

# **REVISED LESSON NOTES**

**FOR P.1**

**GRAMMAR, COMP & COMPRE**

**TERM III**

| Date | Class | Subject | No. of pupils | Time |
|------|-------|---------|---------------|------|
|      |       | Grammar |               |      |

**Theme: Our transport**

**Subtheme: Types and means of transport**

**Competence: Read the words**

**Content: Plurals**

**Give the plurals of the words**

| one        |   | many        | one       |   | many       |
|------------|---|-------------|-----------|---|------------|
| boat       | — | boats       | train     | — | trains     |
| bicycle    | — | bicycles    | car       | — | cars       |
| motorcycle | — | motorcycles | ship      | — | ships      |
| camel      | — | camels      | aeroplane | — | aeroplanes |
| horse      | — | horses      | ferry     | - | ferries    |
| lorry      | - | lorries     | rocket    | - | rockets    |
| van        | - | vans        | donkey    | - | donkey     |

### Exercise

**Write the plural of the word in brackets to complete the sentences**

1. The men are rowing the \_\_\_\_\_. (boat)
2. We bought new \_\_\_\_\_yesterday. (bicycle)
3. I saw \_\_\_\_\_at the airport. (aeroplane)
4. \_\_\_\_\_are parked there daily. (motorcycle)
5. My father has two \_\_\_\_\_. (car)

**Construct good sentences using the given words below**

6. bicycle
7. lorries

8. aeroplane

**Underline the nouns in these sentences**

9. That knife is very sharp

10. Bring all the sticks now

11. Our teacher is smarty

**Choose the correct word from**

12. My \_\_\_\_ loves me so much. ( further, father)

13. Sarah \_\_\_\_\_ porridge everyday. (eats, drinks)

14. That will is \_\_\_\_ (laugh, rough)

| Date | Class | Subject | No. of pupils | Time |
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|      |       | Grammar |               |      |

**Theme:** Things we make

**Subtheme:** Things we make at home and school

**Competences:** Read the words

Give the plurals of the words.

**Content:** Nouns that end with “f” or “fe” change “f” to “v” and you add “es”

|            |   |             |
|------------|---|-------------|
| <b>one</b> |   | <b>many</b> |
| calf       | – | calves      |
| leaf       | – | leaves      |
| wolf       | – | wolves      |
| thief      | – | thieves     |
| loaf       | – | loaves      |
| shelf      | – | shelves     |
| knife      | – | knives      |
| wife       | – | wives       |

**Except**

|              |   |               |
|--------------|---|---------------|
| chief        | – | chiefs        |
| handkerchief | – | handkerchiefs |

**Exercise**

**Write the singulars forms of the following words**

- |             |            |
|-------------|------------|
| 1. lives –  | 7. stories |
| 2. knives – | 8. babies  |

3. wires –
4. leaves –
5. calves –
6. chiefs -

9. chimneys
10. churches
11. days

**Write good sentences using these words**

leaf \_\_\_\_\_

loaf \_\_\_\_\_

knife \_\_\_\_\_

thief \_\_\_\_\_

**3. Make good sentences using the given words**

knives

leaves

thieves

**Get small words from the big words**

Shelf

Handkerchief

Man

Men

Son

**Give the opposites of the underlined words**

My father is rich

All enemies follow Satan.

Dickson is shorter than Jackson

| Date | Class | Subject | No. of pupils | Time |
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|      |       | Grammar |               |      |

**Theme:** Things we make

**Subtheme:** Things we make at home and school

**Competences:** Read the words

Give the plurals of the words.

**Content:** Plurals by changing vowels in the middle

**Some nouns form the plural by changing to ‘e’**

one many

|       |   |       |
|-------|---|-------|
| man   | - | men   |
| woman | - | women |
| foot  | - | feet  |
| tooth | - | teeth |
| goose | - | geese |

**Noun that remain the same in singular (one) and plural (many)**

|            |   |             |
|------------|---|-------------|
| <b>one</b> |   | <b>many</b> |
| sheep      | — | sheep       |
| furniture  | — | furniture   |
| luggage    | — | luggage     |
| water      | — | water       |
| money      | — | money       |
| firewood   | — | firewood    |

### Exercise

**Write the plurals**

1. sheep —
2. woman —
3. furniture
4. foot —
5. sugar —

**Give one word for the underlined group of words**

- a) Mr. Busuulwa make chairs, doors, tables, windows and desks
- b) She likes eating oranges, apples, mangoes and pineapples.
- c) My uncle is aperson who makes furniture.
- d) Miss Kityo is a person who treats patients.
- e) Derrick teaches pupils at school.

| Date | Class | Subject | No. of pupils | Time |
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|      |       | Grammar |               |      |

**Theme: Our Transport**

**Subtheme: Means of transport**

**Competence Read the words correctly.**

**Change the words into past participial tense.**

**Content: Pronouns**

A pronoun is a word used instead of a noun.

He is used for (male) boy and man

She is used for ( female) woman and girl

**Other nouns**

We, they, it

Anita is a girl.

She is a girl.

Deo is a boy.

He is a boy.

### Exercise

#### Write the correct pronoun in the brackets for the underlined word

- a) The cat has taken milk \_\_\_\_\_
- b) Children have done the exercise very well \_\_\_\_\_
- c) Sarah and I are eating food.
- d) Sophia is my friend

#### Complete correctly

- a) The \_\_\_\_\_ is shining ( son, sun)
- b) All children are in class \_\_\_\_\_ ( running, learning)
- c) We \_\_\_\_\_ food everyday. (eat, it)
- d) She \_\_\_\_\_ matooke and fish(like)
- e) One by one makes a \_\_\_\_\_

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|      |       | Grammar |               |      |

**Theme:** Our transport

**Subtheme:** Means of transport

**Competences:** Read the given words correctly

Change words to everyday tense correctly

**Content:** Verbs

*These are verbs where we add s /es /ies in the singular form.*

We add “**S**” to the verbs in singular

| Verb  | Everyday tense ( present simple) |
|-------|----------------------------------|
| go    | goes                             |
| come  | comes                            |
| read  | reads                            |
| cook  | cooks                            |
| write | writes                           |
| eat   | eats                             |
| wash  | washes                           |
| cry   | cries                            |
| carry | carries                          |
| sit   | sits                             |

|       |        |
|-------|--------|
| give  | gives  |
| stand | stands |
| talk  | talks  |
| work  | works  |
| look  | looks  |
| sell  | sells  |
| buy   | buys   |

### Sentences

She **goes** to school everyday. (go)

They **eat** food every Monday. (eat)

It **cries** everyday. (cry)

Mother **cooks** food everyday. (cook)

### **Exercise**

**Write the given words in everyday tense**

- |                |               |
|----------------|---------------|
| 1. Sit _____   | 4. Come _____ |
| 2. Talk _____  | 5. Read _____ |
| 3. Write _____ |               |

**Use the words in the brackets to complete the given sentences correctly**

- She \_\_\_\_\_ her bag everyday. (carry)
- My brother \_\_\_\_\_ his uniform every Tuesday. (wash)
- Complete the sentences correctly**
- Mother is \_\_\_\_\_ food (cook)
- She is \_\_\_\_\_ a jerry can of water. (carry)
- Job \_\_\_\_\_ all the food yesterday. (eat)
- Jack \_\_\_\_\_ to school with his friends yesterday.

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|      |       | Grammar |               |      |

**Theme: Our transport**

**Subtheme: Means of transport**

**Competences Read the given words correctly.**

**Change the given verbs to past tense**

**Content:**

**Examples**

| Verb  | Yesterday tense ( past tense) |
|-------|-------------------------------|
| do    | did                           |
| go    | went                          |
| come  | came                          |
| eat   | ate                           |
| write | wrote                         |
| read  | read                          |
| wash  | washed                        |
| cook  | cooked                        |
| clean | cleaned                       |
| talk  | talked                        |

|       |        |
|-------|--------|
| sleep | slept  |
| look  | looked |
| give  | gave   |
| buy   | bought |
| sell  | sold   |

### Sentences

1. Kato **went** to the village yesterday. (go)
2. Our teacher **gave** home work on Friday. (give)
3. We **ate** rice on Sunday.(eat)
4. My mother **cleaned** the house properly.(clean)
5. I **washed** my uniform on Saturday. (wash)

### Exercise

**Change these words to yesterday tense.**

1. look \_\_\_\_\_
2. sleep \_\_\_\_\_
3. write \_\_\_\_\_
4. come \_\_\_\_\_
5. cook \_\_\_\_\_
6. buy \_\_\_\_\_



**Complete correctly.**

1. I \_\_\_\_\_ to church on Sunday.(go)
2. We \_\_\_\_\_ to the teacher on the phone. (talk)
3. She \_\_\_\_\_ the basket alone.(carry)
4. John \_\_\_\_\_ the work neatly.(write)

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|      |       | Grammar |               |      |

**Theme:** Things we make

**Subtheme:** Materials we use and their source

**Competences:** Read the words correctly

**Content:** Identify adjectives in sentences

Adjectives are words that describe a noun.

### Examples of adjectives

Size : small big thin short fat tall long

Colour: Red shoe dark skin blue dress green skirt white shirt

Others: soft smooth rough hard clean dirty

### Sentences (example)

- a) I saw a **small** car
- b) This is a **red** bus
- c) That wall is **rough**
- d) She has **long** hair
- e) I have a **blue** dress
- f) Mummy is **fat**.

### Exercise

**Underline the adjective in the sentences.**

1. That is a big tree
2. We saw a long train on a railway line
3. Nancy is a thin girl
4. My friend has a dirty uniform

5. We have a tall tree at home.

**Write the opposite of the following words**

dirty \_\_\_\_\_

soft \_\_\_\_\_

smooth \_\_\_\_\_

fat \_\_\_\_\_

tall \_\_\_\_\_

**match correctly**

poor              aunt

long             big

rough           rich

small            short

uncle            smooth

**Make sentences using the given words**

- a) train
- b) home
- c) uniform
- d) friend
- e) dirty

| Date | Class | Subject | No. of pupils | Time |
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|      |       | Grammar |               |      |

**Theme:** Things we make

**Subtheme:** Materials we use and their source

**Competences:** Read the words correctly

**Content:** Comparison of adjectives by adding only “er” or “est”

When the word ends with a consonant but before the consonant. There a vowel letter it doubles the last letter.

**Examples of Adjectives**

Small thin fat tiny big blue short long black

Adjectives with only one word form their comparative and superlative by adding ‘er’ or ‘est’ respectively

| positive | comparative | superlative |
|----------|-------------|-------------|
| tall     | taller      | tallest     |
| short    | shorter     | shortest    |
| light    | lighter     | lightest    |
| clean    | cleaner     | cleanest    |
| long     | longer      | longest     |
| small    | smaller     | smallest    |
| smart    | smarter     | smartest    |
| quick    | quicker     | quickest    |
| slow     | slower      | slowest     |
| weak     | weaker      | weakest     |
| strong   | stronger    | strongest   |
| young    | younger     | youngest    |
| old      | older       | oldest      |
| sweet    | sweeter     | sweetest    |
| fast     | faster      | fastest     |

### Exercise

#### Complete the table

|       |         |          |
|-------|---------|----------|
| tall  | _____   | tallest  |
| _____ | poorer  | _____    |
| _____ | cheaper | cheapest |
| Short | _____   | shortest |

#### Fill in the words correctly

1. Michael is the \_\_\_\_\_ boy among them. (tall)
2. She runs \_\_\_\_\_ than all the girls. (fast)
3. This food tastes \_\_\_\_\_ than yours. (sweet)
4. She is a \_\_\_\_\_ girl. (smart)
5. David was \_\_\_\_\_ than Goliath. (strong)

| Date | Class | Subject | No. of pupils | Time |
|------|-------|---------|---------------|------|
|      |       | Grammar |               |      |

**Theme:** Things we make

**Subtheme:** Importance of things we make

**Competence:** Read the word correctly

Form the correct adjectives

**Content:** By doubling the last letter and add “er” or “est”

Adjectives with ‘v’ we double the last letter and add ‘er’ or ‘est’ for comparative and superlative respectively.

**positive                      comparative                      superlative**

Thin                      Thinner                      Thinnest

Hot                      Hotter                      Hottest

Wet                      Wetter                      Wettest

Big                      Bigger                      Biggest

Fat                      Fatter                      Fattest

**Complete the table**

thin                      \_\_\_\_\_                      thinnest

hot                      hotter                      \_\_\_\_\_

\_\_\_\_\_                      longer                      longest

tall                      \_\_\_\_\_                      tallest

**Fill in the words correctly**

1. Sarah is the \_\_\_\_\_ girl among them all. (tall)

2. I am \_\_\_\_\_ than you. (tall)

3. Give me the \_\_\_\_\_ mango.(big)

4. The tea is too \_\_\_\_\_ (hot)

5. The conductor was \_\_\_\_\_ than the driver.(strong)

6. This is the \_\_\_\_\_ class in our school.(clean)

| Date | Class | Subject | No. of pupils | Time |
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**Theme:** Our Environment

**Subtheme:** Components and importance of things in our environment

**Competences:** Forming the correct adjectives.

**Content:** By changing “y” to “i” and add “er” or “est”

| positive | comparative | superlative |
|----------|-------------|-------------|
| heavy    | heavier     | heaviest    |
| dirty    | dirtier     | dirtiest    |
| happy    | happier     | happiest    |
| hungry   | hungrier    | hungriest   |
| easy     | easier      | easiest     |
| busy     | busier      | busiest     |

### Exercise

#### Complete the table

|       |         |          |
|-------|---------|----------|
| lucky | _____   | luckiest |
| dry   | drier   | _____    |
| fat   | _____   | fattest  |
| _____ | thinner | thinnest |
| small | smaller | _____    |

#### Use the correct form of the word in bracket to complete the sentences.

1. This boy is the \_\_\_\_\_ in our class.(shabby)
2. The \_\_\_\_\_ girl in our class bought a new ruler.(ugly)
3. This exercise is \_\_\_\_\_ than that of yesterday.(easy)
4. The porridge is \_\_\_\_\_ than the milk.(hot)

| Date | Class | Subject | No. of pupils | Time |
|------|-------|---------|---------------|------|
|      |       | Grammar |               |      |

**Theme:** Our Environment

**Subtheme:** Factors that damage our environment.

**Competences:** Use the words in sentences.

**Content:**

Adjective with two syllables, we just add 'r' or 'st' for comparative and superlative respective

**positive                      comparative                      superlative**

Wide                      Wider                      Widest

Brave                      Braver                      Bravest

Large                      Larger                      Largest

Simple                      Simpler                      Simplest

Safe                      Safer                      Safest

White                      Whiter                      Whitest

### Exercise

#### Complete the table

|       |         |         |
|-------|---------|---------|
| tall  | _____   | tallest |
| hot   | hotter  | _____   |
| _____ | larger  | largest |
| safe  | _____   | safest  |
| short | shorter | _____   |

#### Complete the sentences using the correct form of the word in brackets.

1. It is \_\_\_\_\_ to travel by an aeroplane than a motorcycle. (safe)
2. Our house compound is \_\_\_\_\_ than yours. (big)
3. The river was \_\_\_\_\_ than the stream. (wide)
4. My nephew is \_\_\_\_\_ than my niece. (tall)

| Date | Class | Subject | No. of pupils | Time |
|------|-------|---------|---------------|------|
|      |       | Grammar |               |      |

**Theme: Our Environment**

**Subtheme: Ways of conserving the environment**

**Competences: Give the opposites of the words**

**Content: Opposites of adjectives**

| word    | opposite      | word                  | opposite      |
|---------|---------------|-----------------------|---------------|
| tall –  | short         | fat –                 | thin          |
| big –   | small         | heavy -               | light         |
| weak –  | strong        | clean –               | dirty         |
| smart – | shabby        | long –                | short         |
| quick – | slow          | old –                 | new / young   |
| far –   | near          | beautiful/ handsome – | ugly          |
| wide –  | narrow        | happy –               | sad / unhappy |
| sweet – | sour / bitter | Shorter -             | longer        |

### Exercise

#### Write the opposites

1. Big -
2. Happy -
3. Beautiful -
4. Long –
5. Smart –
6. Tall –
7. Clean –
8. Fat –
9. Near –

#### Write the opposite of the underlined words

1. Our teacher is a smart lady.
2. The river was very wide.
3. The mutton was very sweet.
4. Sarah has long hair.
5. The bouquet was very heavy.

| Date | Class | Subject | No. of pupils | Time |
|------|-------|---------|---------------|------|
|      |       | Grammar |               |      |

**Theme: Our Environment**

**Subtheme: Factors that damage our environment**

**Competences: Reads the words and spells them correctly**

**- Gives the correct opposites according to the given word**

**Content: Gender of people**

**word opposite**

female male

sister brother

mother father

girl boy

niece nephew

woman man

aunt uncle

princess prince

daughter son

queen king

madam sir

lady gentleman

bride bride groom

waitress waiter

Exercise

**Give their opposites**

**Son**

**Man**

**Girl**

**Grand mother**

**House boy**

**Write a small word from a big word**

Gentle man

Waitress

Man

Mother son



| Date | Class | Subject | No. of pupils | Time |
|------|-------|---------|---------------|------|
|      |       | Grammar |               |      |

**Theme:** Our Environment

**Subtheme:** Factors that damage our environment

**Competences:** Reads the words and spells them correctly

- Identifies the opposites correctly

-

**Content:** Gender of animals

**Feminine**

**masculine**

Cow

bull

Lioness

lion

Tiger

tiger

Bitch

dog

Ewe

ram (sheep)

Vixen

fox

Sow

boar/ pig

### Exercise

1. Match correctly

**Cow**

**dog**

**Ewe**

**boar**

**Sow**

**bull**

| Date | Class | Subject | No. of pupils | Time |
|------|-------|---------|---------------|------|
|      |       | Grammar |               |      |

**Theme:** Our Environment

**Subtheme:** Components and importance of things in our environment

**Competences:** Reads the words and spells them correctly

- Identifies the opposites correctly

-

**Content:** animals and their young ones

**Animal**

**young ones**

man

baby

cow

calf

monkey

baby

elephant

calf

pig

piglet

dog

sheep

goat

lion

rabbit

fish

puppy

lamb

kid

cub

bunny

fry

### Exercise

1. Give their young ones

Man \_\_\_\_\_

Cow \_\_\_\_\_

Monkey \_\_\_\_\_

dog \_\_\_\_\_

goat \_\_\_\_\_

pig \_\_\_\_\_

2. Match correctly

man

cow

monkey

elephant

pig

dog

sheep

goat

lion

rabbit

fish

baby

calf

baby

calf

piglet

puppy

lamb

kid

cub

bunny

fry

| Date | Class | Subject | No. of pupils | Time |
|------|-------|---------|---------------|------|
|      |       | Grammar |               |      |

**Theme: Our Environment**

**Subtheme: Importance of things in our environment**

**Competences: Reads the words and spells them correctly**

- Identifies the animals and their homes

-

**Content: Animal homes**

| Animal | homes       |
|--------|-------------|
| pig    | sty         |
| cow    | byre/ kraal |
| goat   | shed        |
| sheep  | pen/ fold   |
| rabbit | hutch       |
| man    | house       |
| monkey | tree        |
| fish   | pond/ water |
| snake  | hole/ bush  |
| bee    | bee hive    |
| ant    | ant hill    |

## Exercise

### 1. Match correctly

|        |             |
|--------|-------------|
| pig    | sty         |
| cow    | byre/ kraal |
| goat   | shed        |
| sheep  | pen/ fold   |
| rabbit | hutch       |
| man    | house       |
| monkey | tree        |
| fish   | pond/ water |
| snake  | hole/ bush  |
| bee    | bee hive    |
| ant    | ant hill    |

2. Fill in correctly

pig \_\_\_\_\_  
\_\_\_\_\_ hutch  
goat \_\_\_\_\_  
\_\_\_\_\_ house  
\_\_\_\_\_ - byre

| Date | Class | Subject | No. of pupils | Time |
|------|-------|---------|---------------|------|
|      |       | Grammar |               |      |

**Theme:** Our Environment

**Subtheme:** Importance of things in our environment

**Competences:** Reads the words and spells them correctly

- Oral and written questions correctly

-

**Content:** Animal sounds

| Animal       | sound        |
|--------------|--------------|
| Cow          | moos         |
| cat          | mews / purrs |
| sheep        | bleats       |
| goat         | bleats       |
| dog          | barks        |
| pig          | grunts       |
| lion         | roars        |
| turkey       | gobbles      |
| grass hopper | chips        |
| monkey       | chatters     |
| horse        | neighs       |
| hyena        | laughs       |
| frog         | croaks       |
| hen          | clucks       |
| goose        | quacks       |
| elephant     | trumpets     |
| snake        | hisses       |

### Exercise

#### 1. Give the animal sounds

man \_\_\_\_\_

cat \_\_\_\_\_

monkey \_\_\_\_\_

cock \_\_\_\_\_

dog \_\_\_\_\_

—

snake \_\_\_\_\_

lion \_\_\_\_\_

cow \_\_\_\_\_

sheep \_\_\_\_\_

| Date | Class | Subject | No. of pupils | Time |
|------|-------|---------|---------------|------|
|      |       | Grammar |               |      |

**Theme:** Our Environment

**Subtheme:** Importance of things in our environment

**Competences:** Reads the words and spells them correctly

- Writes words and sentences correctly
- Identifies different animals and their meat.
- 

**Content:** Animal meat

| Animal | meat                 |
|--------|----------------------|
| Cow    | beef                 |
| Hen    | chicken              |
| Fish   | fillet               |
| Sheep  | mutton               |
| Calf   | veal                 |
| Goat   | goats meat ( Cheron) |
| Pig    | pork/ bacon          |
| Turkey | turkey               |

### Exercise

#### 1. Make sentences using the given words below

a) fish

c) chicken

e) beef

b) cow

d) sheep

f) animal

#### 2. Read and draw

hen cow pig turkey sheep fish

| Date | Class | Subject | No. of pupils | Time |
|------|-------|---------|---------------|------|
|      |       | Grammar |               |      |

**Theme:** Peace and security

**Subtheme:** Peace and security in our homes.

**Competences:** Read the sentences

**Join the sentences using 'than'**

**Content:** Using .....than .....

Than is used to compare two things

### Examples

- a) Anna is tall. Alex is taller
- b) Alex is taller than Anna.
- c) A taxi is big. A bus is bigger
- d) A bus is bigger than a taxi

### Exercise

**Join sentence using ...than.....**

- 1. A bicycle is fast. A motorcycle is faster
- 2. A car is heavy. A lorry is heavier
- 3. A ship is slow. A boat is slower
- 4. A trailer is long. A train is longer
- 5. A bus is fast. An aeroplane is faster.

### Complete the sentences

- 6. John is \_\_\_\_\_ than Peter. (fat)
- 7. Alice is \_\_\_\_\_ than Hebert. (young)

| Date | Class | Subject | No. of pupils | Time |
|------|-------|---------|---------------|------|
|      |       | Grammar |               |      |

**Theme:** Peace and security

**Subtheme:** Causes of insecurity

**Competences:** *Read the sentences*

*- Arranges the sentences to form a good story.*

**Content:** *Jumbled composition*

1. *He was arrested.*
2. *Edgar is a thief*
3. *The shopkeeper saw him and mad an alarm.*
4. *One day he entered a shop.*
5. *He stole a packet of biscuits*

**A good story**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

| Date | Class | Subject | No. of pupils | Time |
|------|-------|---------|---------------|------|
|      |       | Grammar |               |      |

**Theme:** Peace and security

**Subtheme:** Causes of insecurity

**Competences:** *Writes a composition*

**Content:** *Free composition*

*Write a story about things we make*

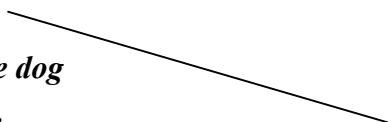
| Date | Class | Subject | No. of pupils | Time |
|------|-------|---------|---------------|------|
|      |       | Grammar |               |      |


**Theme:** Peace and security


**Subtheme:** Causes of insecurity

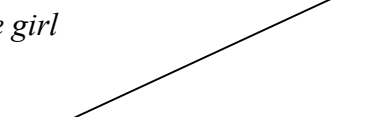
**Competences:** *identifies when to use do/ does*


**Content:**


*He*  *does*

*The dog*  *does*

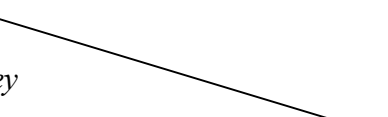
*She*  *does*

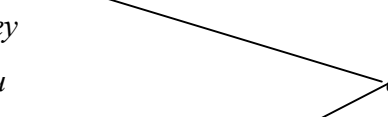
*The girl*  *does*


*It*  *does*

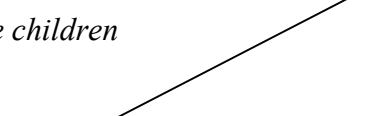
*Jane*  *does*


  


*We*  *do*

*They*  *do*

*You*  *do*

*The children*  *do*

*I*  *do*

*The dogs*  *do*

|             |             |                   |
|-------------|-------------|-------------------|
| <i>I</i>    |             | <i>work</i>       |
| <i>We</i>   | <i>do</i>   | <i>every</i>      |
| <i>You</i>  |             | <i>day</i>        |
| <i>They</i> |             |                   |
| <i>He</i>   |             | <i>time/ hour</i> |
| <i>She</i>  | <i>does</i> |                   |
| <i>It</i>   |             | <i>any</i>        |



### **Examples**

- a) *He does his work everyday.*
- b) *They do not have money.*
- c) *The dog does not eat grass.*
- d) *We do our work every evening.*

### **Exercise**

**Write do / does in the gaps.**

- 1. *I \_\_\_\_\_ my homework neatly*
- 2. *Sarah \_\_\_\_\_ her work everyday.*
- 3. *She \_\_\_\_\_ her duties every morning.*
- 4. *We \_\_\_\_\_ our notes after lunch.*
- 5. *It \_\_\_\_\_ not eat grass.*

### **Circle the odd man out**

- a) *Man*                      *woman*                      *girl*                      *snake*
- b) *Three*                      *five*                      *circle*                      *swum*
- c) *Dress*                      *cup*                      *plate*                      *saucer*
- d) *Elephant*                      *tiger*                      *giraffe*                      *cow*
- e) *Oranges*    *ground nuts*                      *jack fruit*                      *sugar cane*

| Date | Class | Subject | No. of pupils | Time |
|------|-------|---------|---------------|------|
|      |       | Grammar |               |      |

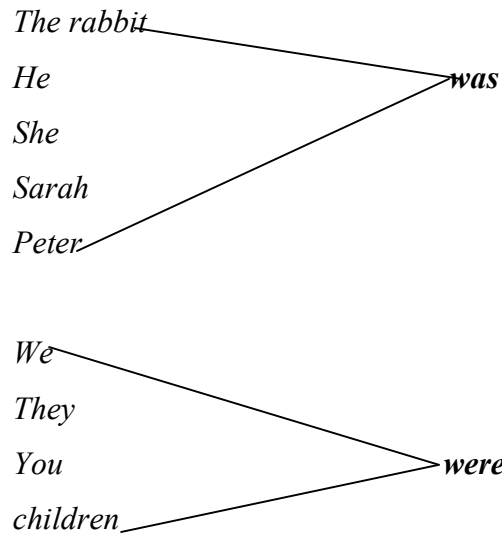
**Theme:**                      **Peace and security**

**Subtheme:**                      **Causes of insecurity**

**Competences:**                      ***Reads the pronouns correctly***

- *Reads the sentences correctly*
- *Constructs meaningful sentences*

***Was/ were- identifies when to use has / have***



### **Examples**

1. *He was not with my friend.*
2. *She was here yesterday*
3. *Sarah was the second in the race.*
4. *That day was rocked in the kennel.*
5. *They were together at the party*

### **Activity**

**Write was/ were in the gaps**

1. *I \_\_\_\_\_ doing my home work*
2. *All the children \_\_\_\_\_ playing together*
3. *The cat \_\_\_\_\_ shoot dead*
4. *We \_\_\_\_\_ dancing before the teacher came in*
5. *It \_\_\_\_\_ knocked down by the speeding vehicle*

## ENGLISH COMPOSITION TERM III 2017

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Our transport

**Subtheme:** Types of transport

**Competences:** - Read the given words correctly  
- Construct sentences using the given words

**Content:** Vocabulary

Road, railway, air, water, transport , animal

### Exercise

1. Listen and write

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

2. Make sentences using the given words

road:- \_\_\_\_\_

railway :- \_\_\_\_\_

air :- \_\_\_\_\_

water :- \_\_\_\_\_

3. Write these words correctly

cadr \_\_\_\_\_

wayrail \_\_\_\_\_

ira \_\_\_\_\_

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Our transport

**Subtheme:** Means of transport

**Competences:** - Read the given words correctly

- Spell and write the words correctly
- Fill in the missing letters in the given activity

**Content:** Vocabulary

Motorcycle, trailer, pick up, bus, car, ship,  
boat, bicycle, train, horse, aeroplane,  
ferry, yacht, lorry canoe

### Exercise

#### 1. Listen and write

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

#### 2. Fill in the missing letters

b\_\_at          tr\_\_in          a\_\_roplane  
m\_\_torcycl\_\_ b\_\_s          l\_\_rry

#### 3. Get a small word from the big word

- a) Motorcycle –
- b) Trailer –
- c) Pick up –
- d) Train –
- e) Aeroplane –
- f)

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Our transport

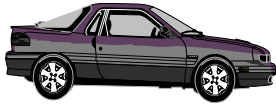
**Subtheme:** Means of transport

**Competences:** - Recognize the given pictures (Mk pupils bk pg 109, 10)

- Use this and that
- Answer questions according to the given structures.

**Content:** Structures

**What is this/ that?**



This is a car



That is a boat

**Exercise**

**Read and draw**

1. This is a lorry
2. This is a train
3. That is a bicycle
4. That is an aeroplane
5. This is a boat

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Our transport

**Subtheme:** Means of transport

**Competences:** - Recognize the pictures

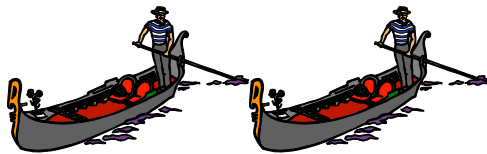
- Use these and those
- Answer the questions according to the given structures

**Content:** Structures

**What are these/ those?**



These are cars



Those are boats

**Exercise**

**Read and draw**

1. These are aeroplanes
2. Those are school vans
3. Those are ships
4. These are bicycles
5. Those are kites

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Our transport

**Subtheme:** Means of transport

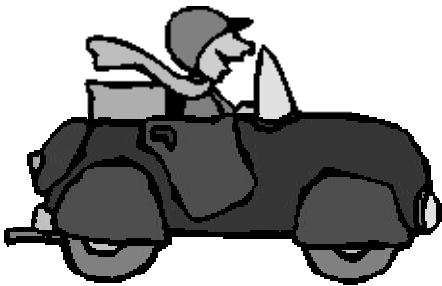



**Competences:** - Recognize the pictures

- Use the correct words for the pictures

**Content:** Guided picture composition

|        |         |         |         |
|--------|---------|---------|---------|
| Car    | boat    | driving | riding  |
| rowing | sailing | ship    | bicycle |

**What is happening?**

|  |   |
|--|---|
| (1)<br>  | (2)<br>  |
| (3)<br> | (4)<br> |
|  |   |

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Our transport

**Subtheme:** Measures related to transport

**Competences:** - Read the words correctly

- Spell and write the words correctly
- Compare the given objects / people

**Content:** Vocabulary

|       |         |                |
|-------|---------|----------------|
| tall  | short   | longer (than)  |
| near  | far     | bigger (than)  |
| heavy | bus     | smaller (than) |
| lorry | bicycle |                |

**Structures**

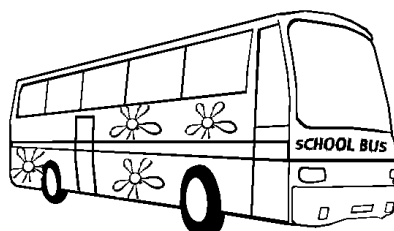
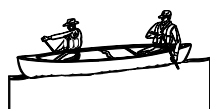
1. Where is the school?

It is far from here

2. Is the \_\_\_ long/ short?

Yes, it is. / No it isn't

*Which is bigger*



**Exercise**

**1. Complete the table**

|       |         |          |
|-------|---------|----------|
| Tall  | _____   | tallest  |
| near  | nearer  | _____    |
| _____ | longer  | longest  |
| heavy | _____   | heaviest |
| small | smaller | _____    |
| _____ | shorter | shortest |

**2. Write the opposites**



3. tall \_\_\_\_\_
4. small \_\_\_\_\_
5. heavy \_\_\_\_\_
6. near \_\_\_\_\_

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Our transport

**Subtheme:** Means of transport

**Competences:** - Recognize the pictures

- Give the correct number of pictures accordingly.
- Write the correct number names

**Content:** Pictograph

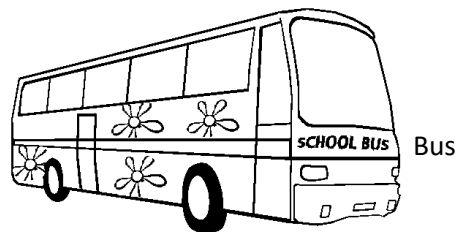
**Using:** The .....is .....than the .....

**Examples**

Which is bigger?



Car



Bus

The bus is bigger than the car

b) Which is longer?



Train



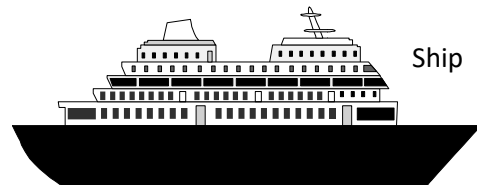
Bicycle

The train is longer than the bicycle.

c) Which is smaller?



Boat



Ship

The boat is smaller than the ship.

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Our transport

**Subtheme:** Means of transport

**Competences:** - Write a free composition about transport “**transport**” talk about the types and means of transport

### Mk pupils bk 2 pg 61

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Things we make

**Subtheme:** Things we make at home and at school

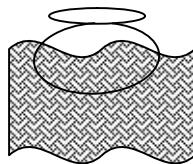
**Competences:** - Recognize the pictures given

- Give the names of the picture about things we make

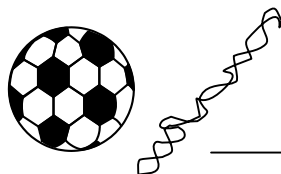
**Content:** Vocabulary

mat, pot, basket, toy, ball, rope, hand bag, shaker, necklace, skirt (Their plurals should be taught)

#### 1. Make correct sentences



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## 2. Write the plurals

- a) mat –
- b) toy –
- c) rope –
- d) basket –
- e) pot –

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Things we make

**Subtheme:** Things we make at home and at school

**Competences:** - Read the words correctly

- Recognize the given pictures
- Use the structure given correctly

**Content:** Structures

**What is that/ those?**



That is a basket



Those are baskets



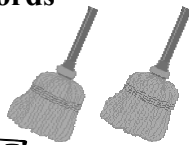
That is a pot



Those are pots

**Exercise**

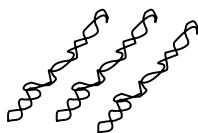
**Write the correct words**



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



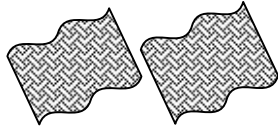
That is a \_\_\_\_\_



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



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



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

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Things we make

**Subtheme:** Materials we use and their sources

**Competences:** - Read the given words correctly.

- Tell/ mention the sources of materials used.
- Make sentences using those words given

**Content:** Vocabulary

paper, palm leaf, sisal, seeds, soil,  
clay, banana fibre, stick, raffia

**Make correct sentences. What do you use to make .....?**

a) Leaf \_\_\_\_\_

b) Stick \_\_\_\_\_

c) Seeds \_\_\_\_\_

**Write the plurals**

d) Leaf \_\_\_\_\_

e) Paper \_\_\_\_\_

f) Stick \_\_\_\_\_

## Listen and write

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

## What do we make from?

Clay \_\_\_\_\_ palm leaves \_\_\_\_\_ seeds \_\_\_\_\_

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Things we make

**Subtheme:** Materials we use and their sources

**Competences:** - Recognize the pictures given

- Tell the activity which is taking place.

- Write the correct sentence on the pictures

**Content:** What is he/she doing?

|     |     |
|-----|-----|
| (1) | (2) |
| (3) | (4) |

## Exercise

### 1. What is he/ she doing?

Picture No. 1 \_\_\_\_\_

Picture No. 2 \_\_\_\_\_

Picture No. 3 \_\_\_\_\_

Picture No. 4 \_\_\_\_\_

(making, modeling, weaving)

2. Name the four things you can see in the picture composition.

3. Name the things made from

a) Clay \_\_\_\_\_

b) Wood \_\_\_\_\_

c) Palm leaves \_\_\_\_\_

d) Banana fibres \_\_\_\_\_

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Things we make

**Subtheme:** Things we make and their uses

**Competences:** - Recognize the given pictures

- Fill the gaps with the correct words

**Content:** Guided picture composition

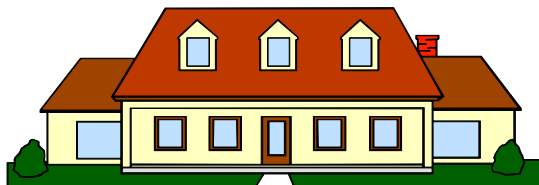


Peter and



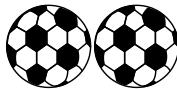
Jane are \_\_\_\_\_. They make

things at

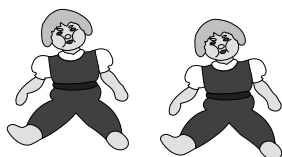


\_\_\_\_\_

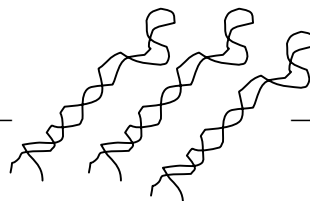
which are good. Some of them are



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

and



(dolls, school, baskets, balls, balls, friends, ropes)

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Things we make

**Subtheme:** Things we make and their uses

**Competences:** - A free composition

Write a free composition about things we make at home

“ Things we make”

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Our environment

**Subtheme:** Components and importance of things in our environment

**Competences:** - Read the sentence correctly

- Fill the gaps with the correct words from the baskets

**Content:** Vocabulary

Trees, birds, dog, rabbit, hen, sheep, plant, zebra, monkey

Lion, elephant, snake, flower

## Exercise

### 1. Fill in the missing letters

B\_\_rd      m\_\_nkey      tr\_\_ \_\_      l\_\_on      r\_\_bbit  
El\_\_phant      sn\_\_ke      fl\_\_wer

### 2. Read and draw

- a) Musa is going to school.
- b) Mary is climbing a tree.
- c) He is rowing a boat
- d) The hen has six chicks.

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Our environment

**Subtheme:** Components and importance of things in our environment

**Competences:** - Read the words given correctly

- Spell and write the words correctly.
- Construct meaningful sentences using those words

**Content:** Structures

**What is this / that?**



This is a tree

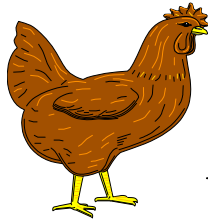
That is a tree





## Exercise

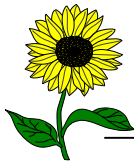
Write correct sentences on the given pictures



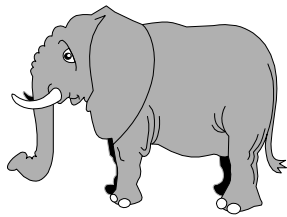
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Our environment

**Subtheme:** Components and importance of things in our environment

**Competences:** - Use the structures correctly

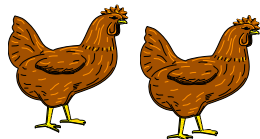
- Write the words according to the pictures

**Content:** Structures

**What are these/ those?**



These are trees.



Those are hens

## Exercise

Write the correct words for the given pictures



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



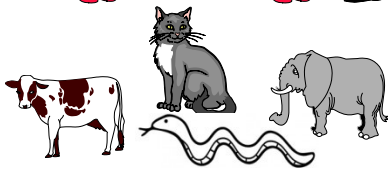
These are \_\_\_\_\_



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



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



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

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Our environment

**Subtheme:** Factors that damage our environment

**Competences:** - Read the words correctly

- Spell and write the words correctly
- Construct meaningful sentences using the words given

**Content:** Vocabulary

tree, cut, rain, axe, grass, fire, land, sand, ground, cow, goat, wind, leaf

**Make correct sentences**

- Cutting
- Raining
- Grazing

**Complete correctly**

- I have four legs

I give people meat, milk and hides

What am I? \_\_\_\_\_

b) I am red in colour

I help people to cook food and get warm

What am I? \_\_\_\_\_

c) When I fall

People get water, plants grow

What am I? \_\_\_\_\_

d) I am strong.

When I blow clothes dry

Kites fly

What am I? \_\_\_\_\_

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Our environment

**Subtheme:** Ways of conserving the environment

**Competences:** - Read the words correctly

- Answer the given questions correctly

**Content:** Vocabulary

Soil , tree, watering can, rake, hoe , slasher

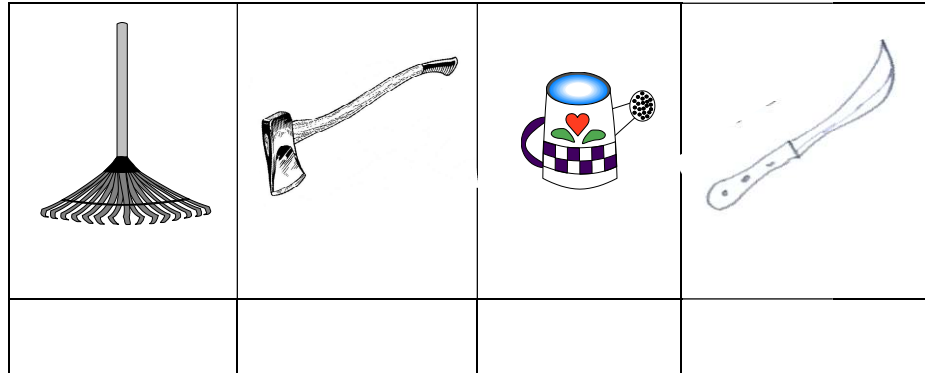
**Get small word from the big word**

a) Soil –

b) Plant –

c) Watering –

**Name these pictures**



What do we use ..... for?

**Match correctly**

Watering can                      for collecting rubbish

Slasher                      for digging

Hoe                      for slashing

Rake                      for watering plants

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Our environment

**Subtheme:**

**Competences:** - Read the given words correctly

- Spell and write the words correctly
- Construct meaningful sentences using the words given

**Content:** Structures

What is he/ she doing?



| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Our environment

**Subtheme:** ways of conserving the environment

**A free composition**

**Write a composition about animals**

**Animals**

**Talk about domestic and wild animals**

**Competences:** - Read the given words correctly

- Spell and write the words correctly

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Peace and Security

**Subtheme:** Peace and security in our homes

**Competences:** - Read the given words correctly

- Spell and write the words correctly

- Answer the given questions correctly

**Content:** **Vocabulary**

Fire, fight , spear, gun, knife, needle, stick, stone, share, help, pray, play

**Use these words in sentences**

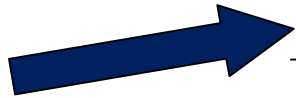
**a)** Pray –

**b)** Play –

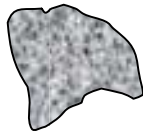
**What are these**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

3. Read and draw

gun

spear

fire

stone

needle

knife

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Peace and Security

**Subtheme:** Causes of insecurity

**Competences:** - Recognize the pictures for the structures

- Use the structures correctly.
- Answer the questions correctly

**Content:** Structure

**Who has \_\_\_\_\_ (gun)?**

A policeman has a **gun**.

A priest has a **bible**.

### **Exercise**

1. Who has a bible?

---

2. Who has a syringe?

---

3. Who has a knife?

---

4. Who has a spear?

---

### **5. Write correctly**

mesticdo

irdsb

malsani

idwi

sectsin

peolep



### JUMBLED COMPOSITION

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Peace and Security

**Subtheme:** Causes of insecurity

**Competences:** - Reads, spells, arranges the story to make a correct composition.

**Content : Jumbled composition**

1. *He stole a car and a television.*
2. *The policeman chased him.*
3. *One day a thief came to our house.*
4. *The man was a policeman.*
5. *There lived a man.*

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Peace and Security

**Subtheme:** Promoting peace at home

**Competences:** - Read the given words correctly

- Spell and write the words correctly.
- Use those words in sentences

**Content: Vocabulary**

Share, help, pray, friends, play

**Make good sentences**

- a) Praying –
- b) Playing –

- c) Sharing –  
d) Structure

**What are they doing?**

e) They are \_\_\_\_\_ to God. (pray)



f) They are \_\_\_\_\_ football. (play)



g) They are \_\_\_\_\_ (fight)

h) Good children are \_\_\_\_\_ mangoes. (share)

i) \_\_\_\_\_ one another is the best practice. (help)

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Peace and Security

**Subtheme:** People who keep peace and security in our community

**Competences:** - Read the structures given

- Recognize the pictures for the structures.
- Answer the questions correctly

**Content:** **Vocabulary**

Policeman, policewoman, elder, religious leader, child, man, woman, boy, girl

**Write the opposites**

- a) man \_\_\_\_\_
- b) boy \_\_\_\_\_
- c) policeman \_\_\_\_\_

**Give the plurals**

- a) child \_\_\_\_\_
- b) man \_\_\_\_\_
- c) boy \_\_\_\_\_
- d) policeman \_\_\_\_\_

**Content:** **Structures**

**What does he/ she do?**

**Examples**

Teacher – teaches learners

Nurse – cares for the sick

**Exercise**

**Match correctly**

Policeman                      treats patients

Religious                      leader keeps law and order

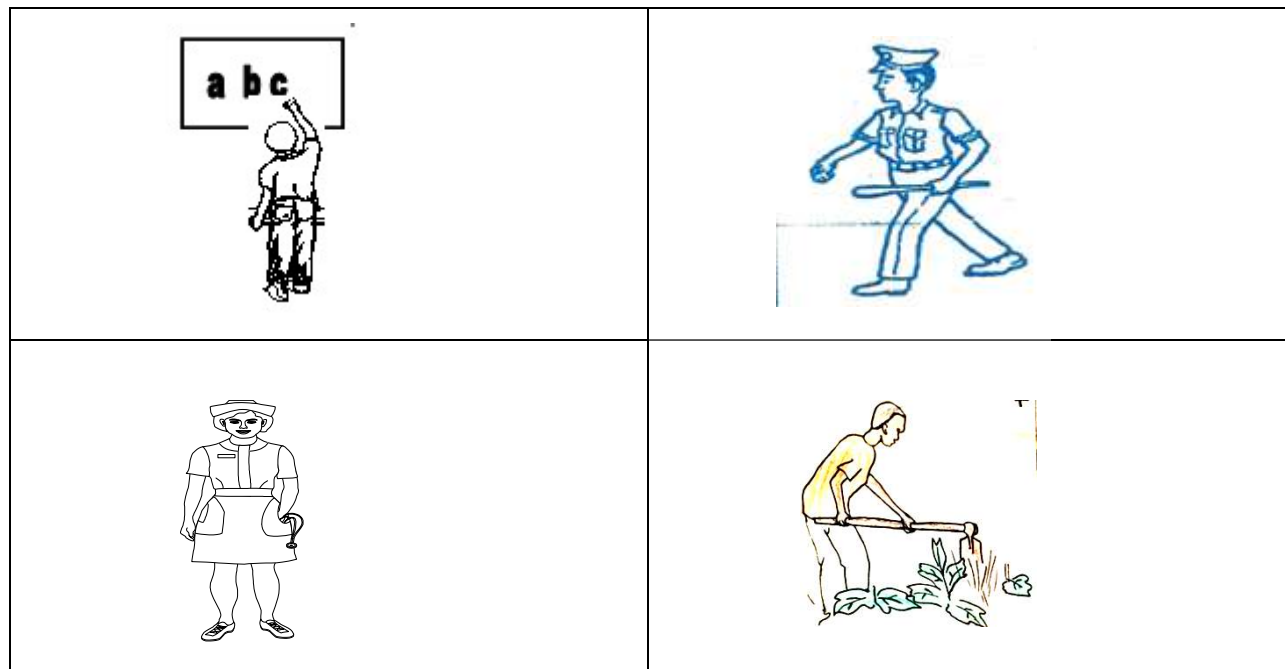
Doctor                          preaches the word of God.

Barber                          mends shoes

Cobbler                        shaves hair

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

Picture composition



Make sentences

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

Jumbled composition

**Arranging sentences to form a correct story**

- a) He was arrested
- b) Edgar is a thief
- c) The shopkeeper saw him and made an alarm
- d) One day, he entered a shop
- e) He stole a packet of biscuits

**A good story**

| Date | Class | Subject     | No. of pupils | Time |
|------|-------|-------------|---------------|------|
|      |       | Composition |               |      |

**Theme:** Peace and Security

**Subtheme:** Promoting peace and security at home

**Competences:** - A free composition writing

- Write a composition about people who keep peace and security in the community

**People who keep peace and security**

## ENGLISH COMPREHENSION TERM III 2017

| Date | Class | Subject       | No. of pupils | Time |
|------|-------|---------------|---------------|------|
|      |       | Comprehension |               |      |

**Theme:** Our transport

**Subtheme:** Means of transport

**Competences:** - Reading the dialogue correctly

- Identifying new words
- Pronouncing the words correctly.
- Answering the given questions correctly.

**Content:** **The true friends**

**Tom:** Good morning, John. Our friend Musa didn't come to school today.

**John:** Why? What happened?

**Tom:** He fell off his bicycle

**John:** Oh , how did it happen?

**Tom:** He was riding down the hill when the bicycle got a flat tyre.

**John:** You mean a flat tyre can cause an accident?

**Tom:** Oh yes. Especially if you are riding at a high speed.

### **Questions**

1. What is the title of the dialogue?
2. Who were the true friends?
3. *How many people are talking in the dialogue?*
4. *Who fell off his bicycle*
5. *Draw Musa falling off his bicycle*

| Date | Class | Subject       | No. of pupils | Time |
|------|-------|---------------|---------------|------|
|      |       | Comprehension |               |      |

**Theme:** Our transport

**Subtheme:** Means of transport

**Competences:** - Identifying and reading new words

- Pronouncing the words correctly
- Answering the given questions correctly

**Content:** The passage

**Were's bicycle**

**Were goes to Cornerstone Junior School. She lives at Kitete which is near Mukono town.**

Her uncle bought her a bicycle. She uses a bicycle as a means of transport to and from school.

One day, Were's bicycle had a flat tyre. She took the bicycle to the mechanic There was a puncture. He repaired it for were and she rode it again.

**Questions**

1. Write the title of the story.
2. Where does were live?
3. Which means of transport does Were use to go to school?
4. Draw Were riding a bicycle.
5. What is the story about?

| Date | Class | Subject       | No. of pupils | Time |
|------|-------|---------------|---------------|------|
|      |       | Comprehension |               |      |

**Theme:** Our transport





**Subtheme:** Means of transport

**Competences:** - Studies the pictograph

- Answer the questions correctly

**Content:** Pictograph

**Study the pictograph and answer the questions about it.**

| Name of children | Items  |  |
|------------------|--|--|
| <i>Jane</i>      |   |  |
| <i>Calvin</i>    |  |  |
| <i>Mary</i>      |  |  |
| <i>Peter</i>     |   |  |

### Questions

1. *Who has bicycles?*
2. *How many children are in the pictograph?*
3. *Who has an earoplane?*
4. *How many cars has Calvin?*
5. \_\_\_\_\_ *has two ships*

| Date | Class | Subject       | No. of pupils | Time |
|------|-------|---------------|---------------|------|
|      |       | Comprehension |               |      |

**Theme:** Our transport

**Subtheme:** means of transport

**Content:** Read the story below and answer the questions about it.

#### Sandra goes to school

Sandra is a pupil in Primary one. Studies from Kololo primary school. She goes to school by a school van. The school van picks her from home at 7:00am and takes her back home at 4:30pm. One day while in class, teacher taught them about means of road transport. These were cars, buses, lorries, bicycles and many others. The lesson was very interesting. Sandra loves her school.

### Questions

1. Where does Sandra study from?
2. What means does she use to go to school?
3. In which class is Sandrah
4. Who drives the school van?
5. How do you come to school?
6. Draw these means of transport

|     |       |         |        |
|-----|-------|---------|--------|
|     |       |         |        |
| car | lorry | bicycle | donkey |

| Date | Class | Subject       | No. of pupils | Time |
|------|-------|---------------|---------------|------|
|      |       | Comprehension |               |      |

**Theme:** Our transport

**Subtheme:** Measures related to transport

**Content:** Read the story below and answer the questions about it.

### Visiting friends

We visit friends on Saturdays. We go to their houses and play with the children.

Our mothers respect each other. They talk and share the tea together.

We share Fanta and oranges. We love to eat together with our friends and share every little thing we get and then go back home.

### **Questions**

1. What is the title of the story?
2. Who respects each other?
3. What do children share?
4. On which day do children visit their friends?
5. Make sentences using the words below.
  - a) houses
  - b) children
  - c) mother
  - d) share



| Date | Class | Subject       | No. of pupils | Time |
|------|-------|---------------|---------------|------|
|      |       | Comprehension |               |      |

**Theme:** Things we make

**Subtheme:** Things we make at school

**Competences:** - Identifying the things we make at school  
 - Answering questions about the table

**Content:** A Table. Things pupils make at school

| Name    | Balls | Mats | Baskets |
|---------|-------|------|---------|
| Tendo   | 5     | 3    | 8       |
| Mukasa  | 4     | 2    | 7       |
| Birungi | 5     | 4    | 2       |
| Phillip | 6     | 3    | 4       |

### Questions

1. What is the table about? The table is about .....
2. How many balls did Jane make? Jane made .....balls
3. How many balls were made altogether \_\_\_\_\_ balls were made altogether.
4. Draw four balls and three baskets.

| Date | Class | Subject       | No. of pupils | Time |
|------|-------|---------------|---------------|------|
|      |       | Comprehension |               |      |

**Theme:** Things we make

**Subtheme:** Things we make at school

**Competences:** - Reading the dialogue correctly  
 - Identifying new words  
 - Pronouncing the words answering the questions correctly.

**Content:** A dialogue

**Things we make at school**

**Teacher:** Good evening children.

**Pupils:** Good evening teacher

**Teacher:** Everyone should bring banana fibres, sisal and straws tomorrow

**Pule:** What are these things for teacher?

**Teacher:** They are for making ropes and balls

**Pupils:** Yeeeeeeeeessssssssss

**Teacher:** Everybody will make a rope and a ball.

**Sharon:** Teacher, I will make a big ball and a long rope.

**Nakato:** Shall we use them to play?

**Teacher:** Yes, ropes for skipping and balls for kicking.

**Pupils:** Thank you madam Betty.

**Questions**

1. Mention the people talking in the dialogues?
2. What is the dialogue about?
3. **Match things we make and their materials**

|         |                  |
|---------|------------------|
| ropes   | clay             |
| mats    | banana fibres    |
| pots    | polythene papers |
| bags    | palm leaves      |
| baskets | raffia           |

| Date | Class | Subject       | No. of pupils | Time |
|------|-------|---------------|---------------|------|
|      |       | Comprehension |               |      |

**Theme:** Our environment

**Subtheme:** Components of environment

**Competences:** - Identifying new words

- Pronouncing and reading the words correctly
- Answering the given questions correctly.

**Content:** A story

**Mary a craft girl**

Mary is a hardworking girl. She stays with her grandmother, she makes many things. These are basket, brooms, doormats, winnowers and mats. She sells these crafts and gets school fees for her self. Mary is in primary one. She is a bright girl.

**Questions**

1. Write the title of the story.
2. What is the story about?
3. What is the title of the story?
4. Mention the things Mary makes.

Read and draw

|        |        |      |
|--------|--------|------|
| Basket | Brooms | Mats |
|        |        |      |

| Date | Class | Subject       | No. of pupils | Time |
|------|-------|---------------|---------------|------|
|      |       | Comprehension |               |      |

**Theme:** Our Environment

**Subtheme:** Components of environment

**Competences:** - Read the given passage correctly

- Identifying new words
- Pronounce the words in the passage correctly

**Content:** A peaceful village

One day, in the village of Masaka. People cut trees for timber, charcoal, firewood and poles for buildings. People looked for firewood and there was no more. The wind came and blew off people's houses and plantation. After some time the village was in peace after planting trees again.

**Questions**

1. What is the name of the village?
2. Name three things people get from trees.
3. What blew off people's houses?
4. Write the title of the passage.

| Date | Class | Subject       | No. of pupils | Time |
|------|-------|---------------|---------------|------|
|      |       | Comprehension |               |      |

**Theme:** Our environment

**Subtheme:** Importance of things in our environment

**Competences:** - Read the tongue twister

- Pronouncing the words correctly
- Answering the given questions correctly.

**Content:** A tongue twister

A sailor went to the sea. To see what he could see. But all what he could see was the sea shells at the bottom of the deep blue sea.

**Questions**

1. Who went to the sea?
2. List five words with "s" sound
3. What is the name of the sea?
4. What did the sailor see at the bottom of the sea.

| Date | Class | Subject       | No. of pupils | Time |
|------|-------|---------------|---------------|------|
|      |       | Comprehension |               |      |

**Theme:** Our environment

**Subtheme:** Components and importance of things in our environment

**Competences:** - Reading the dialogue correctly

- Identifying new words
- Read the given passage correctly
- Pronounce and spell the words correctly

**Content:** The passage

### Seasons in Uganda

There are two main seasons in Uganda. The wet and the dry season. There is a lot of rain during the wet season. Farmers plant crops and weed them. A heavy storm destroys crops. This is not good for farmers.

During the dry season, there are very many interesting things.

### Questions

1. What is the title of passage?
2. How many seasons are in Uganda?
3. Mention the two seasons in Uganda
4. What do farmers do to their crops?
5. Draw a man digging.

| Date | Class | Subject       | No. of pupils | Time |
|------|-------|---------------|---------------|------|
|      |       | Comprehension |               |      |

**Theme:** Our environment

**Subtheme:** Components and importance of things in our environment

**Competences:** - Read the poem correctly

- Answer the questions about the poem in full sentences

**Content:** Poem

### Oh! Environment

Environment! Environment! Environment!

What a great place to live in. with good plants, hills, buildings, animal and lakes.

They are all good to look at.

God made them with one heart.

### Questions

1. What is the poem about?
2. List down things which are found in our environment.
3. Who made the environment with one heart?
4. Draw these

|       |      |       |          |        |
|-------|------|-------|----------|--------|
|       |      |       |          |        |
| Hills | Lake | River | Building | Animal |

| Date | Class | Subject       | No. of pupils | Time |
|------|-------|---------------|---------------|------|
|      |       | Comprehension |               |      |

**Theme:** Peace and security

**Subtheme:** Peace and security at home and at school

**Competences:** - Read the passage correctly

- Pronounce the words correctly
- Spell and write the words correctly

**Content:** The passage

### **The stubborn boys**

The three boys who always fought. One day, in a little school up the hill. Three boys fought in class and broke chairs and windows. The headmaster sent them home for two weeks. So that they can learn to be good boys. He also asked their parents to repair the broken chairs and windows.

### **Questions**

1. What is the title of the passage?
2. How many people are in the passage?
3. Draw two boys fighting
4. Who gave them the punishment?

| Date | Class | Subject       | No. of pupils | Time |
|------|-------|---------------|---------------|------|
|      |       | Comprehension |               |      |

**Theme:** Peace and security

**Subtheme:** Peace and security at home and at school

**Competences:** - Recites the hymn

- Spells the new words
- Answers the questions about the rhyme correctly.

**Content:** Child responsibilities.

**Children**

**Children**

Respect your parents, elders and fellow children.

Work for the unity of your home.

Respect culture and the culture of other people.

Be tolerant of traditions and join in positive culture and customary activities.

Respect the independence and unity of countries.

Work towards the development of your society and country.

**Questions**

1. What is the title of the rhyme?
2. Write the title of the rhyme.
3. Who should respect parents?
4. What is the rhyme about?

Children should work for the \_\_\_\_\_ of their homes.

| Date | Class | Subject       | No. of pupils | Time |
|------|-------|---------------|---------------|------|
|      |       | Comprehension |               |      |

**Theme:** Peace and Security

**Subtheme:** Peace and Security at home

**Competences:** - Read the dialogue correctly

- Identify the new words
- Pronounce the words and answer the questions correctly

**Content:** A dialogue

**A thief**

**Susan:** Good morning Alice.

**Alice:** Good morning Susan

**Susan:** We slept badly last night

**Alice:** Last night! What happened?

**Susan:** A thief broke into our house.

**Alice:** What did he take?

**Susan:** He did not take anything. My brother Moses made an alarm.

**Alice:** Did the police come for help?

**Susan:** Yes, they did

**Alice:** Thank you.

### Questions

1. Write the title of the dialogue
2. Who broke into the house?
3. Which group came for help?
4. What is the dialogue about?
5. Draw a policeman running after the thief.



| Date | Class | Subject       | No. of pupils | Time |
|------|-------|---------------|---------------|------|
|      |       | Comprehension |               |      |

**Theme:** Peace and security

**Subtheme:** Peace and security at home and at school

**Competences:** - Identifies words out of the puzzle.

**Content:** Make words from the puzzle

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| p | c | o | m | m | u | n | i | t | y | d | c | r | p | A |
| e | l | o | p | n | r | e | s | p | e | c | t | l | a | s |
| a | u | z | o | e | m | c | l | d | e | r | s | m | r | h |
| c | b | c | d | e | f | g | h | i | j | k | m | n | o | p |
| e | d | i | l | r | h | e | a | l | t | h | y | p | n | i |
| t | m | n | d | i | s | e | a | s | e | m | s | q | o | n |
| s | e | c | u | r | i | t | y | u | r | n | t | r | s | e |

| Date | Class | Subject       | No. of pupils | Time |
|------|-------|---------------|---------------|------|
|      |       | Comprehension |               |      |

**Theme:** Peace and security

**Subtheme:** Causes of insecurity

**Competences:** - Identifies when to use do/ does

**Content:**

He  
The dog  
She  
The girl  
It  
Jane

does

We  
They  
You  
The children  
I  
The dogs

do

## Examples

- a) He does his work every day.
- b) They do not have money.
- c) The dog does not eat grass.
- d) We do our work every evening

## Revision work

| Date | Class | Subject | No. of pupils | Time |
|------|-------|---------|---------------|------|
|      |       | Grammar |               |      |

**Theme:** Peace and security

**Subtheme:** Causes of insecurity

**Content:** Prepositions

Preposition: A word used with a noun or pronouns to show place, position, time or method.

|        |               |            |      |
|--------|---------------|------------|------|
| in,    | - on,         | - near,    |      |
| under, | - over,       | - between, |      |
| behind | - in front of | - against  |      |
| by,    | - on,         | - at,      | - to |

## Make correct sentences using these words

### Examples

- a) to – The girl is pointing to the roof
- b) between – I sit between Jane and Paul
- c) on – I go to school on foot

## Exercise

Construct the sentences using the words below.

1. over –
2. in –
3. on –
4. behind –

Fill in the correct word

1. John goes to school \_\_\_\_\_ foot.
2. The bird is flying \_\_\_\_\_ the house.
3. The waiter shared the cake \_\_\_\_\_ the twins.
4. She is leaning \_\_\_\_\_ the wall.
5. The teacher is standing in front \_\_\_\_\_ the class.

| Date | Class | Subject | No. of pupils | Time |
|------|-------|---------|---------------|------|
|      |       | Grammar |               |      |

Theme: Peace and security

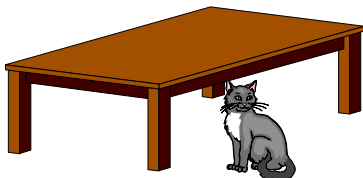
Subtheme: Causes of insecurity in our homes

Competences: Making correct sentences using the pictures

Content: Form correct sentences using the given pictures



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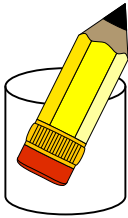
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| Date | Class | Subject | No. of pupils | Time |
|------|-------|---------|---------------|------|
|      |       | Grammar |               |      |

**Theme:** Peace and security

**Subtheme:** Causes of insecurity in our homes

**Competences:** Mention the words which take article a/an

**Fill the gaps with the correct article**

**Content:** Articles

**Article “a”**

Words which start with consonant sounds take article “a” before them. These consonants are: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z,

**e.g.**

- |            |         |          |
|------------|---------|----------|
| - a tree   | - a mat | - a doll |
| - a bag    | - a hen | - a mat  |
| - a kitten | - a zip |          |

## **Article “an”**

**Words which start with vowel sounds take article “an” before them.**

Vowels include: a, e, i, o, u

- |           |               |             |
|-----------|---------------|-------------|
| -an apple | - an egg      | - an insect |
| -an owl   | - an umbrella |             |

## **Exercise**

1. \_\_\_\_\_elephant is a big animal
2. I ate \_\_\_\_\_orange last evening
3. Annet has \_\_\_\_\_ pen.
4. I have \_\_\_\_\_new dress.