



P.1 ENGLISH COMPREHENSION SCHEME OF WORK TERM II

W K	P D	T H E M E	SUB - THEME	CONTENT	COMPETENCES	METHOD S/ TECHNIQ UES	L/ACTIVITIE S	indicat ors of life skills and values	L/AIDS	REF
1	1	W E A T H E R	Activitie s done in different seasons	A story A short story in now tense related with weather. i.e children at work	<u>The learner</u> read the story correctly retell the story in their own words answer oral and written questions about the story asks and creates their	story telling question and answer brain storming discovery	tells stories reads the story answers oral and written questions	Effectiv e commu nication Asserti veness Fluency Audibili ty Appreci ation	Chalk board illustrat ion A story typed on paper	Teach ers collect ion

					own questions about the story					
2	1		Things we wear in different seasons	<p>Guided composition</p> <p>Find the path</p>	<p>The learner observes and studies the given pictures</p> <p>finds the path correctly</p> <p>tells who has what correctly</p> <p>answers oral and written questions correctly</p>	<p>observation</p> <p>discovery</p> <p>explanation</p> <p>brain storming</p>	<p>finds the path</p> <p>answers oral and written questions</p>	<p>Accuracy</p> <p>Articulation</p> <p>Correct response</p> <p>Listening</p> <p>Reading and writing</p>	<p>Chalk board illustration</p>	<p>Teachers collection</p> <p>Lesson note book</p>
3	1		Weather management	<p>A rhyme</p> <p>A rhyme in relation to weather ie it's a hat</p> <p>It's a hat</p> <p>I put it on my head when the sun is shining so, when the rain is falling down. When I want to look so smart I put it on my head by fraya danze</p>	<p>The learner recites the rhyme correctly</p> <p>reads the rhyme correctly</p> <p>tells what the rhyme is about in simple terms</p> <p>asks and answer</p>	<p>recitation</p> <p>discussion</p> <p>explanation</p> <p>question and answer</p> <p>brain storming</p>	<p>recites the rhyme</p> <p>explains what the rhyme is all about</p> <p>asks and answers questions</p>	<p>Fluency</p> <p>Articulation</p> <p>Listening</p> <p>Reading</p> <p>Speaking</p>	<p>Chalk board illustration</p> <p>Rhyme written on paper</p>	<p>Teacher collection</p> <p>Lesson note book</p>

					questions about the rhyme			Writing		
4	1	A C C I D E N T S A N D S A F E T Y	Wrong people	Kidnap Announcement i.e A girl in blue kidnapped Referred to the lesson notes Questions -who is announcing -who was kidnapped	The learner reads the announcement correctly asks and answers oral and written questions about the announcement correctly	whole class discussion explanation discovery question and answer brain storming	discusses about what kidnap is reads the announcements asks and answers questions about the announcement	Self awareness Fluency Articulation Self expression	Typed announcements Chalk board illustrations	Lesson notebook
5	1		Accidents on the way to and from school	Finding the picture number Making sentences using numbers. i.e	The learner finds the picture of the given number names the pictures of accidents.	whole class discussion discovery question and answer	discusses about dangers on the way to and from school. finds the sentences and	Fluency Self awareness Listening	Chalk board illustrations	Teacher collection

					constructs sentences according numbers		finding the numbers makes sentences	Speaking Reading Writing		
6	1			A jumbled story about accidents on the way to and from school -	The learner reads the jumbled story first identifies and number sentences correctly rearranges the given sentences correctly make a good story	discussion explanation question and answer brain storming	reads the jumbled sentences rearranges sentences to make a good story	Fluency Articulation Listening Speaking Reading Writing	Chalk board illustration	Teachers collection
7	1	L I V I N G T O G E T		THE FAMILY Mr. Otim's family Mr. Otim Mrs. Otim Jane Joseph, Sarah, Paul, Mary Questions -How many sons does Mr. Otim have? -Who is the head of the family?	The learner a guided composition with answers given in a list i.e children make a family happy	reads a story and find suitable answers given in a list. complete the story meaningf	discussion question and answer discovery brain storming	Choosing correct answers to the story correctly.	Fluency Articulation Creative thinking	Chalk board illustration

		H E R		3. Who is Mr. Otim's wife?		ully and correctly										
8	1		Nuclear family	<p>Pictorio composition about a family. Ie Mr. Kiwewa's family Mr. Kiwewamrs.Kiwewa</p> <p>Kisha P.2 Joseph P.3 Mary 1 year</p>	<p>The learner studies the picture well and creates their own questions.</p> <p>answers oral and written question. compares the given family with theirs</p>	<p>discussion</p> <p>question and answer observati on brain storming discovery</p>	<p>answers oral and written question about a given family</p>	<p>Creativ e thinkin g</p> <p>Asserti veness</p> <p>Fluency</p> <p>Express ion</p>	<p>Already draw pictures on paper</p>	<p>Teach ers collect ion</p>						
9	1		Family members	<p>A drawn story and pupils write it in words i.e</p> <table><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>							<p>The learner -constructs sentences according to the pictures. -identifies the picture correctly</p>	<p>discussion</p> <p>question and answer observati on brain storming</p>	<p>composes a story using the given picture</p>		<p>Already draw pictures on paper</p>	<p>Teach ers collect ion</p>
10	1	FOOD	common foods in our	<p>A situational table about foods</p> <table><tr><td>Those These This</td><td>is</td><td>six mangoes a nice sweet many eggs</td></tr></table>	Those These This	is	six mangoes a nice sweet many eggs	<p>The learner studies the table and make different</p>	<p>discovery explanatio n</p>	<p>makes and reads sentences</p>	<p>Articula tion Fluency</p>	<p>Chalk board illustrat ion</p>	<p>Teach ers collect ion</p>			
Those These This	is	six mangoes a nice sweet many eggs														

		A N D N U T R I T I O N	community	<table><tr><td>It They I That</td><td>are am</td><td>eating now not hungry an orange a good cake</td></tr></table>	It They I That	are am	eating now not hungry an orange a good cake	<p>sentences appropriately</p> <p>gives reasons for the answers they construct</p>	<p>question and answer</p>		<p>Self esteem Listenin g Speakin g Readin g Writing</p>		
It They I That	are am	eating now not hungry an orange a good cake											
1 1	1		Common foods in our community	<p>A dialogue about food in our community Naming foods The food liked and disliked Reasons why e.t.c</p>	<p>The learner takes part in the dialogue</p> <p>completes the missing parts correctly</p> <p>answers questions about the dialogue correctly</p>	<p>discussion explanatio n question and answer role play dramatiza tion</p>	<p>dramatizes and taking part in the dialogue</p>	<p>Fluency</p> <p>Articula tion</p> <p>Self esteem</p> <p>Self express ion</p>	<p>Chalk board illustrat ion</p>	<p>Teach er’s collect ion</p>			
1 2	1			<p>A story A short story in relation to food and nutrition A farmer who grows crops and produces a lot of food and earns income</p>	<p>The learner reads the story correctly and observing punctuations</p> <p>answers oral and written</p>	<p>discussion explanatio n</p> <p>brain storming</p>	<p>reads the story</p> <p>asks and answers questions about the story</p>	<p>Fluency</p> <p>Articula tion</p> <p>Self esteem</p>	<p>Chalk board illustrat ion</p>	<p>Teach er’s collect ion</p>			

					questions about the given story	question and answer		Self express ion		
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