TERM THREE – PRIMARY TWO READING SCHEME OF WORK

SCHEME OF WORK FOR P2 READINGTERM THREE

WK	DP	THEME	SUB-THEME	CONTENT	COMPETENCIES	METHODS	ACTIVITIES	L.SKILLS	L/AIDS	RMKS

1	1	**Peace and security**	**Roles of people who keep peace and security**	<u>Revision of the learnt sound **/al/**</u> - Au – al - Audio – wallet – clouds - Automatic – wall – house - Austria – all – mouse - Alright – louse <u>Sentences</u> - Paul picked up the ball from the small house - The mouse entered the house yesterday - David is going to Austria in August	The learner: - Pronounces all the sounds correctly - Mentions words with the given sounds - Uses two words of the same sound to make meaningful sentences - Reads the sentences - Answers the oral questions and written.	- Phonic - Syllabic	- Pronouncing the sounds - Identifying the words of the given sound - Constructing meaningful sentences - Asking and answering questions.	- Fluent - Creative thinking - Assertive	- Word cards - Letter puzzles	Sound and book 2 pg
	2	**Peace and**	**Roles of**	<u>Sub theme sentences</u>	The learner	- Whole	- Pronounc	- Critical	-	Soun

		security	**people who keep peace and security**	- Army – preacher – mosque - Priest – teach – police station - Imam – perfect – prisoner - Child – parent <u>Sentences</u> - Teachers teach pupils at school - The preacher preached well last Sunday - Police men keep law and order in the community	- Pronounces and reads the words correctly - Identifies sounds in the words. - Makes meaning sentences using the given sounds - Reads the sentences correctly	word	ing and reading the words - Identifying sounds in the words - Making meaningful sentences - Reading and writing the sentences	thinking	-	d and book 2 pg

2	1	Peace and security	Importance of promoting peace and security	<u>Reading the passage</u> <u>People who keep peace and security</u> Different people keep peace and security in our security. Police officers work at police stations and army men and women stay at barracks. Prison officers are always found at the prison barracks. They keep prisoners who have committed different offences.	The leaner: - Reads the passage with correct punctuation - Asks and answers the questions from the passage	- Whole sentences - Guided discovery	- Reading the passage - Asking and answering the questions from the passage	- Effective communication - Creative thinking - Confidence	- L.aids - Papers	St. Agnes school Mk science
	2	Peace and security	Importance of promoting peace and security	- Actual reading - The radio thief	- The learner - Reads the text - Uses the new words to make sentences -	- Whole sentences - Guided discovery	- Reading the text - Using the new words to make sentences	- Effective communication - Creative thinking - Confidence	- Story books	St. Agnes school Mk science

	3	Peace and security	Importance of promoting peace and security	<u>Sound /ue/ words</u> - Fuel – blue – due – Tuesday - Flue – true – queen <u>Sentences</u> - We went to buy glue on Tuesday - The fuel is in the blue jerrycan	The leaner - Pronounces, articulates and reads the words correctly - Uses the words to make sentences - Reads and writes all the words and sentences.	- Whole sentences - Guided discovery	- Reading, pronouncing and articulating the words - Constructing sentences	- Effective communication - Creative thinking - Confidence	- Story books	St. Agnes school Mk science

	4	Peace and security	Importance of promoting peace and security	Reading the sub theme words - Enforce – society – beat - Forgive – abuse – happy - Norms – greet – bite - Order – fight Sentences - People should keep law and order - Greeting and forgiving is good - A priest preaches in the church - Children should obey their parents	The learners reads: - The words correctly - Identifies syllables and sounds in the words - Uses the given words to make sentences - Reads and writes the words and sentences -	- Phonic - Guided discovery - Question and answer	- Reading the words correctly - Identifying sounds and syllables in the words - Using the given words to make sentences - Answering oral and written questions	- Effective communication - Creative thinking - Observation	- A chart - Flash cards -	
				-	-	-	-	-	-	
3	1	Peace and security	Importance of promoting peace and security	Reading the passage Going to school In our village children wake up so early in the morning to go to school. School going children make the roads so busy at the time of the day. Most	The learner - Reads the passage and answers the questions - Identifies new words - Makes sentences using new words	- Phonic - Guided discovery - Question and answer	- Reading the passage - Identifying the new words and use them to	- Effective communication - Creative thinking - Observation	- Papers	

				of them walk in big groups. I always move in a group of 12 children with my friends.			make sentences			
	2	Peace and security	Importance of promoting peace and security	- Actual reading - The radio thief	The learner - Identifies and reads the new words - Reads the text - Makes sentences	- Phonic - Guided discovery - Question and answer	- Identifying and reading the new words - Reading the text - Making sentences	- Effective communication - Creative thinking - Observation	- Text books	
	3	Peace and security	Importance of promoting peace and security	<u>/u-e/ sound words</u> - Tube – June – abuse – cute - Flute – use – cure – urine - Manure – rude <u>Sentences</u> - That is the boy who used to be rude - Luke used a nice tune - Luke was born in June	<u>The learners</u> - Pronounces, articulates and reads the sound correctly - Builds words from the sound - Constructs meaningful using the given words.	- Phonic - Syllabic - Guided discovery -	- Pronouncing, articulation and reading words and sentences - Building words from the sounds	Interpersonal relationship Effective communication Assertiveness	- Jolly phonic structure	

	4	Peace and security	Importance of promoting peace and security	<u>Reading the sub theme words</u> - Freedom – homeless – hunger - Violence – disability – settlement - Safety – movement – famine - Speech <u>Sentences</u> - These homeless children move place to place - We need freedom of speech - Violence causes disability	<u>A learner</u> - Reads and spells the words correctly - Identifies the sounds from the sounds - Makes sentences	- Phonic - Syllabic - Guided discovery -	- Reading and spelling the words correctly - Identifying the sounds from the words - Making sentences	Interpersonal relationship Effective communication - Assertiveness	- Word cards	

4	1	Peace and security	Importance of promoting peace and security	<u>Reading the conversation</u> Bogere : A police man is better than a soldier Hannifer : why do you say so? Bogere : A police man keeps law and order Hannifer : No, a soldier is better, he provides security to the country Joseph :what about a teacher? Bogole : A teacher teaches children how to obey rules and regulations	<u>A learner</u> - Pronounces and reads the words in the dialogue correctly - Acts the dialogue - Asks and answers questions from the dialogue.	- Phonic - Syllabic - Guided discovery -	- Pronouncing and reading the dialogue - Acting the dialogue - Asking and answering the qustions from the dialogue	Interpersonal relationship Effective communication - Assertiveness	- Word cards	
	2	Child protection	**Child work and child abuse**	- Actual reading - The radio thief	<u>A learner:</u> - Reads and interprets the text - Identifies the new words - Answers questions from the text	- Whole word - Guided discovery	Reading and interpreting the text Identifying the new words Answering questions from the text	- Problem solving - Effective communication	- Text books	

	3	Child protection	**Child work and child abuse**	**<u>Sound /ew/</u>** - Words – flew – sewage - New – screw – chew - Nephew – few – grew <u>Sentences</u> - I never knew how to read until I went to a new school - My nephew bought few pencil - Our maize grew up in a few days	<u>The learners</u> - Reads the sound words - Identifies the sounds from the sounds - Constructs sentences	- Whole word - Guided discovery	- Reading the words - Identifying sounds and words of the sounds - Constructing sentences	- Observation	- A chart showing sound words	

	4	Child protection	**Child work and child abuse**	<u>Reading the sub theme words</u> - Message – define – neglect - Sacrifice – touch – advise - Parents – abduction – language - Kidnap – guide – stranger <u>Sentence</u> - The stranger sacrificed our baby - Child abduction is a bad act - We should report all parents who neglect their children	**The learner** - Reads and spells the sub themes - Separates the sounds - Constructs the sentences	- Whole word - Guided discovery	- Reading the sub theme words - Separating the sound - Constructing the sentences	- Problem solving - Effective communication	- A chart showing the sub theme words	
5	1	Child protection	**Child work and child abuse**	**<u>Reading the poem</u>** **<u>Child abuse</u>** Child abuse , child abuse On the way child abuse At home child abuse At school child abuse Where shall we go we little ones God save us from this evil	<u>The learner</u> - Reads the poem - Asks and answers the questions	- Guided discovery - Whole sentence	- Reading the poem - Asking and answering the questions	- Effective communication	- papers	

				Child abuse is everywhere						
	2	Child protection	**Child work and child abuse**	- Actual reading - Rain drops in Africa	The learner - Reads the text - Identifies the new words - Uses the new words in sentences	- Guided discovery - Whole sentence	- Reading the text - Identifying the new words - Using the new words in sentences	- Audibility	- Text books	
	3	Child protection	**Effects of child abuse**	<u>Long /u/</u> - Full – pull – put – July - Sure – bullet – Julius - Muslim – butcher - Uniform <u>Sentences</u> - Junior has told them the truth - Julius has put on his uniform	<u>The learner</u> - Identifies and reads the sound words - Uses the sound words to make correct sentences	- Guided discovery - Whole sentence	- Identifying and reading the sound words - Using the sound words to make correct sentences	- Audibility	- Flash cards	

	4	Child protection	**Effects of child abuse**	<u>Reading the sub theme words</u> - heavy – worry – darks - disability – shame – lameness - isolation – hunger – death <u>sentences</u> - the teacher ashamed her in front of others - it is bad to abuse others	<u>The learner</u> - Reads the sub theme words - Constructs sentences using the sub theme words - Reads the sentences	- Syllabic - Whole word - Guided discovery	- Reading the sub theme - Constructing sentences using the sub theme words - Reading the sentences	- Effective communication - Observation - Audibility	- A chart showing the sub theme words.	
6	1	Child protection	**Effects of child abuse**	<u>Reading the passage</u> <u>BABY GEORGE</u> Allen has a baby boy. He is called George. One day Allen's maid burnt the baby. Allen took the boy to the clinic, Allen told the doctor about what had happened. George was crying so loudly because he was feeling a lot of pain.	**<u>The learner</u>** - Reads the passage - Identifies the new words - Asks and answers questions from the passage	- Syllabic - Whole word - Guided discovery	- Reading the passage - Identifying the new words - Asking and answering questions from the passage	- Effective communication - Observation - Audibility	Text books	

	2	Child protection	**Effects of child abuse**	- Actual reading - Rain drops in Africa	<u>The learner</u> - reads the text - identifies the new words - asks and answers the questions	- Syllabic - Whole word - Guided discovery	- Reading the text - Identifying the new words - Asking and answering the questions	- Effective communication - Observation - Audibility	- Text books	
	3	Child protection	**Ways of child protection**	<u>/ou/ sound words</u> - Ground – soup – through, group - Youth – should fought – wound - Could trouper <u>Sentence</u> - The girls should be grouped into smaller groups. - We should go through all the steps. - A group of boys fought him	<u>The learner</u> - Identifies the sound words - Reading the sound words - Makes and reads sentences	- Phonic - Guided discovery	- Identifying the sound words - Reading the sound words - Making and reading sentences	- Observation - Audibility - Fluency - Critical thinking	- A chart showing the sound words	

	4	Child protection	**Ways of child protection**	Reading the poem I hate to see people in pain I hate to see people in fear I hate to see somebody getting hurt When a friend is burnt, it makes me sad Child abuse is bad We should be careful with people who abuse children	The learner - Reads the poem - Identifies the new words - Asks and answers the questions from the poem	- Phonic - Guided discovery	- Reading the poem - Identifying the new words - Asking and answering the questions from the poem	- Observation - Audibility - Fluency - Critical thinking	- papers	
7	1	Child protection	**Ways of child protection**	- Actual reading - The rain drops in Africa	The learner - Reads the text - Identifies the new words - Uses the new words to make sentences	- Phonic - Guided discovery	- Reading the text - Identifying the new words - Using the new words to make sentences	- Observation - Audibility - Fluency - Critical thinking	- papers	
	2	Measures	Units of measures	sound / ui/ words - juice – suit – fruit - nuisance sentences	The learner - Identifies and reads words of the given sound - Construct's sentences and read	- Phonic - Whole word - Guided	- Identifying the words of the sound	- Observation - Creative thinking	- St Agnes scheme of work	

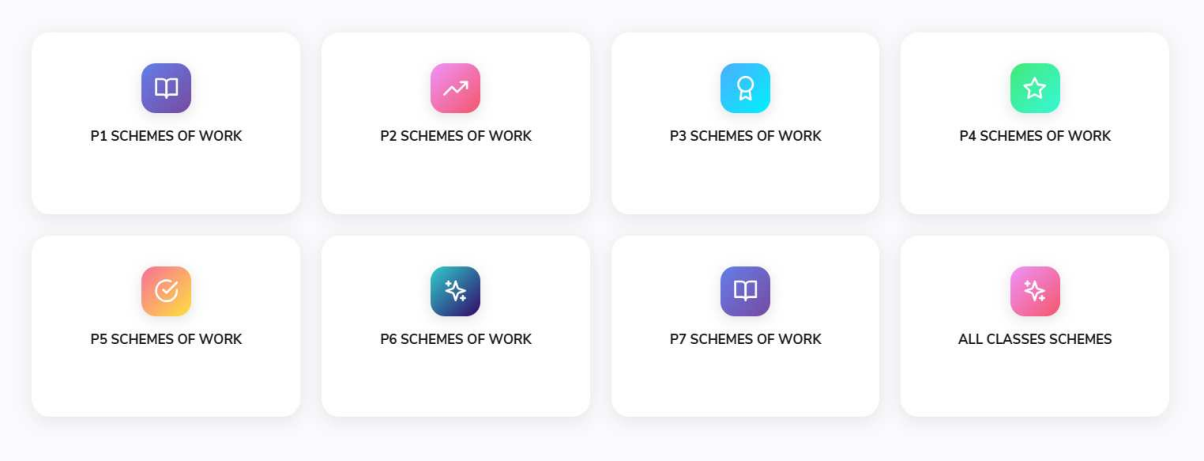
				- we make juice out of fruits - she squeezed juice that suit the baby - the fruits are in his suit case	them	discovery	- Reading the sound words - Constructing sentences and read them			
	3	Measures	Units of measures	<u>Reading the sub theme words</u> - Kilogram – metre – height - Half – shillings – depth - Quarter – liquid – packet - Weight – solid – month - Time – week <u>Sentences</u> - We have two liters of milk - Twelve months make up a year - There are four weeks in a month	<u>The learner</u> - Reads the sub theme words - Makes sentences - Reads the sentences	- Phonic - Whole word - Guided discovery	- Reading the sub theme words - Making sentences and reading them	- Effective communication - Self-awareness	- A chart showing the sub theme words	

	4	Measures	Units of measures	- Oral reading lesson (Oral sentences) - How many seasons are in a year? - A bunch of matooke costs three thousand shillings - It is a quarter past eight	<u>The learner</u> - Reads the oral sentences	- Phonic - Whole word - Guided discovery	Reading the oral sentences	- Effective communication - Self-awareness	- A chart showing the sub theme words	
8	1	Measures	Units of measures	- Actual reading - The jumbo's lesson	<u>The learner</u> - Reads the text - Identifies the new words - Uses the new words to make sentences	Whole word Whole sentences Guided discovery	- Reading the text and interprets it - Asking and answering oral and written questions from the text	- Effective communication - Observation	- Text books	

	2	Measures	Units of measures	<u>Sound /dge/ and /ge/</u> <u>Words with /dge/ sound</u> - Badge – bridge – fridge - Smudge – judge – dodge - Edge <u>Sentences</u> - Our school badge is nice - The oranges are in the fridge <u>Sound /ge/</u> - Marriage – age - generation - Germs – page – cage - Stage – German <u>Sentences</u> - We shall take oranges to Germany - The gentlemen is going in the cage	<u>The learner</u> - Identifies and reads words of the given sounds - Makes and reads the sentences - Identifies the sounds	Whole word Whole sentences - Guided discovery	- Identifying and reading words of the given sounds - Making and reading the sentences - Identifying the sounds	- Effective communication - Observation	- A chart showing the sound words	Sound and read bk 2
	3	Measures	**Shapes and solids**	<u>Reading the sub theme words</u> - Solid – liquid – shape - Triangle – square – quarter	<u>The learner</u> - Reads the sub theme words - Identifies the sounds from the words - Constructs sentences and	- Whole word - Guided discovery	- Reading the sub theme words - Identifyin	- Observation - Effective communication	- A chart showing the sub theme words	

				- Centre – coner – sides - Cylinder – rectangle – half <u>Sentences</u> - We have a rectangular mat - The square has four equal sides - An egg is an oval shape	reading them		g the sounds from the words - Constructing and reading the sentences			
	4	Measures	**Shapes and solids**	<u>Days of the week</u> - Sunday – Monday - Tuesday – Wednesday - Thursday – Friday - Saturday <u>Sentences</u> - Sunday is the first day of the week - Saturday is the last day of the week <u>Months</u> - January – February - March – April - May – June - July – August - September – October - November - December	<u>The learner</u> - Identifies and reads the days of the week - Asks and answers some questions about the days of the week - Identifies and reads the months of the year	- Whole word - Guided discovery	- Identifying and reading the days of the months - Asking and answering oral and written questions about the days and months.	- Observation - Effective communication	- A chart showing the sub theme words	

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