

## OUR HOME

### Roles of children at home.

1. Children help to cook food.
2. Children carry the baby.
3. Children help their parents in the garden.
4. Children fetch water.
5. Children wash utensils.
6. Children collect firewood.
7. Children mop the house.

1. What is a home?

.....

2. Mention any three activities done at home.

- (i) ..... (iii) .....  
(ii) .....

3. Write down three roles of a father at home.

- (i) .....  
(ii) .....  
(iii) .....

4. Underline the people found at home.

Cleaner, secretary, mother, teacher,  
father, children

5. Draw and name any three things that make up a good home.



\_\_\_\_\_



\_\_\_\_\_

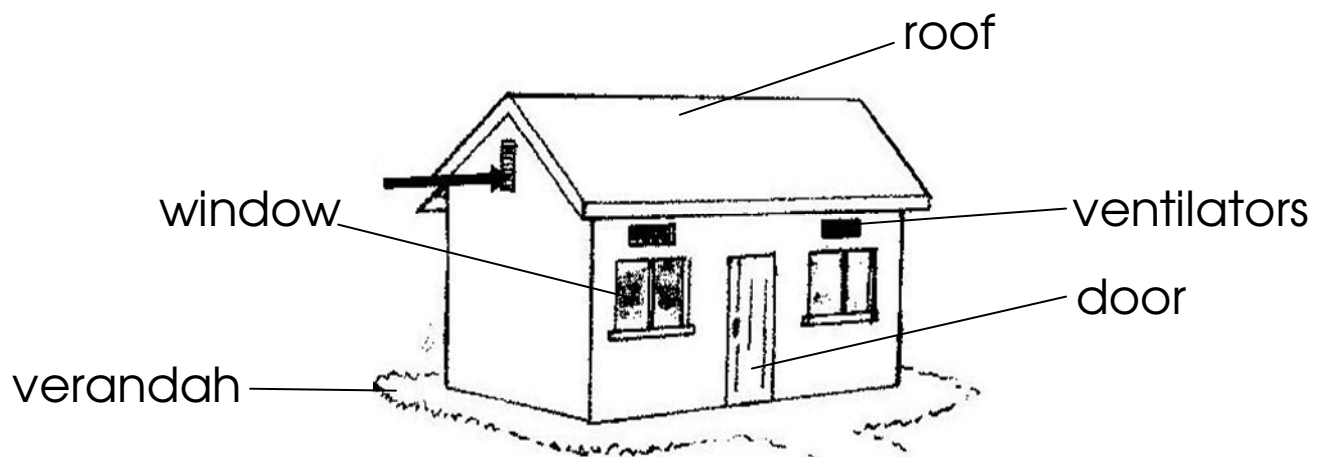


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## HOUSE

### Parts of a house.

A house is a building where people live.



Things a good house must have.

door      ventilator      roof      verandah

## Uses of the parts of a house.

- Door - for entering the house.  
Roof - protects us from bad weather.  
Window - to let in light and fresh air.  
Ventilator - send out bad air.

### Activity:

Fill in the missing letters.

V\_\_ran\_\_ah                      d\_\_or                      r\_\_ \_\_f                      ho\_\_se  
Ven\_\_ilat\_\_r                      w\_\_ndow

## Uses of a house.

1. A house protects us from bad weather.
2. A house protects us from dangerous animals.
3. A house protects us from bad people.
4. A house gives us warmth.
5. A house protects our property like chairs, beds and utensils.

**Activity:** 1. Mention three things a good house must have. \_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_

2. Why do people build houses?

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3. Which part of a house do we use for entering the house? \_\_\_\_\_

4. How are ventilators important to a house?

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### **Things found in a house.**

- Furniture, motorcycle, basin, utensils
- Clothings, drying rack, beddings, charcoal stove, basket, television, broom,
- Radio, toy, broom, bicycle, carpet

Furniture - These are things made out of wood  
(table, chair)

- Utensils : Things used for cooking and eating /  
(sauce pans, spoons, cups),
- Beddings: Things used for sleeping on  
(blankets, bedsheets, mattresses).
- Clothing : Things that people wear.

(shoes, dresses, trousers)

- Containers: Things used to keep and collect water  
(jerrycans, pots, drums)

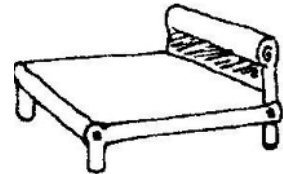
Name these things found in a home/ house.



\_\_\_\_\_



\_\_\_\_\_



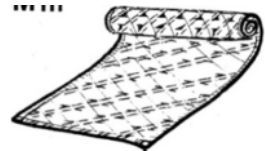
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

### **Rooms found in a house,**

- |                |                |
|----------------|----------------|
| - Kitchen      | - reading room |
| - sitting room | - toilet       |
| - dining       | - bedroom      |
| - store        | - garage       |

## Uses of different rooms.

|             |   |                                       |
|-------------|---|---------------------------------------|
| Bedroom     | - | for sleeping in                       |
| Bathroom    | - | bathing in.                           |
| Kitchen     | - | for preparing in food                 |
| Dining room | - | for eating in food.                   |
| Garage      | - | where the car is kept.                |
| Toilet      | - | for easing in.                        |
| Store       | - | for storing in food and garden tools. |

## Activity: Write correctly.

|         |       |         |       |
|---------|-------|---------|-------|
| roombed | _____ | chenkit | _____ |
| tosre   | _____ | letito  | _____ |

## 2. Match correctly.

|          |                             |
|----------|-----------------------------|
| Toilet   | for sleeping in             |
| Kitchen  | for breathing in            |
| Bathroom | where food is prepared from |
| Bedroom  | for easing                  |

## Things found in different rooms.

|                 |              |          |
|-----------------|--------------|----------|
| Radio           | carpet       | Chairs   |
| Television (TV) | table        | TV stand |
| Cupboard        | table cloths |          |

## Things found in the kitchen.

|             |                |                   |
|-------------|----------------|-------------------|
| Saucepan    | plate          | knife             |
| Drying rack | fridge         | bowel             |
| Kettle      | mingling stick | dish              |
| Fork        | glass          | mortar and pestle |

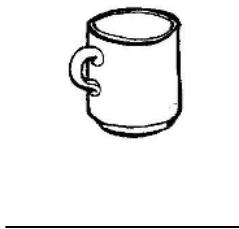
### **1. Write correctly.**

petrca \_\_\_\_\_ upc \_\_\_\_\_  
ablet \_\_\_\_\_ efrnik \_\_\_\_\_  
airch \_\_\_\_\_ shid \_\_\_\_\_

### **2. Name these things found in the kitchen.**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Things found in the bedroom.

|          |          |
|----------|----------|
| bed      | bedcover |
| mattress | wardrode |
| bedsheet | suitcase |
| pillow   | blanket  |

## Things found in the bathroom.

|        |                 |
|--------|-----------------|
| basin  | scrubbing brush |
| soap   | toothbrush      |
| water  | sponge          |
| bucket | drying wire     |
| towel  | toothpast       |

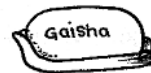
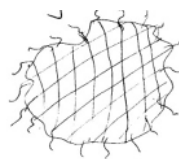
## Things found in the store.

Food                      **farm tool like:** hoe, slasher,  
wheelbarrow, rake, panga, basket.

### Activity: 1. Underline the things found in the bathroom.

Bed, towel, bucket, pillow, scrubbing brush

### 2.Name these things.





## Ways of keeping our homes clean.

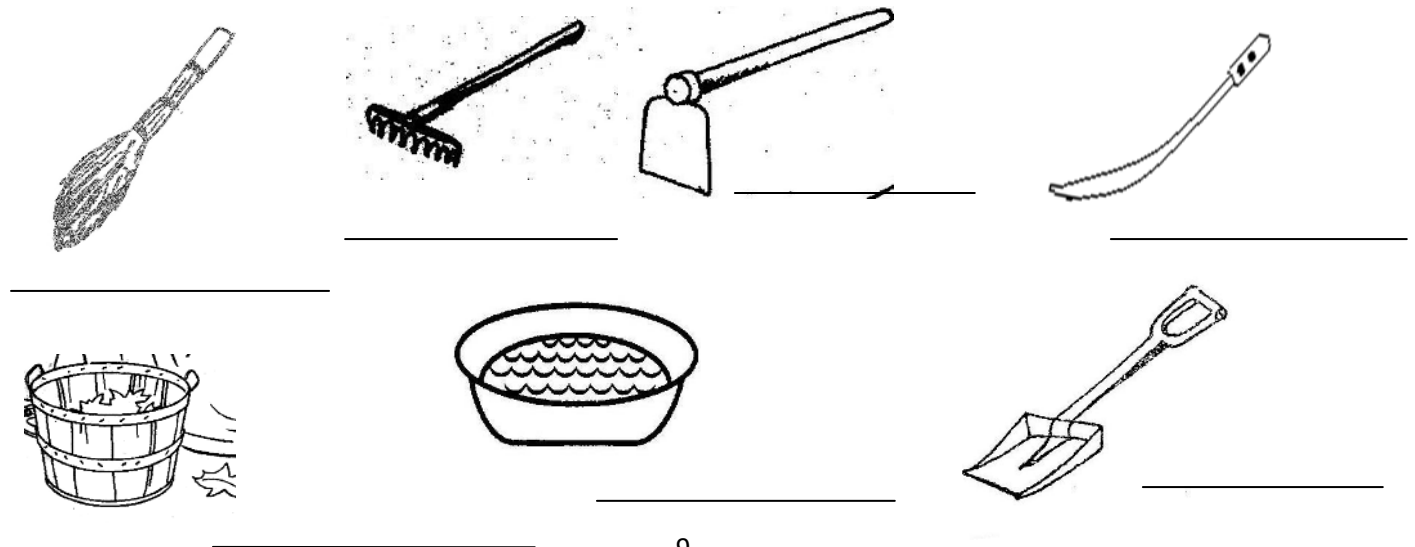
1. By slashing tall grass.
2. By mopping the house.
3. By sweeping the compound.
4. By scrubbing and covering the toilets or latrines.
5. By smoking the latrine.
6. Picking rubbish.
7. Trimming the fence.
8. Burning the rubbish.

## Thing used to keep clean our homes.

soap, slasher, scrubbing brush, water, spade, dustbin, rake, hoe, rags, broom

### Activity:

Name these things we use to clean our homes.



Places in a home which must be cleaned everyday.

compound

kitchen

bathroom

bedroom

toilet / latrine

Why do we keep our home clean?

- To prevent diseases.
- To avoid a bad smell.
- To be healthy.
- To prevent germs.

**Activity:** 1. Mention three rooms found in a house.

(i) \_\_\_\_\_ (iii) \_\_\_\_\_

(ii) \_\_\_\_\_

3. List two ways of keeping our homes clean.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

4. Why do we clean our homes?

\_\_\_\_\_

5. What is a home?

\_\_\_\_\_

6. Why do people build houses?

\_\_\_\_\_

7. Tick the things found in the bedroom.

Food, cups, mattress, blanket, plate

## **Types of houses.**

### **There are two types of houses.**

These are:

1. Permanent houses

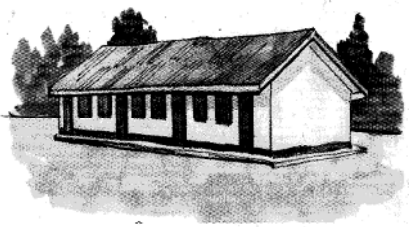
2. Temporary houses.

#### **- Permanent house**

- These are the houses built using strong building materials.
- They last for a long time.

Examples:

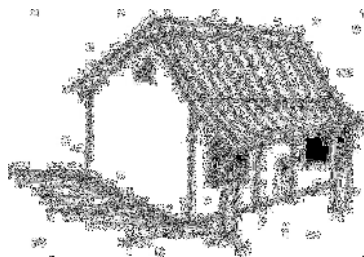
- Flat houses
- storied house
- Bungalow house



flat house



Storied house



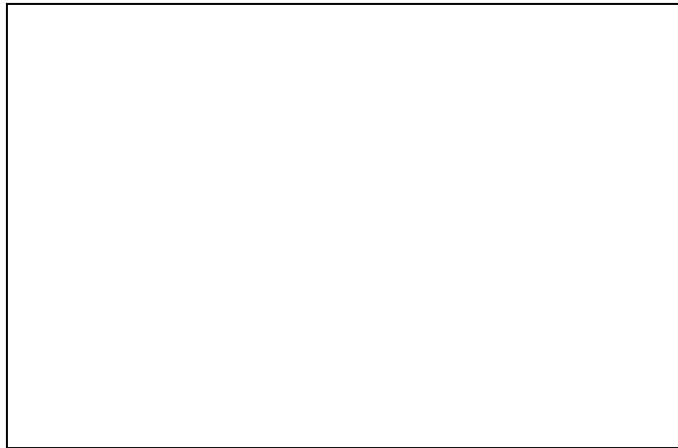
bungalow house

## Activity:

1. Name the type of house you sleep in at home

\_\_\_\_\_

2. Draw and shade your house.



## Types of houses.

### Temporary house.

- These are houses built using weak built materials.
- They don't last for a long time.

### Example:

hut, unipot, mud house, kiosk, tent



Hut



unipot



mud house



Tent

### **Activity:**

1. Huts are commonly found in the \_\_\_\_\_
2. Which type of house do most police officers sleep in?  
\_\_\_\_\_
3. Name the type of house that is commonly used on the sports day. \_\_\_\_\_
4. \_\_\_\_\_ houses are houses built using strong building materials.
5. Where are storeyed houses commonly found?  
\_\_\_\_\_

### **Building Materials:**

These are things people use to build houses.

Building materials are grouped into two;

- Strong building materials
- Weak building materials.

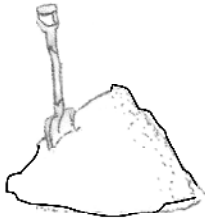
### **Strong building materials**

These are materials used to build permanent houses.

### **Examples:**

cement, paint, timber, sand, stones, glasses,  
iron bars, bricks, nails, wires, tiles

**Activity: Name these building materials.**



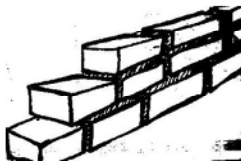
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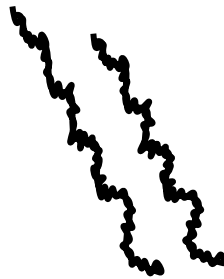
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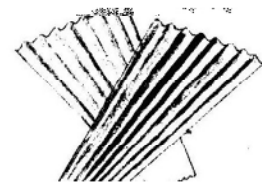
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**Building Materials.**

**Weak building materials.**

These are building materials used to build temporary houses.

**Examples:**

reeds

poles

mud

banana fibres

grass

cow dung

sticks

**Activity:** 1. What is the roof of a hut made of?

\_\_\_\_\_

2. Which building material do people get from cows?

\_\_\_\_\_

3. \_\_\_\_\_ houses are houses built using weak building materials.

4. Name four weak building materials.

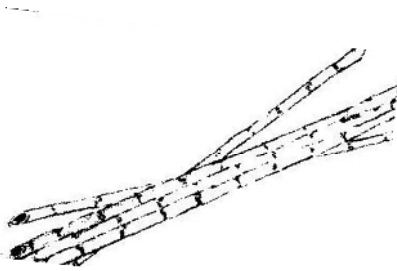
(i) \_\_\_\_\_

(iii) \_\_\_\_\_

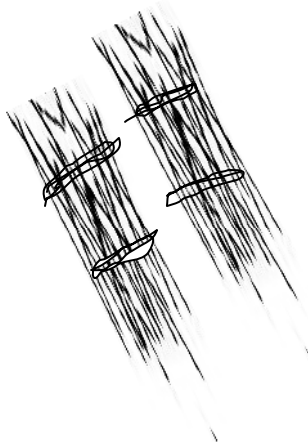
(ii) \_\_\_\_\_

(iv) \_\_\_\_\_

5. Name these weak building materials.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Sources of building materials.

| <u>Source</u>    | <u>building material</u> |
|------------------|--------------------------|
| Quarry           | stones                   |
| Timber           | forest                   |
| Bricks           | soil                     |
| Sand             | lake                     |
| sticks and grass | bush                     |
| iron bars        | factory                  |
| cement           | factory                  |
| Nails            | factory                  |

### Activity: 1. Fill in the missing letters.

br\_\_ck

ti\_\_ber

s\_\_one

ce\_\_ent

na\_\_l

fo\_\_est

### 2. Match correctly.

stones

factory

timber

lake

sand

forest

cement

quarry



3. Write down the two types of houses.

\_\_\_\_\_ and \_\_\_\_\_

4. Which type of house is built using strong building materials?

\_\_\_\_\_

## **Animals.**

### **Types of animals.**

There are two types of animals.

These are:

1. Domestic animals.

2. Wild animals.

Domestic animals.

These are animals kept at home.

### **Examples:**

Cow

Sheep

Horse

Cat

Pig

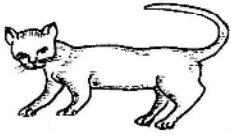
Donkey

Goat

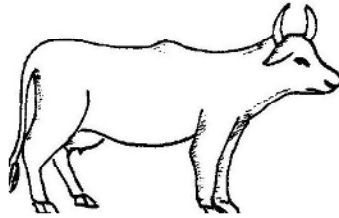
Oxen

Camel

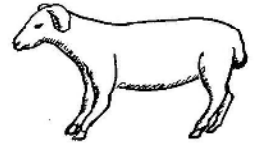
Activity: Name these domestic animals.



\_\_\_\_\_



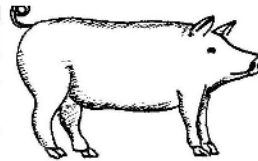
\_\_\_\_\_



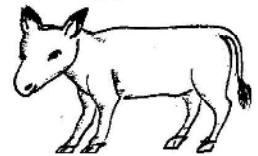
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

### **Domestic animals.**

#### **Uses of domestic animals.**

1. People sell them and get money.
2. We get food.
3. Dogs guard our homes.
4. We get manure.
5. Donkeys, camels and horses are used for transport.
6. Some animals like cats and dogs are kept as pet animals.
7. Cats chase away snakes and rats from home.

## Activity:

1. \_\_\_\_\_ animals are the animals kept at home.

2. Why do people keep cats at home?

.....

3. Which animal is used to guard people's homes?

.....

4. Why do people keep animals at home?

.....

(iii) Write the three animals used for transport.

....., ....., .....

(iv) Which food do we get from cows?

.....

## Domestic animals.

### How to care for domestic animals?

1. By giving them food and water.

2. By cleaning their houses.

3. By treating them when they are sick.

1. Give two uses of dogs at home.

a.....

b.....

2. Name two domestic animals which eat grass.

.....and .....

3. Give two uses of domestic animals.

.....

.....

4. Why do people keep cats at home?

.....

5. What are domestic animals?

.....

6. Name two animals used for transport.

..... and .....

7. Draw and name three domestic animals.

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

## **Wild animals.**

These are animals which live in the bush or forest.

Other places where we find wild animals.

Zoo

Water

Game park

Game reserve

## **Examples of wild animals.**

Leopard

Elephant

Lion

Snake

Giraffe

Fish

Hippopotamus

Rhino

Zebra

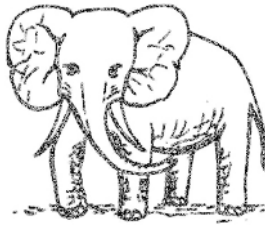
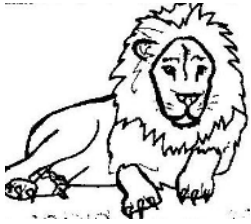
Crocodile

**Activity:** 1. \_\_\_\_\_ are animals which live in  
the bush or forest.

3. Name any two place where wild animals live.

..... and .....

4. Name these wild animals.



### **Foods which animals eat.**

- Grass
- Grains
- Leftovers
- Maize leaves
- Meat
- Milk
- Cabbage leaves
- Peelings
- Banana leaves

1. Mention two domestic animals which eat grass.

..... and .....

2. Put the animals to the right group.

|         |          |         |
|---------|----------|---------|
| Cat     | dog      | giraffe |
| Snake   | elephant | camel   |
| Dog     | lion     | horse   |
| Leopard | fish     | goat    |
| Donkey  | rhino    | zebra   |

| Domestic animals | Wild animals |
|------------------|--------------|
|                  |              |

3. Name two foods eaten by animals.

..... and .....

4. Mention two domestic animals which eat meat.

..... and .....

5. Which domestic animal chases away rats and snakes at home?

.....

## OUR HOME.

Things found in a home.

Use Yes, it is. / No, it is not.

**Example:**



Is this a pot?

No, it is not.



Is this a pot?

Yes, it is.

**Exercise:** Use Yes, it is or No, it is not.



Is this a kettle?

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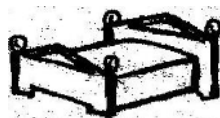
Is this a plate?

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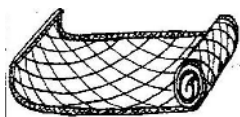
Is this a grinding stone?

---



Is this a bench?

---



Is this a mat?

---





Is this a bottle?

\_\_\_\_\_



Is this a doll?

\_\_\_\_\_



Is this a bicycle?

\_\_\_\_\_

## Things found at home.

### Structure 4

Are these \_\_\_\_\_?

Yes, they are. / No, they are not.

### Examples:



Are these pots?

Yes, they are.

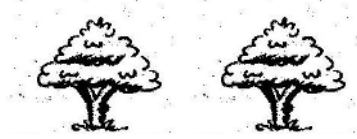


Are these plates?

No, they are not.

**Exercise:** Use Yes, they are / No, they are not.

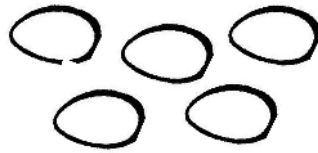
1.



Are these trees?

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2.



Are these balls?

---

3.



Are these baskets?

---

4.



Are these hens?

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**Things in our home.**

What are these/those?



What are these?

These are cups.

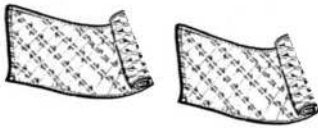


What are those?

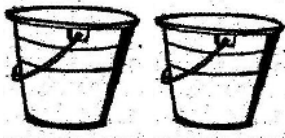
Those are stools.

### Exercise:

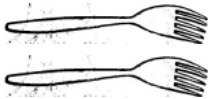
What are these / those?



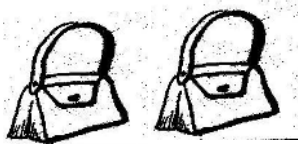
These are \_\_\_\_\_



These are \_\_\_\_\_



Those are \_\_\_\_\_



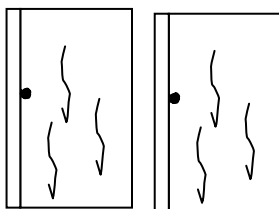
These are \_\_\_\_\_



Those are \_\_\_\_\_



These are \_\_\_\_\_



Those are \_\_\_\_\_

## **Roles and Responsibilities of different family members.**

### **Singular and Plurals.**

#### **Singular (one)**

Window

Door

Book

#### **Plural (many)**

windows

doors

books

#### **Then with 'es'.**

Names of objects ending with (es) in plural. They usually end with (s) (x) (ch) (o) or (sh) in singular.

Examples:

Glass - glasses

Bus - buses

Brush - brushes

box - boxes

church - churches

tomato - tomatoes

#### **Exercise:**

##### **Plural with 's'**

Mat - \_\_\_\_\_

Bed - \_\_\_\_\_

Cat - \_\_\_\_\_

Cup - \_\_\_\_\_

Chair - \_\_\_\_\_

##### **plural with 'es'**

brush - \_\_\_\_\_

dish - \_\_\_\_\_

tomato - \_\_\_\_\_

mango - \_\_\_\_\_

dress - \_\_\_\_\_

|       |   |       |          |   |       |
|-------|---|-------|----------|---|-------|
| Basin | - | _____ | watch    | - | _____ |
| Plate | - | _____ | class    | - | _____ |
| Bag   | - | _____ | bench    | - | _____ |
| Car   | - | _____ | torch    | - | _____ |
| Snake | - | _____ | mosquito | - | _____ |

## **Roles and Responsibilities of different family members.**

### **Activities and tools used.**

#### **Exercise:**

(matron, broom, knife, soap, pestle,  
firewood, water, stone )

1. Mrs. Kato is digging in the garden with a \_\_\_\_\_.
2. Nankya is sweeping the compound with a \_\_\_\_\_.
3. Annet is grinding millet on a grinding \_\_\_\_\_.
4. Suzan is peeling matooke with a \_\_\_\_\_.
5. Joseph is washing clothes in the basin with \_\_\_\_\_.
6. Mother is cooking some food with \_\_\_\_\_.
7. Ali is pounding groundnuts in a \_\_\_\_\_.

Roles and responsibilities of different family members.

### **A dialogue.**

#### **Mummy and Annet.**

**Example:** A dialogue is a conversation between two people or more people.

Mummy: What are you going to do today?

Annet: I am going to wash the utensils and clean the house.

Mummy: Do you have water?

Annet: I am going to the well first to fetch the water.

Mummy: Let us first have breakfast.

Annet: Thank you mummy.

**Read the dialogue and answer the questions in full sentences.**

1. How many people are in the dialogue?

There are \_\_\_\_\_ people in the dialogue?

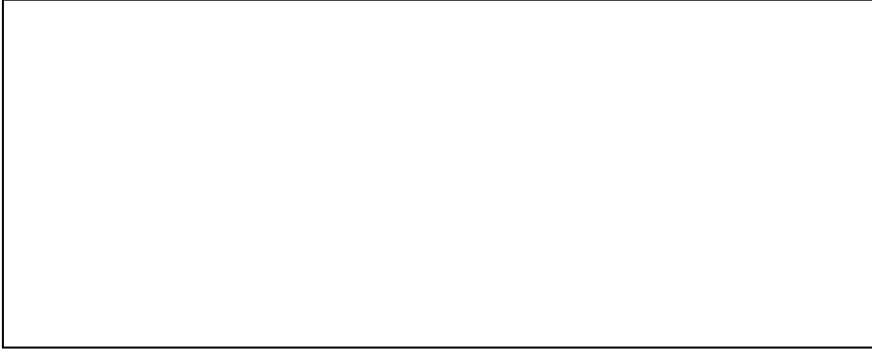
2. Who is talking in the dialogue?

\_\_\_\_\_ and \_\_\_\_\_ are talking in the dialogue.

3. What will Annet do at home?

Annet will \_\_\_\_\_.

4. Draw Annet fetching water.



## **OUR COMMUNITY.**

### **People in our community.**

#### **Naming people in our community.**

tailor, teacher, shopkeeper, barber, builder, pilot,  
priest, milkman, garbage, collector, banker,  
plumber, nurse, imam, bishop, carpenter,  
butcher, potter, fisherman.

**Structure:** Show man a \_\_\_\_\_.

This / That is a \_\_\_\_\_

Use a chart / flash cards & St. Bernard English Thematic  
Pupil's Book One pare 26)

## Activity:

### a) Fill in the missing letters.

t\_\_acher

tail\_\_r

n\_\_rse

doct\_\_r

barb\_\_r

f\_\_rmer

p\_\_lot

bish\_\_p

carp\_\_nter

shopke\_\_per

fish\_\_rman

polic\_\_woman

### b) Write correct words.

verdr - \_\_\_\_\_

lderbui - \_\_\_\_\_

torcdo - \_\_\_\_\_

lopit - \_\_\_\_\_

merfar - \_\_\_\_\_

rsenu - \_\_\_\_\_

## OUR COMMUNITY.

### People in our community.

Who is he/she?

He / she is a \_\_\_\_\_

Point to the \_\_\_\_\_.

I am pointing to the \_\_\_\_\_.

(Using the pictures in the text book St. Bernard Pupils

Book one pages 26 – 28)



**Activity:**

Draw and name five people in our community.

|   |   |   |   |   |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|   |   |   |   |   |
|   |   |   |   |   |

**Write these sentences correctly.**

teacher My father is a .

---

hospital The doctor is going to the

---

aeroplane . The pilot flying is an

---

selling things in the shop The shopkeeper is

---

## **OUR COMMUNITY.**

### **People in our community.**

People in our community and their work.

A teacher teaches sick people.

A carpenter makes furniture.

A cobbler mends shoes.

A tailor mends clothes.

A builder builds houses.

A farmer digs in the garden.

A barber cuts people's hair.

A policeman enforces law and order.

A driver drives cars.

A pilot flies an aeroplane.

A secretary types letters.

A garbage collector collects rubbish.

A fish monger sells fish.

**Activity: Complete correctly.**

1. A \_\_\_\_\_ sells fish.
2. A \_\_\_\_\_ cuts people's hair.
3. A carpenter makes \_\_\_\_\_
4. A \_\_\_\_\_ teaches people.

**PEOPLE IN OUR COMMUNITY.**

**Vocabulary**

- |           |         |
|-----------|---------|
| - Harvest | - dry   |
| - Plant   | - farm  |
| - Weed    | - wash  |
| - Sell    | - build |
| - Trade   | - shop  |

**Structure:**

What are you doing?

I am / We are \_\_\_\_\_.

Use the flash cards / pictures and text books.



What is she doing?

She is weeding.

**Activity:** On page 29 in St. Bernard Book Pupil's Book 1  
Learners do the exercise in their books.

**Activities in our community.**

More exercise on activities in our community.

**Example:** What are you doing?

I am \_\_\_\_\_ a house. (build)

**Exercise:**

1. What are you doing?

We are \_\_\_\_\_ the crops. (weed)

2. What are you doing?

I am \_\_\_\_\_ onions. (plant)

3. What is she doing?

She is \_\_\_\_\_ oranges. (buy)

4. What is he doing?

He is \_\_\_\_\_. (fish)

5. What are you doing?

We are \_\_\_\_\_ maize. (harvest)

6. What is she doing?

She is \_\_\_\_\_ fish. (dry)

7. What are you doing?

I am \_\_\_\_\_ a goat. (sell)

**Fill in the missing letters.**

a) h\_\_rvest                      s\_\_ll                      w\_\_ \_\_d  
bu\_\_ld                      w\_\_sh                      pl\_\_nt

**Guided Composition.**

b) ( farmer, eggs, milk, money, grows, cows )

My father is a \_\_\_\_\_. He keeps \_\_\_\_\_  
and \_\_\_\_\_ crops. He gets \_\_\_\_\_  
from the cows. He also gets \_\_\_\_\_ from the  
chicken.

On the farm, he grows bananas, carrots, potatoes  
and beans. He gets \_\_\_\_\_ from the farm  
and pays school fees.

**Activities in our Community.**

There are many people in our community. People  
in our community do different activities.

**Example:**

Mr. Kalule sells things in his shop.

He is a \_\_\_\_\_

**Exercise:****Complete correctly.**

Mr. Mubiru makes chairs, beds and cupboards.

He is a \_\_\_\_\_

Madam Jane teaches pupils at school.

She is a \_\_\_\_\_

Paul flies an aeroplane.

He is a \_\_\_\_\_

Miss Nazze Irene stitches and makes clothes.

She is a \_\_\_\_\_

Mr. Mbabazi sells meat.

He is a \_\_\_\_\_

Alice shaves hair.

She is a \_\_\_\_\_

## Activities in our community.

Matching people with their work.

### Exercise:

Match people with their work.

#### A

A fisherman

A tailor

A grocer

A farmer

An artist

A driver

A doctor

A teacher

A barber

A builder

A cobbler

#### B

sells fruits and vegetables

catches fish

makes or stitches clothes

draws pictures

drives vehicles

grows crops

teaches people

cuts hair

treats sick people

mends shoes

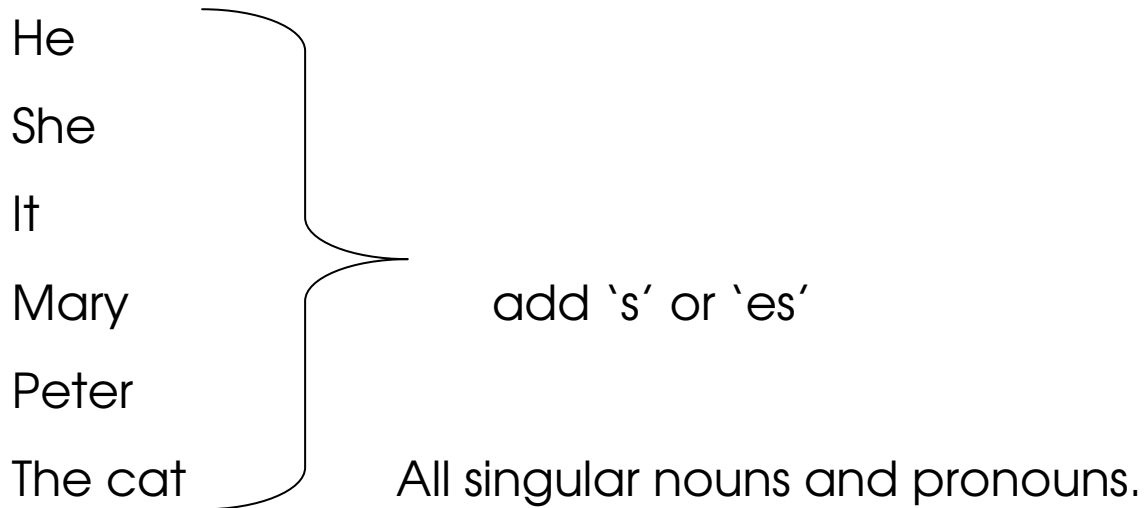
builds houses

Activities in our Community.

### **Everyday tense.**

Everyday tense talks about things which happen everyday.

Nouns and pronouns that add 's' or 'es'.



### **Examples:**

He goes to school everyday.

She peels matooke everyday.

It drinks milk everyday.



## Exercise:

Use the verbs in brackets correctly.

The girl \_\_\_\_\_ the house everyday. (mop)

The cow \_\_\_\_\_ grass everyday. (eat)

Peter \_\_\_\_\_ to school everyday. (run)

She \_\_\_\_\_ some food everyday. (cook)

The boy \_\_\_\_\_ foot ball everyday. (play)

He \_\_\_\_\_ a blue shirt everyday. (wear)

## Activities in our community.

### Everyday tense.

Nouns and pronouns that do not add 's' or 'es'.

They

The boys

The animals

We

I

do not add 's' or 'es'

All plural nouns and pronouns.

**Examples:** I eat food everyday.

The children go to school everyday.

We wash our clothes everyday.

The animals drink water everyday.

**Exercise:**

**Use the words in brackets correctly.**

They \_\_\_\_\_ the classroom everyday. (sweep)

We \_\_\_\_\_ food everyday. (cook)

They \_\_\_\_\_ mangoes everyday. (eat)

I \_\_\_\_\_ my hair everyday. (comb)

We \_\_\_\_\_ our teacher everyday. (greet)

They \_\_\_\_\_ to school everyday. (run)

I \_\_\_\_\_ my face everyday. (wash)

**Important places in our community.**

**Naming important places in our community.**

**Vocabulary**

|                |                |          |        |
|----------------|----------------|----------|--------|
| Mosque         | hospital       | workshop | school |
| Clinic         | police station | shop     | salon  |
| Petrol station | bank           | church   | garage |
| Market         | home           | hotel    | river  |
| Lake           | radio station  |          |        |

**Structure:** Pupils' Book page 31 – 32.

Show me a \_\_\_\_\_

This is a \_\_\_\_\_

That is a \_\_\_\_\_

Qn. What is this / that?

This / That is a \_\_\_\_\_

**Example:** Show me a church.



This is a church/ That is a church.

**Exercise:**

Draw these important places.

|        |        |        |
|--------|--------|--------|
|        |        |        |
| School | Market | Church |
|        |        |        |
| Mosque | House  | shop   |

**Important places in our community.****Structure: Pupil's Book page 34**

1. What can you see?

I / We can see a \_\_\_\_\_

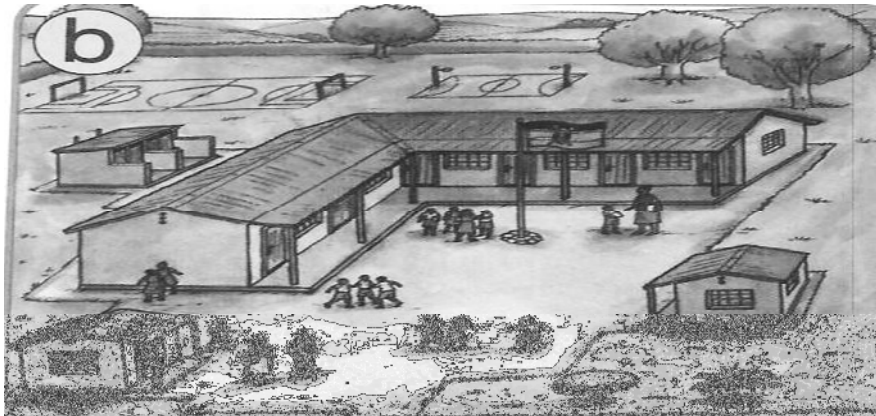
2. Can you see a \_\_\_\_\_?

3. Yes, I / We can.

4. No, I/We can't.

## Example:

What can you see?



I can see a school.

## Exercise:

**Listen and write.**

shop    garage    carpenter    garden    police station  
policeman    teacher    hospital    mosque

**Important places in our community.**

Where does \_\_\_\_\_ work?

A \_\_\_\_\_ works \_\_\_\_\_.

### **Example:**

1. Where does a farmer work?

A farmer works in the garden.

2. Where does a teacher work?

A teacher works in a school.

### **Exercise:**

#### **People and their places of work.**

Match people to their places of work.

|            |                |
|------------|----------------|
| Teacher    | garden         |
| Doctor     | school         |
| Farmer     | hospital       |
| Carpenter  | church         |
| Imam       | workshop       |
| Priest     | mosque         |
| Shopkeeper | garage         |
| Mechanic   | shop           |
|            | Police station |

## OUR COMMUNITY.

**Important places in our community.**

**Read the story and answer the questions.**

### **Important Places.**

There are many important places in our community.

There are schools, hospitals, churches, mosques, shops, markets and many others. These places help us to meet our basic needs. There are also people who work in these places like teachers, doctors, priests, imams, shopkeepers, carpenters and vendors. What a good team we have in our community!

### **Questions**

1. Who works in a hospital?

.....

2. .... works in the workshop.

3. Name any four important places in our community.

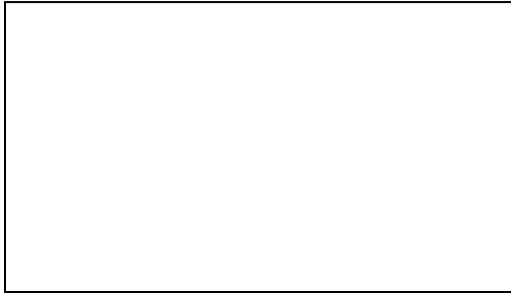
.....

.....

4. Write the title of the story.

.....

5. Draw a mosque.



**Write small words from the big words.**

**Example**

Teacher - tea, each, her

Carpenter - car, pen, enter

**Exercise**

**Write small words from the big words.**

1. Carpenter - \_\_\_\_\_, \_\_\_\_\_

2. Shopkeeper - \_\_\_\_\_, \_\_\_\_\_

3. Policeman - \_\_\_\_\_, \_\_\_\_\_

4. Workshop - \_\_\_\_\_, \_\_\_\_\_

5. Police station - \_\_\_\_\_, \_\_\_\_\_



**Write correct sentences using the given words.**

**Example**

1. Doctor : My father is a doctor.

2. Teacher: \_\_\_\_\_  
\_\_\_\_\_

3. Church : \_\_\_\_\_

4. School: \_\_\_\_\_

5. Market: \_\_\_\_\_

**Important places in our community.**

**Dialogue.**

**Read the dialogue and then answer the questions that follow in full sentences.**

**Alex :** What is that you are selling?

**Milkman:** I am selling milk.

**Alex:** Where do you get milk from?

**Milkman:** Cows give us milk.

**Alex:** How much are you selling milk?

**Milkman:** Five hundred shillings a litre.

Alex: Let me go and bring the money.

Milkman: Thank you Alex.

### **Questions**

1. Who is selling milk?

.....

2. How much is a litre of milk?

.....

3. How many people are in the dialogue?

.....

4. Where do we get milk from?

.....

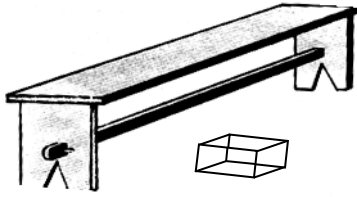
Draw a cow.

### **Positions / prepositions.**

Structure: Where is the \_\_\_\_\_?

**Vocabulary:** on, under, behind, between, in, near,  
infront of, over.

## Example:



Where is the box?

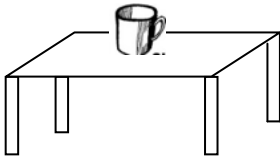
The box is under the bench.

## Exercise

Write correct sentences.



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---



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## Our Home.

### Things found in our home and their uses.

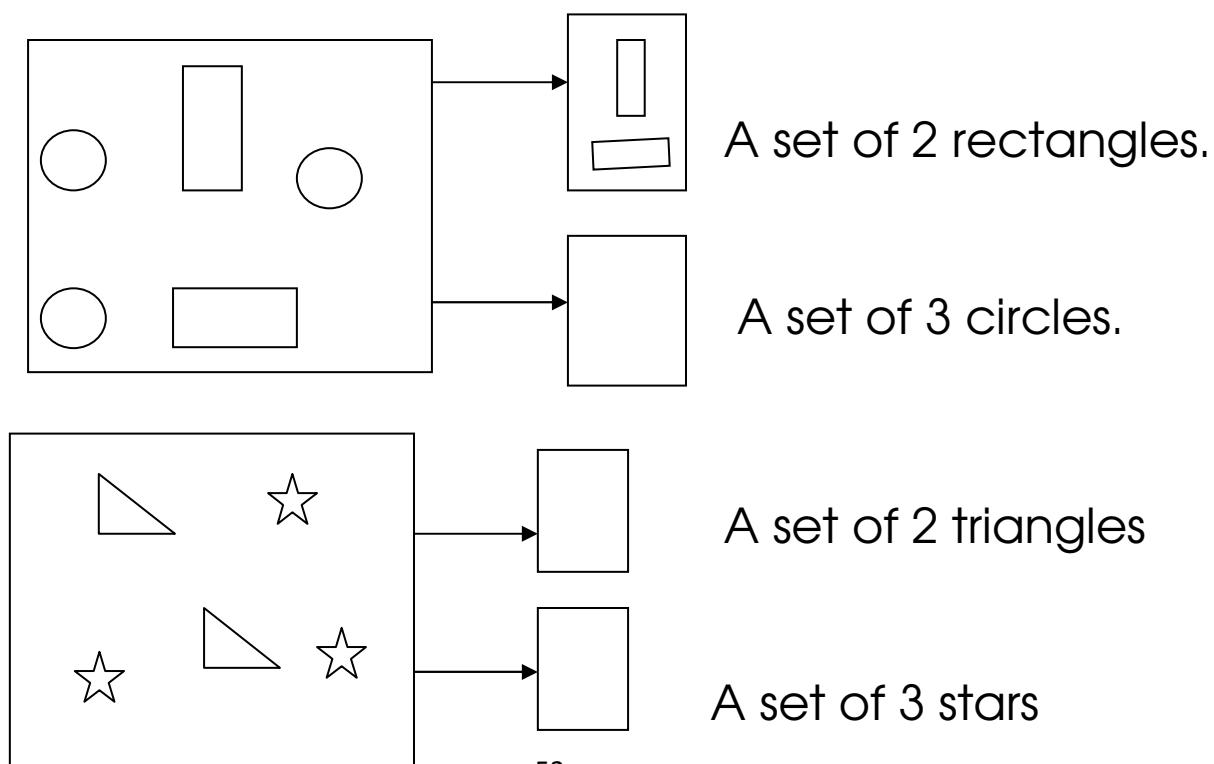
- a) Counting from 1 – 25.
- Using concrete objects practically.
- $1 + 2 = 2 + 1 =$
- $5 + 2 = 2 + 5 =$
- $3 + 2 = 2 + 3 =$

**Activity:** - Counting orally from 1 – 25.

- Counting from 1 – 30.

1, 2, 3, 4, 5, 6, ... 30

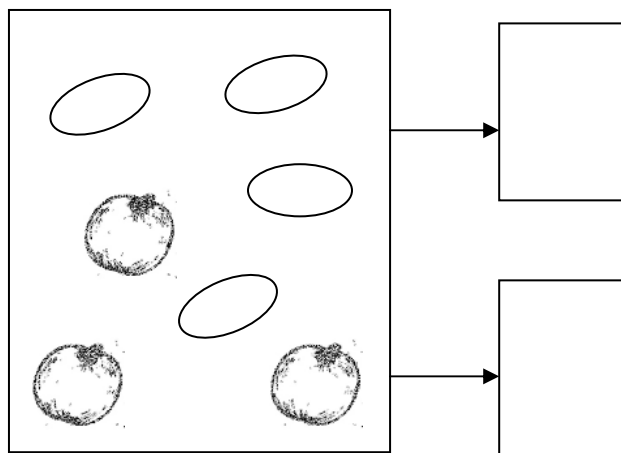
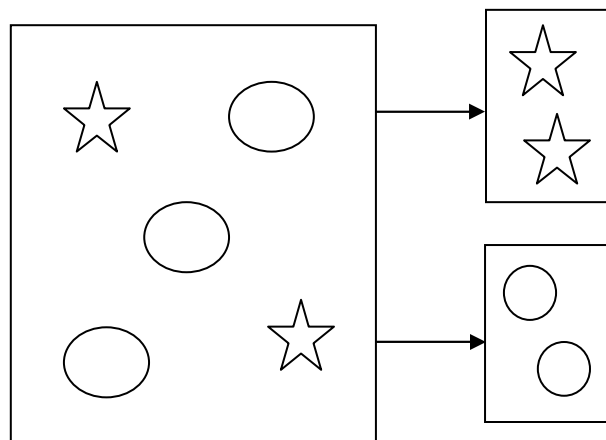
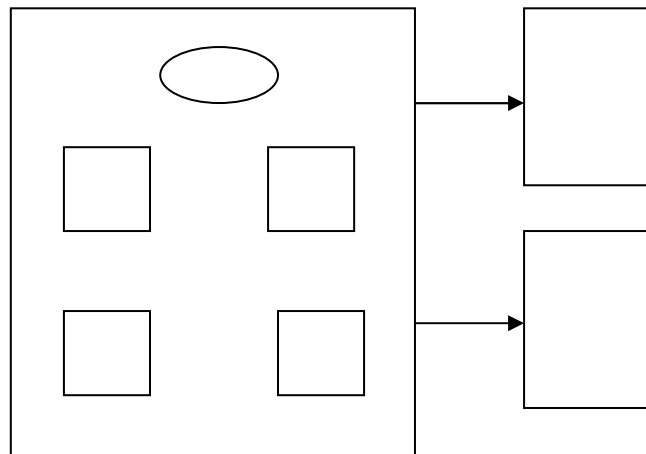
- Sorting objects by shape.



**Activity:** a) Count from 1 – 30.

1, 2, 3, 4, 5, 6, 7, ... 30.

b)



1. Counting from 1 – 35.
2. Measuring height using non standard units.

**Use taller, shorter or longer.**

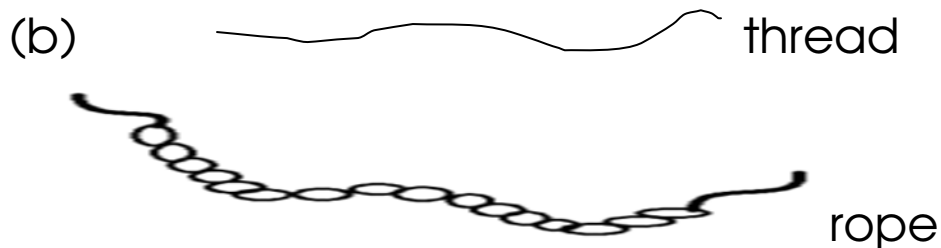


Tin A is \_\_\_\_\_ than tin B.

Tin B is \_\_\_\_\_ than tin A.

**Activity:**

- (a) Count from 1 - 35.



The thread is \_\_\_\_\_ than the rope.

The rope is \_\_\_\_\_ than the thread.



**B**



**D**

→ Tree B is \_\_\_\_\_ than tree D.

→ Tree D is \_\_\_\_\_ than tree B.

L. AIDS tins, strings, ropes, threads, chairs, buckets ...

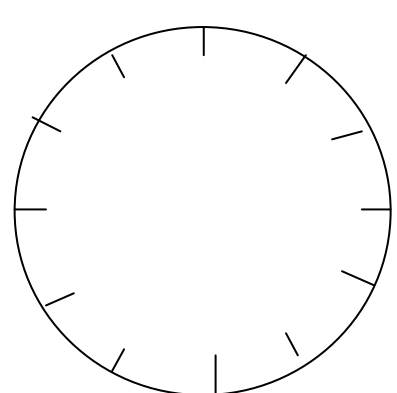
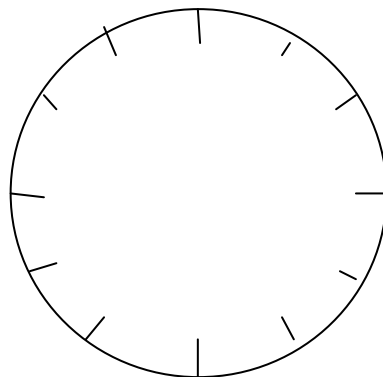
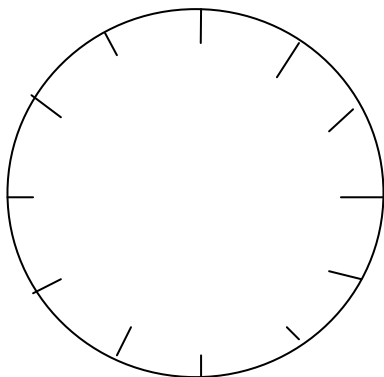
**a) Counting from 1 – 40.**

1, 2, 3, 4, ... 40

**b) Drawing and writing numbers in the clock face.**



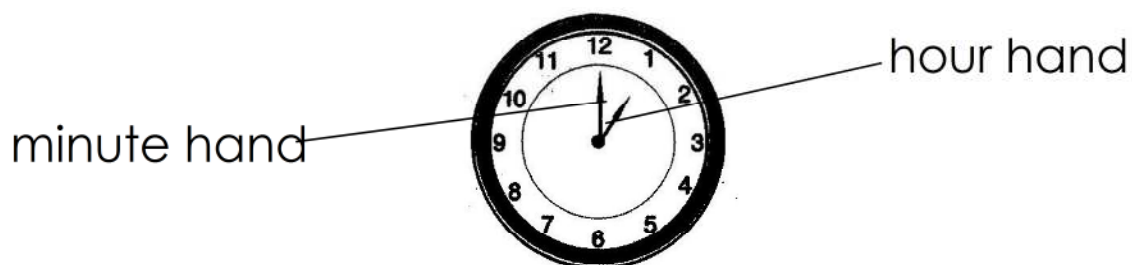
**Write numbers in the clock faces below.**



a) Counting from 1 – 45.

1, 2, 3, 4, 5, 6, 7, .... 45.

b)



c) Drawing clock faces on the slates and put in minute and hour hand correctly.



4 o'clock



2 o'clock



5 o'clock

Activity:

Put minute and hour hand in the clock faces below.



a. 7 o'clock



b. 3 o'clock



c. 1 o'clock



6 o'clock



9 o'clock



12 o'clock



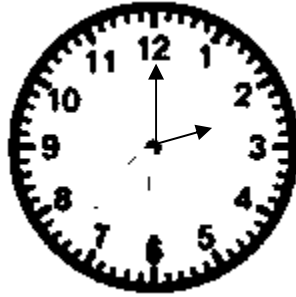
## Counting from 1 – 50.

1, 2, 3, 4, 5, ... 50.

What is the time?



..... o'clock



..... o'clock



..... o'clock

Put hands to show.



7 o'clock



2 o'clock



9 o'clock

b)What is the time?



\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock

## Counting from 1 – 55.

1, 2, 3, 4, 5, ... 55.


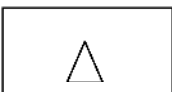

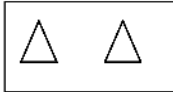
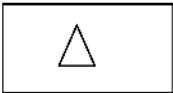
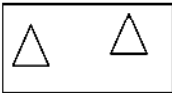
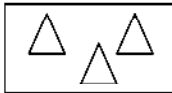
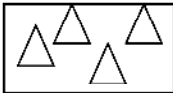
Review:



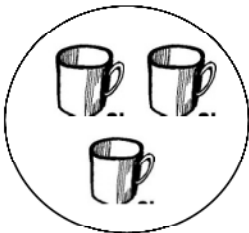
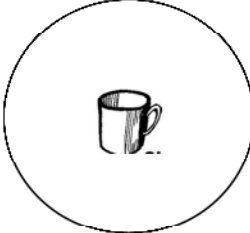
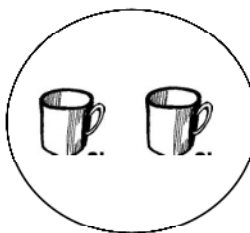
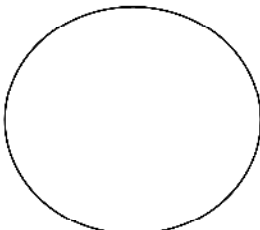
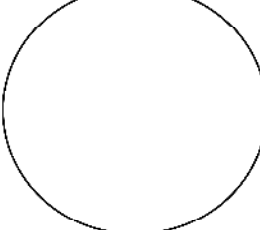
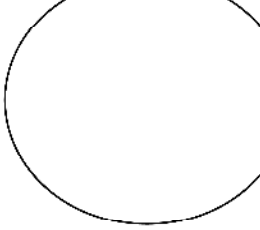
\_\_\_ o'clock

## Sequencing:

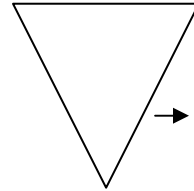
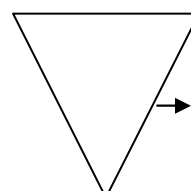
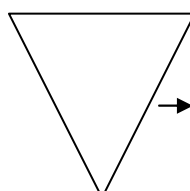
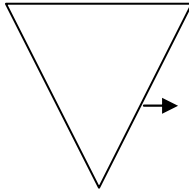
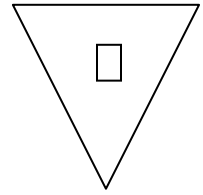
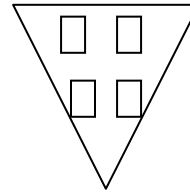
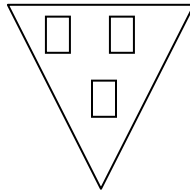
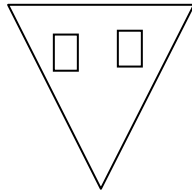
a)

|                                                                                                    |                                                                                                    |                                                                                                     |                                                                                                      |
|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
|                   |                   |                    |                    |
|  1 <sup>st</sup> |  2 <sup>nd</sup> |  3 <sup>rd</sup> |  4 <sup>th</sup> |

b)

|                                                                                     |                                                                                     |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |
|  |  |  |

**Activity:**



L. AIDS: Balls, tins, cups, books, threads, bottle tops

**Matching correctly.**

14

15

12

11

11

12

15

14

**a) Counting from 1 – 60.**

b) Writing number symbols 1 - 9.

c) 1, 2, 3, 4, ... 6

- 7, 8, 9, 10

- 6, 7, 8, 9, 10, ...

- 4, 5, 6, 7, ...

- 3, 4, 5, 6, 7, 8, ..

## Find the missing numbers.

a) 1, 2, 3, 4, \_\_\_\_

b) 4, 5, 6, \_\_\_\_

(h) 7, 8, 9, \_\_\_\_

c) 2, 3, 4, \_\_\_\_

(i) 1, 2, 3, \_\_\_\_, \_\_\_\_

d) 4, 5, 6, , 9

e) 8, 9, \_\_\_\_, 11, \_\_\_\_

f) 12, 13, \_\_\_\_, \_\_\_\_

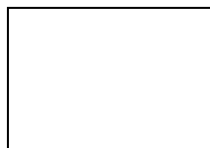
(j) 3, 4, 5, 6, 7, \_\_\_\_

g) 8, 9, 10, \_\_\_\_, 12, \_\_\_\_

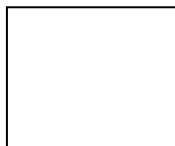
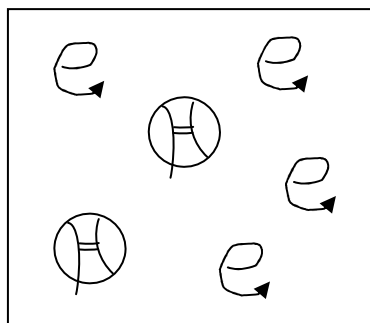
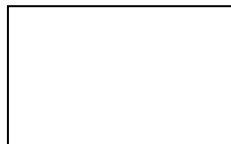
(k) 8, 9, \_\_\_\_, 11

## a) Counting from 1 – 65.

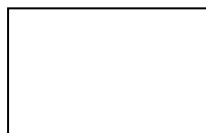
b) Forming new sets.



\_\_\_\_\_

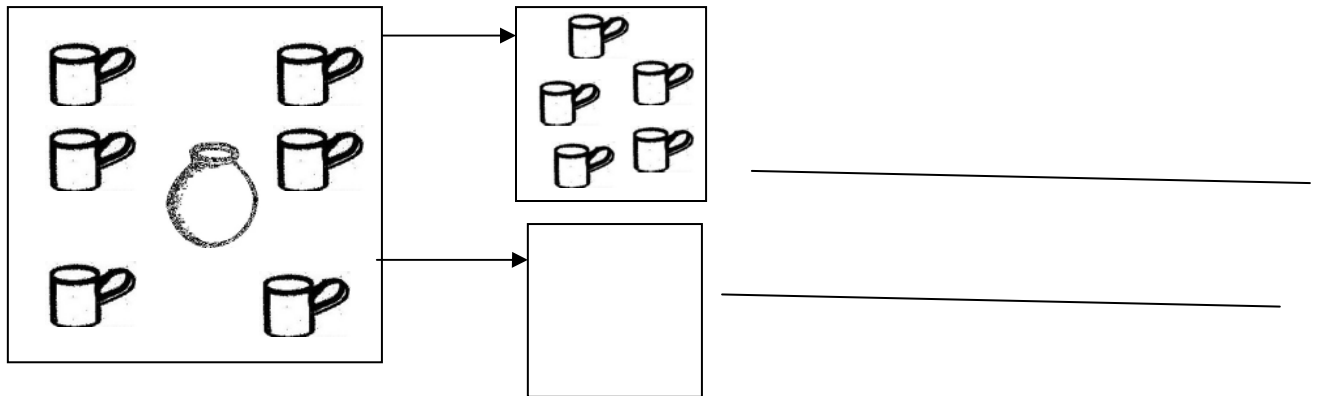


\_\_\_\_\_



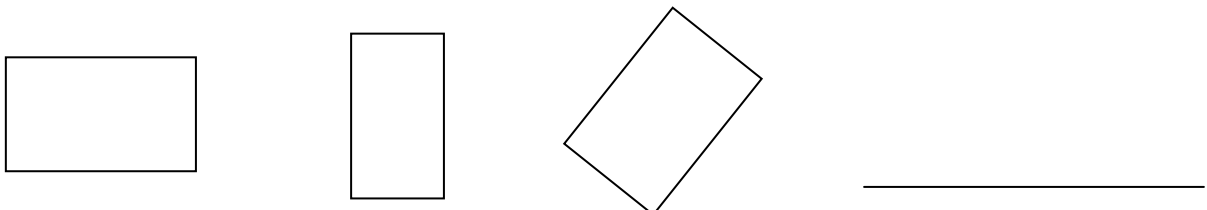
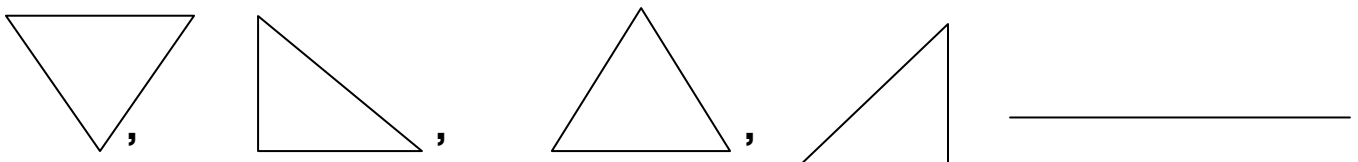
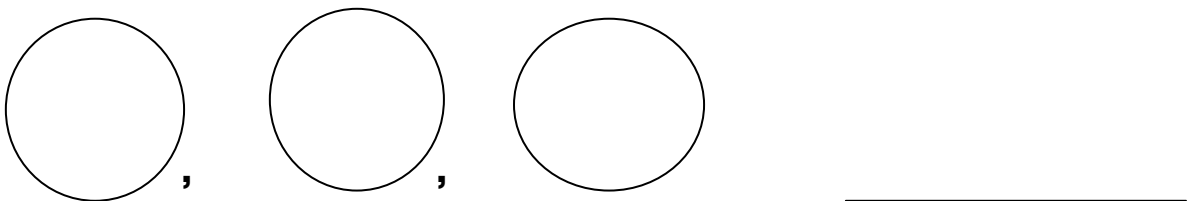
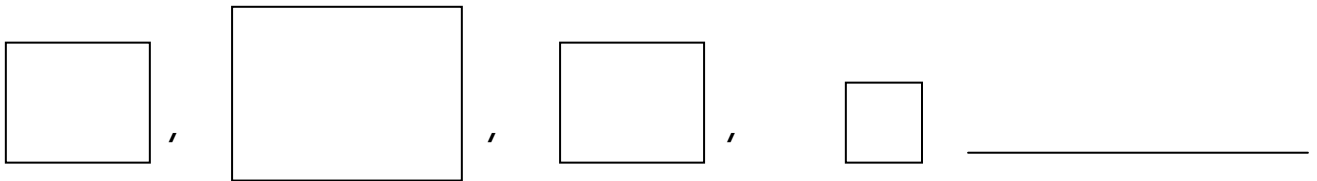
\_\_\_\_\_

\_\_\_\_\_

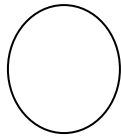


L. AIDS balls, dolls, tins, cups, books, pencils

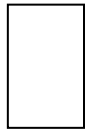
- **Counting from 1 - 70.**
- Review of previous lesson.
- Draw and name the shapes.



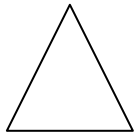
**Match correctly.**



triangle



circle



rectangle

**a) Counting from 1 – 75.**

b) Reading and spelling the shapes.

Oval, star, square, rectangle, kite

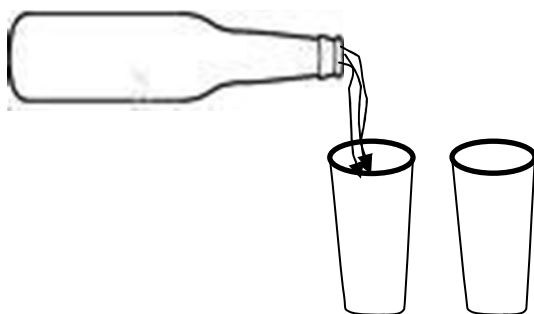
c) Mental work.

$$5 + 2 = \quad 4 + 1 = \quad 5 + 0 =$$

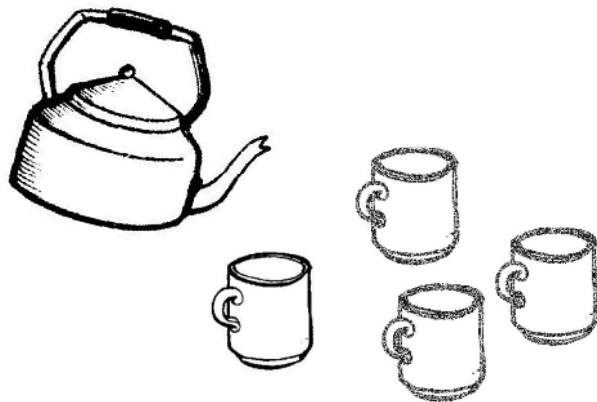
$$3 + 3 = \quad 2 + 2 = \quad 1 + 1 =$$

d) Measuring capacity of various containers.

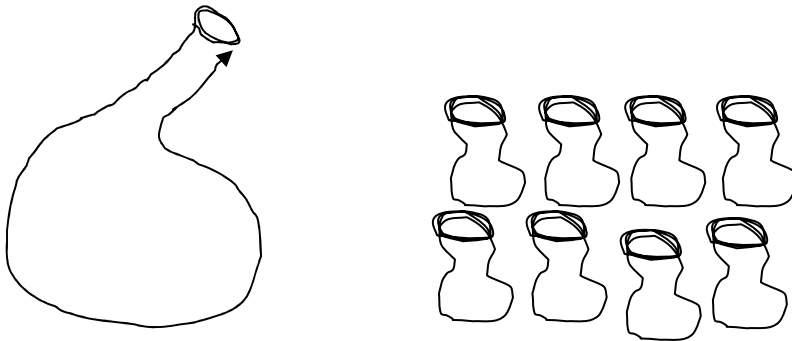
- How many glassfuls of milk are in the bottle?



- How many cupfuls of tea are in the kettle?



- A full calabash of water can fill \_\_\_\_\_ gourds.



- **Counting from 1 – 75.**

- Mental work.

$$\begin{array}{lll} 10 + 3 = & 11 + 3 = & 6 + 3 = \\ 9 + 2 = & 5 + 5 = & 5 + 4 = \end{array}$$

- **Days of the week.**

How many days are in a week?

There are seven days in a week.

- Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

- **Fill in the missing letters.**

Su\_\_day,      Mo\_\_day,      Wedn\_\_sday

- **Which days are missing?**

a) Sunday, Monday, Tuesday, \_\_\_\_\_,  
Thursday,

b) Tuesday, Wednesday, \_\_\_\_\_, Friday.

### **Activity**

- What is the first day of the week?

.....

- On which day do Moslems go for prayers?

.....

- What is the last day of the week?

.....

L. AIDS: Calendar

- **Counting from 1 – 80.**

- Mental work.

$$4 + 3 = \quad \quad \quad 7 + 2 = \quad \quad \quad 1 + 1 =$$

$$2 + 5 = \quad \quad \quad 3 + 6 = \quad \quad \quad 3 + 0 =$$

### **Review:**

- What is the second last day of the week?

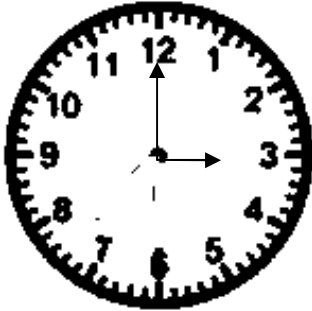
.....



- On which day do Christians go for prayers?

.....

- **Telling time.**



\_\_\_\_\_ o'clock

**Activity:** Draw clock faces and show:

- |              |               |
|--------------|---------------|
| a) 2 o'clock | d) 7 o'clock  |
| b) 5 o'clock | e) 8 o'clock  |
| c) 1 o'clock | d) 10 o'clock |

- **Review Telling time.**

- Adding numbers whose sum is less than 10.

**Examples:**

$$\begin{array}{r} 0 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 0 \\ \hline \end{array}$$

### Activity:

|            |            |            |            |
|------------|------------|------------|------------|
| 7          | 1          | 2          | 4          |
| <u>+ 2</u> | <u>+ 1</u> | <u>+ 3</u> | <u>+ 2</u> |
| _____      | _____      | _____      | _____      |
| 5          | <b>5</b>   | <b>3</b>   | <b>4</b>   |
| <u>+ 3</u> | <u>+ 4</u> | <u>+ 3</u> | <u>+ 0</u> |
| _____      | _____      | _____      | _____      |

### Important places in our community.

- Review

|            |            |            |            |
|------------|------------|------------|------------|
| 2          | 4          | 5          | 4          |
| <u>+ 3</u> | <u>+ 2</u> | <u>+ 1</u> | <u>+ 1</u> |
| _____      | _____      | _____      | _____      |

- Finding the missing numbers.

a) 1, 2, 3, 4, \_\_\_\_, 6, \_\_\_\_

b) 2, 4, 6, \_\_\_\_, 10, \_\_\_\_

c) 1, 3, 5, \_\_\_\_, \_\_\_\_

**Activity:** (a) 6, 8, \_\_\_\_, 12 (e) 12, 14, \_\_\_\_, 18

(b) 5, 6, 7, \_\_\_\_, 9 (f) 9, 10, 11, \_\_\_\_, 13

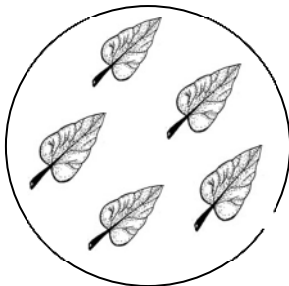
(c) 9, 11, \_\_\_\_, 15 (g) 11, 13, \_\_\_\_, 17

(d) 4, 6, 8, \_\_\_\_, 12 (h) 1, 3, 5, \_\_\_\_

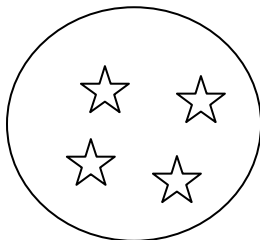
- **Counting from 1 – 75.**

**Defining sets.**

A set is a collection of well defined objects.

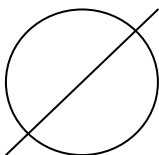


A set of 5 leaves



A set of 4 stars

What is an empty set?



An empty set is a set with no members.

**Activity:** a) Define a set.

b) Define an empty set.

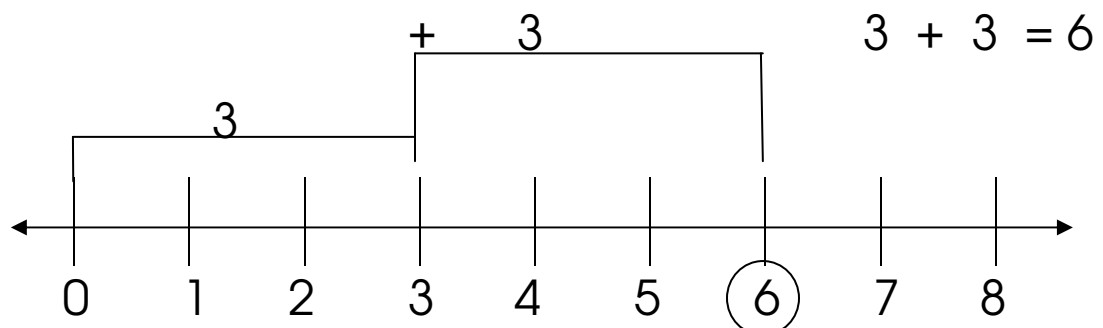
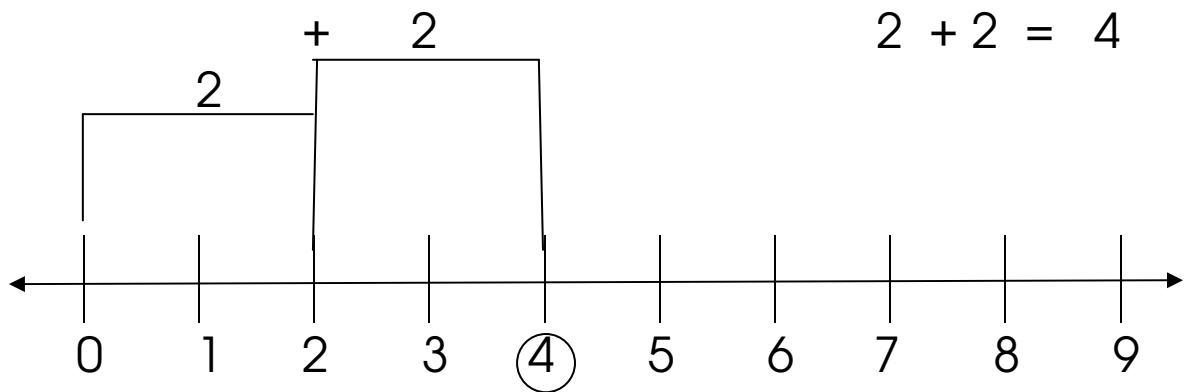
c) Draw the following sets.

- A set of 6 balls.
- A set of 7 pots.
- A set of 2 books.

- **Writing number symbols from ( 0 – 20 ).**

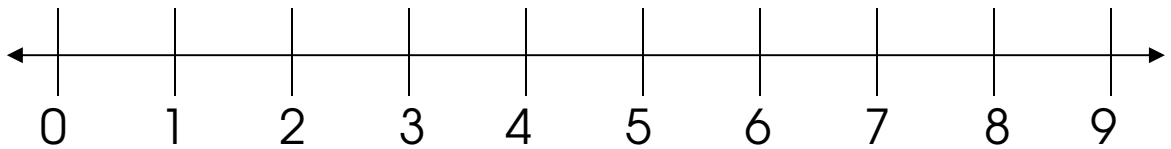
0, 1, 2, 3, 4, 5, 6, 7, 8, 9, .... 20

- Adding numbers whose sum is less than 6. Using a number line.

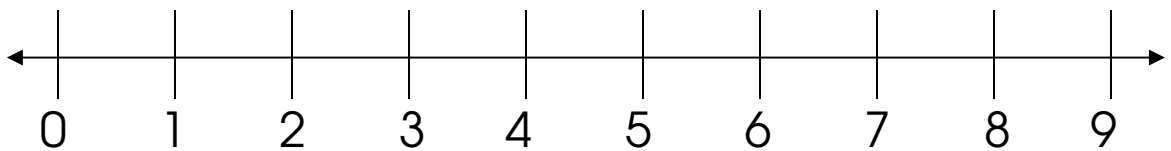


**Activity:** Use a number line to add the following numbers.

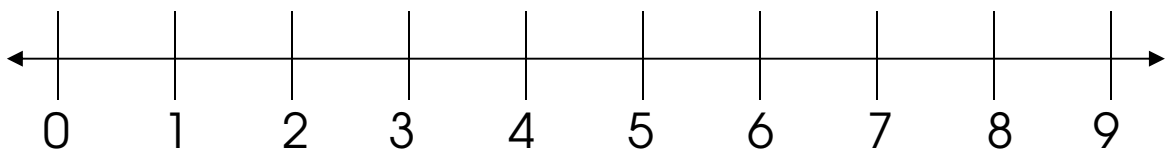
a)  $1 + 4 =$



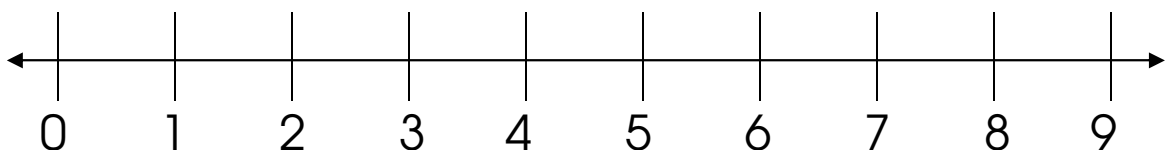
b)  $2 + 2 =$



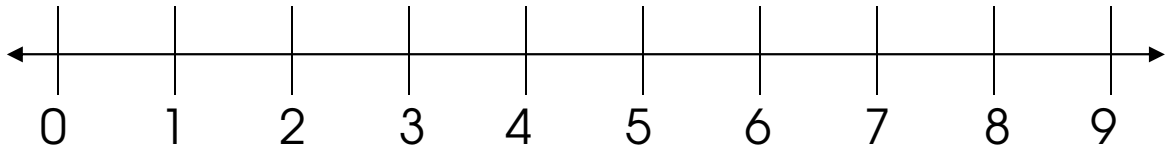
c)  $4 + 2 =$



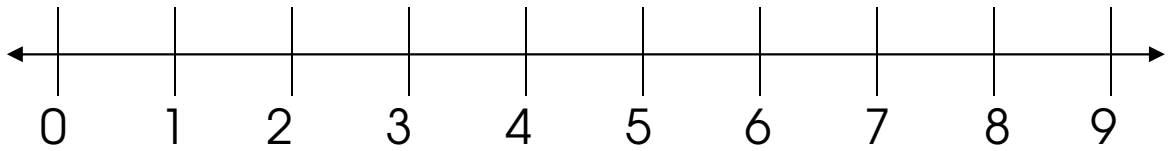
d)  $2 + 4 =$



e)  $3 + 2 =$



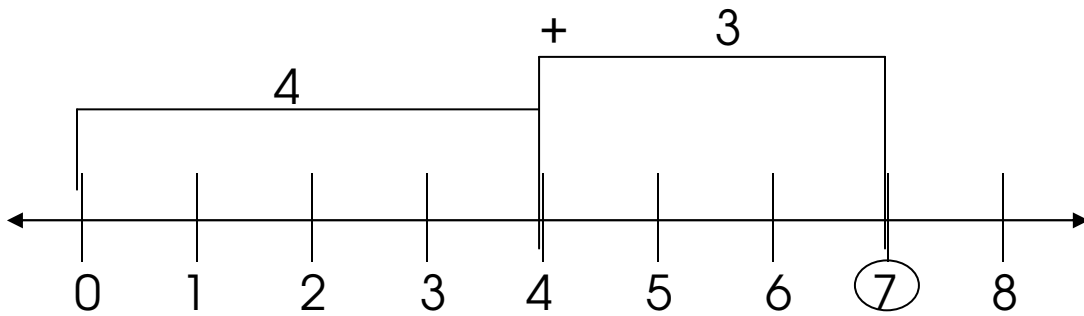
f)  $5 + 1 =$



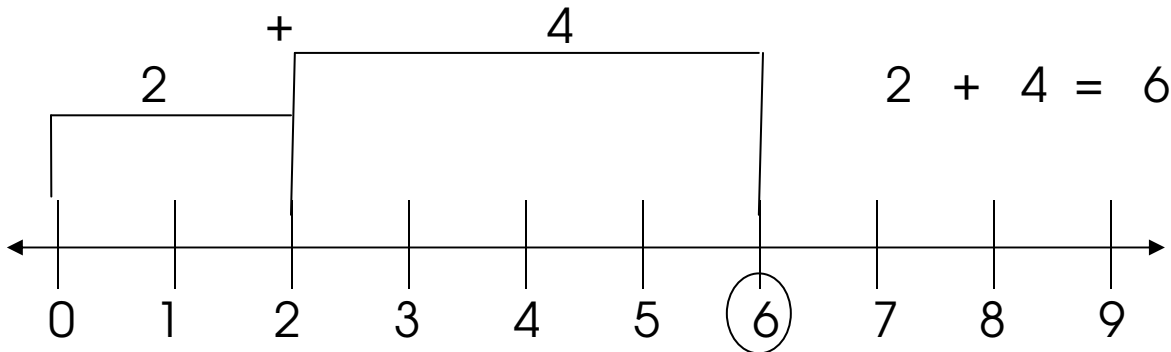
- **Use a number line to add.**

Sum less than 8.

$4 + 3 = 7$

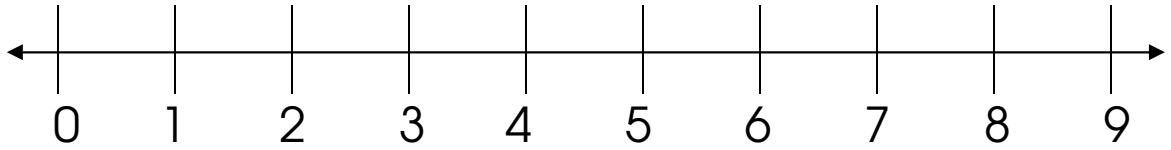


$2 + 4 = 6$

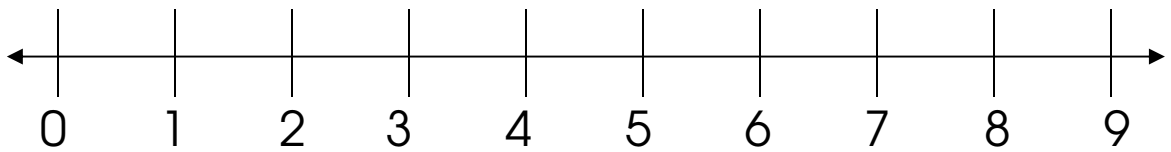


- **Activity:**

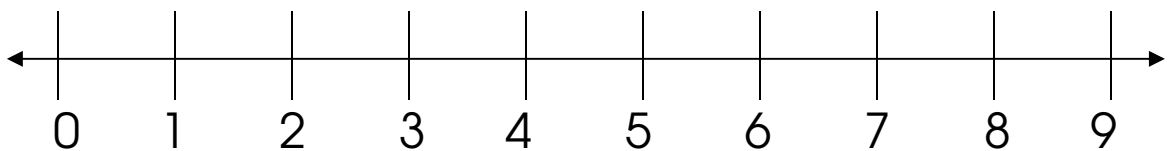
a)  $5 + 2 =$



b)  $3 + 3 =$



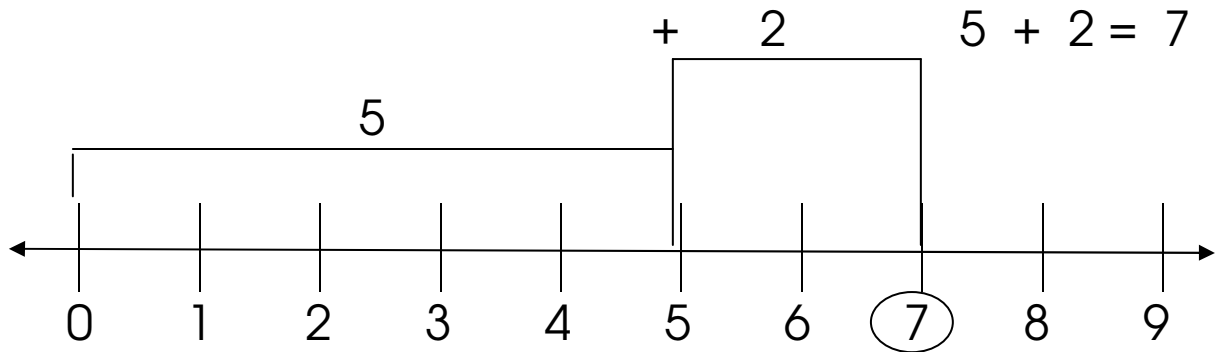
c)  $4 + 4 =$



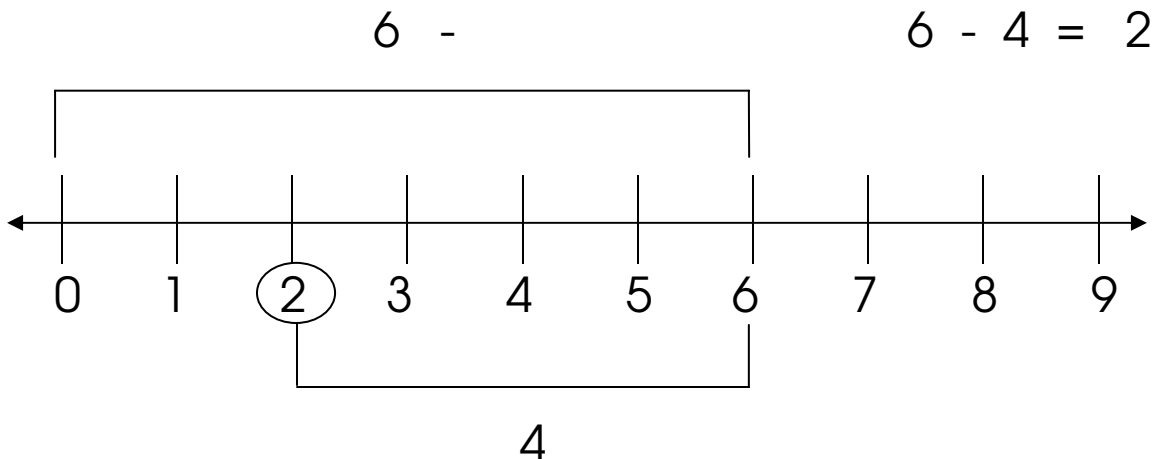
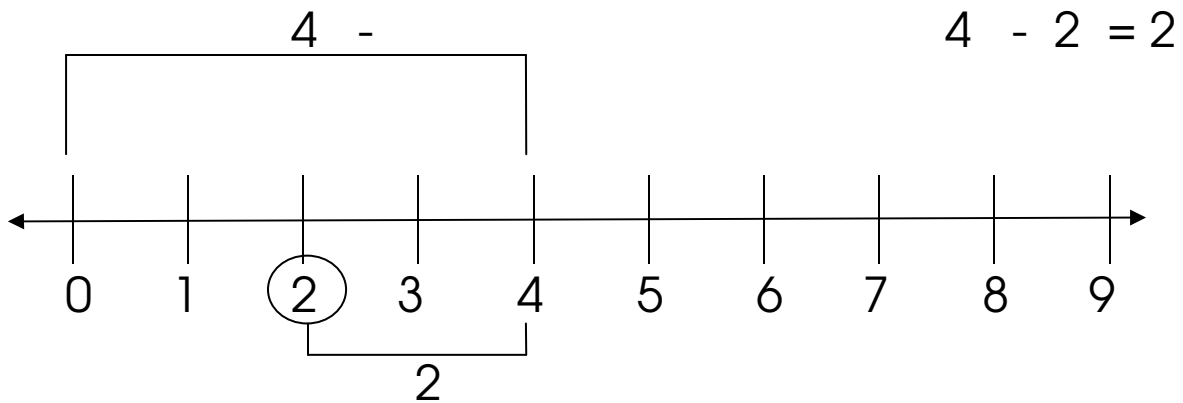
d)  $5 + 3 =$



- **Counting from 1 – 80.**
- Reviewing the previous lesson.



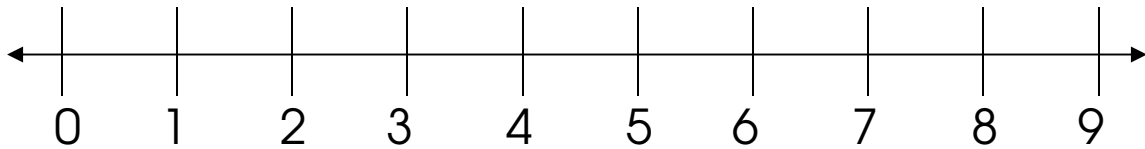
Use a number line to subtract the following.



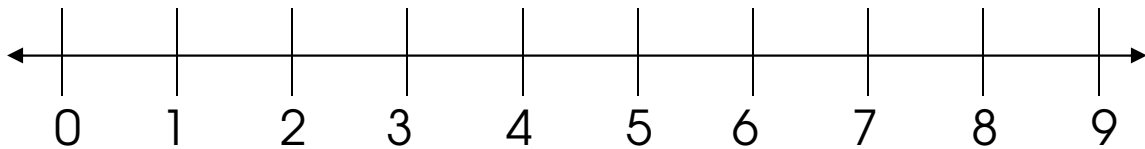


**Activity:** Use a number line to subtract the following.

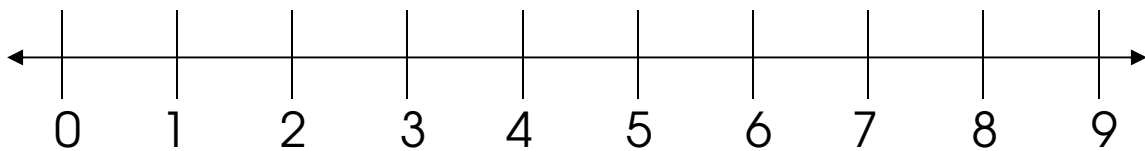
a)  $8 - 3 =$



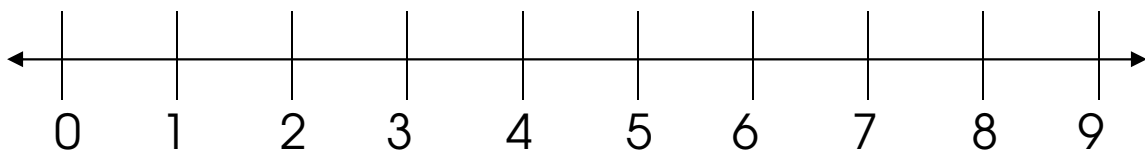
b)  $5 - 3 =$



c)  $7 - 4 =$

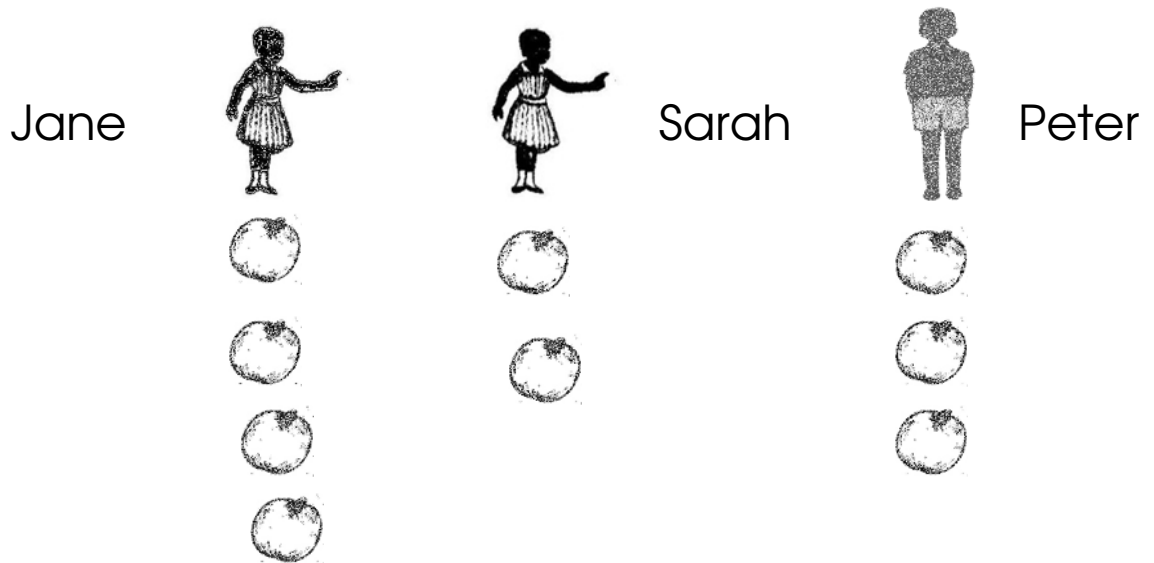


d)  $6 - 2 =$



## Describing places according to distance using pictographs.

Children have apples.



a) How many apples has Jane?

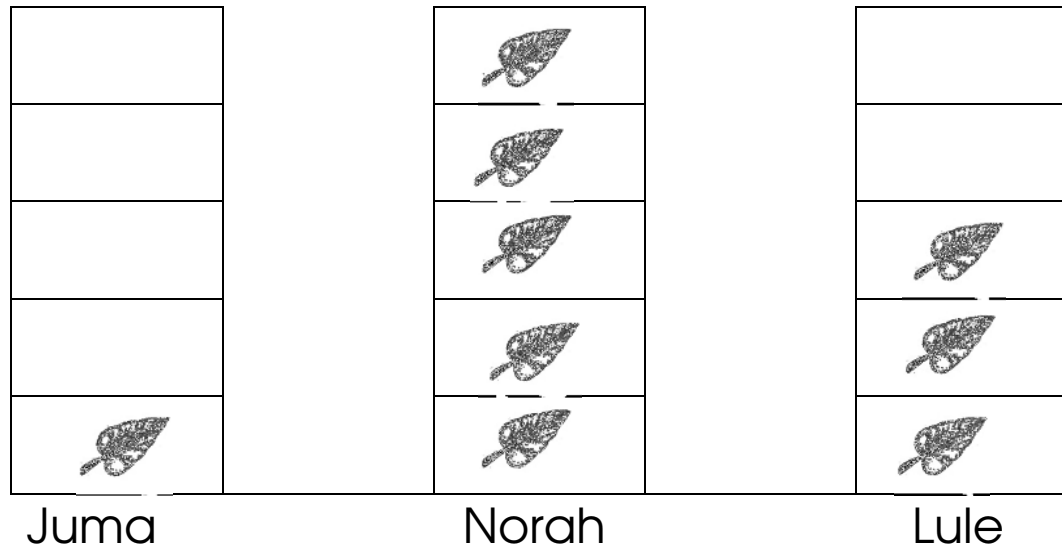
.....

b) How many apples has Sarah and Peter?

.....

Use the graph to answer the questions.

**Activity:**



a) Who has the smallest number of leaves?

.....

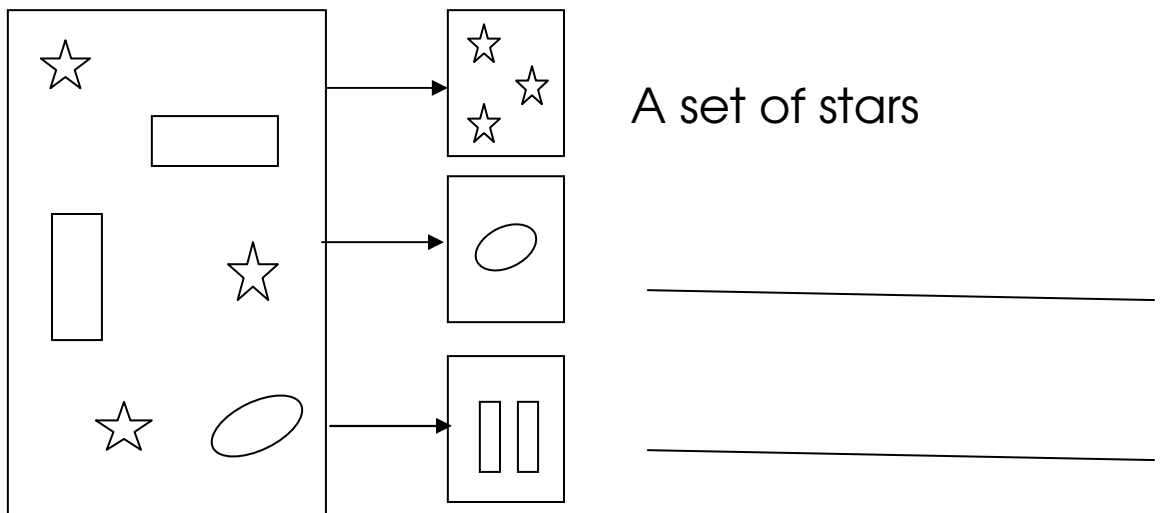
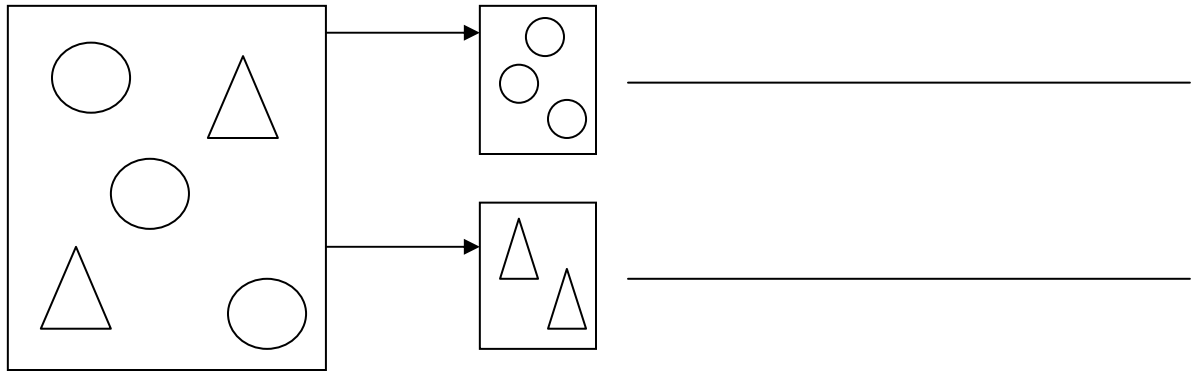
b) How many leaves has Norah and Lule?

.....

c) Who has the largest number of leaves?

.....

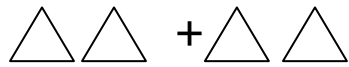
- **Counting from 1 – 85.**
- Sort by size or kind.



- Matching and writing number symbols.



5



9



3

$$4 + 5$$

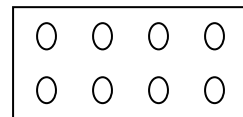
4

$$7 - 2$$

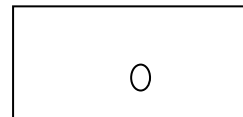
6

- Matching number symbols to number card.

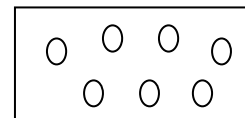
7



2



8



1

