 o'clock. They got out of the train from Jinja railway station. They walked to Jinja taxi park. They caught a taxi to Kampala. On their way, they saw many boats sailing on River Nile at Nalubaale dam. His father told him that the dam is now called Owen falls dam. Kapata also saw many buses and Taxi's. when they reached Kampala they met Kapata's uncle. He was waiting for them in a pickup. They went to Luzira where Kapata's uncle lives	A learner pronounces and reads words correctly Reads sentences correctly Interprets the story correctly Reads story Answers oral written questions	Role play Whole word Whole sentences Story telling	Reading words and sentences Interpreting the story Reading the story	Fluency Audibility Problem solving	A card showing a passage	Mk. English Thematic practice book page

	7	**1**			**Means of transport** Cans, lorries, trucks, oxen, donkey are means of road transport. Boats, ships and ferries are means of water transport A helicopter and an aeroplane are means of air transport. But there is only one mean of railway transport, it's a train. It is very good to have means of transport.	Reads the poem fluently Talks about other means of transport Answers questions about the poem	1, 2, 3 technique Whole word Whole sentence	Reading the poem Talking about other means of transport Answering questions about the poem	Fluency Audibility		
		2	Accidents and safety	**Causes of accidents**	**Accidents accidents** You are an enemy You don't know the young or the old You don't know the beautiful or the ugly You even don't know the rich or the poor. By Genesis	Recites the rhyme Answers questions about the rhyme	Whole word 1, 2, 3 technique L,S, U	Reciting the rhyme Answering questions about the rhyme	Fluency Audibility		

	8	**1**	Accident and safety	**Management of accidnts**	**A passage** John is a stubborn boy. His mother told him not to climb trees. One afternoon, he went playing with his friend Charles. They saw a big mango tree. There were green and yellow mangoes on the tree. John quickly ran and climbed the mango tree. When he was there he saw a black snake near a ripe mango. John shouted loudly and jumped down un knowingly. Charles ran back home and called John 's mother. They met John crying and screaming. His left leg got broken. John was taken to Mulago hospital for treatment	A learner pronounces and reads words correctly Reads sentences correctly Interprets the story correctly Reads story Answers oral written questions	Role play Whole word Whole sentences Story telling	Reading words and sentences Interpreting the story Reading the story	Fluency Audibility Problem solving	A card showing a passage	Mk. English Thematic practice book page

		2			**Conversation** **Angel:** **Musa:** Have you heard the news **Angel:** What news? **Angel:** Our friends Brenda was knocked by a car. **Musa:** Brenda was knocked by a car. That's bad **Angel:** Lets go and see her **Musa:** Where is she? **Angel:** She is at Mengo hospital? **Musa:** Yes, I do **Angel:** I hope she will get better soon.	Reads the dialogue in groups and individually Answers questions about the dialogue correctly	Question and answer about the dialogue Reading the dialogue	Audibility Fluency Self esteem			
											



COMPOSITION SCHEME OF WORK FOR P.2 TERM II 2018

WK	DP	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	L/AIDS	REF	REMARKS
1	1	Our Environment	**Common Animals**	**Vocabulary** Cow, lion, camel, goat, snake, fox, ship, elephant, pig, horse, crocodile, rabbit, donkey, tiger, hare, deer, buffalo, antelope, tortoise, monkey, giraffe, hippopotamus **Structure** What is this or that? **Examples**  This is a snake.  That is a rat	A learner – spells, pronounces and reads the word correctly. Gets a small word from the big word.	Whole word Eclectic	Spelling Reading Filling in the missing letters	Problem solving Effective communication	Word cards	Mk Thematic English practice
					A learner reads the structure. Identifies when to use this and that Reads words Uses vocabulary in the structures. Asks and answers oral and written questions correctly.	Demonstration Eclectic	Reading words and sentences Practicing the structure Using the structures Asking and answering	Fluency Decision making	Real or Concerts and word cards	
	2		**Common birds**	**Vocabulary** Hen, eagle, ostrich, duck, hawk, turkey, owl, crested crane, peacock, parrot, dove, pigeon, kite, practice, oral structure.	A learner spells and reads the words correctly Answers oral and written questions correctly	Question and answer Eclectic	Spelling Reading and pronouncing the words Answering oral and written questions			

				Structures What are these / those These are / Those are How many are they? They are …. How many are there?..... There are …… How many can you see? Writing words and sentences correctly	A learner listens, spells, pronounces and reads the words correctly. Uses the structures correctly. Making correct sentences correctly. Answers oral and written questions correctly	Question and answer Eclectic	Answering oral and written questions Constructing correct sentences according to a structure given Writing words and sentences	Decision making Problem solving Empathy Self – esteem	Concrete objects	At. Agness scheme of work page 5
		2		**Composition (guided composition)** **Vocabulary** Domestic wild eggs, meat, home, bush, turkey, kite, eagle, biggest , natural, dangerous we have ____ and ___ birds in our environment. The domestic birds are those ones which live at ____ with people while wild	A learner reads the vocabulary and the composition correctly. Interprets the composition Reads sentences per sentences and find the missing words. Reads the composition as whole correctly	Guided class discovery Eclectic Question and answer	Reading the vocabulary and sentences Interpreting the composition and find the missing words Reading the		A card showing composition	

				birds live in the ____. Domestic birds include hens, __, pigeons, parrots and duck. Wild birds are ____ to us. Some of them are ____ which eat our chicks. The weaver birds eat millet and maize in gardens. The ___ flies high in the sky. The Ostrich is the ____ bird in the world. Birds are ____ beautify to the environment.			composition Answering the questions from the story.			
			Common insects	**Vocabulary** Grasshopper, bee, mosquito wasp, tick, housefly, spider, safari, ants, termite, flea, bedbug, cockroach, white aunt	A learner listens, pronounces, spells and reads the vocabulary correctly. Uses the vocabulary to make correct sentences Answers the structure given correctly. Writes words and sentences correctly	Guided class discovery Eclectic Question and answer	Reading the vocabulary Uses the vocabulary to make sentences Use the vocabulary in the given structure	Critical thinking Creative thinking Interpersonal relationship	Picture crads	

3	1			**Jumbled composition** - James got twenty thousand shillings - He caught many grasshoppers - James woke up at night - He dried them under the sun - James put the grasshoppers in the bucket and took them for sale. - He fried them and put salt	Reads words and sentences correctly. Interprets the sentences Re – arranges the sentences to make a good story Reads that story	Guided class discovery Eclectic Question and answer	Reading words and sentences Re – arranging the sentences to make a good story.	Creative thinking	Sentence cards	Spiro text book 2 page 34
	2	Things we make	Play materials	**Vocabulary** Maize, mango, guava, beans, grass, beans, millet, banana, aloevera, jackfruit, pineapple, orange, ovacado, sorghum	A learner reads, spells and pronounces the word correctly. Uses the word to make correct sentences Answers the questions correctly	Guided class discovery Eclectic Question and answer	Reading words Making correct sentences Responding to the structure correctly		Word cards	Spiro text book 2 page 2

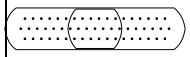
4	1				A learner reads words and sentences correctly. Interprets the sentences correctly. Re – arranges the sentences to make a good story.	Guided class discovery Eclectic Question and answer	Reading words and sentences correctly Interpreting the sentences Re – arranging the sentences to make a good	Creative thinking Problem solving Appreciation Self awareness	Sentence cards	
	2			**Vocabulary** Doll, ball, rope, cushion, stove, stool, table, table, table cloth, cup, ladle, mortar, mingling stick, winnower, bed, chair, pestle, mat. **Structure** **Exercise** How many …are there? There are …..	A learner reads, spells and pronounces the words correctly. Asks and answers questions correctly Uses the structures correctly.		Reading words and sentences Answering oral and written questions Making sentences			

5	1		Materials used and their sources	**Vocabulary** Sisal, raffia, bananafbire, straws, papyrus, palm leaves, needle, clay, thread, reads	A learner reads the words correctly. Reads the sentences correctly Uses the prepositions in the structures correctly	Guided class discovery Reading and answer Demonstration	Reading the words Reading the sentences Answering the given structure Filling the correct preposition	creative thinking assertiveness empathy	Real objects and word cards	English aid book 2 page 36
	2			**Structures** What do we use to make? Where do we get ……..? **Examples** What do we use to make mats. **We use banana fibres and papyrus to make mats.** Where do we get the papyrus **We get papyrus from the swamp**	A learner reads, spells and pronounces the vocabulary. Makes correct sentences using the given word Re – arranges the letters to make correct words. Fill in the missing letters	Guided class discovery Eclectic Question and answer	Reading and spellings the words Making correct sentences Re – arranging the letters to make correct words	Fluency Confidence	Word cards	At. Agnes scheme of work for P.2 page 7

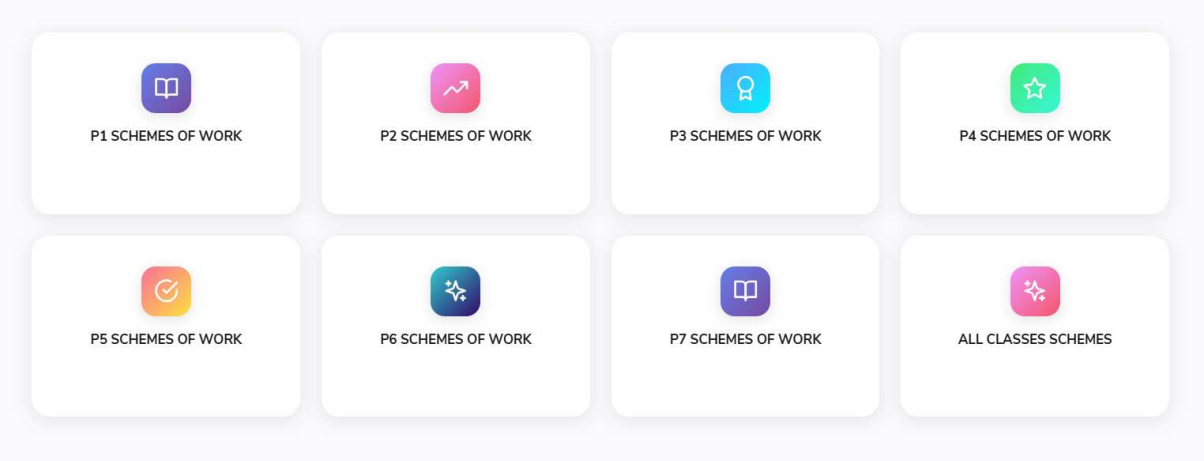
					A learner reads words and sentences correctly. Asks and answers written and oral questions correctly	Guided class discovery Eclectic Question and answer	Reading words and sentences Asking and answering questions correctly	Values Fluency Creative thinking Effective communication	Field and real objects	
7	1	Transport in our community	Means of transport	**Vocabulary** Boat, bicycle, aeroplane, pick – up, tractor, lorry, train, donkey, ship, canoe, ferry, camel, motor cycle, wheelbarrow **Structure** **Where is the ……?**	A learner pronounces, spells and reads the word correctly. Makes correct sentences using the vocabulary Identifies the plural of the given word	Brain storming Eclectic Guided class discussion	Reading the words making sentences using those words Identifying the plural of the given words	Critical thinking Problem solving Determinations	Word cards	Thematic schemes of work page 9

	2			**Vocabulary** Garage, shell, bus park, railway line, taxi park, washing bay, river, parking yard. **Oral Structures** Where is the ……? **Example** Where is the bus? The bus is at the bus stop Where is the boat?	A learner pronounces, spells and reads the vocabulary Uses the vocabulary to make sentences correctly. Asks and answers the structure correctly	Brain storming Eclectic Guided class discussion	Reading words and sentences Answering the given structure	Creative thinking Effective communication Appreciation	Word cards	Thematic schemes of work page 43 - 44
8	1			**Vocabulary** Captain, conductor, sailor, mechanic, turn – boy, cyclist, traffic police, lollipop, broker passenger **Structures** **Who ….a …or….an …..** **Examples** Who drives a lorry? A driver drives a lorry? Who flies an aeroplane? A pilot flies an aeroplane	A learner pronounces, spells and reads the words Uses the vocabulary to make correct sentences Uses the structures correctly		Reading words Using the vocabulary Making sentences Answering the structures			

	2			**Action words** Driving rowing sailing Washing pushing stopping Riding fueling travelling Moving parking operating	A leaner reads spells and pronounces the word correctly Fills in the correct missing words	Brain storming Eclectic Guided class discussion	Reading words and sentences Filling in the missing word	Creative thinking Effective communication	Word card	Thematic schemes of work bk 2 page 10
9	1			**Jumbled composition** Re – arranging the sentences to make a good story **Example** He alarmed and he was taken to the clinic. He used a near by path. Mugulu was walking to school. When he checked, he was bleeding He looked around and saw a snake. As he was moving, something bit – him.	A learner reads words and sentences correctly. Listens to the story interprets the sentences Re – arranges the sentences to make a good story. Reads the story	Story telling Guided class discovery	Reading words and sentences Listening to the story Re – arranges the sentences to make a correct story.			

	2	Accident and safety	**Dangerous things on the road**	**Accidents and safety** **Vocabulary** Bandage ambulance Safety pin razor blades Wheel chair cotton wool Tablet basin Needle cold pad **Structures** What is this/ that? **Example**  **What is that?** That is a bandage What is this  That is medicine	A learner reads, pronounces and spells the words correctly. Gets a small words from the big word. Names the picture correctly	Story telling Guided class discovery	Reading words Getting small words Naming pictures Reading and drawing	Effective communication Appreciation	Real objects	English scheme of work book 2 page

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