TERM II – PRIMARY TWO READING SCHEME OF WORK

SCHEME OF WORK FOR PRIMARY TWO TERM II

WK	DP	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	Values	L/AIDS	RMKS
1	1	OUR ENVIRONMENT	Common animals	Reading sound / **er/** words Sister, mother, father, farmer cobbler term, fern, herbal, herb, improper, computer, mixer, fisher, tender, vender, feather , farther **Sentences** My sister was in London last term. The farmer came with my mother yesterday	A learner - Pronounces the sound correctly. - Read words and sentences correctly	Phonic Whole word Electric	Reading the sound Making the sound words Making sentences. Asking and answering oral and written questions	Creative thinking Confidence Assertiveness	Flash cards	
	2			**Reading words from the sub – theme** Cow duck kid lamb zebra calf hyena lion leopard monkey kitten piglet parrot cat sheep zebra rabbit pig **Sentences**	- A learner pronounces, spells and reads the words correctly. - Reads the sentences - Blends the sounds in the word correctly - Makes correct sentences using the given words	Phonic Whole word Eclectic	- Reading the words and sentences - Making sentences using these	-	-	

				- A cow gives us milk. - A kid is a young one of a goat. - A lion is cunning animal - A zebra is the most beautiful animal			words - Blending the sounds to make a word			
	3			Reading a poem	Reads words and sentences correctly. Reads the passage correctly. Interprets the story Asks and answers the questions	-	- Reading words and sentences in the passage. Interpreting the story - Asking and answering questions	- Asserti veness	-	
	4			**Actual reading** **The rich forest**	- Reads the story correctly - Interprets - Asking and answering the oral written	- Whole sentences	- Reading words and sentences correctly	- Interper sonal relation ships.	-	

					questions. - Identifies the vocabulary and their meaning		- Identifies the vocabulary and their meanings - Interpreting the story - Answering questions	- Creative thinking		

2	1		Common insects	**/sp/ sound** Spring spoon spear spite spoil sponge speed spread spare spend spirit splash spite **Sentences** - Jane has spoiled her sponge - A spear looks like a spade. - We don't need to spoil spare tyres. - The farmer sprayed the crops speedy.	- A learner sounds the letters correctly. - Reads the words and blend the sound - Makes sentences using the given words - Reads the sentences. - Asks and answers both oral and written questions	- Phonic - Syllabic - Whole word - Guided class discovery	- Sounding the letters - Building words of the …… - Reading words and sentences - Asking and answering oral question	-	-	
	2			Bees , fly mosquito, cockroach ant, grass, tsetsefly grasshopper spider **Sentences** - Spader have eight legs. - Mosquitoes spread malaria - True insects have eight	- A learner reads the words correctly. - Blends the words. - Uses words to make correct sentences - Reads sentences - Asking and answering - Oral and written questions	- Phonic - Syllabic - Whole word - Guided class discovery	- Reading words - Blending sounds to make words	-	-	

				legs						
	3			**A poem** **Ants Ants Ants** Too tasty for me Too tasty for you To tiresome to pick From their ant – hills **Ants Ants Ants** Tasty for old and young people Picked in afternoon and evening Do you enjoy ants like me. **By Anna**	- A learner reads and sentences correctly. - Interprets the poem - Recites the poem - Reads the poem - Asks and answers questions from the poem	- Phonic - Syllabic - Whole word - Guided class discovery	- Reading words and sentences - Reciting a peom - Interprets it - Asking and answering questions	-	-	
	4			**Text book reading** The rich forest	- A learner reads the story. - Identifies the vocabulary - Reads and interprets the story. - Asks and answers questions correctly.	-	- Reads words and sentences - Identifying the meaning of the vocabulary - Asking	- Critical thinking	-	

							and answering written questions			
3	1		**Common plants**	/**sw/ sound** Sweet potato swear sweep swollen swamp sweet swim swing sweater **Sentences** - Swabra has a swollen leg. - Swaba has a red sweater - She swept the swimming pool. - He was swinging a swamp.	- A learner sounds the letter - Reads and builds words for the sound. - Reads the sentences correctly	- Phonic - Whole word - Electric	- Sounding the letters - Building sentences - Reading words and sentences - Asking and answering questions	- Creativ e thinkin g - Effectiv e commu nication - Proble m solving	- Word cards	
	2			**Sub – theme words** Maize sorghum cassava Rice millet beans green Avacode potato plants shoot seeds **Sentences** - Millet and rice are grown in wetlands	- A learner reads words and sentences correctly - Blends the sounds to make words - Make sentences using the given words	-	- Reading words and sentences - Blending sounds - Constructi ng correct sentences	-	- Word cards	

				- In some plants like cassava we eat roots - We get proteins from plants			using the given words			
	3			**Selling tomatoes** Odiku and Opondo are brothers. Aketch is their sister Odiku is short and Opondo is small and Aketch is tall. Yesterday they carried some tomatoes to the village. Odiku carried a heavy basket. Opondo carried a small basket. Aketch carried a light basket. She put her tomatoes under a big tree. Odiku and Opondo put their tomatoes under a small tree in the evening, they all went back home.	- A learner reads the passage correctly - Interprets it - Asks and answers the questions correctly	-	- Reading words and sentences - Interprets the passage - Asking and answering questions	-	- Story cards	
	4			- Text book reading The rich forest	- Reads a story from the text.	- Eclectic - Guided	Reading the story	- Effectiv e	-	

					- Reads words and sentences correctly. - Finds the vocabulary - Reads and interprets the passage - Asks and answers the questions correctly	class discovery	Interpreting the story, Giving the vocabulary Asking and answering oral written questions	commu nication - Proble m solving - Asserti veness		

4	1			**/ar/ sound** Park part arm armpit farm arc art around arrow article arsenal arrest arrange arm arcade argue army are arise **Sentences** - She arranged all the spare parts together. - The buffaloes moved around the game park. - He arrested him because he was giving wrong arguments - The Uganda's army welcomed the archbishop of Kenya.	- A learner pronounces the letter sounds. - Builds words for the sound - Makes correct sentences using words of the sound. - Reads the sentences - Asks and answers oral questions about the picture	- Eclectic - Guided class discovery	- Pronouncing letters sounds - Building words - Reading words and sentences - Asking and answering oral	- Effective communication - Problem solving - Assertiveness	-	

	2	**Things we make**	**Things we make in our community**	**Sub theme words** doll clothes granary stove cushions mortar bench mat charcoal belt broom shoe table hat pots pestle ropes chairs **Sentences** - My dolls are beautiful. - We make balls and ropes from banana fibres . - A carpenter makes furniture.	- A learner reads words correctly. - Constructs correct sentences using these words - Reads the sentences	- Guided class discovery - Phonics - Eclectic	- Reading words and sentences - Constructing meaningful sentences - Asking and answering oral written questions	- Effective communication - Problem solving - Assertiveness	- Word cards	
	3			**A story** **Our parents day** It was a good and nice day. There were many things displayed on the school play ground. We made many things like baskets, pots, toy cars, balls, dolls and many others. We first collected materials like sisals and needs from	- A learner reads words and sentences correctly. - Reads the story correctly. - Asks and answers correctly sentences correctly	- Guided class discovery - Phonics - Eclectic	- Reading words and sentences - Constructing meaningful sentences - Asking and answering oral	- Effective communication - Problem solving - Assertiveness	- Word cards	

				the forest, ant – hills a nd swamps. We bought other materials from the shapes and markets. Teachers helped to put on our names and princes.			written questions			
	4			- **Text book reading Kofi's special stick**	- A learner reads words and sentences from the story correctly. - Identifies the vocabulary with their meanings. - Interprets the story - Asks and answers oral and written questions correctly	- Eclectic - Guided class discovery	- Reading words and sentences in the story correctly - Interpreting the story - Asking and answering oral and written questions	- Problem solving - Effective communication - Assertiveness	-	

5	1		**Materials used and their sources**	**/ur/ sound** nurse urban urge Thursday turn further current curve barren burial burden curtain bursar curriculum burial burrow **Sentences** - The nurse cursed my uncle. - The burial was on Saturday. - Janet urged with the bursar. - There are many curtains in urban areas.	- A learner sounds the letter correctly. - Builds and reads the sound words correctly. - Making sentences using the built words - Asks and answers oral and written questions	- Phonic guided class discovery - Eclectic	- Sounding the letter - Building and reading the sound words - Making sentences - Asking and answering oral and written questions	- Creativ e thinkin g - Fluency	-	

	2			**Reading sub – theme words** Sisal farm mud swamp fine raffia brick palm leaves stick day papyrus garden shop needled forest nails **Sentences** - We get clay from swamps. - We make bricks from mud. - We make mats from palm leaves. -	A leaner pronounces, spells and reads the words correctly. Uses the given words to make correct sentences Reads the sentences Answers orally and written question.	- Phonic guided class discovery - Eclectic	- Reading, spelling and pronouncing words - Using the given words to make sentences - Answering oral and written questions	- Creative thinking - Effective communication - Appreciation	- Word cards	
	3			**A dialogue** **Kapere:** Hullo Kuteesa **Kuteesa:** Hullo Kapere **Kapere:** What are you looking for? **Kuteesa:** I am looking for banana fibres **Kapere:** Banana fibres for what? **Kuteesa:** I am going to	- A learner reads word and sentences correctly - Acts a dialogues - Asks and answers oral and written questions correctly	- Recitation - Eclectic	- Reading words and sentences - Acting and reciting a dialogue - Asking and	- Problem solving - Confidence	-	

				make balls and dolls **Kapere:** Will you use these balls and dolls for playing? **Kuteesa:** Yes, of course, I will **Kapere:** Okey, in P.E lessons you will enjoy **Kuteesa:** The boys will use the balls while the girls use the dolls **Kapere:** Your teacher must be loving **Kuteesa:** Yes, they are loving **Kapere:** **Kuteesa:**			answering oral and written questions			
	4			- **Text book reading** - **The kofi's special stick**	- A learner reads words and sentences that make up a story correctly - Identifies the vocabulary with their meaning - Reads the story correctly. - Asks and answering questions correctly	- Whole word - Guided class discovery - Phonic	- Reading words and sentences in the story. - Identifying vocabulary and their	- Creative thinking - Problem solving - Effective	- Text books	

							meaning . - Asking and answering oral and written questions	commu nication		
6	1		**Importance of thngs we make**	**/au/ sounds** August, author audio auditor author audience authority **Sentences** - The auditor supersized the audience. - The author will come in August - The auditor audited our teachers.	- A learner pronounces the letters correctly. - Builds words of the sound and roads them - Reads the sentences - Asking and answers oral and written questions	- Whole word - Guided class discovery - Phonic	- Sounding the letters - Building words and sentences - Reading words and sentences - Asking and answering oral and written questions	- Creativ e thinkin g - Proble m solving - Effectiv e commu nication	- Word cards	
	2			**<u>Reading the sub – theme words</u>** Learn, culture, promotion,	A learner reads, spells and blends the words correctly Constructs correct	- Whole word - Guided	Reading words and sentences	- Creativ e thinkin	- A chart showing sub –	

				home, play, decoration, money, income, identification **Sentences** - We use balls and ropes for playing. - We use the baskets for winnowing - Ornaments are used for decoration	sentences using the given words correctly Builds the sentences using the given words Asks and answers questions correctly	class discovery - Phonic	Blending words Constructing sentences Asking and answering oral and written questions	g - Problem solving - Effective communication	theme words	
	3			**Passage** My name is Kagoge Sam. I go to St. Mary's Primary School Kayabwe. One day our school visited the Uganda Museum Entebbe. We saw there many craft materials. In the first room, when we entered the second room, we found there things made out of craft materials like spoons, saucepans, kettles, that we use for cooking. In the	- A learner reads words in the passage correctly - Identifies new words and their meanings correctly - Asks and answers oral and written questions correctly.	-	- Reading words sentences in the passage - Identifying new words and their meanings - Asking and answering oral and	-	- Passage card	

				third room, there was a cloth. We were told that it is used in making traditional or cultural clothes in Buganda. In the fourth room we found there many flowers used for decoration. We left the museum at 4 O'clock when every body is so happy.			written question			
	4			**Text book reading** The kofi's special stick	- A learner reads words and sentences correctly. - Identifies the vocabulary and their meaning - Reads and interprets the story correctly - Reads, asks and answers written and oral questions	- Eclectic - Phonics - Whole word	- Reading words and sentences - Identifying the vocabulary and their meaning - Asking and answering oral and written questions	Effective communication Creative thinking Care	- Text books.	

7	1	**Transport in our community**	**Means of transport**	**Sound /al/ /ir/** Birds, shirt t- shirt sir fire fair hair dirty hair sprit **Sentences** - My skirt and T- shirt are dirty. - The chair is near the birds - Your hair is dirty. **Words ending / al/** Small ball fall almost already although altogether almighty alter goal always tall call foal **Sentences** - Her goal was to get all the balls. - He made a call to all tall boys. - She had already called them - I was almost falling down. - Who has the small ball?	- A learner sounds the letters correctly. - Builds and reads the sound words. - Uses the words to make correct sentences - Asking and answering oral and written questions	- Eclectic - Phonics - Whole word	- Reading words and sentences correctly. - Building and reading the sentences - Asking and answering oral and written questions	Problem solving Care Assertiveness	- Word cards	

	2			- **Reading words from the sub – theme** Train pick up boat aeroplane canoe, ferry camel car railway rocket lorry bus horse camel donkey tax ship **Sentences** - I can see a sailor in a boat - A pilot is flying an aeroplane. - Cars, lorries and buses are means of road transport.	- A learner reads, spells and pronounces the words correctly. - Uses the words to make correct sentences - Reading the sentences - Asking and answering oral and written questions correctly	- Eclectic - Phonics - Whole word	- Reading words and sentences correctly. - Building and reading the sentences - Asking and answering oral and written questions	- Values - Effective communication - Problem solving - Interpersonal relationship	- A chart showing means of transport	
	3			**A passage of transport** Joan and Joseph are relatives. They stay at Kawempe. They study at Buganda Road Primary four. They wake up so early in the morning after having their break fast, they walk to the taxi stage, where they board a taxi to go to school. when the taxi reaches Wandegeya, they pay off the fare to the conductor and get off the taxi. They then go to	- A learner reads, spells and pronounces the words correctly. - Uses the words to make correct sentences - Reading the sentences - Asking and answering oral and written questions correctly	- Eclectic - Phonics - Whole word	- Reading words and sentences correctly. - Asking and answering oral and written questions	- Effective communication - Problem solving - Interpersonal relationship	- A chart showing the passage	

				the zebra crossing in order to cross safely. Left and right again and then cross the road. Joan and Joseph have always been so careful while crossing the road						
	4			**Text book reading** **Tree to heaven**	- A learner reads, spells and pronounces the words correctly. - Interprets the story - Reads the story and asking and answering oral and written questions correctly	- Guided discovery	- Reading words and sentences in the passage - Interprets the story - Asking and answering oral written questions	- Effective communication - Problem solving	Text books	
8	1			**/ph/ sounds** **Ph starting a word** Physical Phillip Philippians Pharmacy Phase Photograph **Ph in the middle** Emphasize	- A learner sounds the letters correctly. - Builds words for the sound and sentences - Reads words and sentences - Asks and answer oral and written questions	-	- Sounding letters - Building words for the sound and the sentences - Asking and answering oral and		-	

				Elephant Emphasis Prophet Nephew **Sentences** - Philomon and Phillip are physicians - That is Stephans photo - Put much emphasis on physical educator			written questions			
	2		**Road safety**	**Road safety** Broken bottle mines danger accident police rock electricity warden wire throw nails slide lollipop, fail **Sentences** - The pedestrians are crossing the road. - The lollipop man is helping school children to cross the road.	- A learner reads, pronounces and spells the words. - Blends the syllables in the words - Reads the sentences - Asks and answers oral and written questions correctly	- Eclectic - Guided class discovery - Phonic	- Reading words - Blending words - Reading and writing short sentences - Asking and answering oral and written questions	- Appreci ation - Creative thinking - Critical thinking	-	
	3			**Observe the traffic rules** **Reading the sentences** **Safe ways of using the road**	- A learner reads the words and the sentences correctly.	-	- Reading words and sentences	-	-	

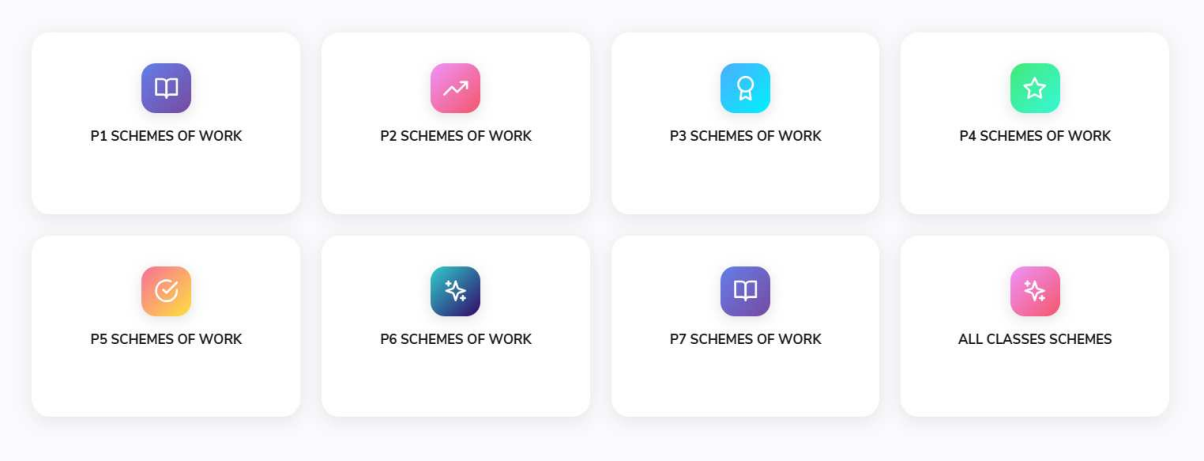
				- Walk in groups. - Keep right when walking along the road. - When crossing the road look left, look right and then cross the road. - Do not cross the road at the junction . - When crossing a busy road, cross at the zebra crossing. - By obeying the traffic rules and regulations - By not walking in the middle of the road but walking at the road side or the pavement.	- Asks and answers oral and written questions.		- Asking and answering oral written questions			
	4			**Revise the sounds** **/st/ /sp/ /sw/ /ar/ /ur/`** Revise the words for each **Sound** **/st/** stool stone still stop **/sp/** spoon speak spark **/sw/** sweep swing sweat **/ar/** park part **Revise the sentences**	A learner sounds the letter correctly. Reads and develops words for the sounds. Develops/ builds words and sentences for the sounds. Asks and answers oral and written questions	- Guided discovery - Eclectic	- Sounding letters - Reading developing words for the sounds. - Asking and answering oral and written	- Effective communication - Problem solving	-	

							questions			
9	1		**First aids**	**Causes of common accidents** **Sub – theme words** Fire electricity water sharp death knife vehicle needle poison cut bloat hurt medicine animal blood **Sentences** - Pot holes cause accidents on roads. - The fire burnt him to death. - Heavy rains cause land slides - Playing with sharp objects is bad	- A learner reads words and sentences correctly. - Blends the words - Asking and answering oral and written questions	-	- Reading words and Sentences Blending the words Asking answering , oral and written questions -	- Effective communication - Problem solving	- Flash cards	
	2			**A passage** First aid is the first help given to the casualty before he/ she is taken to the hospital. A casualty is a person who has got an accident. Accidents are sudden happening which cause	- A learner reads, pronounces the words and sentences correctly, - Asking and answering oral and	-	- Reading words and sentences correctly	- Tolerance	- A chart showing the passage	

				harm or death. Common accidents in our community are near downing , car knocking, burns and many others We can prevent against common accidents by walking carefully, avoiding, climbing trees, avoiding planning near fire and not playing on roads.						
	3		**Management of accidents**	**Reading words from the sub – theme** Hospital ambulance rush doctor bandage alarm medicine telephone dispensary, nurse treat nurse report **Sentences** - Namirembe is the nearest hospital. - The doctor treats sick people - In case of any accident you make an alarm	- A learner reads words and sentences correctly. - Blend the words - Asking and answering oral and written questions	-	- Reading words and Sentences Blending the words Asking answering , oral and written questions -	- Effective communication Problem solving	-	
	4			**Revision of sounds** **/au/ /ur/ /al/ /ph/**	- A learner sounds the letters correctly	- Phonic - Eclectic	- Sounding the letters	-	-	

				august audio automatic turn further fur tall all fall phone telephone	- Builds words for the given sounds - Builds the sentences - Reads the sentences	- Guided class discovery	- Building words and sentences - Asking and answering oral and written questions			

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