



CORNERSTONE JUNIOR SCHOOL - MUKONO

P.O. Box 704 Mukono. Tel: 0772485711/0786809463,
Email: cornerstonejuniorschool@gmail.com

P.1 READING SELF – STUDY MATERIAL FOR TERM 2 2020

THEME: WEATHER

SUB-THEME: ELEMENTS OF WEATHER

CONTENT : /oa/ Sound

Learning outcomes:

By the end of this lesson, you should be able to:

- Sound the letters correctly
- Build meaningful words from the sound
- Read all words and sentences with **/oa/** sound
- Construct oral and written meaningful sentences using **/oa/** sound words.

Sound /oa/

Introduction

Bring your hand over your mouth as if something has gone wrong and say oh! **/oa/**

Say it several times to perfect the sound. That is the action and the sound of **/oa/** sound.

Write the sound in the air, on the table and in your book to practice how it is written.

Using the learnt sound, now sound, blend and read these words for sound /oa/

b-oa-t	g-oa-l	soap	loaf	oats	board	moan
b-oa-t	load	loan	goat	float	raincoat	oak
cu-p-b-oa-rd	coat	toad	road	foal	coast	croak
c-oa-l	roast					

Let us now read sentences with words of /oa/ sound.

1. My father has many oaks and goats.
2. He left his coat inside the boat.
3. His brother likes to roast goat meat.
4. A lion roars while a goat bleats.
5. The goalkeeper ate two toasts of bread.
6. Get that board and take it to the road.
7. The toad is floating on the pond.

Exercise

1. **Write four new words with /oa/ sound**
2. **Make correct sentences using the words below:**

- a) boat _____
- b) cupboard _____
- c) coat _____
- d) soap _____
- e) goat _____

3. **Show the sounds in these words**

4. coal _____
road _____
loan _____
loaf _____

5. **Join the sounds and form correct words**

- s _____ p 1. _____
c — oa — t 2. _____
g — l 3. _____

6. **Read and draw**

raincoat	cupboard	Rain	goat

LESSON 2

THEME: Weather

SUB THEME: Elements and types of weather

CONTENT: Elements and types of weather

Learning outcomes:

By the end of this lesson you should be able to:

- Spell, pronounce and read and write the words related to the sub-theme correctly
- Blend the sounds to form correct words
- Construct meaningful oral and written sentences using the new words.

Elements and types of weather

Introduction

Weather is the daily condition of a place recorded for a short period of time.

Let us begin by talking about the elements and types of weather and their effects.

The elements of weather are the things which determine weather these include: the sun, the wind and the rain.

The above elements bring sunny weather, windy weather and rainy weather.

This weather gives us good and bad effects i.e.

- Wind helps to dry our clothes, we also use it for breathing but too much wind can destroy houses and crops
- Sunshine gives us heat which dries our clothes and crops but too much sunshine can destroy plants which may cause drought.
- Rain is a source of water for crop growing and domestic use but too much rain may cause floods which destroy plants and houses.

Now you are going to sound, spell, pronounce and read the words correctly

Start by identifying the sounds and syllables in the words, then blend and read each word

sun rainfall wind clouds famine heat
hot cold rain blows cover destroy
shine blowing raining covering drought domestic

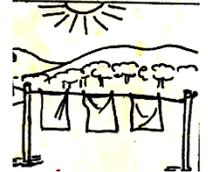
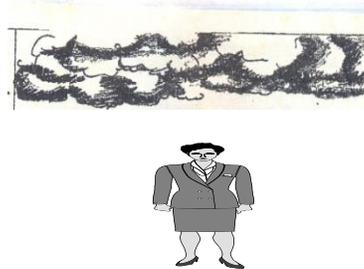
- Now construct oral and written meaningful sentences using the learnt words and practise reading them

Examples of sentences

1. The wind blows during windy weather.
2. It rains so heavily in Mukono every evening.
3. Nimbus cloud gives us rain.
4. It is always very cold during rainy weather.
5. The wind is blowing so strongly.
6. I can see very dark clouds in the sky.

Exercise

1. Name these types of weather



2. Show sounds in the words below

clouds _____

rain _____

blowing _____

cold _____

3. Fill in the missing sounds

su__shine

ra__nfall

wi__d c__ver

4. Re-write these sentences correctly

The blowing is wind

Warmth sunshine gives us.

Now cloudy the weather is

5. Write the words correctly

iwnd _____

olbw _____

nsu _____

terwa _____

Lesson 3

THEME: Weather

SUB THEME: Elements and types of weather

CONTENT: Reading a passage

Learning outcome:

By the end of this lesson, you should be able to:

- Read the passage understand and retell it and answer the questions about it correctly

Reading a passage

- Read through the passage silently
- Identify the new words read and spell those new words correctly
- Using a dictionary, look up their meanings then construct meaningful oral sentences using those words

Now you are going to read the passage loudly

THE RAINY DAY

Last Tuesday morning, Joseph was going to school. The sky was covered with very dark clouds and it seemed like it was going to rain. The wind was blowing and carrying many things up in the sky. These were dry grass, papers, dust and torn pieces of cloths. Then it started raining, Joseph put on his raincoat and gumboots and he went to school. As soon as Joseph entered his class, it started shining outside. Joseph felt so bad because the rain had made him very wet.

Questions

1. What is the title of the passage
2. Write the title of the passage
3. On which day did Joseph go to school?
4. What is the name of the boy in the passage?
5. Where was Joseph going?
6. What was the wind blowing and carrying?
7. Mention three things that we can wear on a rainy day.

LESSON 4

THEME: Weather

SUB THEME: Elements and types of weather

CONTENT: Sound/o – e/

Learning outcome:

By the end of this lesson you should be able to:

- Sound the letters correctly
- Build correct words using the learnt sound
- Construct oral and written sentences using /o-e/ sound words
- Write correct words and sentences with /o-e/ sound

CONTENT: Sound/o – e/

Introduction

- Bring your hand over your mouth as if something has gone wrong and say oh.
- That is the action for the sound. Say the sound several times to perfect the proper pronunciation. Practice writing the sound in air and your book.
- In this /o-e/ sound-letter e comes after the last consonant letter in the word and it remains silent.

Now use the learnt sound to blend the sounds and build correct words

Read, pronounce and spell each word correctly

b –o -ne cl-o-se sm-o-ke home rope hope joke molehill
spoke tone phone sole broke hole note stone dozen
whole froze nose some stole homemade flag pole
alone broken open cone vote woven

After blending and reading the words, construct oral and written sentences using the sound words and read them.

Read these sentences

1. He stoned Sam's broken nose.
2. Peter spoke to her in a good tone.
3. He stole the phone last Monday.
4. The wind blew and broke many trees and electric poles.

5. Amos left his rope at my home.
6. The thief stole a broken table.
7. The mouse removed many stones from its hole.
8. Let us go back home and open the windows.
9. I like homemade smoked fish with bones.

Exercise

1. Write four new words with /o-e/ sound

2. Fill in the missing sounds

b __ne sm __ke n __se s __me

br __ke d __ne

3. Draw pictures for sound /o-e/

flag pole	phone	nose	hole	stone

4. Make correct sentences using these words

rope _____

broke _____

home _____

bone _____

5. Identify the sounds in the given words

broken _____

rode _____

smoke _____

phone _____

bone _____

LESSON 5

THEME : WEATHER

SUB – THEME: ELEMENTS AND TYPES OF WEATHER

Learning outcome:

By the end of this lesson, you should be able:

- Sound the letters with proper articulation.
- Form new words using the learnt sound.
- Construct oral and written meaningful sentences using sound words.
- Read the sound words and sentences correctly.

CONTENT : /oe/ sound

Introduction

Bring your hand over your mouth, as if something has gone wrong and say oh,

That is the action for the sound; say the sound several times to perfect its proper articulation and pronunciation.

- Practice writing the sound in air and in the book to know how it is written

Now blend the sounds and build the words of /oe/ sound

t-oe h-oe-s J-oe heroes

g-oe -s d-oe-s potatoes

toes mangoes tomatoes flamingoes buffaloes

- Find more words with the sound and after read spell and pronounce them and identify the sounds and syllables of each word.
- Identify consonant and vowel letters in each word
- Then construct oral and written meaningful sentences using the sound words and read them.

Examples of sentences with words of **/oe/** sound

1. Tom cut his toe with a hoe.
2. The lightning struck all the buffaloes and flamingoes that were in the zoo.
3. He likes mangoes, tomatoes and potatoes.

Now construct more sentences following the examples above

Exercise

1. Underline / oe/ sound words in the sentences below

(a) The flamingoes ate our tomatoes.

(b) The men who killed buffaloes with hoes were called heroes.

2. Fill in the missing letters

g_es

t__es

h__e

potat___es

2. Make sentences using the words below

a) mangoes - _____

b) hoe -- _____

c) toes -- _____

3. Underline words with the given sound.

/oa/ boat plate road soap

/ee/ hear teeth meet fear

/oo/ look cook father yam

LESSON 6

THEME: WEATHER

SUB - THEME: EFFECTS AND MANAGEMENT OF WEATHER

CONTENT: READING THE WORDS OF THE SUB-THEME

Learning outcome:

By the end of this lesson you should be able to:

- Read words related to the effects and management of weather
- Construct oral and written meaningful sentences using the learnt words
- Read the written sentences related to the sub-theme

Reading the new words

Introduction

In one of our lessons above, we looked at the effects of weather. In today's lesson, we will still look at words related to the effects of weather and how we can manage those effects.

Different types of weather have different effects.

Let us now read these words. Start by blending the sounds of the words and read them with ease

After reading the words you will spell and write them in your book. Look up all the new words in your dictionary to understand their meaning.

effects	windbreaks	gumboots
management	wet	soil erosion
landslides	hailstones	rake
storms	lightning	slasher
floods	raincoat	mulching
drought	planting	jacket
sweat	watering	
soil erosion	umbrella	

We can now construct meaningful oral and written sentences using the learnt words.

Read and write these examples of sentences with the sub-theme words

1. Heavy rainfall causes floods and landslides.
2. We should plant trees as windbreaks in our compounds.
3. We have lightning conductors on each building at school.
4. Mulching controls soil erosion.
5. Watering plants helps them to grow during drought.
6. That storm destroyed houses and people's property.
7. I used my gumboots and an umbrella to protect myself against the rain.

Exercise

1. Show sounds the words below

Planting_____

Soil_____

Storm_____

raincoat _____

2. **Construct meaningful sentences using the given words**

Umbrella_____

drought _____

landslides _____

water _____

3. **Underline the consonant letters in the words below**

lightning

houses

drought

- 4 **Write these sentences correctly**

(a) Yesterday rained it heavily _____

(b) Mulching controls soil erosion the land _____

(c) Is the washing away of top soil erosion soil? _____

LESSON 7

SUB THEME: Effects and management of weather

CONTENT: Reading words and sentences of sound /ow/

Learning outcome:

By the end of this lesson you should be able to:

- Sound the letters correctly.
- Form and read words of the sound.
- construct meaningful sentences using the learnt words

Introduction

Look at one finger on your left hand and using another finger on your right, pretend to prick your left finger with the right finger and say ouuuch- /ow/

Do that several times and say the sound /ow/ to perfect its pronunciation.

That is the sound for the letters.

Practice writing the sound in air and in your book to know how it is written

Use the learnt sound to blend the sounds, form the words of the sound and read them.

Words of /ow/ sound

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Bl-ow	below	crow	own	lowest	sow	rain bow
e-l- b-ow	arrow	fellow	follow	slow	slowest	bow
gr-ow	know	low	show	owner	pillow	
	window	snow	bow	fellow	glow	

We are now going to construct and read oral and written meaningful sentences using the sound words.

Sentences with the words of the sound

1. The man uses a bow and arrow for hunting.
2. Peter has a bow and an arrow
3. Some farmers grow cash crops.
4. The small girl followed her sister for a flower.
5. Who owns this pillow?

Exercise

1. Fill in sound **/ow /** and read the word

bl __ __n bel __
sh __ wind__

2. **Join the sounds and form words**

gr	ow	a) _____
arr	ow	b) _____
sn	ow	c) _____
sh	ow	d) _____

3. **Make sentences using the words below:**

a) elbow _____
b) an arrow _____
c) window _____
d) know _____
e) grows _____

LESSON 8

THEME: Weather

SUB THEME: Effects and management of weather

CONTENT: Reading a story

Learning outcome:

By the end of this lesson, you should be able to:

- Read the story and answer the questions about it correctly
- Retell the story
- Identify the new words in the story and look up their meanings from the dictionary

Reading a story

Introduction

This story is about a farmer who had a farm and how he managed the different types of weather.

Guidelines

- First, read the story silently three times.
- Identify new words, read and pronounce those words correctly
- Look up the meanings of the new words in your dictionary.
- Construct meaningful sentences using the learnt words.

Now let us read the story correctly

MR.KASASA THE FARMER

Once upon a time in Kibibi Village, there lived a farmer called Kasasa. Mr.Kasasa had a wife. Her name was Namata . They had four children. Mr Kasasa had a farm in Luzira. On his farm, he kept many cows and goats. One day, M r. kasasa wanted to go and do some work on his farm. He woke up early because he wanted to reach his farm on time. As soon as he was set off from his home, it started raining.

He went back to the house and put on his raincoat and gumboots. He also picked an umbrella to cover himself. He then started on his journey. He reached at his farm safely though the road was too slippery due to the heavy rains.

Questions

1. What is the title of the story?
2. In which village did Mr Kasasa live?
3. In which village was the farm?
4. Write the title of the story?
5. What is the name of the man in the story?
6. Which animals did Mr Kasasa keep on his farm?
7. What was the name of Mr Kasasa's wife?
8. What did Mr Kasasa put on during the rainy weather?

LESSON 9

THEME: Weather

SUB THEME: Effects and management of weather

CONTENT : /nk/ Sound

Learning outcomes:

By the end of this lesson you should be able to:

- Sound and write those letters correctly.
- Form and read the sound words.
- Construct meaningful oral and written sentences using the sound word

Sound /nk/

Introduction

Flap your hands up at the side of your head like a donkey's ears and say **/nk/** that is the action for sound **/nk/**.

Say it several times to perfect the pronunciation. Practice writing it in the air and in the book to learn how it is formed.

Now using the learnt sound, let us blend the sounds and form words. You will then practice reading the blended words.

i -nk - p- o - t	monkey	Wrinkle
s-l -n k		
b-a- nk	donkey	sink
bl- i- nk	sunk	rank
t- a- nk		
ankle	tinker	monk
blink	thank	plunk
sank		
ink	drink	think
kink	tinkle	sunk
blank		
pink	drank	

Now construct oral and written meaningful sentences using the sound words after you read them

Read these examples of sentences of the words of /nk/ sound

1. There is an inkpot in the bank.
2. My grandmother has wrinkles on her hand.
3. Donkeys and monkeys are animals.
4. She has a wound on her ankle.
5. The blank paper sunk in the tank.

Exercise

1. Underline the given sounds in the word

/or/ - storm

/nk/ -sprinkling

/ai/ - hailstone

2. Read and draw.

- a) He has a monkey and a donkey.
- b) An inkpot is on the table
- c) The monkey is on the tree
- d) That is a big tank.

3. Write words with the given syllables

ba_____

ca _____
ma _____
be _____

4. Draw pictures for the sound

<i>/oa/</i>	<i>/ee/</i>	<i>/ch/</i>	<i>/ea/</i>

5. Show the sounds in the given words

thank _____ drum _____ slash _____
school _____ sun _____

LESSON 10

THEME : Weather

SUB THEME : Activities for different seasons

CONTENT : Reading new words

Learning outcome:

By the end of this lesson, you should be able to:

- Read, spell and write words and sentences related to activities done in different seasons.
- Read words of the sub-theme.

Introduction

In today's lesson, we are going to read words related to activities done in different seasons and the tools used to do different activities.

Blend, read, spell and practice writing the words of the sub-theme.

Land	planting	
preparing	watering	
harvesting	spade	trowel
drying	knife,	transplanting
weeding	rake	pruning ,
crops	wheelbarrow,	thinning
seeds	axe	scattering
marketing	basket	dispersed
tools	winnower	
hoe	sacks	

Now construct meaningful oral and written sentences using the learnt words and read them.

Read the examples of sentences with the sub-theme words

1. We use a watering can to water plants.
2. A trowel is used to transplant the seedlings to the main garden.
3. Farmers prepare their gardens in the dry season.
4. We plant sorghum and millet by using the scattering method.
5. They are harvesting maize from the garden.
6. He used the spade to collect the rubbish.
7. Weeding and pruning are good farming practices.

Exercise

1. Construct meaningful sentences using the given words

seeds _____

land _____

wheel barrow _____

speed _____

weeds _____

2. Show the sounds in the words below

tool _____

plants _____

crops _____

season _____

3. Write the first sound in the word

dried _____

thinning _____

sweat _____

floods _____

4. Read and draw

spade	trowel	axe	panga