TERM I – PRIMARY TWO READING SCHEME OF WORK

SCHEME OF WORK FOR PRIMARY TWO TERM I

W	D P	THEME	SUB-	CONTENT	COMPETENCES	METHODS	ACTIVITIES	L/ skills	L/AIDS	RM

K			THEME							KS
1	1	Our School and neighbour hood	Location , symbols and benefits of our school	**Reading words with long /y/ sound** young buy clay sty by day fry my why try they occupy cry shy say **Sentences** - Joy is in primary two. - Abby works in the factory. - The puppy saw an ugly girl crying.	- Learners should be able to: - Read the words - Identify words of the given sound. - Make sentences using the sound words	Explanation Guided discovery	Reading the words Identifying words of the sound Making and reading sentences	Creative thinking Audibility Confidence	A chart showing sound / words	St. Agnes reading scheme
	2			- **Reading the sub – theme words** Trees valleys read Village school children Mountain **Sentences** **1.** Our school flag has three colours. **2.** Cornerstone Junior School is found in Mukono District **3.** Our uniform is checked dress ,white and charcoal	Learners should be able to: - Read and spell the theme words. - Blend the subtheme words - Construct sentences		Reading and spelling the subtheme words. Blend the subtheme words Construct sentence		- A chart showing the subtheme words.	

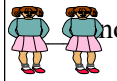
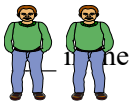
				grey. **4.** We have a land in kitete village.						
	3			**Reading a passage related to the subtheme** **Our school** Our school is Cornerstone Junior School. It is located in Mukono District along KayungaBugerere road in kitete village. This was founded in 2005 by Mrs. Muyonga Faith **Questions** 1. Listen and write 2. Write the title of the passage 3. What is the name of your school?	Learners should be able to" - Read the passage and answer the questions	- Explanation - Guided discovery - Question and answer	- Reading the passage and answer the questions	- Fluency - Audibility - Confifence	- Paper	St. Agnes reading scheme sound and read
	4			**Text book reading (actual reading)**	-	-	-	-	-	

2	1		Benefits from school to the neighbourhood	- Reading words /**ie**/ sound - Tie pie lie tired tried - Cries die **Sentences** - I tried to lie my mother yesterday. - Can't I tie a tie? - Children cried when their father died. - Pius ate a pie.	- Learners should be able to: - Mention and read words with /ie/ sound - Make sentences using the words of the sound. -	- Explanation - Guide discussion	- Mentioning and reading words of the sound - Making sentences using the words of the sound.	- Confidence - Observant - Fluency - Audibility	- A chart showing sound words	Sound and read St. Agnes reading scheme.
	2			- **Reading the subtheme words** education furniture behavior meeting recreation employment **Sentences** - The school provides education. - Our school is a source of employment.	- Learners should be able to: - Read the subtheme words - Construct sentences using the subtheme words	-	- Reading the subtheme words - Constructing sentences using the subtheme words	-	- Word cards	

				- Our school lends furniture to the neighbourhood.						
	3			**Textbook reading (John's new school)**	-	-	-	-	-	
	4		Benefits from school to the neighbourhood	Reading the dialogue **Benefits of our school** **Suzan:** Good morning Jane? **Ruth:** Good morning Ann **Suzan:** Did you play at school yesterday. **Ruth:** No! we did not play. **Suzan:** Why **Ruth:**Because ourneighbours had borrowed our play ground. **Suzan:** Do you mean they use your things? **Questions** How many people are talking in the dialogue	Learners should be able to: Reads the dialogue and answer the questions	- Guided discovery - Question and answer	- Reading the passage and answer the questions	- Fluency - Confidence - Audibility	- Paper	

3	1		**Causes of problems between school and neighbourhood**	- Reading words with /**igh**/ sound might tight weight light sight high straight thigh **Sentences** - The height of my thigh is eight metres - The mighty God sits on the right hand. - Tie it tightly - He was fighting at night	- Learners should be able to: - Read and mention words with the given sound - Construct the sentences	-	- Reading and mentioning words with the given sound. - Constructing sentences	-	-	
	2		**Causes of problems between school and the neighbourhood**	**Reading the sub- theme words** theft fight respect trespass steal quarrel damage rules language co – operation **Sentences** - The police respects rules and regulations. - It is bad to steal. - We have to respect elders. - Children should obey school rules and regulations	- Learners should be able to - Read the subtheme words. - Construct sentences using the subtheme words.	- Explanation - Guided discussion	- Reading the sub theme words - Constructing sentences using the subtheme words	- Observant - Effective communication	- Cards	Trs guide pg

	3			**Text book reading (John's new school)**	-	-	-	-	-	
4	1	**Our Home and Community**	**Relationship among family members**	Reading words with /**i – e**/ sound mime size kite fire lice rice slice nice ice mice wine five pile dice time **Sentences** - Bill will ride on his bike. - Did Teddy hide the wire. - Nine boys went on a hike	- Learners will - Read the sound words - Construct sentences using the sound word	-	Reading the sound words Constructing sentences using the sound words	-	- A chart showing the sound words	
	2		**Relationship among family members**	**Reading the subtheme words** father mother brother sister daughter son uncle niece grandfather nephew cousin **Sentences** - Joan is my sister - My mother cooks food at home - She is aunts' daughter	- Learners should be able to read the subtheme words. - Draw the family members - Make sentences using the subtheme words. - Blend the words	- Guided discussion - Guided discovery - Explanation	- Reading the subtheme words - Drawing the family members - Making sentences using the subtheme words - Blending words	- Self awareness - Observation - Creative thinking	- A chart showing the family members	Trs guide pg

	3			**Reading and completing the passage** **OUR HOME** A home is a place where we live. Our home is found in Kitete village. In my home there are many buildings. The main  _____ and the two small   or our big  nd  i he centre of our home	- Learners should be able to: - Read and complete the passage	-	- Reading and complete the passage	-	-	
	4		Things found at home	Text book reading (John's new school)	-	-	-	-	-	

5	1			- **Read a passage** **Our Family** My name is annet. I live at seta. I stay with my parents. My mother is called Mrs. Irene Mutebi and my father is Mr. Mutebi Julius. I have two brothers. My father buys food……. **Questions** 1. Where doesAnnet live? 2. What is the name of Annet's mother?	- Learners should be able to: - Read the passage and answer the questions	- Guided discovery - Question and answer	- Reading the passage and answer questions	- Observant - Creative thinking - Self – awareness - confidence	- papers	
	2			- **Reading words with / or/ sound** for forty poek orange orbit orchard orchestra order orphan ornament original **Sentences** - She bought forty oranges. - Bena has original ornaments. - All ornaments were given to orphans	Learners should be able to: - Mention and read sound words - Construct sentences	-	- Mentioning and reading sound words - Constructing sentences	-	- A chart showing the sound words.	
	3		Roles of different	**Read the subtheme words**	- Learners should be able to:	- Explanati	- Reading the	- Observa	- A chart	Trs

			people in our community	doctor farmer teachers gatekeeper nurse cobbler conductor soldier trader bankers pilot potters **Sentence** - Our driver is Mr. Lukyamuzi - The farmer is planting his crops - The musician made us happy	- Read the subtheme words - Draw pictures - Make correct sentences	on guided discovery	subtheme words - Drawing pictures - Making sentences	nt - Self – awarene ss - Self – esteem	showing the subtheme words	gui de
	4			- **Textbook teaching (Siko my best friend)**	-	-	-	-	-	
7	1			**Reading the dialogue and answer the questions** **Silvia:** What do you want to be in future, Babirye? **Esther:** I want to be a doctor **Silvia:** A doctor, why? **Esther:** Because a doctor treats sick people. **Silvia:** But don't you think that a farmer is better? **Esther:** A farmer? Why do you think so?	- Learners should be able to; - Read the dialogue and answer the question	-	- Reading the dialogue and answer questions	-	- papers	

	2			- **Reading words with /or/ as <u>a</u>** factor doctor actor tutor author monitor equator work worthy **Sentences** - Doctor Kato went to see an equator - What is the work of a tutor - Our tutor is a dictator	Learners should be able to: Read the subtheme words Construct sentences	- Explanation - Guided discovery	Reading the subtheme words Constructing sentences using the subtheme words	- Observant - Confidence - Fluency - Audibility	- A chart showing the sound words	Trs. guide
	3			**Reading words with /ee/ sound** peel tree feel sweet teeth **reading the rhyme** - Have you seen the needle. - She has seen a sheep. - He has been paying fees. - I have seen him sweeping. - The queen has bad teeth **Questions** 1. Listen and write I can see a sheep. He has seen the needle	- Learners should be able to: - Read the rhyme and answer the questions	-	- Reading the rhyme and answer the questions.	-	-	
	4			Textbook teaching	-	-			-	

				(Siko my best friend)						
8	1	**Our Home and Community**	**Cultural practice in our community**	- **Reading the subtheme words** dancing dressing greeting singing addressing digging cooking playing **Sentences** - Peter likes dancing kadodi. - She is playing hide and seek - He likes singing in luganda.	- Learners should be able to: - Reads the subtheme words - Construct sentences using the subtheme words - Draws pictures	- Explanation - Guided discovery - Question and answer	- Reading subtheme words. - Constructing sentences - Drawing pictures	Observation Self – awareness Confidence	- Cards with sub – theme words	Trs guide
	2	**Human Body and Health**	**Parts of the body and their functions**	- **Reading the sound words /ou/** as **/a/** cloud nought touch house ground drought sound about out south mouth proud **Sentences** - She placed her mouth on the ground. - I am proud of my house. - The clouds fell on the ground.	- Learners should be able to: mention and read the sound words - Constructing the sentences	-	- Mentioning and reading sound words. - Constructing the sentences	-	- A chart showing sound words.	
	3			**Reading the subtheme words**	- Learners should be able to: Read the subtheme words	-	- Reading the subtheme	-	- A chart showing	

				head knee breast shoulder navel skin neck teeth nose eyes ear **Sentences** - I have ten fingers. - I use my legs to walk. - I use my nose to smell	Construct the sentences -		words. - Constructing the sentences		the subtheme words	
	4			**Text book teaching (Siko my best friend)**	-	-	-	-		
9	1			**Reading the poem** God is great! Oh God! You gave us many things God is really merciful and loves us so much. God created us beautifully and gave us many things He gave us eyes for seeing and the noseof smelling. **Questions** 1. What is the title of the poem? 2. We use eyes for ____	- Learners should be able to: - Read the poem and answer the questions	- Guided discovery - Explanation	- Reading the poem and answer the questions	Observation Self – awareness Self – esteem	- Papers	

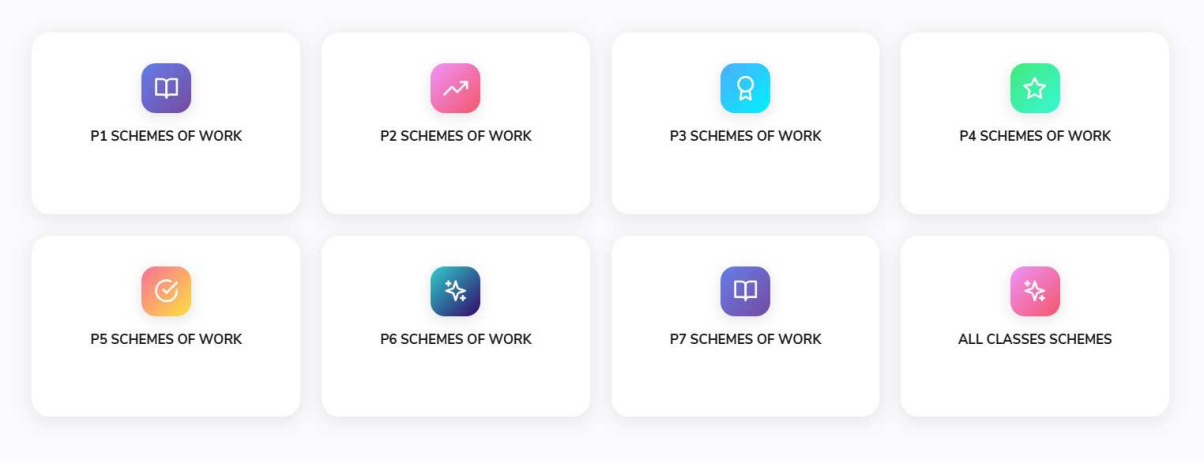
	2		**Sanitation**	- **Reading words with /ow/ sound** how town brown now gown crown plow town **Sentences** - The brown girls look smart in brown gowns. - Martin looked down to see a cow.	- A learner mentions and reads the sound words - Constructs the sentences using the sound words	-	- Reading the sound words - Constructing sentences using the sound words.	-	-	
	3			**Reading the story and answer the questions** **ALICE THE SMART GIRL** Alice is eight years old. She is a clean girl. She brushes her teeth everyday. She uses a toothbrush and tooth paste. After brushing her teeth, Alice goes to have a bath. She uses a brush, sponge and soap. She combs her hair with a comb…….	- A learner reads the story and answers the questions	- Explanation - Guided discussion - Question and answer	- Reading the story and answer the questions	- Observant - Confidence - Audibility - Fluency	- papers	
	4			Text book teaching (The man who ate his eye)		-		-	-	

10	1			**Reading the passage and answer the questions** **PERSONAL HYGIENE** Personal hygiene is the general cleanliness of our body. We are supposed to keep our bodies clean by bathing, brushing our teeth, cutting finger nails, combing or shaving off our hair. If not we can suffer from diseases like cholera, diarrhea, malaria etc **Questions** 1. What is the passage about? 2.	- Reads the passage and answers the questions from the passage	-	- Reading the passage and answer the questions	-	-	
	2	Food and nutrition	**Classification of food**	Mentioning and reading words with short /**y**/ sound beauty silly hungry slowly monkey sunny very valley funny sticky happy country **Sentences** - Sylvia is very happy today. - The hungry monkey ran	- Mentions and reads words with short /**y**/ - **Makes sentences using the sound words**	- Explanation - Question and answer - Guided discovery	- Mentioning and reading sound words. - Constructing sentences - Underling words of the sound	- Observation - Fluency - Audibility - Confidence	- A chart showing sound words.	

				away. - She moves slowly because she is hungry.						
	3			**Reading the dialogue** **Sam:** Good food! Good food! **Victor:** What are you talking about? **Sam:** Am talking about good food. **Victor:** What is good food all about? **Sam:** Good food is a balanced diet **Victor:** What does a balanced diet contain? **Sam:** A balanced diet contains all food values -	- Reads the dialogue and answer the questions	-	- Reading the dialogue and answer the questions		-	
	4			Textbook teaching (The man who ate his eye)	-	-	-	-	-	
11	1	Food and Nutrition	**Poor feeding**	**Reading the passage about poor feeding** **Poor feeding** Poor feeding is referred to as	- Reads the passage about poor feeding	- Explanation - Guided discovery	- Reading the passage and answer questions	- Fluency - Observant - Audibili	- paper	

				malnutrition. Malnutrition is either under/ over feeding when one is having a poor balanced diet he/ she will have sunken eyes, potbelly stomach, brown hair and swollen feet. Malnutrition can lead to death, lameness, blindness or loss of weight. When you are under malnutrition, you suffer from diseases like kwashiorkor, marasmus, goitor and rickets. It is healthy to have a balanced diet **Questions** 1. Write the heading of the passage. 2. What is malnutrition?		- Story telling		ty - Confidence		

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