

SEEDS OF GRACE PRI. SCHOOL

P.O BOX 72011 NTENJERU- MUKONO



PRIMARY TWO LITERACY BOOKLET



HOME STUDY MATERIAL FOR 2024

NAME:

SCHOOL:

CLASS:

CLASS TEACHER

Designed By: GOOD PRICE STATIONERY- WAKISO

For inquiries, contact us on 0758 299 602, 0783415073, 0753 046 640

Location: we are located in Pallisa along Gogonyo road.

Other services offered: *printing, photocopying, scanning, computer training & repair, Airtel Money, MTN Mobile money plus all stationery products*

‘Quality is Our Pride’

THEME 1: OUR SCHOOL AND NEIGHBORHOOD

SUBTHEME: Name of our school and location

Vocabulary

- | | |
|-------------|-----------------|
| - school | - district |
| - knowledge | - urban council |
| - place | - zone |
| - road | - location |
| - town | |

Lesson notes

A school is a place where we go to get knowledge.

Our school is Success Integrated primary school. It is located (found) in Kasangombe Village along Mubiru road in Wakiso town. It is also found in Wakiso Town council in Wakiso district.

Evaluation exercise

1. Listen and write.
2. Briefly tell what a school is
3. Write the name of our school.
4. Along which road is our school located?
5. Name the division (urban council) in which Namirembe Parents' Primary school is found.
6. Mention the district in which your school is located.
7. Write NPPS in full.

SUBTHEME: Outstanding features in the school neighbourhood

Vocabulary

- | | |
|-----------------|----------|
| - features | - valley |
| - neighbourhood | - hill |
| - garage | - field |

Lesson notes

A neighbour is a person who lives near you.

A neighbourhood is an area around us

Outstanding features in the school neighbourhood are the important things near our school

Example are:

Other schools, hospitals, churches, mosques, valleys, market, gardens, roads

Evaluation exercise

1. Fill in the missing letters.

b__nk

m__rk__t

v__ll__y

g__r__g__

h__sp__t__l

m__sq__e

2. Draw these features found in the school neighbourhood

a) hills

d)church

b) roads

e)field

c) valleys

f) other schools

SUBTHEME: School symbols (attributes)

Vocabulary

Symbol, attributes, anthem, statement, badge

mission

Lesson notes

A school symbol is something that makes a school different from others.

Examples of school symbols include

- school uniforms
- school anthem
- school mission
- school badge
- school prayer
- school flag

Evaluation

1. Write these words correctly.

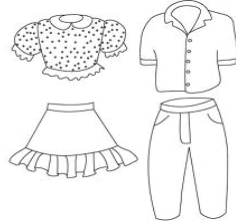
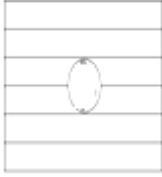
a) gedba

c) algf

b) emthan

d) erypra

2. Name these school symbols.



3. Write our school motto.

4. Mention any three things that make our school different from others.

SUBTHEME: Importance of symbols

Vocabulary

- unite
- fear
- grey
- yellow
- encourage
- white
- black

Lesson notes

Importance of school symbols

- The school motto encourages us to work harder.
- The prayer unites and teaches us to fear God
- The badge helps people to know the name of the school and motto.

NB: The road and sign post help people to locate our school

Colours of the school uniform

- red -yellow
- grey -white

Colours of the school flag

- Red -black -white

Evaluation exercise

1. Listen and write

2. State the importance of each of these symbols.

a) badge

b) uniform

c) prayer

3. Write down the colours of our school uniform.

4. Name the special song sang on school assembly.

5. Draw, colour and name the colours of our school flag.

6. Mention two things that help to locate our school.

SUBTHEME: School structures (Buildings)

Vocabulary

- store

- bathroom

- dormitory

- kitchen

- sickbay

- library

- latrine

Lesson notes

a) Classroom

It's where pupils learn from

b) Store

It's where school property is kept.

c) Kitchen

It's where food is prepared from

d) Office

It's where the head teacher, Deputy teacher, bursar and secretaries do their work from

e) Bathroom

It's where we bathe from

f) Toilet or latrine

It's where we ease ourselves from

g) Sickbay

It's where sick pupils are cared for

h) Dormitory

It's where boarders pupils sleep

i) Library

It's where readers and text books are kept

Evaluation exercise

1. Fill in the missing letters

a) st__ r __

d) l__br__ry

b) of__ic__

e) d__rm__t__ry

c) t__il__t

f) s__ckb__y

2. How important is each of these structures to our school?

a) office

b) library

b) classroom

d) kitchen

3. Mention the work place of each of the following people.

a) nurse

d) storekeeper

b) head teacher

e) teachers

c) cooks

SUBTHEME: Building materials (weak)

Vocabulary

- weak

- Eskimos

- tarpaulin

- strings

- igloo

- cow dung

- reeds

- caravan

Lesson notes

Weak materials

These are used in construction of temporary houses like huts, tents and igloos

Examples of weak materials

- banana leaves

- cow dung

- ropes

- banana fibres

- palm leaves

- sisal strings

- poles

- grass

- papyrus reeds

- mud

- sticks

- ice blocks

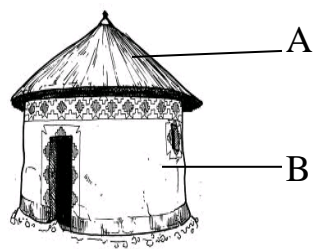
- tarpaulin

- reeds

Evaluation exercise

1. Mention any two examples of temporary houses.

2. Below is a picture of a house. Study it and answer questions that follow.



- Name the house shown above.
 - Mention any two materials that are used to construct part A.
 - Identify one use of the above house to people.
 - Name parts labeled B and A
 - Draw and name two materials that can be used to construct part B
- 3) Which people sleep in Igloos?

SUBTHEME: Strong building materials

Vocabulary

- | | |
|------------|----------------|
| - mesh | - bungalow |
| - metallic | - storey |
| - wire | - permanent |
| - bars | - construction |

Lesson notes

Strong building materials

They are used in construction of strong or permanent houses like bungalows and flats (storey building)

Examples of strong materials

- | | | |
|-------------|----------|-----------------|
| - cement | - sand | - metallic bars |
| - tiles | - bricks | - iron bars |
| - iron bars | - wire | - iron sheets |
| mesh | | - timber |
| - stones | - nails | |

Why people build houses

- To sleep in
- To keep in their property

- To protect themselves from bad people, wild animals and bad weather

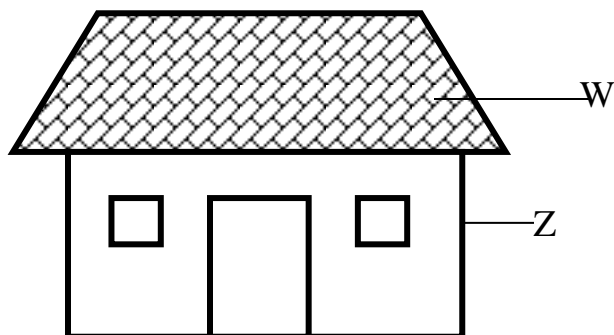
Evaluation exercise

1. State two examples of permanent houses.

a) _____

b)-----

2. The picture shown below is of a house. Study it carefully and answer questions that follow.



- Name the house shown.
- Name the part marked W.
- Identify and name the materials that can be used to construct part W.
- Name part marked Z.
- Draw and name three materials that can be used to construct part Z.
- State two reasons why people build houses.

SUBTHEME: Groups of people found in our school

Vocabulary

- | | |
|----------------|----------------|
| - head teacher | - matron |
| - cook | - watchman |
| - nurse | - store keeper |
| - bursar | - gate keeper |
| - secretary | |

Lesson notes

Roles played by different people in our school

- Head teacher – heads the school
- Deputy Head teacher – helps the head teacher
- Teachers – teach children
- Secretaries – type homework, exams and letters
- Bursar – collects school fees
- Watchman – protects the school and its property or guards the school
- Cooks – prepare meals
- Nurse – cares for the sick pupils
- Store keeper – cares for school property
- Matrons – cares for boarders
- Gatekeeper – opens and closes the gate
- Pupils – learns

Evaluation exercise

1. How are these people important to our school?
 - a) Cleaners b) nurse c) bursar
2. State the role played by each of these people in our school.
 - a) secretary b) store keeper c) gatekeeper
3. Why do we need teachers at school?
4. How is a cook important to us?
5. What is the role of a head teacher?

SUBTHEME: Pupils' roles and responsibility in side classroom

Vocabulary

- | | |
|-------------|---------------|
| - mop | - rubbish |
| - dust | - burn |
| - furniture | - environment |
| - maintain | - compound |
| - slashing | |

Lesson notes

The prefects' body

- head prefect
- mess prefect
- head monitor
- scouts prefect
- health prefect
- time keeper

The major role of prefects is to help the teachers maintain order in the school.

Roles of pupils in classroom

- To mop the classroom
- To sweep the classroom
- To dust the tables , chairs, window seals and pens
- To arrange tables and chairs
- To give out or serve books

Roles of pupils outside the classroom

Keeping the compound clean by:-

- slashing the tall grass
- picking the littered rubbish
- sweeping the compound
- burning the rubbish

Evaluation exercise

1. State four roles of pupils in classroom.
2. What is the major role of prefects in a school?
3. Mention three ways how pupils can keep the compound clean.

SUBTHEME: Class rules and regulations

Vocabulary

- fight
- obey
- sorry
- safe
- early
- permission

Lesson notes

Class rules and regulations

- No playing in the classroom
 - Keep the classroom clean
 - Say sorry when in wrong
 - Come early to school
 - Do not leave the classroom without permission
 - No stealing
 - Obey teachers and monitors
 - Keep books safe and clean
 - Write neatly in books
- ❖ Rules and regulations are important because they guide learners on keeping order in class.
- ❖ Rules reduce accidents in the school.
- ❖ They promote respect for each other.

Evaluation exercise

1. Write these words correctly.
 - a) missionper
 - b) ealst
 - c) fesa
 - d) ylrea
2. Mention four examples of class rules.
3. How are school rules important to pupils?

SUBTHEME: School rules and regulations

Vocabulary

- smart
- trespass
- greet
- compound
- respond
- speak
- escaping
- obey

Lesson notes

- Come to school early
- Be smart and learn
- Keep the compound clean
- Do not trespass
- Greet teachers
- No climbing tress

- Respond to the bell
- No stealing
- Obey teachers
- No escaping from school
- Always speak English

Good and bad habits at school

Good habits

- greeting
- saying sorry
- helping
- sharing

Bad habits

- Abusing
- Fighting
- stealing
- teasing

Evaluation exercise

1. Listen and write.
2. Mention two groups of people that help us to follow school rules.
3. State any two examples of school rules.
4. How are school rules useful to you?
5. Mention any two good habits at school.
6. State two bad habits at school

SUBTHEME: Keeping the school clean

Vocabulary

- slasher
- mower
- rubbish
- collect
- burn
- dustbin
- pick
- rake

Lesson notes

Ways of keeping the school clean

- We slash or cut the tall grass
- We sweep the compound
- We burn the rubbish
- We pick and collect rubbish

- We scrub latrines and toilet

Things we use to keep the compound clean

- | | |
|------------|------------|
| - brooms | - dustbins |
| - slashers | - hoes |
| - rakes | - mowers |

Evaluation exercise

1. Fill in the missing letters.

a) m__w__r

d) r__b__is__

b) c__ll__ct

e) sl__sh__r

c) r__k__

2. State three ways of keeping the school clean.

3. Draw and name three things or tools we use to keep the compound clean.

SUBTHEME: Importance of keeping clean

Vocabulary

- | | |
|-------------|-----------------|
| - diseases | - insects |
| - dangerous | - kitchen |
| - trench | - water sources |

Lesson notes

Importance of keeping our school clean

- To prevent the spread of diseases
- To prevent dangerous insects like mosquitoes and houseflies
- To prevent dangerous animals like snakes, rats
- To look smart
- To prevent the bad smell

Places that must be kept clean

- | | |
|----------------|------------------------|
| - kitchen | - latrines and toilets |
| - bathrooms | - water sources |
| - dustbin area | - trenches |

Evaluation exercise

1. Write these words correctly.
 - a) ourceswatre
 - b) henkitec
 - c) enchtre
2. What is the importance of keeping the school clean?
3. Mention four places that must be kept clean.

THEME 2: OUR HOME AND COMMUNITY

SUBTHEME: Relationships among family members

Vocabulary

- | | | |
|-----------------|------------|------------|
| - blood | - extended | - marriage |
| - relationships | - niece | - children |
| - relatives | - nephew | |
| - cousin | - nuclear | |

Lessons notes

A family

It's a group of people living together related by blood or marriage.

Types of families

a) Nuclear family

It's a family where we find father, mother and their own children

b) An extended family

It's a family where we find father, mother, children and other relatives.

Evaluation exercise

1. Listen and write.
2. Briefly describe the term family.
3. Mention the two types of families.
4. Describe each of these families.
 - a) Nuclear family
 - b) Extended family
5. Give two roles each of these people in the family.

- a) children
- b) mother
- c) father

SUBTHEME: Relationships among family members

Vocabulary

- | | |
|-----------|------------|
| - grand | - daughter |
| - parents | - son |
| - uncle | - wife |
| - aunt | - husbands |

Lesson notes

- The father to my father is my grandfather
- The father to my mother is my grandfather
- The mother to my mother is my grandmother
- The mother to my father is my grandmother
- The brother to my father or mother is my uncle.
- The sister to my father or mother is my aunt
- The children of my uncle and aunt are my cousins
- The son to my sister or brother is my nephew
- The daughter to my sister or brother is my niece.

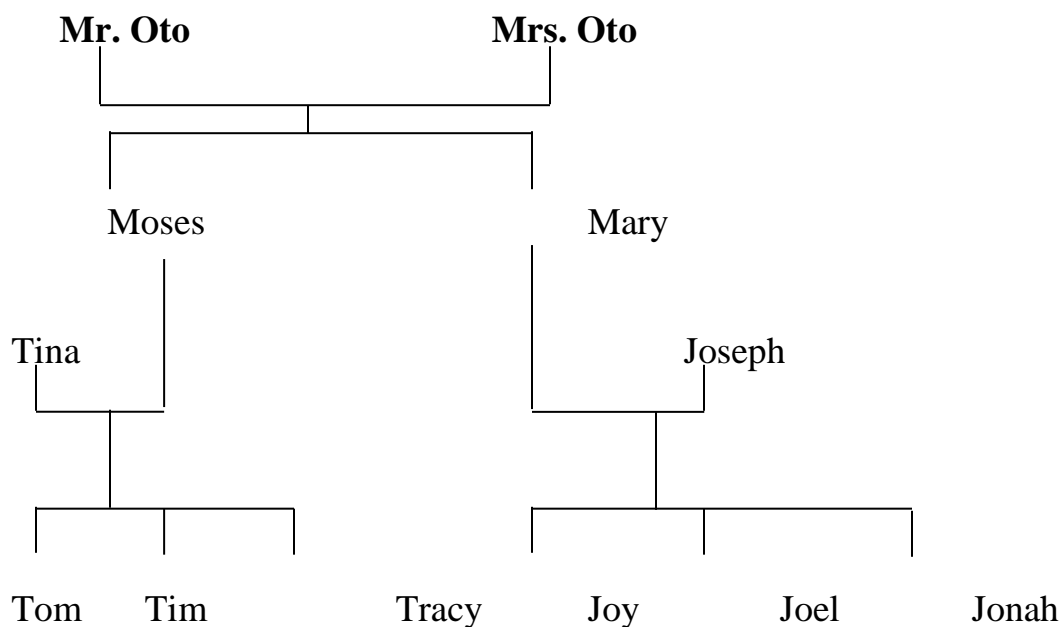
Evaluation exercise

1. Listen and write
2. What do you call the father to your mother?
3. Who is your aunt?
4. What do you call the children of your uncle?
5. Who is your niece?

SUBTHEME: The family tree

Lesson notes:

A family tree is a diagram that shows the relationship between different members of a family.



Evaluation exercise

Study the family tree above carefully and answer questions that follow.

1. How do Moses and Mary call Mrs. Oto?
2. What is the relationship between Tracy and Tina?
3. How is Moses related to Mary?
4. Who is the wife of Moses?
5. What does Joy call Jonah?
6. Who are the parents of Tim, Tom and Tracy?
7. What is the relationship between Joel and Tina?
8. How do Tom, Joy, Tracy and Jonah call Mr. Oto?

SUBTHEME: Types of communities

Vocabulary

- | | |
|-------------|------------|
| - community | - village |
| - family | - hospital |
| - mosque | - barracks |

Lesson notes

A community is a group of people living and working together

Types of communities are home, school, church, hospital, mosque, bank, market etc

The smallest type of community is a home.

Evaluation exercise

1. Write these words correctly.
 - a) yilafm
 - b) omeh
 - c) anbk
2. Briefly describe the term community.
3. In which type of community are we?
4. Mention the smallest type of community.
5. Write down any four types of communities

SUBTHEME: People in the community and the roles they play.

Vocabulary

- | | | |
|-----------|-------------|-------------|
| - farmer | - butcher | - furniture |
| - cobbler | - carpenter | - law |
| - barber | - driver | - shaves |
| - priest | - maintains | - preaches |
| - tailor | - mends | |

Lesson notes

People and the roles they play

1. A farmer – grows crops, keep animal and birds
2. A shopkeeper – sells things
3. A fishmonger – sells fish
4. A cobbler – mends shoes
5. A driver – drives vehicles
6. A barber – cuts or shaves hair
7. The police – maintains law and order
8. The priest – preaches the word of God
9. A tailor – mends clothes
10. A butcher – sells meat

11.A carpenter – makes furniture

Evaluation exercise

1. Listen and write.
2. State the role of each of these people in the community.
 - farmer
 - carpenter
 - butcher
 - priest
3. What is the work of the police?
4. How do the following people help us?
 - a) driver
 - b) fishmonger

SUBTHEME: Other people in the community and their roles

Vocabulary

- oculist
- optician
- mechanic
- president
- surgeon
- trader
- airhostess

1. A trader – buys and sells things or goods
2. A pilot – flies aircrafts
3. The president – heads the state
4. An optician – makes and sells spectacles
5. An oculist – treats sick eyes
6. A surgeon – operates sick people
7. A builder – builds or constructs houses
8. A mechanic – repairs vehicles
9. A dentist – cares for our teeth
10. A nurse – cares for sick people
11. A doctor – treats sick people
12. A teacher – teaches people
13. A fisherman – catches fish

14. An air hostess – works in an aero plane

Evaluation exercise

1. Fill in the missing letters.

a) d__ct__r

c) tr__d__r

b) t__a__h__r

d) n__rs__

2. Why do we need mechanics in our community?

3. How important is a pilot at the airport?

4. State the role played by each of these people in the community.

a) an airhostess

c) an optician

b) a dentist

d) a surgeon

5. Who heads a state?

SUBTHEME: The school and the community

Vocabulary

- jobs
- occasions
- functions
- cleans
- serve
- surroundings
- entertain
- ecumenical
- graduation

Lesson notes

Ways of the school serves the community

- The school teaches children from the community
- The school gives jobs to people in the community
- The school helps to clean the surroundings
- The school entertains the community on special occasions or functions like speech days, music, games, sports days, graduations and ecumenical services
- The community uses school property like halls, play grounds and borrows saucepans, plates etc

Evaluation exercise

1. Listen and write

2. State three ways how the school serves the community.

3. Mention two groups of people that serve in a school.

SUBTHEME: How the community serves the school

Vocabulary

- | | |
|-------------|------------|
| - transport | - security |
| - workers | - cyclists |
| - property | - wood |

Lesson notes

Ways the community serves the school

- The community sells firewood, food, water, pens, pencils and books to the school.
- The community brings children to the school
- The community provides transport to the school e.g. drivers and cyclists
- The community provides shelter to teachers and other workers
- The community provides security to the school.

Evaluation exercise

1. Write these words correctly.

- | | |
|---------------|------------|
| a) protranstr | c) owdo |
| b) rityescu | d) ltershe |

2. Mention four items the community sells to the school.

3. Identify three ways how the community serves the school.

SUBTHEME: Important places in the community

Vocabulary

- | | |
|-----------------|------------------|
| - pharmacy | - schools |
| - fuel stations | - clinics |
| - parks | - police station |
| - churches | |

Lesson notes

1. Hospitals: These are large places where we get treatment from
2. Mosques and churches: These are places where we go for prayers
3. Police stations: These are places where the police live.

4. Markets: These are places where we buy and sell things from.
5. Parks: These are places where we find vehicles for treatment
6. Pharmacy: This is a place where drugs are sold
7. Clinic: It is a small parcels where medical treatment is given to people for a short period of time.
8. Schools: These are places where people go and get knowledge from

Evaluation exercise

1. Fill in the missing letters.

- | | |
|----------------------|-------------|
| a) p__rk | d) m__rk__t |
| b) ph__rm__cy | e) cl__n__c |
| c) p__tr__lst__t__on | |

2. Of what importance are these places to people who live near them?

- | | |
|-----------|-----------|
| a) church | c) market |
| b) school | d) mosque |

SUBTHEME: Other important places in the community

Vocabulary

- | | | |
|---------------|----------------|------------|
| - post office | - bank | - salon |
| - factory | - fuel station | - hotel |
| - garage | - air port | - barracks |

Lesson notes

- Post office: It's a place where we buy stamps, send and receive messages.
- Bank: It's a place where people keep their money safely
- Airport: it's a place where aircrafts land and take off.
- Hotel: It's a building where people pay to stay and have meals.
- Factory: It's a building in which goods are produced in large quantities using machines.
- Fuel station: it's a place where you can take your car and fill it with fuel.

Evaluation exercise

1. Listen and write.
2. How is a bank important to people of Uganda?
3. Where do planes land and take off?
4. Where do drivers take their vehicles for fuel?
5. Mention the places of work for these people.

a) mechanic

b) waiter

c) barber

SUBTHEME: Cultural practices and values in the community

Vocabulary

- birth
- twins
- initiation
- worshipping
- dowry
- funeral rites
- introduction

Tribes: A tribe is a group of people having the same origin and speaking the same language.

Examples of tribes and languages they speak

- a) Buganda – Luganda
- b) Busoga – Lusoga
- c) Batooro – Lutooro
- d) Bakiga – Rukiga
- e) banyankole _ Runyankole
- f) Bakonjo _ lukonjo

Culture: It means people's way of living

Cultural practices

- Circumcision: This is the cutting off of the fore skin of a boy or man.
- Initiation: This is introducing someone to a club or society officially
- Dowry: Property and money a woman give to her husband when they marry in some societies.
- Introduction: The act of bringing something into use for the first time or something (somebody) some where

- Worship: The activity of praying or singing in a religious building in order to show respect and love for God.
- Worship is an act of showing respect to God
- Funeral rites. The act of burying someone who has died.

Values

- Values are good morals. Examples of morals are greeting, sharing, showing love, caring for others, respecting people, being responsible

Evaluation exercise

1. Write these words correctly.

a) dryow	d) cisionmucirc
b) tiontianini	e) ductionintro
c) twsini	
2. What do we call children born of the same mother at the same time?
3. Mention any four cultural practices in our community.
4. What do we call
 - a) The mother to the twins in Buganda
 - b) The father to the twins in Buganda
5. Mention the languages spoken by these tribes
 - Baganda
 - Batooro
 - Basoga
6. Mention any three examples of values.

THEME 3: THE HUMAN BODY AND HEALTH

SUBTHEME: Parts of the body (Internal and External)

Vocabulary

- | | | |
|----------|---------|----------------|
| - nails | - elbow | - skin |
| - head | - eyes | - chin |
| - tongue | - ears | - cheek |
| - lips | - teeth | - eye blows |
| - nose | - hair | - eyes, rashes |

- shoulders
- arms
- hands
- wrist
- teeth
- breasts

Lesson notes

Functions of different parts of the body

- Hands: hold, carry and touch
- Eyes: see
- Legs: walk, run and jump
- Teeth: chew and bite
- Mouth: eat, talk and laugh

Body senses

Body organ

- eyes
- ears
- nose
- tongue
- skin

Body sense

- for seeing
- for hearing
- for smelling and breathing
- for tasting
- for feeling

Evaluation exercise

1. Listen and write
2. State the function of each of these parts of the body to you.

a) hands	c) legs
b) nose	d) teeth
3. Write down the five body senses.
4. State the importance of each of the sense organ below.

a) tongue	d) ears
b) skin	e) nose
c) eyes	
5. Draw a head and name the parts found on it.

SUBTHEME: Sanitation

Vocabulary

- environment
- compound

- toilet
- cleanliness
- kitchen
- latrine
- general
- bathroom
- surrounding

Lesson notes

Sanitation: It's the general cleanliness of man and the environment. Another word for environment is surroundings.

Areas that need to be kept clean at home

- latrines
- bedrooms
- trenches
- bathroom
- compound
- kitchen
- store

Evaluation exercise

1. Fill in the missing letters.

a) c__mp__un__

d) en__ir__n__ent

b) t__il__t

e) k__tch__n

c) st__r__

2. Mention any four areas that need to be kept clean at home.

3. Briefly describe the term sanitation.

4. What is another word for environment?

SUBTHEME: Keeping the home clean

Vocabulary

- pick
- iron
- remove
- scrub
- squeezer
- slasher
- remove
- cobweb
- remove
- utensils
- moves
- rubbish

Lesson notes

Ways of cleaning our homes

- We sweep the compound
- We scrub the bathroom
- We pick the rubbish
- We remove cob webs

- we wash utensils

- we wash and iron clothes

Materials used for cleaning homes

- rags

- soap

- rake

- brooms

- slasher

- mower

- water

- cobweb brush

- omo

- vim

- hoe

- scrubbing brush

- squeezer

Evaluation exercise

1. Write these words correctly.

a) zersquee

d) herlashs

b) owwer

e) omobrs

c) terwa

2. How do you clean your home? (State four ways)

3. Draw these materials we use to clean our homes.

a) rags

d) hoe

b) soap

e) slasher

c) water

f) brooms

SUBTHEME: Common disease

Vocabulary

- spit

- treated

-drain

-against

- guard

Lesson notes

Disease spread through dirty environment

- diarrhoea

- malaria

- cholera

- typhoid

- dysentery

- polio

Common diseases

- diarrhoea

- dysentery

- cholera

- malaria

- typhoid
- tuberculosis
- colds
- measles
- mumps

Preventing and controlling common diseases

- We wash hands before eating food
- We should not spit anywhere
- We drain away stagnant water
- We should use the latrines well
- We should sleep under treated mosquito nets
- We spray using insecticides
- we should guard against harmful insects
- We should eat clean and well prepared food
- We wash fruits before eating them

Evaluation exercise

1. Listen and write.
2. Mention three diseases spread through dirty environment.
3. List down two common disease you know.
4. State four ways of controlling the spread of common diseases.

SUBTHEME: Personal hygiene

Vocabulary

- hygiene
- trim
- utensils
- practice
- iron
- scissors
- file
- razorblade
- paste
- diseases

Lesson notes

Hygiene: it's a practice of keeping yourself and things around you clean in order to avoid disease.

Personal hygiene: it's the general cleanliness of our bodies and things we use.

How to maintain personal hygiene

- We bathe regularly
- We wash clothes
- We wash utensils
- We trim the hair
- We wash hands after visiting the latrine or toilets
- We boil water for drinking
- We brush our teeth after every meal
- We wash hands before and after handling food
- We live in a clean environment
- We should not use or touch dirty things.

Things or materials used to clean ourselves

- | | |
|----------------|---------------------|
| - soap water | - tooth brushes |
| - nail cutters | - combs |
| - razor blades | - tooth paste |
| - nail file | - pairs of scissors |
| - towels | - sponges |

Why do we carry out personal hygiene?

- To kill germs.
- To avoid the bad smell.
- To remove dirt.
- To avoid diseases.
- To be healthy and look smart.

Evaluation exercise

1. Write the words correctly.
 - a) ingebath
 - b) enehygi
 - c) sedisease

2. How can we keep ourselves clean? (State three ways)
3. Draw these things we use to keep ourselves clean.
 - a) comb
 - b) soap
 - c) toothbrush
 - d) razorblade
4. What do you need to keep the following parts clean?
 - a) hair
 - b) feet
 - c) teeth

THEME 4: FOOD AND NUTRITION

SUBTHEME: Common foods in the locality

Vocabulary

- | | |
|-----------|-----------|
| - sorghum | - animals |
| - fruit | - bread |
| - millet | - stem |

Lesson notes

Food is something we eat or drink that is useful to our bodies.

Sources of food

The food we eat can be got from different things.

1. Plants

- a) Leaves like nakati, dodo, cabbages
- b) Roots like sugarcane, yams and Irish potatoes
- c) Fruits like oranges, mangoes, pineapples, pumpkins
- d) seeds like beans, groundnuts, simsim, peas, etc
- e) Cereals like rice, sorghum, millet and maize

2. Water bodies

Where we find animals whose meat is eaten like fish, crocodiles, hippos

3. Animals

They provide us with meat, milk and eggs

Evaluation exercise

1. Briefly describe food.
2. What is the main source of food?
3. List down five common kinds of food.
4. Mention two kinds of food got from animals

5. Match correctly.

Plant	part eaten
cassava	stem
banana	roots
sugarcane	leaves
cabbages	fruits

SUBTHEME: Importance of food.

Vocabulary

- | | |
|----------|----------|
| -happy | - diet |
| - grow | - health |
| - energy | - hunger |

Lesson notes

Importance of food in the body

- Food gives the body energy
- Food helps us to grow
- Food helps the body to be healthy
- Food kills hunger
- To be happy

SUB THEME : Classification of food

A) Proteins

- These are body building foods
- They provide material for building and repairing of bones, muscles and organs
- They are also called “GROW” foods

Foods rich in proteins

eggs	milk
------	------

fish

meat

peas

beans

groundnuts

cheese

soya beans

Evaluation exercise

1. State two uses of food in your body.
2. What type of food helps to build body muscles and organs?
3. List down five examples of foods rich in proteins.
4. What food value is mostly found in fish?

B) Carbohydrates

These are energy giving foods. Another name for carbohydrates is “GO” foods.

Foods rich in carbohydrates

- proteins
- millet
- matooke
- rice
- cassava
- honey
- glucose
- bread
- yams
- sweet potatoes

Evaluation exercise

1. Fill in the missing letters.

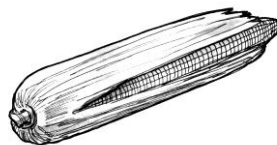
a) ho__ey

b) m__ll__t

c) gl__c__s

d) r__c__

2. What are carbohydrates?
3. State the importance of carbohydrates to the body.
4. Name these foods.



5. Of what food value is cassava in the body?

C) Vitamins

Vocabulary

- | | | |
|------------|-----------|--------------|
| - protect | - iron | - vegetables |
| - vitamins | - healthy | - maintain |
| - calcium | - glow | - diseases |

Lesson notes

Vitamins

These protect our bodies from diseases

Vitamins and minerals like calcium and iron

Provide the materials which regulate and maintain various functions of the body

These foods are usually called “GLOW” foods.

They are commonly found in fruits and green vegetables.

Food rich in vitamins

Fruits like:

- oranges, mangoes
- pineapples, guavas
- passion fruits, pears
- water melons, grapes
- avocados, jackfruits
- pumpkins, tangerine
- plantain, pumpkin

Vegetables like

- cabbages, nakati
- spinach, dodo
- bugba, egg plants
- bitter berries, carrots
- catmint, cauli flower
- French beans

NB: Milk is the only food with all food nutrients apart from iron

Evaluation exercise

1. Write these words correctly.
 - a) lyhteha
 - b) wgol
 - c) iorn
2. Briefly tell what vitamins are
3. Give another name for vitamins.
4. Mention any four fruits you know.
5. Of what food values are pumpkins in the body?
6. Draw these green vegetables.
 - a) cabbages
 - b) egg plants

SUBTHEME: Balanced diet

Vocabulary

- | | |
|------------|-------------|
| - balanced | - disease |
| - growth | - diet |
| - feeding | - nutrition |
| - immunity | |

Lesson notes

Balanced diet

A balanced diet is a meal with all food values needed by the body.

This is called good feeding

Importance of a balanced diet

- It helps the body to grow well
- It helps to keep the body healthy
- It proves on body immunity

Evaluations exercise

1. Listen and write
2. Briefly tell what a balanced diet is.

3. State three importance of a balanced diet.
4. Draw and name the food that can make a balanced diet.

SUBTHEME: Malnutrition

Vocabulary

- | | |
|------------|----------------|
| - poor | - underfeeding |
| - signs | - malnutrition |
| - effects | - sick |
| - potbelly | - ill |
| - weak | - brownish |

Lesson notes

Malnutrition

- It's the weakness of the body caused by poor feeding

Effects of malnutrition

- | | |
|---------------------|--------------------|
| - body weakness | - illness |
| - low body immunity | - loss of appetite |
| - potbelly stomach | - dullness |
| - brownish hair | |

Disease related to malnutrition

- Kwashiorkor – lack of proteins
- Rickets – diseases that children get in which their bones. They become soft and bent caused by lack of vitamin D
- Marasmus – lack of carbohydrates
- Goitre – lack of iodine in the body (salts)
- Scurvy – disease caused by not eating foods such as fruits and vegetables that contain vitamin C.
- night blindness

Evaluation exercise

1. Listen and write

2. What do you understand malnutrition?
3. Mention three disease caused by malnutrition.
4. Write any three effects of malnutrition.

SUBTHEME: Keeping food safe

Vocabulary

- | | | |
|---------------|-------------|----------|
| - stomachache | - netted | - fridge |
| - lids | - diarrhoea | - roast |

Lesson notes

Keeping food safe

- We must wash hands before eating and handling food.
- The fruits should be washed with clean water before eating them
- The utensils where food is kept should be clean
- Cold food should be warmed before being eaten
- Keep food in boxes and tins with tight lids
- Some food can be kept in the fridge
- Keep food in wire netted cupboards

Methods of preserving food for a long time

Food can be kept long by:

- | | |
|------------------------------|---------------|
| - smoking it | - sun drying |
| - cooking it | - salting it |
| - roasting it | - freezing it |
| - canning/putting it in tins | |

Evaluation exercise

1. Fill in the missing letters.

a) d__ __rrho__a

c) sm__k__

b) r__as__

d) w__r__

2. Suggest three ways of keeping food safe.
3. How can we keep food for a long time? (List three ways/methods?)

4. Mutebi put his food on a dirty place. What problem will he face when he eats it?

SUBTHEME: Dangers of poor food handling

Vocabulary

- | | | |
|-------------|-------------|-----------|
| - pains | - danger | - flies |
| - dysentery | - vomiting | - fingers |
| - faeces | - poisoning | |

Lesson notes

Dangers of poor food handling or eating dirty food

- We develop stomach pains
- There's food poisoning
- We get stomach upsets and end up vomiting
- It leads to high spread of diseases like typhoid diarrhoea, dysentery, cholera

The 4Fs

Faeces, Flies, Food, Fingers

The 4Fs in the spread diseases.

When faeces are put (disposed) any where flies pick germs from them to our food which in the end is picked by our fingers to our bodies. This can result into diseases and other problems.

Evaluation exercise

1. How can our food get dirty? (give three ways)
2. Briefly explain the dangers of poor food handling.
3. Write down the 4fs in the spread of diseases.
4. Which these words correctly.

a) mitvoing

c) cesface

b) gersfin

d) posison