

# SIR APOLLOKAGGWA SCHOOLS

**P.3 ENGLISH LESSON NOTES TERM I 2016**

<p>Theme Sub-theme Content</p> <p>Evaluation activity</p>	<p>Our sub-county/division Name and location of our sub-county/division Revision of vocabulary from P.2 Examples of nouns: cupboard , table, book, pencil, tin, etc. A noun is a naming word. Underline nouns in the given sentences (a) This is a book. (b) The pencil is very long. (c) He is a tall man. (d) I am sitting on the chair (e) My umbrella is new (f) The bottle is under the table. (g) Maria is a fat girl. (h) Your sweater is torn. (i) Brenda broke the stick into pieces. (j) We have done the homework correctly.</p>																
<p>Theme Sub-theme Content</p> <p>Evaluation activity</p> <p>Activity I</p>	<p>Our sub county/Division Name and location of our subcounty/Division <b>Types of nouns</b>  <ul style="list-style-type: none"> <li>- Proper nouns</li> <li>- Common nouns</li> <li>- Collective nouns</li> </ul> <u>Proper nouns</u>  What are proper nouns?  These are particular names of people, places and things.  Proper nouns begin with capital letters e.g Peter, Tuesday, Wakiso, March, Mr. Mukasa, Kampala, etc.</p> <table border="1" data-bbox="370 1180 1201 1318"> <tr><td>Days</td><td></td><td></td><td></td></tr> <tr><td>Cities</td><td></td><td></td><td></td></tr> <tr><td>Countries</td><td></td><td></td><td></td></tr> <tr><td>Names of people</td><td></td><td></td><td></td></tr> </table> <p><b>Collective nouns</b>  What are collective nouns? A collective noun is a name given to a group or things taken as one  Examples of collective nouns  (a) A gang of thieves  (b) A choir of singers  (c) A herd of cattle  (d) A flock of sheep  (e) A congregation of worshippers  (f) A bouquet of flowers  (g) A troupe of dancers  (h) A troop of keys  (i) A team of players</p> <p><b>Complete the collective nouns below</b>  1. A.....of ships. (flect, feet)  2. A choir of .....(sing, singers)  3. A .....of firewood (bundle, band)</p>	Days				Cities				Countries				Names of people			
Days																	
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Names of people																	

Activity 2	<p>4. A.....of worshippers (congregation, group)</p> <p>5. A.....of flowers. (bundle, bouquet)</p> <p><b>Give one word for the underlined group of words</b></p> <p>1. The Reverend talked to a <u>group of people in church</u>.</p> <p>2. My father keeps <u>a group of cattle</u> at home</p> <p>3. We kept food for a <u>group of players</u></p> <p>4. Daddy gave mummy <u>a group of flowers</u> on Valentine’s Day.</p> <p>5. <u>A group of singers</u> in our school won the music competitions last week.</p>																																								
Theme Sub-theme Content	<p>Our sub-county/Division.</p> <p>Name and location of our sub-county/Division.</p> <p><b>Common nouns</b></p> <p>What are common nouns? Common nouns are names given to all people, places and things at same kind.</p> <p>They can either be plural or singular e.g, (countable nouns and uncountable nouns)</p> <p>Women , boys , girls, birds , animals, tree, stones, desk, people, sugar, etc.</p> <p>What are countable nouns?</p> <p>- These are things which we can count.</p> <p><b>Examples</b></p> <table><tr><td><b>Singular</b></td><td><b>plural</b></td></tr><tr><td>Boy</td><td>boys</td></tr><tr><td>Girl</td><td>girls</td></tr><tr><td>Stone</td><td>stones</td></tr><tr><td>Teacher</td><td>teachers</td></tr><tr><td>Desk</td><td>desks</td></tr><tr><td>Monkey</td><td>monkeys</td></tr><tr><td>Donkey</td><td>donkeys</td></tr></table> <p><b>Countable nouns that take ‘es’ in plural</b></p> <table><tr><td><b>Singular</b></td><td><b>plural</b></td></tr><tr><td>Church</td><td>churches</td></tr><tr><td>Bench</td><td>benches</td></tr><tr><td>Watch</td><td>watches</td></tr><tr><td>Dish</td><td>dishes</td></tr><tr><td>Match</td><td>matches</td></tr></table> <p><b>Note:</b> nouns that end with o, x, ch, s, sh take ‘es’ to form their plurals</p> <p><b>What are uncountable nouns?</b></p> <p>- These are things which we cannot count.</p> <p><b>Note:</b> they do not change in plural</p> <p>Examples</p> <p>Soil, sand, water, sugar, paraffin</p> <p>Give the plural form of the following words</p> <p>Boy, girl, house, baby, bench</p> <p><b>Use the correct form of the word given in the brackets</b></p> <p>1. Mummy bought two.....from the market. (mango)</p> <p>2. We have twenty.....in our classroom. (bench)</p> <p>3. ....depend on milk. (baby)</p> <p>4. We saw.....in the forest yesterday. (monkey)</p> <p>5. I found many.....in the kitchen. (knife)</p> <p>Complete this table correctly.</p> <table><tr><td></td><td>Countable nouns</td><td></td><td>Un-countable nouns</td></tr><tr><td>1</td><td></td><td>1</td><td></td></tr><tr><td>2</td><td></td><td>2</td><td></td></tr></table>	<b>Singular</b>	<b>plural</b>	Boy	boys	Girl	girls	Stone	stones	Teacher	teachers	Desk	desks	Monkey	monkeys	Donkey	donkeys	<b>Singular</b>	<b>plural</b>	Church	churches	Bench	benches	Watch	watches	Dish	dishes	Match	matches		Countable nouns		Un-countable nouns	1		1		2		2	
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Theme Sub-theme Content	Our sub-county/Division Name and location of our subcounty/Division Gender (sex) male and female. Definition: Gender is a state of being male or female. Examples:			
Evaluation activity	Male (masculine)		Female (Feminine)	
	Man Husband Nephew Monitor Widower Brother-in-law Bachelor		Woman Wife Niece Monitress Widow Sister-in-law spinster	
	Give the femininenouns forthe underlined words inthe sentences. (a) That <u>man</u> is tall. (b) The <u>poet</u> wrote a very long poem. (c) The waiter is serving us. (d) My nephew works in a bank. (e) Her brother in law died yesterday. (f) Your landlord is very rude. (g) I hate being a bachelor. (h) My son is very sick. (i) The actor wore a nice costume. (j) The bridegroom is very smart.			
Theme Sub theme  Content	Our sub county / division Name and location of our sub county or division <b><u>Gender(Male and Female)</u></b> animals and birds			
Activity	Male		Female	
	Boar(Pig)		Sow	
	Ram(Sheep)		Ewe	
	Drake		Duck	
	Leopad		Leopardess	
	Bull		Cow	
	Buck(Rabbit)		Doe	
	Wolf		She-wolf	
	Tiger		Tigress	
	Billy goat		Nanny goat	
	Bear		She bear	
	Dog		Bitch	
		Give one word for the underlined group of words 1. The <u>male duck</u> quarked loudly 2. The <u>female sheep</u> is noisy today. 3. I saw the <u>male rabbit</u> in the hutch. 4. The <u>male pig</u> is in the sty 5. The <u>female goat</u> has three kids. 6. There is a <u>female lion</u> in the game park.		

	<p>7. The <u>female</u> bear chased the hyena in the game park</p> <p>8. The <u>female</u> dog barked loudly last night.</p>
	<p><b>Articles</b></p> <p>Articles 'the', 'a' and 'an'</p> <p>Article 'a' is used before nouns that begin with consonants and these nouns must be in singular.</p> <p>Examples</p> <p>A baby, a monkey, a girl, etc except for the word uniform</p> <p>Article 'an' is used before nouns that begin with vowels e.g. an egg, an insect, an owl, an eagle, an orange etc</p> <p>Activity</p> <p>Fill in the gaps with 'a', or 'an'</p> <ol style="list-style-type: none"> <li>There is .....umbrella on the table</li> <li>Get me .....glass of milk.</li> <li>Joel eats.....egg everyday</li> <li>The supervisors waited for less than.....hour</li> <li>She wants to buy.....ruler and .....inkpot</li> <li>Sam met them.....year ago.</li> <li>.....old man was seated next to the door.</li> </ol> <p><b>Article 'The'</b></p> <p>Article <u>the</u> is used when both on countable and uncountable nouns. It points out nouns that you are particularly sure of eg.</p> <ul style="list-style-type: none"> <li>Here is <u>the</u> boy who stole my book.</li> <li>Has she done all <u>the</u> numbers.</li> <li>Tom took <u>the</u> ruler which was in the desk.</li> </ul> <p><b>Fill the gaps with 'a', 'an' or 'the' where necessary.</b></p> <ol style="list-style-type: none"> <li>Can I have _____ cup of black coffee.</li> <li>There is a dog in front of _____ old house.</li> <li>Sam is _____ smallest boy in our stream.</li> <li>I saw _____ out in _____ zoo.</li> <li>We must help _____ poor and _____ sick people.</li> <li>Do you want _____ card and _____ envelope.?</li> <li>_____ sun rises from the East and sets to _____ West.</li> <li>Kato is _____ Ugandan boy.</li> <li>_____ lion is a wild animal.</li> <li>I have _____ uniform in my bag.</li> </ol>
Content	Arranging word in alphabetical order.
Evaluation activity	<p>(When the first letter is different)</p> <p>Vocabulary: Class, tree, leaf, stem, root, eye, nose, hand, leg, foot, John, Betty, Dorothy, Annet.</p> <p>Arrange the following words in alphabetical order.</p> <ol style="list-style-type: none"> <li>Horse, camel, lion, ox, donkey.</li> <li>Desk, stool, table, bench, chair</li> <li>Woman, boy, girl, man, child.</li> <li>Blue, maroon, grey, red, yellow.</li> <li>Ram, sow, doe, ewe, ape.</li> <li>Volleyball, cricket, hockey, tennis, rugby</li> <li>Mango, orange, pear, lemon, guava.</li> <li>Ruler, duster, chalk, pencil</li> <li>Joan, Alice, Betty, Doreen, Teddy</li> <li>Saucer, cup, jug, plate, bowl</li> </ol>

<p>Theme Sub theme Content</p> <p>Evaluation activity</p>	<p>Our sub county/division Name and location of our sub county/division Arranging words in ABC order. (beginning with the same letters) e.g bush, bell, bird, band can, came, cage, cake, case Arrange these words in ABC order. (a) Meat, mask, milk, moon, must (b) Seed, sand, soap, sing, sunny (c) Bull, bead, boot, band, bile (d) Lung, loan, land, leaf, line (e) Tick, turn, tool, tall, term (f) Peer, pink, peace, pu, pool (g) Goal, gear, gate, gun, girl (h) Ring, road, rack, rung, reed (i) Doll, duck, deer, dice, date (j) Bake, bar, base, back, band</p>
<p>Theme Sub theme Content</p> <p>Evaluation activity</p>	<p>Our sub-county/division Name and location of our sub county/division Arranging words in alphabetical order. (when the first two letters are the same) e.g blown, blind, blue, black, bleat sheep, shell, she Arrange these words in ABC order. (a) Cruel, crow, crack, slum, slipper (b) Flue, fleet, fly, flag, floor (c) Slow, slap, sleep, slum, slipper (d) Stem, stole, stamp, stick, stung (e) Tree, trace, trap, trick, troop (f) Drum, group, grade, grind, green (g) Shut, shark, sheet, shoe, ship (h) Grunt, group, grade, grind, green (i) Clock, club, clear, climb (j) Brush, broom, bread, brief, bra.</p>
<p>Theme Sub theme Content</p> <p>Lesson evaluation</p>	<p>Our sub county/division Name and location of our subcounty/division A story about physical features. Bukinda Village Question 1. From which sub county is the writer? 2. What do men do in Bukinda sub county 3. What is the work of women in this sub county? 4. When do young children collect firewood from the forest? 5. What interesting game do young boys like to do? 6. Write down two activities done in Bukinda sub-county. 7. What features were protected in Bukinda village? 8. Name two crops grown in Bukinda county. 9. What is the title of the story?</p>

Theme Sub theme Content   Lesson activity	<p>Our sub-count/division</p> <p>Name and location of our subcounty/division</p> <p>Occupation</p> <p>Vocabulary</p> <p>Chairperson , secretary, office, parish , leader , policemen, farmer , farmer, doctor, fishmonger, tailor, baker, teacher, etc (MK Bk 3 Pgs 86 – 87)</p> <p>Spelling exercise</p> <p>2. Use each of these words to construct a correct sentence.</p> <p>(a) farmer</p> <p>(b) fish monger</p> <p>(c) secretary</p> <p>3. Give one word for the underlined group of words</p> <p>(a) My father is <u>a man who makes bread</u>.</p> <p>(b) I have seen <u>a person who teaches children at school</u></p> <p>(c) <u>A man who keeps law and order</u> has to come to our school</p> <p>(d) She got married to a <u>man who treats sick people</u>.</p>
Theme Sub theme Content	<p>Our sub county/division</p> <p>Name and location of our sub county/division</p> <p>Occupation</p> <p>Structures.</p> <ol style="list-style-type: none"> <li>1. What does a .....do? (farmer/doctor)</li> <li>2. What does a mechanic do?</li> <li>3. A mechanic repairs vehicles. (MK Bk 3 Pg 86)</li> </ol> <p>Complete the sentences correctly.</p> <ol style="list-style-type: none"> <li>1. A person who drives a car is a .....</li> <li>2. A person who makes furniture is a .....</li> <li>3. A person who sells fish is a.....</li> <li>4. A person who stitches clothes is a .....</li> <li>5. A person who repairs cars and buses is a .....</li> <li>6. A person who type is a .....</li> <li>7. A person who writes poems is a.....</li> <li>8. A person who writes articles for newspapers and magazines is a .....</li> <li>9. A person who repairs and fits pipes is a.....</li> </ol>
Theme Sub theme Content   Lesson activity	<p>Our sub county/division</p> <p>Name and location of our subcounty/division</p> <p>Occupation</p> <p>Structures</p> <p>Who am i?</p> <p>Example</p> <ol style="list-style-type: none"> <li>1. I am in-charge of a library. Who am I? You are a librarian.</li> <li>2. I write articles for newspapers or magazines. Who am I? You are an editor.</li> <li>3. I catch fish from a lake or river. Who am I?</li> </ol> <p>Fill in correctly</p> <ol style="list-style-type: none"> <li>(a) I look after sheep, I am a .....</li> <li>(b) I am in charge of a library. I am a .....I sell herbs. I am a .....</li> <li>(c) A sell medicine and ointments. I am a .....</li> <li>(d) I take photographs. I am a .....</li> <li>(e) I cut and sell meat. I am a .....</li> <li>(f) I cut and sell meat. I am a .....</li> <li>(g) I write books and novels. I am a.....</li> <li>(h) I catch fish from a lake or river, I am a .....</li> </ol>

	(i) I sell fish to people. I am a .....				
Theme Sub theme Content	<p>Our sub county Name and location of our subcounty/division <b>OCCUPATION</b> One word for many <u>Examples</u> (a) My uncle is a <u>person who keeps law and order</u>. policeman (b) I met a <u>man who looks after sheep</u>. Shepherd (c) Sarah is a <u>person who grows and sells flower</u>. Florist Give a single word for the underlined group of words. (a) I saw a <u>man who treats people's eyes</u>. (b) My mother is a <u>woman looks after sick people</u>. (c) A <u>person who cuts and sells fish</u> is here. (d) A <u>person who repairs cars and buses</u> has come. (e) Stella is a <u>person who types office work</u>. (f) She got married to a <u>person who makes furniture</u>. (g) A <u>person who shaves or trims men's beards</u> got an accident. (h) My father slapped a <u>man who collects money and gives tickets in a bus or taxi</u>. (i) Her mother is a <u>woman who writes poems</u>. (j) She met a <u>man who writes books and novels</u>.</p>				
Lesson evaluation					
Theme Sub theme Content	<p>Our sub county/division Name and location of a sub county/division Place of work Structures (a) Where do we find a .....? We find a teacher in a ..... (b) Where do we find a lawyer? We find a lawyer in a ..... (c) Where do we find a lawyer? We find a lawyer in a ..... (d) Where do we find a doctor? We find a doctor in a ..... Make correct sentences from the table below.</p>				
Lesson activity					
Lesson evaluation	<p>A secretary A teacher A farmer A lawyer A baker A doctor A hairdresser A barber A carpenter A pharmacist A shopkeeper</p>	<table border="1"> <tr> <td></td><td>works</td><td> <p>in a school in a hospital in a garden in a pharmacy in a court in a workshop in a shop in a saloon in an office in a barber's shop in a bakery/bakers</p> </td></tr> </table>		works	<p>in a school in a hospital in a garden in a pharmacy in a court in a workshop in a shop in a saloon in an office in a barber's shop in a bakery/bakers</p>
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Theme Sub theme content	<p>Our sub county/division Name and location of our sub county/division Occupations A conversation All occupations are important</p>				

	<p>Questions:</p> <ol style="list-style-type: none"> <li>1. How many people are involved in the conversation.</li> <li>2. Why is a doctor more useful than a teacher?</li> <li>3. Who said, "A teacher is the best?"</li> <li>4. Who is a mechanic?</li> <li>5. What do you want to become in future?</li> <li>6. Who said you want to become in future?</li> <li>7. Why is a builder better?</li> <li>8. What did Siima tell her friends?</li> <li>9. Why do you think a teacher is the best?</li> <li>10. What is the title of the conversation?</li> </ol>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Our sub county/ division</p> <p>Physical features in our or division</p> <p><b>OCCUPATIONS</b></p> <p>Read the passage and answer questions that follow in full sentences. (Ref. Tr'sBk 3 Pg 28)</p> <p><u>People in our division</u></p> <p>People in Makindye division are very hardworking. They practice farming and also keep animals like cows, goats, sheep and birds like chicken.</p> <p>They also carry out dairy farming and have many cows. The neighbouring divisions get milk from dairy farms of Makindye.</p> <p>People in Makindye are very happy. There is also a big lake where they go fishing. Fishing is a very good business. They eat fish and sell some to get money.</p> <p>Near the lake, there is a very big and beautiful hotel called Munyonyo Speke Resort. Tourists visit the hotel and bring in foreign money to our sub-county. The hotel provides employment to people around. Many people work in Munyonyo Speke Resort.</p>
Lesson activity	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Which activities is talked about in the story?</li> <li>2. Which animal do people in this division keep?</li> <li>3. What type of farming do people of Makindye carry out?</li> <li>4. Where do those people carry out fishing from?</li> <li>5. What beautiful hotel is near the lake?</li> <li>6. Which people visit this hotel?</li> <li>7. What do tourists bring to our sub-county?</li> <li>8. Give the title of the story.</li> <li>9. What does the hotel provide to the people around it?</li> </ol>
Lesson evaluation	
<p>Theme</p> <p>Sub-theme</p> <p>Content</p> <p>Evaluation activity</p>	<p>Our sub county/division</p> <p>Name and location of our sub-county/division</p> <p>Vocabulary</p> <p>North , east, West , South , right , above, sunrise, sunset , direction , opposite, Eastern , Western , Northern , Southern</p> <ol style="list-style-type: none"> <li>1. Name the cardinal points on a compass. <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> </div> <div> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p> </div> </div> </li> <li>2. Fill in the correct letter.</li> </ol>



	<p>(a) N _ r _ h</p> <p>(b) _ _ a _ _ t</p> <p>(c) Co _ _ _ _ as _ _</p> <p>(d) Su _ _ _ _ et</p> <p>3. Use these words in a sentence.</p> <p>(a) Above _ _ _ _ _</p> <p>(b) Direction _ _ _ _ _</p> <p>(c) Sunrise _ _ _ _ _</p> <p>(d) Opposite _ _ _ _ _</p>
<p>Theme</p> <p>Sub-theme</p> <p>Content</p> <p>Evaluation activity</p>	<p>Our sub-county/division</p> <p>Name and location of our sub-county/division</p> <p>Structures</p> <p>What direction is the .....?</p> <p>The direction of the .....s .....</p> <p>Complete the sentences with a correct word.</p> <p>(a) Where does the sun.....? (go , set)</p> <p>(b) The sun rises from the .....direction (northern , eastern)</p> <p>(c) The .....is opposite the building. (mountain , sun)</p> <p>(d) The valley is .....the hill. (along , across)</p> <p>(e) We get .....from a lake. (fish , table)</p> <p>(f) The .....sets in the west. (moon , sun)</p> <p>(g) The snake is hiding in the .....(bush , pen)</p> <p>(h) Sudan is found in the .....direction of Uganda. (western , northern)</p> <p>(i) Maria hid .....the trees. (behind , on)</p> <p>(j) Katushabecomes from the.....part of Uganda. (southern , Northern)</p>
<p>Theme</p> <p>Sub-theme</p> <p>Content</p> <p>Evaluation activity</p>	<p>Our sub county/division</p> <p>Name and location of our sub-county/division</p> <p>Vocabulary</p> <p>Rivers , valleys , hills , ponds , mountains , fish , graze , spring , along , up the , down the , across , from.</p> <p>Use the correct preposition to complete the sentences:</p> <p>(a) Musa is going .....valley.</p> <p>(b) Our school is found .....the road.</p> <p>(c) Jack and Jill went .....hill.</p> <p>(d) Their house is .....the road.</p> <p>(e) We get fish .....the lakes.</p> <p>(f) We get fish .....the lakes.</p> <p>Make sentences using these words.</p> <p>(a) Mountain _ _ _ _ _</p> <p>(b) Graze _ _ _ _ _</p> <p>(c) Fish _ _ _ _ _</p> <p>(d) Hills _ _ _ _ _</p> <p>(e) Ponds _ _ _ _ _</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Our sub county / division</p> <p>Name and location of our sub county/ division</p> <p>Structures</p> <p>1. What direction is the .....(hill ./ mountain)?</p> <p>The .....(hill/mountain) is in the.....(south/north)</p> <p>2. Where is the .....(hill, valley)?</p> <p>The .....(hill, valley) is in the ..... (East , West)</p> <p>3. Is the .....(hill, valley, river).....(along , across, up , down) the</p> <p>.....(spring, well , mountain)?</p>

	Lesson activity 1. Listen and write Valley , pond , mountain , spring 2. Use the following words in sentences. Fish , spring , ponds , along , across. 3. Answer correctly: (a) Where do we get water from? (hill , spring) (b) Where do we find a valley? (below the hill , East) (c) Is the .....(hill , valley) near the .....(lake , river)?		
Theme Sub theme Content	Our sub county/division Name and location of our sub county/division A poem A sharp cry in our sub county AIDS AIDS AIDS the killer Crying in the north Crying in the south Crying in the east Crying in the west Oh AIDS the killer!  Come out all you people! Fight the killer AIDS People from the north People from the crowd Stand out and fight AIDS AIDS Together we shall kick AIDS Out of our sub-county. Questions 1. How many stanzas does the poem have? 2. What is the poem about? 3. Which disease is talked about in the poem? 4. What should people from the crowd do? 5. What can all people do? 6. What is the title of the poem? 7. Give the opposite of these words i.e. careful, sharp, crying		
Lesson evaluation			
Theme Sub theme Content	Verbs What is a verb A verb is a doing word Examples: come, clap, sit, laugh, go, clean, mop Verbs can change from one tense to another Examples		
Lesson evaluation	Present simple	Present continuous	Past simple
	Write Sit Speak Clap Dance Go Come	Writing Sitting Speaking Clapping Dancing Going Coming	Wrote Sat Spoke Clapped Danced Went Came

Theme Sub theme Content	<p>Our sub county / division</p> <p>Physical features in our sub county/division</p> <p>Everyday tense/Present simple tense.</p> <p>This tense is used to talk about actions that take place everyday.</p> <p>We add “ss”, “es” or “ies” to verbs in the everyday tense with pronouns She , he , it and one name.</p> <p><u>Examples</u></p> <ol style="list-style-type: none"> <li>1. He goes to school everyday.</li> <li>2. She carries a basket every night.</li> <li>3. Mary sits on a chair every time.</li> <li>4. It runs after a rat every evening.</li> </ol> <p>We don't add “s” , “es” or “ies” to the verbs in everyday tense with pronouns they, we , I , you and two or more names.</p> <p><u>Examples</u></p> <ol style="list-style-type: none"> <li>1. They fetch water every morning</li> <li>2. We sweep the room every morning.</li> <li>3. I cry every week.</li> <li>4. Tom and Jim clean the house every month.</li> </ol>
Lesson activity	<p>Use the words in the brackets to complete the sentences.</p> <ol style="list-style-type: none"> <li>1. Anna .....her uniformeveryday. (wash)</li> <li>2. We.....juice every after a meal. (drink)</li> <li>3. Mummy.....food every night. (cook)</li> <li>4. I .....a bicycle every time. (ride)</li> <li>5. They .....their clothes every evening. (carry)</li> <li>6. They .....their clothes every week. (dry)</li> <li>7. She .....in the classroom every afternoon. (sleep)</li> </ol>
Lesson evaluation	<ol style="list-style-type: none"> <li>8. It.....a rat every day. (catch)</li> <li>9. A dog.....at me every night. (bark)</li> <li>10. Peter and Jennifer.....a new car every month. (drive)</li> </ol>
Theme Sub theme Content	<p>Our sub county/division</p> <p><u>Structures</u></p> <p>The use of always and sometimes.</p> <p>We add “s” , “es” or “ies” to verbs using always and sometimes with the third person she , he , it.</p> <p><u>Examples</u></p> <ol style="list-style-type: none"> <li>1. He always brushes his teeth.</li> <li>2. She sometimes goes to school.</li> </ol> <p>We don't add “s” , “es” or “ies” to verbs using always an sometimes with the first and second persons.</p> <p><u>Examples</u></p> <ol style="list-style-type: none"> <li>1. I always eat fish.</li> <li>2. We sometimes fry fish.</li> <li>3. They always dig in the morning.</li> <li>4. You sometimes wash our clothes.</li> </ol>
Lesson activity	<p>Complete the sentences correctly using the verbs given in the brackets.</p> <ol style="list-style-type: none"> <li>1. Mother always .....in the evening. (dig)</li> <li>2. We sometimes .....football at school. (play)</li> <li>3. He always .....in the morning. (pray)</li> <li>4. They sometimes.....plates after lunch. (wash)</li> <li>5. Farmers always .....on a mat. (sit)</li> <li>6. Martha sometimes .....fish. (fry)</li> </ol>

	<p>7. I always .....with my friends in the evening. (play)</p> <p>8. She sometimes .....behind the cupboard. (hide)</p> <p>9. Farmers always.....crops in the wet season. (plant)</p> <p>10. John and Musa sometimes very late. (reach)</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Present continuous tense (now tense)</p> <p>This is the tense used to talk about actions that are taking place now.</p> <p>We add 'ing' to a verb in present continuous tense.</p> <p>The helping verbs used are ; am, are, and is</p> <p>Example</p> <p>I am going to school.</p> <p>They are eating food.</p> <p>She is writing a letter</p> <p>Activity</p> <p>Complete the sentences using the words given in the brackets</p> <p>1. Namuli is.....a tree. (climb)</p> <p>2. The teachers are.....tea. (take)</p> <p>3. Primary three children are.....the exercise. (write)</p> <p>4. The girls are .....the classroom. (mop)</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p><b>Livelihood in our Sub-County/ Division</b></p> <p><b>Social services and their importance</b></p> <p><b>The past simple tense</b></p> <p>Changing verbs from past simple form</p> <p><u>Examples</u></p> <p>Boil - boiled</p> <p>Cook - cooked</p> <p>Jump - jumped</p> <p>Eat - ate</p> <p>Sweep - swept</p> <p>Sleep - slept</p> <p>Drive - drove</p>
<p>Lesson activity</p>	<p><b><u>Use the words in brackets to complete the sentences</u></b></p> <p>1. Annet _____ a letter to her friend yesterday. (write)</p> <p>2. They _____ two bags of sugar last month. (bring)</p> <p>3. Mummy _____ a new dress last week. (buy)</p> <p>4. She _____ herself last night. (cut)</p> <p>5. Joan _____ the room last Friday. (mop)</p> <p>6. The boy _____ on a bench last year. (stand)</p> <p>7. The pupils _____ their uniforms yesterday. (wash)</p> <p>8. I _____ very well on Diana's birthday party. (dance)</p> <p>9. We _____ in the garden last Tuesday. (dig)</p> <p>10. Mary _____ a nice dress on my party last year. (wear)</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Livelihood in our sub county/division</p> <p>Social services and their importance</p> <p>Conjunctions</p> <p>Using....who.....</p> <p>We use "who" when talking about people.</p> <p>Example:</p> <p>1. This is the man. He works with my sister.</p> <p style="padding-left: 40px;">This is the man who works with my sister.</p> <p>2. I can see a girl. She dances very well.</p>

Lesson activity	<p>I can see a girl who dances very well.</p> <p><b>Join the sentences using .....who.....</b></p> <ol style="list-style-type: none"> <li>Here is the girl. She is an orphan.</li> <li>That is the policeman. He shot the mad man.</li> <li>Here is the lady. She lost a child.</li> <li>I spoke to the man. He came from Kenya.</li> <li>There comes the boy. He is our timekeeper.</li> <li>I want to call my friend. She stays next door.</li> <li>Herbert is the boy. He is very playful.</li> <li>We saw the girl. She saved the boy from danger.</li> <li>Eddie is the boy. He stole the money.</li> <li>Here comes the lady. She teaches us mathematics.</li> </ol>
Theme Sub theme Content   Lesson activity	<p><b>Livelihood in our Sub-County/ Division</b></p> <p><b>Social services and their importance</b></p> <p><b>Conjunctions</b></p> <p>Using.....which.....</p> <p>We use which when talking about animals, plants, rivers, insects and things.</p> <p><u>Examples</u></p> <ol style="list-style-type: none"> <li>Akello is writing a letter. It is very long Akello is writing a letter which is very long.</li> <li>I saw the dog. It barked at us yesterday. I saw the dog which barked at us yesterday.</li> </ol> <p><b>Join the sentences using.....which.....</b></p> <ol style="list-style-type: none"> <li>Mugenyi found the key. It was lost.</li> <li>She told me a story. It was very interesting.</li> <li>Here is a picture. Musa drew it.</li> <li>She is reading a book. She borrowed it from the library.</li> <li>Sarah is wearing a dress. It has short sleeves.</li> <li>This is the house. Jack built it.</li> <li>Tom has a camera. His mother bought it for him.</li> <li>Anne is eating a mango. She bought it from the market.</li> <li>They are doing their homework. It is very easy.</li> <li>This is the house. My mother built it last year.</li> </ol>
Theme Sub theme  Content   Lesson activity	<p><b>Livelihood in our Sub-County/ Division</b></p> <p><b>Social services and their importance</b></p> <p><b>Conjunctions</b></p> <p>Using.....whose.....</p> <p>We use "whose" mostly for people and their belongings</p> <p><u>Examples</u></p> <ol style="list-style-type: none"> <li>Here is the boy. His bag was stolen. Here is the boy whose bag was stolen.</li> <li>There comes the woman. Her son refused to work. There comes the woman whose son refused to work.</li> </ol> <p><b>Join the sentences using.....whose.....</b></p> <ol style="list-style-type: none"> <li>I met a man. His son is a doctor.</li> <li>That is the lady. Her house was burnt.</li> <li>This is the boy. His father died.</li> <li>The policeman spoke to the woman. Her bag was stolen.</li> <li>I met a man. His brother knows you.</li> <li>Here comes the stranger. Her luggage is very heavy.</li> </ol>

	<p>7. Here comes the teacher. Her child is sick.</p> <p>8. There is the girl. Her mother is a teacher.</p> <p>9. I saw a man. His car had an accident.</p> <p>10. Here is the boy. His leg was broken.</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p><b>Livelihood in our Sub-County/ Division</b></p> <p><b>Social services and their importance</b></p> <p><b>Conjunctions</b></p> <p>We use “where” when talking about places</p> <p><u>Examples</u></p> <p>1. This is the road. My father was robbed from there. This is the road where my father was robbed.</p> <p>2. Sarah saw the house. Her mother was staying there. Sarah was the house where her mother was staying.</p> <p><b>Join the sentences using.....where.....</b></p> <p>1. This is the village. I was born there.</p> <p>2. That is the hospital. I went there for treatment.</p> <p>3. I know the market. My uncle works there.</p> <p>4. He visited the town. Tom stays there.</p> <p>5. We reached the place. The accident happened.</p> <p>6. This is the village. The Chief stays here.</p> <p>7. We saw the school. Sarah goes there to learn.</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p><b>Livelihood in our Sub-County/ Division</b></p> <p><b>Social services and their importance</b></p> <p><b>Conjunctions</b></p> <p>Using.....because.....</p> <p>Why do you.....?</p> <p>Why did you.....?</p> <p>Why did you go to the hospital?</p> <p>I went to the hospital because I was sick.</p> <p><u>Examples</u></p> <p>1. The dog is barking. It is hungry. The dog is barking because it is hungry.</p> <p>2. I ate the food. I was very hungry. I ate the food because I was very hungry.</p> <p><b>Join these sentences using.....because.....</b></p> <p>1. He washed his shirt. It was dirty.</p> <p>2. Kato is crying. He is hungry.</p> <p>3. Rose got a new book. This one is full.</p> <p>4. My teacher was angry. I came late.</p> <p>5. He doesn't like lemons. They are sour.</p> <p>6. Tom is swearing. It is very long.</p> <p>7. She got a new dress. The old one is torn.</p> <p>8. I must do that sum again. My answering was wrong.</p> <p>9. John is drinking some water. He is thirsty.</p> <p>10. Mummy gave me a present. I passed the exams.</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p><b>Livelihood in our Sub-County/ Division</b></p> <p><b>Social services and their importance</b></p> <p><b>Reading the conversation titled Naigaga and Kabale</b></p> <p><b>Naigaga:</b> How does your mother go to work?</p> <p><b>Kabbale:</b> She goes to work by bus. How about your mother, Mayega?</p> <p><b>Mayega:</b> My mother goes to work by train because she works at the railway station.</p>

	<p><b>Mwajuma:</b> I prefer the motorcycle because it moves very fast on the road.</p> <p><b>Naigaga:</b> I like riding the donkeys. They are so many in our sub-county.</p> <p><b>Njuba:</b> What about sailing in a ship?</p> <p><b>Naigaga:</b> We have boats and canoes mostly. People use them when they are going for fishing and crossing over to another sub-county.</p> <p><b>Kabbale:</b> Have you ever heard of an airport?</p> <p><b>Njuba:</b> Yes, we have ever heard of an airport at Entebbe. Aeroplanes land and take off at the airport.</p> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. Who was the first to talk?</li> <li>2. What is the conversation about?</li> <li>3. Whose mother goes to work by train?</li> <li>4. Why does Mwajuma prefer using a motorcycle?</li> <li>5. When do people use boats and canoes?</li> <li>6. Has Njuba ever heard of an airport?</li> <li>7. What do aeroplanes do at an airport?</li> <li>8. Which transport has been mentioned in the conversation?</li> </ol>
<p>Theme</p> <p>Sub theme</p> <p>Content</p> <p>Lesson activity</p>	<p><b>Livelihood in our Sub-County/ Division</b></p> <p><b>Social services and their importance</b></p> <p><b>Conjunctions</b></p> <p>Using.....both .....</p> <p><u>Examples</u></p> <ol style="list-style-type: none"> <li>1. A cat is a pet. A dog is a pet.</li> </ol> <p>Both a cat and a dog are pets.</p> <ol style="list-style-type: none"> <li>2. Ducks lay eggs. Hens lay eggs</li> </ol> <p>Both ducks and hens lay eggs.</p> <p><b>Re-write these sentences beginning : Both.....</b></p> <ol style="list-style-type: none"> <li>1. Mum will go to town. Daddy will go to town.</li> <li>2. Joy has come late. Dorah has come late.</li> <li>3. Alex is a bright boy. Ivan is a bright boy.</li> <li>4. Kabanda was absent yesterday. Kyazze was absent yesterday.</li> <li>5. Tom is very smart. Allan is very smart.</li> <li>6. Betty is a beautiful girl. Her friend is also beautiful.</li> <li>7. Atim is sick. Her sister is also sick.</li> <li>8. John is a tall boy. Amos is a tall boy.</li> </ol>
<p>Theme</p> <p>Sub theme</p> <p>Content</p> <p>Lesson activity</p>	<p><b>Livelihood in our Sub-County/ Division</b></p> <p><b>Social services and their importance</b></p> <p><b>Conjunctions</b></p> <p>Using.....and.....</p> <p><u>Examples</u></p> <ol style="list-style-type: none"> <li>1. We saw a lion. We saw a tiger.</li> </ol> <p>We saw a lion and a tiger.</p> <ol style="list-style-type: none"> <li>2. A dog is a domestic animal. A goat is a domestic animal.</li> </ol> <p>A dog and a goat are domestic animals.</p> <p><b>Join the sentences using.....and.....</b></p> <ol style="list-style-type: none"> <li>1. A duck is a bird. A turkey is a bird.</li> <li>2. Come is. Sit down.</li> <li>3. We saw a monkey. We saw a leopard.</li> <li>4. Joan is my sister. Alice is my sister.</li> <li>5. John likes posho. John likes beans.</li> <li>6. Tom was absent yesterday. Sam was absent yesterday.</li> </ol>

	<p>7. I went to town. I bought a school bag.</p> <p>8. Allan was very hungry. Robert was very hungry.</p> <p>9. Mary paid the shopkeeper. She left the shop.</p> <p>10. Get the duster. Clean the blackboard.</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p><b>Livelihood in our Sub-County/ Division</b></p> <p><b>Social services and their importance</b></p> <p><b>Vocabulary</b></p> <p>Danger, storm, policeman, mud, shelter, slash, bridge, accidents, boil, spray, mosquito net.</p> <p><b>Structure</b></p> <p>1. What do you/ I do when.....?</p> <p>You/ I.....when you/ I.....</p> <p>2. What does she/ he do when .....?</p> <p>She/ he.....when.....?</p> <p><b>Lesson activity</b></p> <p><b>Write these words correctly</b></p> <p>a) rapsy .....</p> <p>b) dgebri .....</p> <p>c) loib .....</p> <p>d) ngerda .....</p> <p><b>Fill in the missing letters</b></p> <p>a) she__lter</p> <p>b) acc__d__nt</p> <p>c) m__squ__to</p> <p>d) pol__ce</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p><b>Livelihood in our Sub-County/ Division</b></p> <p><b>Challenges in social services and their possible solutions</b></p> <p><b>A story titled “The trader” (Ref: Trs bk3 pg 29 – 30)</b></p> <p><u>Read the story below and answer questions that follow in full sentences .</u></p> <p style="text-align: center;"><b><u>The trader</u></b></p> <p>In Bunanimi village Mayembe sub-county, there lived a trader called Baba. He was very hardworking. His wife and children were hardworking too.</p> <p>Baba had a big shop. He sold building materials like cement, nails and paint. He could go up to Busia to buy them for his shop. He sold them at a cheaper price compared to other traders. People were very happy with him. Many of them built houses because of Baba’s good prices.</p> <p>Baba did not just stop at trading in building materials. At home, he reared animals and grew different crops. People in that sub-county were happy with Baba because he employed many of them on his farm. He paid them very well.</p> <p>Baba could share ideas with people who wanted to work and be like him. People started working hard by putting up other businesses like the carpentry shops and others went to tailoring. They lived happily together in their sub county. Bravo Baba!</p> <p><b>Questions</b></p> <p>1. What was the name of the trader?</p> <p>2. In which village did Baba live?</p> <p>3. What did Baba have?</p> <p>4. Which building materials did Baba sell?</p> <p>5. Where did Baba buy building materials for his shop from?</p> <p>6. Why were many people happy with Baba?</p> <p>7. What is the title of the story?</p>



	<p>8. What other businesses did people put up in the sub-county?</p> <p>9. Give the opposites of these words;</p> <p>a) hardworking</p> <p>b) happy</p> <p>c) wife</p> <p>d) sold</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p> <p>Lesson activity</p>	<p><b>Livelihood in our Sub-County/ Division</b></p> <p><b>Challenges in social services and their possible solutions</b></p> <p><b>Structures: What is .....used for?</b></p> <p>.....is used for.....</p> <p><b>Example</b></p> <p>1. What is clay used for?</p> <p>Clay is used for modeling.</p> <p>2. What colour is clay soil?</p> <p>Clay soil is grey incolour.</p> <p><b>Choose the correct word from the brackets to fill in the blanks.</b></p> <p>1. There is no soil on the .....(rock, stone)</p> <p>2. A stone is .....(bigger, smaller) than a rock.</p> <p>3. Your skirt is as black as ..... (charcoal, grass)</p> <p>4. There is a heap of ..... in the compound. (food, sand)</p> <p>5. Kato modeled a pot from .....soil. (loam, clay)</p> <p>6. We get clay soil from .....(swamps, forests)</p> <p>7. ....soil is the best soil for growing crops. (sand, loam)</p> <p>Good is to bad as white is to.....(green, black)</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p><b>Livelihood in our Sub-County/ Division</b></p> <p><b>Challenges in social services and their possible solutions</b></p> <p><b>Conversation</b></p> <p><b>Daily Activities</b></p> <p><b>Samuel:</b> Hello Daniel! What will you be doing in the evening?</p> <p><b>Daniel:</b> I shall go fishing.</p> <p><b>Samuel:</b> I use hooks and once in a while I use fish nets. What about you? What will you do in the evening?</p> <p><b>Agatha:</b> I shall help my mother with weaving.</p> <p><b>Deborah:</b> What do you weave?</p> <p><b>Agatha:</b> We weave baskets, mats, hats and sell them for money.</p> <p><b>Daniel:</b> Aha! That's great! I shall tell my sister Joy to start weaving too.</p> <p><b>Sarah:</b> Yes, she can also do knitting or hair dressing where she is assured of customers and money everyday.</p> <p><b>All:</b> Wow! Great idea.</p> <p><b>Questions</b></p> <p><b>Answer the questions in full sentences</b></p> <p>1. What is the dialogue about?</p> <p>2. Who will go fishing?</p> <p>3. At what time of the day will Daniel go fishing?</p> <p>4. How many people are taking part in the conversation?</p> <p>5. Who helps her mother to weave?</p> <p>6. What does she weave?</p> <p>7. Who is Daniel's sister?</p> <p>8. What job can one do and is assured of customers and money everyday?</p> <p>9. Why does Agatha weave baskets, mats and hats?</p> <p>10. Give the opposite of the word sell _____</p>

<p>Theme Sub theme Content</p>	<p><b>Environment in our Sub-County/ Division</b>  <b>Soil</b>  <b>Vocabulary</b>          Soil, stones, sand, clay, charcoal, stove, colour, build, crop, builder, loam, white, black, brown, grey water  <b>Structures</b>          Use of <u>many</u> and <u>much</u>          There is much.....          There are many.....  <b>Examples</b>          There is much water in the bucket.          There are many builders in our sub-county.</p>
<p>Lesson activity</p>	<p><b>Make sentences with these words</b>          a) Charcoal .....          b) Crops          c) Soil          d) Clay          e) Brown  <b>Fill in the gaps with <u>many</u> or <u>much</u></b>          a) There are _____ stoves in our school.          b) There was not _____ oil in the can.          c) How _____ jerrycans of water do you need?          d) There is _____ sand in our sub-county.          e) There are _____ builders in our division.          f) How _____ sacks of charcoal do you have?</p>
<p>Theme Sub theme Content</p>	<p><b>Our environment in our Sub-County/ Division</b>  <b>Soil</b>  <b>Read the poem carefully and answer the questions in full sentences</b>  <b>A poem</b>          Soil    soil    soil          Soil, you are useful          In you we plant the seeds          In you we grow the food          From you we get the murrum for roads          In you our animals hide and bathe          Soil all over our environment          Oh! What a wonderful friend you are.</p>
<p>Lesson activity</p>	<p>Soil    soil    soil          You are useful          For building, we run to you          For brick making, we run to you          For modeling, we run to you          Oh! What a wonderful friend you are</p> <p>Soil    soil    soil          A home for worms          A home for insects          A home for snakes          Oh! What a wonderful friend you are</p> <p>Soil    soil    soil</p>

	<p>Clay soil, loam soil, sand soil          You are all useful          In layers you lay          Top soil, sub soil          Oh! What a wonderful soil you are</p> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>How many stanzas are in the poem?</li> <li>What stanza tells about soil all over our environment?</li> <li>Name the layers of soil mentioned in the poem.</li> <li>In which stanza are the three types of soil mentioned.</li> <li>What activities are mentioned in stanza two?</li> <li>Which soil is best for growing crops?</li> <li>Give the opposites of these words             <ol style="list-style-type: none"> <li>Useful .....</li> <li>Friend .....</li> </ol> </li> <li>Suggest a suitable title for the poem.</li> </ol>
<p>Theme          Sub the          Content</p> <p>Lesson activity</p>	<p><b>Our environment in our Sub-County/ Division</b>  <b>Natural causes of changes in the environment</b>  <b>Vocabulary</b>          Sunny, rainy, hot, cold, inside, outside, hungry, harvest, plant  <b>Structures</b>          When did he.....?          He planted maize during the wet season.          Why did he.....?          Why did he cry?          He cried because he was hungry.  <b>Give the opposites of the following words</b>  <ol style="list-style-type: none"> <li>Sunny _____</li> <li>Hot _____</li> <li>Inside _____</li> <li>Wet _____</li> </ol> <b>Make sentences using these words</b>  <ol style="list-style-type: none"> <li>Harvest</li> <li>Plant</li> <li>Hungry</li> <li>Sunny</li> </ol> <b>Answer these questions using rainy or sunny season</b>  <ol style="list-style-type: none"> <li>When did he harvest maize?</li> <li>When did she carry her umbrella?</li> <li>When did mummy put on her boots?</li> </ol> </p>
<p>Theme          Sub theme          Content</p> <p>Lesson activity</p>	<p><b>Our environment in our Sub-County/ Division</b>  <b>Soil</b>  <b>Vocabulary</b>          Graze, build, burn, bush, cut, farm, plant, cover, throw, plastic, rubbish pit, brick, make, rubbish  <b>Structures</b>  <ol style="list-style-type: none"> <li>What will you do when you.....?              When I/ we....., I/ we shall.....or              I/ we shall.....when I/we .....</li> <li>Will you.....?              Yes, I/we shall.....              No, I/we shan't.....</li> </ol> </p>

	<p><b>Use these words in constructing sentences</b></p> <ol style="list-style-type: none"> <li>graze</li> <li>build</li> <li>bush</li> <li>farm</li> <li>throw</li> <li>rubbish</li> </ol> <p><b>Answer these questions using; Yes, I shall, or No, I shall not</b></p> <ol style="list-style-type: none"> <li>Will you burn the rubbish?</li> <li>Will you plant the crops?</li> <li>Will you cut down the tree?</li> <li>Will you make bricks?</li> <li>Will you cover the pit latrines?</li> <li>Will you graze the cows in the farm?</li> </ol>
Theme Sub theme Content	<p><b>Our environment in our Sub-County/ Division</b></p> <p><b>Natural causes of changes in the environment</b></p> <p style="text-align: center;"><b>Story</b></p> <p>Mr. Mutebi loves the environment. He protects it from people who want to destroy it. In the environment, there are both living things and non-living things. The living things include plants, animals, people and non living things include stones, clothes bottles, toys, radio and pots.</p> <p>Mr. Mutebi goes around telling people about the importance of our environment. He tells them about many things. He says forests are homes of wild animals, birds and insects. Trees give us shelter. Timber is used for building. He tells them that water is used for drinking, building, cooking, washing and for irrigation. People feel very happy to learn all this from Mr. Mutebi. They now know the importance of the environment and care for it.</p> <p><b>Answer questions about the story in full sentences</b></p> <ol style="list-style-type: none"> <li>Who loves the environment?</li> <li>What is in the environment?</li> <li>Name two examples of living things.</li> <li>What does Mr. Mutebi say about forests?</li> <li>What do trees give us?</li> <li>What is used for building?</li> <li>Give the opposites of these words;             <ol style="list-style-type: none"> <li>Loves</li> <li>Goes</li> </ol> </li> <li>Suggest a suitable title for the story.</li> </ol>
Theme Sub theme Content	<p><b>Our environment in our Sub-County/ Division</b></p> <p><b>Changes in the environment</b></p> <p><b>Vocabulary</b></p> <p>Air, sun, move, wind, dry, wash, heat, blow, warm, break, fall, rain, rise, set, house, clean, roof</p> <p><b>Structures</b></p> <p>What does (Joshua, Gloria.....do everyday?)</p> <p>Joshua/ Gloria .....(washes/cleans) the ..... everyday.</p>
Lesson activity	<p><b>Make correct sentences using each of the words below</b></p> <ol style="list-style-type: none"> <li>Air</li> <li>Dry</li> <li>Roof</li> <li>Sun</li> <li>Rise</li> <li>House</li> </ol>



Lesson activity	<p>What does.....do everyday? He/she .....everyday. .....9babies/ animals, plans) need.....(food/ grass/ water) to grow. Why is .....he/she wearing a (sweater/hat)? She /He is wearing a .....(sweater/ hat) because it is .....(cold/ raining)</p> <p>1. Write these words correctly</p> <p>a) dlcou _____ b) marw _____ c) wesatie _____ d) ntapl _____</p> <p>2. Make sentences using these words.</p> <p>a) hot b) wash c) grow d) soil e) food f) water g) hat h) dark</p>																														
Theme Sub theme Content	<p><b>Environment and weather in our Sub-County/ Division</b> <b>Water</b> <b>Vocabulary</b> Tap, well, spring, stream, tank, river, lake, drum, slasher, brush, jerrycan, pot (past tenses) <b>Structures</b> When did .....the.....? .....on.....</p> <p><b>Examples</b> Why did Mary clan the well? Mary cleaned the well on Monday at 4pm in March.</p>																														
Lesson activity	<p>1. Fill in the missing words</p> <p>a) sl __sh__r b) r__ver c) dru____ d) spr__ng</p> <p>2. Study the time table and answer in full sentences the questions that follow</p> <p style="text-align: center;"><b>Anna's timetable for the month of March</b></p> <table><tr><td></td><td><b>5:00pm</b></td><td><b>6:00pm</b></td><td><b>7:00pm</b></td><td><b>8:00pm</b></td></tr><tr><td>Monday</td><td>fetch water</td><td>wash plates</td><td>home work</td><td>supper</td></tr><tr><td>Tuesday</td><td>collect firewood</td><td>help mother</td><td>home work</td><td>supper</td></tr><tr><td>Wednesday</td><td>cook food</td><td>home work</td><td>reading stories</td><td>supper</td></tr><tr><td>Thursday</td><td>wash plates</td><td>iron clothes</td><td>home work</td><td>supper</td></tr><tr><td>Friday</td><td>cook food</td><td>home work</td><td>iron clothes</td><td>supper</td></tr></table> <p>1. When did Anna wash plates? 2. At what time did Anna cook food on Friday? 3. What did Anna do on Thursday at 7:00pm? 4. When did Anna read stories? 5. When did Anna help mother? 6. At what time did Anna eat food each day? 7. In which month did Anna carry out the activities on the time table?</p>		<b>5:00pm</b>	<b>6:00pm</b>	<b>7:00pm</b>	<b>8:00pm</b>	Monday	fetch water	wash plates	home work	supper	Tuesday	collect firewood	help mother	home work	supper	Wednesday	cook food	home work	reading stories	supper	Thursday	wash plates	iron clothes	home work	supper	Friday	cook food	home work	iron clothes	supper
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Thursday	wash plates	iron clothes	home work	supper																											
Friday	cook food	home work	iron clothes	supper																											

	<p>8. How many times did Anna do her home work?</p> <p>9. On what days did Anna collect firewood?</p> <p>At what time did Anna iron clothes on Thursday?</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p> <p>Lesson activity</p>	<p><b>Environment and weather in our Sub-County/ Division</b></p> <p><b>Water</b></p> <p><b>Structures</b></p> <p>Did.....clean the.....?</p> <p>Yes, she/he did.</p> <p>No, she/he didn't.</p> <p><b>Example</b></p> <p>Did Mary clean the pot?</p> <p>Yes, she did.</p> <p>No, she didn't.</p> <p><b>Answer using Yes, she/ he did or No, She/ He didn't</b></p> <p>a) Did Musa wash his sweater?</p> <p>b) Did she grow maize this month?</p> <p>c) Did Sarah slash the grass?</p> <p>d) Did Joel build the hut?</p> <p>e) Did Joel bathe with warm water?</p> <p>f) Did Sheila water the plants?</p> <p>g) Did Shivan take hot tea?</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p> <p>Lesson activity</p>	<p><b>Environment and weather in our Sub-County/ Division</b></p> <p><b>Water</b></p> <p>Rhyme about water</p> <p>Water, water, water</p> <p>You come as rain</p> <p>We collect you in pans and pots</p> <p>Water, water, water</p> <p>If we have drums</p> <p>We store in drums</p> <p>If we have tanks</p> <p>We store you in tanks</p> <p>Plastic, metallic, concrete and underground tanks</p> <p>Water, water, water</p> <p>We need you for life</p> <p><b>Read and recite the rhyme carefully and answer questions that follow in full sentences.</b></p> <p>1. What is rhyme about?</p> <p>2. What comes as rain?</p> <p>3. What do we collect in pans and pots?</p> <p>4. Why do we need water?</p> <p>5. Mention two things where water is stored.</p> <p>6. Give the three types of tanks mentioned in the rhyme.</p>

**ENGLISH LESSON NOTES FOR P.3 TERM II 2016**

Theme Sub-theme Content	<p>Living things Animals in our sub-county Vocabulary (new words) Nest, forest, zoo, bird, monkey, elephant, lion, giraffeetc</p> <p><b><u>Animals and their young ones</u></b></p> <table><tr><td>Dog – puppy</td><td>cat – kitten</td><td>pig – piglet</td></tr><tr><td>Cow – calf</td><td>frog – tadpole</td><td>owl – owlet</td></tr><tr><td>Goat – kid</td><td>duck – duckling</td><td>eagle – eaglet</td></tr><tr><td>Lion – cub</td><td>sheep – lamb</td><td>elephant – calf</td></tr><tr><td>Leopard – cub</td><td>tiger – cub</td><td>butterfly – caterpillar</td></tr><tr><td>Rabbit – rack/bunny</td><td>horse - foal</td><td></td></tr></table> <p>Activity Match these animals to their young ones</p> <table><tr><td>Lion</td><td>toad</td></tr><tr><td>Sheep</td><td>fry</td></tr><tr><td>Frog</td><td>cub</td></tr><tr><td>Fish</td><td>lamb</td></tr></table> <p>Activity II Give one word for the underlined group of words</p> <p>a) A <u>young dog</u> was seen crossing the road. b) There is <u>a young goat</u> in that house. c) A <u>young sheep</u> is bleating loudly. d) <u>A young cow</u> is in the pen.</p> <p>Activity III Complete the following sentences correctly</p> <p>1. A rabbit is to.....as a butterfly is to..... 2. A duck is to duckling as an owl is to.....</p>	Dog – puppy	cat – kitten	pig – piglet	Cow – calf	frog – tadpole	owl – owlet	Goat – kid	duck – duckling	eagle – eaglet	Lion – cub	sheep – lamb	elephant – calf	Leopard – cub	tiger – cub	butterfly – caterpillar	Rabbit – rack/bunny	horse - foal		Lion	toad	Sheep	fry	Frog	cub	Fish	lamb
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Lesson II	<p><b><u>Animals and their homes.</u></b></p> <table><tr><td>Cow – kraal</td><td>termite – anthill</td><td>sheep – pen fold</td></tr><tr><td>Pig – sty</td><td>rabbit – hutch</td><td>snake – grass</td></tr><tr><td>Lion – den</td><td>dog – kennel</td><td>goat –</td></tr><tr><td>Bird – nest</td><td>parrot – cage</td><td>horse – stable</td></tr><tr><td>A bee – bee hive</td><td>a spider – web</td><td>a snail – shell</td></tr></table> <p>Activity I Match these animals to their homes</p> <table><tr><td>Rabbit</td><td>stable</td></tr><tr><td>Person</td><td>house</td></tr><tr><td>Cow</td><td>hutch</td></tr><tr><td>Horse</td><td>house</td></tr></table> <p>Activity II Complete the analogies below</p> <p>1. A dog is to kennel as a goat is to..... 2. A lion is to .....as a horse is to stable. 3. A pig is to a pigsty as a rabbit is to .....</p>	Cow – kraal	termite – anthill	sheep – pen fold	Pig – sty	rabbit – hutch	snake – grass	Lion – den	dog – kennel	goat –	Bird – nest	parrot – cage	horse – stable	A bee – bee hive	a spider – web	a snail – shell	Rabbit	stable	Person	house	Cow	hutch	Horse	house			
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Cow	hutch																										
Horse	house																										
Lesson three	<p><b><u>Animals and their sounds</u></b></p> <table><tr><td>a dog – barks</td><td>an elephant – trumpets</td></tr><tr><td>a snake – hisses</td><td>a bull – bellows</td></tr><tr><td>a monkey – chatters</td><td>a rat – squeaks</td></tr><tr><td>a sheep – bleats</td><td>a donkey – brays</td></tr><tr><td>a lion – roars</td><td>a cat – purrs</td></tr></table>	a dog – barks	an elephant – trumpets	a snake – hisses	a bull – bellows	a monkey – chatters	a rat – squeaks	a sheep – bleats	a donkey – brays	a lion – roars	a cat – purrs																
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Lesson evaluation	<p>a pig – grunts                      a duck – quacks  an owl – hoots                      a bird – whistles/sings  a frog – croaks                      a hen – clucks  a horse – neighs                      a cock – crows</p> <p><b>Complete the gaps correctly</b></p> <p>1. A monkey chatters but a dog .....</p> <p>2. A snake hisses but a lion.....</p> <p>3. Bleating is to sheep as.....is to horse.</p> <p>4. The lambs are.....</p>
Theme Sub theme Content	<p>Living things  Animals in our sub county  Structures:  Where was the.....?  Where was the bird? The bird was in the nest  Where was the monkey? The monkey was in the forest.  Lesson evaluation exercise</p> <p>1. Where was the dog?  2. Where are the goats?  3. Where is the pig?  4. Was the calf in the kraal?  5. What did the dog do?</p>
Theme Sub theme Content	<p><b><u>Living things</u></b>  <b><u>Animals in our sub county</u></b>  <b><u>Similes</u></b>  Similes compare things which are alike in some qualities or behavior or shape</p> <p>As fat as a pig                      as fast as a deer  As blind as a bat                      as brave as a lion  As silly as a sheep                      as gentle as a dove  As heavy as an elephant                      as harmless as a dove  As playful as a puppy                      as proud as a peacock  As playful as a kitten                      as slow as a snail  As busy as a bee                      as slow as a tortoise  As strong as a horse                      as poor as a church mouse</p> <p>Lesson activity  <b><u>Complete these similes correctly</u></b></p> <p>1. As slow as a _____ 7. As harmless as a _____  2. As heavy as an _____ 8. As busy as a _____  3. As proud as a _____ 9. As blind as a _____  4. As playful as a _____ 10. As poor as a _____  5. As fat as a _____ 11. As fast as a _____  6. As silly as a _____ 12. As brave as a _____</p>
Theme Sub theme Content	<p>Living things  Animals in our sub county / division  Proverbs  A proverb is a well known saying that gives advise  Examples</p> <p>1. An early bird catches a worm.  2. A bird in hand is worth two in the bush.  3. One by one makes a bundle  4. A friend in need is a friend indeed.  5. Where there is a will there is a way.</p>

	Activity 1. Empty vessels..... 2. An early bird..... 3. Two heads..... 4. Let sleeping dogs..... 5. A stitch in time.....
Theme Sub theme Content	Living things in our sub county Oral literature Recite the poem At the national park (Ref: MK English Bk3 pg 71) Evaluation exercise 1. Which place did the poet visit? 2. What did the poet see? 3. Which animal is the biggest in the national park 4. Which animal is the tallest in the national park? 5. How many stanzas does the poem have 6. What is the title of the poem? 7. Which bird is spying? 8. How many lines does the poem have? 9. Who is the poet? 10. Write the opposite of the underlined word above.
Theme Sub theme Content	Living things Reading and writing Read the story titled : At the zoo (Ref: Mk English Bk3 pg 72) Evaluation exercise 1. What is a zoo? 2. Why are animals kept in cages? 3. Name three big animals the pupils saw? 4. Which animals live in water? 5. Which is the most beautiful animal? 6. When did the pupils visit the zoo? 7. Give the title oof the story 8. Which animal are very dangerous? 9. Write the opposite of the following words ; domestic, beautiful
Theme Sub theme Content	Living things Animals in our sub county Rearranging jumbled sentences to form correct stories 1. These are domestic animals and wild animals 2. There are two major groups of animals. 3. Domestic animals are animals kept in people’s homes 4. Both groups of animals are very important to us 5. While wild animals live in the bus.  1. Then, the lion fell sick and died 2. They flew away happily 3. The vultures came and ate the lion’s body 4. The lion came and ate the antelope 5. The antelope ate grass
Theme Sub theme Content	Future simple tense Use of ‘will’ and ‘shall’ She } He } will I } shall we }

	<p>They</p> <p>It</p> <p>- What will Naigado tomorrow?</p> <p>She will go to school tomorrow .</p> <p>Activity I</p> <p>Use will or shall to complete the sentences</p> <p>1. John and Mary .....go to school tomorrow</p> <p>2. We .....enjoy our PE lesson today</p> <p>3. I .....go with you to the market next week</p> <p>4. They .....join us for dinner</p> <p>5. David .....play football tomorrow</p> <p>6. Musoke .....milk the goats in the morning</p> <p>7. .... I see you next week?</p> <p>8. The cows .....eat the maize if you go away.</p> <p>9. He .....go swimming next Sunday.</p> <p>10. Bakeebwa .....slash the compound tomorrow</p>																								
Theme Sub theme Content	<p>Living things</p> <p>Daily activities</p> <p>Future simple tense</p> <p>Form correct sentences from the table below</p> <table><tr><td>I He We She They</td><td>Will Shall</td><td>Go to church Wash the plates Mop the house Fetch water</td><td>Next week Tomorrow Next Friday</td></tr></table>	I He We She They	Will Shall	Go to church Wash the plates Mop the house Fetch water	Next week Tomorrow Next Friday																				
I He We She They	Will Shall	Go to church Wash the plates Mop the house Fetch water	Next week Tomorrow Next Friday																						
Theme Sub theme Content	<p>Living things</p> <p>Positions (prepositions)</p> <p>Vocabulary: new words</p> <p>Left, right, opposite, at, into, down, out, of, against, along, across, up, over, from</p> <p>Activity</p> <p>1. Tom leaned .....the wall of the classroom.</p> <p>2. The dustbin is full.....rubbish.</p> <p>3. Her baby is suffering.....malaria.</p> <p>4. P3 boys shouted .....the madman last night.</p> <p>5. Put the water .....the bucket</p> <p>6. John went .....the river by boat.</p> <p>7. The bird is flying.....the tree.</p> <p>8. The children are walking .....the road.</p> <p>9. Our school is.....the petrol station</p> <p>10. The rat went out.....the hole and ran away.</p>																								
Theme Sub theme Content	<p>Living things</p> <p>Position (preposition)</p> <p>Some words and their prepositions</p> <table><tr><td>Good</td><td rowspan="4">} at</td><td>famous</td><td rowspan="4">}</td></tr><tr><td>Look</td><td>wait</td></tr><tr><td>Shout</td><td>fit for</td></tr><tr><td>Laugh</td><td>sorry</td></tr><tr><td></td><td></td><td>Ask</td><td></td></tr><tr><td>Similar</td><td rowspan="3">}</td><td></td><td></td></tr><tr><td>Prefer</td><td></td><td></td></tr><tr><td>Talk</td><td></td><td></td></tr></table>	Good	} at	famous	}	Look	wait	Shout	fit for	Laugh	sorry			Ask		Similar	}			Prefer			Talk		
Good	} at	famous		}																					
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Talk																									

	<p>Add Married to Point Go Listen Invite Exercise</p> <p>Fill in the gaps with the correct preposition</p> <ol style="list-style-type: none"> <li>1. Mary is good.....English.</li> <li>2. I talked .....the man who came from Kasubi.</li> <li>3. I have been waiting.....you since morning.</li> <li>4. Don't listen.....what he says.</li> <li>5. It is always bad to laugh.....lame people.</li> <li>6. They only invited a few people .....their party.</li> <li>7. My sister is married.....a doctor.</li> <li>8. Mummy looked.....me with a smiling face.</li> <li>9. Ben is leaning.....the broken desk.</li> <li>10. Tom prefers watching movies.....cartoons</li> </ol>
<p>Theme Sub theme Content</p>	<p>Living things Positions (prepositions Other prepositions</p> <p>Agree } believe Quarrel } with interested } in Satisfied } Crowd }</p> <p>Ashamed } borrow } Accused } differ } from Afraid } of suffer } Died } subtract } Capable } escape }</p> <p>Sure Tire Full Invite }</p> <p>Activity</p> <p>Fill in the gaps with the correct prepositions</p> <ol style="list-style-type: none"> <li>1. She is interested .....learning.</li> <li>2. The basket is full.....mangoes.</li> <li>3. The girls are afraid.....dogs</li> <li>4. Joan always quarrels .....her neighbor</li> <li>5. Babies always depend .....milk</li> <li>6. We all believe .....God</li> <li>7. My uncle died .....malaria</li> <li>8. I hope you will agree.....my suggestion</li> <li>9. The girl escaped .....school yesterday.</li> <li>10. My sister is fond .....eating sweets.</li> </ol>
<p>Theme Sub theme Content</p>	<p>Living things Positions Structures Where is the .....(pen, ball)</p>

	<p>Put the ball under the chair. Is the ball under the chair? No, it is not The pencils are in the tin and the books are in the shelves. Evaluation exercise Make correct questions from the table Make sentences from the substitutional table (Ref. Mk bk3 pg 52)</p>
Theme Sub theme Content	<p>Living things Positions Structures What is .....doing? What is she doing? She is riding along the road. What is Paul doing? He is walking along the road. Activity Study the pictures and complete the given sentences about them (Ref. Mk English bk3 pg 53 – 54)</p>
Theme Sub theme Content	<p>Living things Positions (prepositions) Oral literature Read the dialogue Riding along the road (Mk bk 3 pg 55) Questions 1. Who are the people conversing? 2. What is the colour of Sarah's bicycle? 3. Who was knocked by the car? 4. How many people are taking part in the conversation? 5. Give the title of the dialogue 6. Who is conversing with Nambi? 7. Is Isaiah riding so fast? 8. Write down the opposites of these words; friend, careful, down, fast</p>
Theme Sub theme Content	<p><b><u>Living things</u></b> Positions Reading and writing Read the story My school (Mk bk3 pg 56) <b><u>Read the story and answer questions that follow in full sentences.</u></b> 1. Where is the school? 2. What are the pupils doing? 3. What are the boys doing? 4. Where is the teacher? 5. What is the teacher doing? 6. Who are the people walking along the road? 7. What are the girls playing with? 8. What is the title of the story?</p>
Theme Sub theme Content	<p>Punctuation marks Teacher will guide pupils on how to use punctuation marks What are punctuation marks? These are marks used to make clear the sense of reading and writing e.g. comma (,) a full stop (.) an exclamation mark (!) a question mark (?) an apostrophe(') <b>A. a comma (,)</b> Its used to show a slight pause /rest Its also used to separate words or items in a sentence e.g. gold, iron and lead are minerals.</p>

	<p>To separate the name of a person directly spoken to from the rest of the sentences e.g. Richard, have you locked the door?</p> <p><b>B. a full stop(.)</b></p> <p>Its used to end a sentence which makes a statement.</p> <p>Objectives: Pupils will punctuate the given sentence coreclty</p> <p>Evaluation activity</p> <p>Put a comma and full stop where necessary</p> <ol style="list-style-type: none"> <li>1. John has gone to nairobi</li> <li>2. The day today is tuesday</li> <li>3. Ben is shorter than peter</li> <li>4. Hens ducks and turkeys lay eggs</li> <li>5. Mr. Mutebi is a kind man</li> <li>6. Kampala is know for her beauty</li> <li>7. There are five eggs on the tray</li> <li>8. December is the last month of the year</li> <li>9. Lemons apples and oranges are fruits</li> </ol>
Theme Sub theme Content	<p>Punctuation</p> <p>Capital letters</p> <p>Teacher will guide pupils on how to use capital letters</p> <p>They are used at the beginning</p> <p>All proper nouns begin with capital letters</p> <p>Listening, speaking, reading, writing</p> <p>Pupils will be able to use a capital letter appropriately</p> <p>Evaluation activity</p> <p><b>Rewrite these sentences putting capital letters where necessary</b></p> <ol style="list-style-type: none"> <li>1. today is Thursday</li> <li>2. april is the fifth month of the year</li> <li>3. alice, susan, and teddy are sisters.</li> <li>4. the traveller had a very big luggage.</li> <li>5. John has gone to masaka.</li> <li>6. kampala is the capital city of Uganda</li> <li>7. sam, bob, and dan are brothers</li> <li>8. there are many pupils in our school</li> <li>9. mr.lukwago is going to town.</li> <li>10. eva is a dirty girl</li> </ol>
Theme Sub theme Content	<p>Punctuation</p> <p>Punctuation marks</p> <p>A question mark : it is placed at the end of the questioning statement</p> <p>Questions usually begin with questioning words e.g. who, why, how, when etc</p> <p>Evaluation activity</p> <p>Complete these sentences by adding the right questioning word</p> <ol style="list-style-type: none"> <li>1. ....many brothers do you have?</li> <li>2. ....is your class teacher?</li> <li>3. ....they know your name?</li> <li>4. ....are you going to town?</li> <li>5. ....many children are in P3 North?</li> <li>6. ....is the day today?</li> <li>7. ....of these pens do you like most?</li> <li>8. .... I borrow your pencil please?</li> <li>9. ....much is that dress?</li> <li>10. ....you watch the television everyday?</li> </ol>

Theme Sub theme Content	<p>Punctuation</p> <p>Use of an apostrophe</p> <p>Teacher will guide the pupils on how to use an apostrophe</p> <p>An apostrophe is used with a noun to show ownership or belonging.</p> <p>Sarah's dress is new</p> <p>He cats fur is very smooth</p> <p>Rule 1: In case of one thing or person the apostrophe is put before "s"</p> <p>Listening, reading, writing , speaking</p> <p>Evaluation exercise</p> <p>Rewrite these sentences correctly using an apostrophe correctly</p> <ol style="list-style-type: none"> <li>1. The girls dress is torn</li> <li>2. Toms shirt is white in colour</li> <li>3. This kettles lid is broken</li> <li>4. That dogs kennel is large</li> <li>5. Out teachers child is sick</li> <li>6. The ladys purse was snatched</li> <li>7. This childs face is not good</li> <li>8. Bens book is missing</li> <li>9. The Bishops gown has beautiful colours</li> <li>10. The oldmans beard is grey</li> </ol>
Theme Sub theme Content	<p>Punctuation</p> <p>Teacher will help pupils to write the short forms using an apostrophe</p> <p>Use of an apostrophe</p> <p>That is – that's</p> <p>Will not – won't</p> <p>Is not – isn't</p> <p>Listening, speaking, reading, writing</p> <p>Learners will write the given words in short forms</p> <p>Learners will read the common contractions and pronounce the words correctly</p> <p>Evaluation of activity</p> <p>Write these words in short forms</p> <ol style="list-style-type: none"> <li>1. Are not –</li> <li>2. Is not</li> <li>3. Has not</li> <li>4. Cannot</li> <li>5. Had not</li> <li>6. Was not</li> <li>7. Will not</li> <li>8. Shall not</li> <li>9. Were not</li> <li>10. Do not</li> <li>11. Does not</li> <li>12. Did not</li> <li>13. Could not</li> <li>14. Should not</li> <li>15. Would not</li> </ol>
Theme Sub theme Content	<p>Punctuation</p> <p>Use of an apostrophe</p> <p>It is used to write some words in short forms i.e. is ('s)</p> <p>That is – that's, how is – how's</p> <p>Are ('re) they are – they're, we are – we're</p>

	<p>Have ('ve) I have – I've, you have – you've, they have – they've, we have – we've</p> <p>Remember the apostrophe stands for the I and a which are left out in the above</p> <p>Objective: learners will write the given words/ phases in short form</p> <p>Learners will read the phases shortened correctly</p> <p>Skills: listening, reading, speaking, writing</p> <p>Evaluation exercise</p> <p>Write the following words in short form</p> <p>I am, we are, they are, you are, they have, we have, you have, it is, there is, she has, he has, what is, she is, I have</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Punctuation</p> <p>Teacher will introduce rule II of an apostrophe usage</p> <p>Use of an apostrophe rule II</p> <p>Rule II</p> <p>When there's more than one person or thing having the last letter (s) at the end, we add an apostrophe and it should come after "s"</p> <p>The girls' dresses are new</p> <p>The dogs' puppies are very lovely</p> <p>Skills: listening, speaking, reading, and writing</p> <p>Objectives: learners will write sentences using rule II of an apostrophe. Learners will respond to the given command correctly</p> <p>Evaluation activity</p> <p>Rewrite these sentences correctly using an apostrophe</p> <ol style="list-style-type: none"> <li>1. The cows horns are very long</li> <li>2. The nuns convent was burnt</li> <li>3. The soldiers uniforms are very old.</li> <li>4. The girls dresses are blue in colour</li> <li>5. The elephants trunks are very long</li> <li>6. The rabbits burrows are deep</li> <li>7. The babies nappies are white in colour</li> <li>8. Those pupils books are not marked</li> <li>9. The goats kids look healthy</li> </ol>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Punctuation</p> <p>Skills: listening, speaking, writing and reading</p> <p><b>Topical questions</b></p> <p>Rewrite these sentences replacing the underlined words with a correct short form</p> <p>e.g. Brain says <u>he is</u> too busy to play. Brian says he's too busy to play.</p> <ol style="list-style-type: none"> <li>1. I thing <u>that is</u> a lovely dress.</li> <li>2. We can guess <u>what is</u> in the box.</li> <li>3. <u>I have</u> you lost my pencil?</li> <li>4. <u>I am</u> locking the door.</li> <li>5. <u>We have not</u> had breakfast yet.</li> <li>6. <u>It is</u> not raining now</li> <li>7. We can't work when <u>there is</u> noise in the room.</li> <li>8. <u>They are</u> playing volley ball</li> <li>9. Tom <u>had not</u> gone to town</li> <li>10. <u>We are</u> better here than there.</li> </ol> <p><b>Exercise II</b></p> <p><b>Punctuate these sentences correctly</b></p> <ol style="list-style-type: none"> <li>1. allen betty and teddy are sisters</li> <li>2. the day today is Wednesday</li> <li>3. how many boys are in p3 north</li> </ol>



	<ol style="list-style-type: none"> <li>4. she bought some books pencils and rubbers</li> <li>5. toms birthday is in april</li> <li>6. December is the last month</li> <li>7. the bishops gown is grey in colour</li> <li>8. which of these bags is yours</li> <li>9. hens ducks cooks and turkeys lay eggs</li> <li>10. mr.lule is a king teacher</li> </ol>
Theme Sub theme Content	<p>Community</p> <p>Vocabulary : teacher will encourage pupils to spell the new words correctly</p> <p>Revision of church, school, bush, garden, hospital, borehole, garage, bank, mosque, town, market, crops, village, butcher's, confectionary etc</p> <p>Skills: listening, speaking, reading, writing</p> <p>Objectives: Learners will use the new words in sentences. Learner swill read and spell the new words correctly, learners will give one word for the underlined group of words</p> <p>Evaluation activity</p> <p>Give one word for the underlined group of words</p> <ol style="list-style-type: none"> <li>1. she works in a place where money is kept safely.</li> <li>2. Where is the building were christians worship from?</li> <li>3. The man who bakes bread was knocked down</li> <li>4. It rained very heavily and destroyed all the plants grown by man.</li> <li>5. He built the house where Moslems worship from</li> <li>6. We visited the place where aeroplanes land and take off</li> <li>7. I met a man who repairs vehicles</li> <li>8. The place where sweets are made from was burnt</li> <li>9. The butcher man has been sick for seven days</li> </ol>
Theme Sub theme Content	<p>Community</p> <p>Vocabulary : teacher will help learners identify some nouns within their classroom</p> <p>Adjectives are words used to describe nouns e.g. many, old, few, new, narrow, fat, full, tall, large, wide, smooth, thin, beautiful, empty, yellow, sharp etc</p> <p>Skills: listening, speaking, reading and writing</p> <p>Adjectives:</p> <p>Learners will describe the given nouns. (tell us more about those nouns)</p> <p>Learners will identify different adjectives</p> <p>Learners will mention different objects within their classroom</p> <p>Evaluation exercise</p> <p>Fill in the gaps with a suitable adjectives e.g. a beautiful girl, an easy test, a black cup, a poisonous snake, a long ruler.</p> <ol style="list-style-type: none"> <li>1. A.....girl</li> <li>2. A.....book.</li> <li>3. A.....knife.</li> <li>4. A.....chart</li> <li>5. A.....flower</li> <li>6. A.....tin</li> <li>7. A.....cow</li> <li>8. A.....stick</li> <li>9. A.....desk.</li> <li>10. A .....stone</li> <li>11. A.....shirt</li> <li>12. A.....ruler</li> <li>13. A.....road</li> <li>14. A.....floor</li> </ol>

	15. An.....story 16. A.....tree 17. A.....boy 18. A.....man 19. A.....juice 20. A.....water																																													
Theme Sub theme Content	Community Teacher will encourage pupils to describe some nouns within and outside classroom Structures Tom is a smart boy There is little sugar left in the sack Skills: listening, speaking, writing and reading Objectives: learners will describe nouns within their reach. Learners will underline adjectives in the given sentences Evaluation exercise Underline the adjectives in these sentences 1. The farmer sold some fat cows 2. Our teacher killed a poisonous snake 3. I met a hungry lion this morning 4. We drank some sweet juice 5. The headmaster punished the stubborn boys 6. John is a clever boy 7. Tom told us an interesting story 8. It was such a busy street 9. There are many pupils in our school 10. A big lorry was packed outside the school																																													
Theme Sub theme Content	Community Structures Comparing adjectives Degree of comparisons of adjectives <table><tr><td>Positive</td><td>comparative</td><td>superlative</td></tr><tr><td>Quick</td><td>quicker</td><td>quickest</td></tr><tr><td>Great</td><td>greater</td><td>greatest</td></tr><tr><td>Slow</td><td>slower</td><td>slowest</td></tr></table> Skills: listening, speaking, reading and writing Objectives Learners will compare the given objects Learners will make sentences orally using the degrees of comparison of adjectives Complete this table correctly <table><tr><td>Positive</td><td>comparative</td><td>superlative</td></tr><tr><td>Loud</td><td></td><td></td></tr><tr><td>Smart</td><td></td><td></td></tr><tr><td>Clean</td><td></td><td></td></tr><tr><td>Deep</td><td></td><td></td></tr><tr><td>Weak</td><td></td><td></td></tr><tr><td>Long</td><td></td><td></td></tr><tr><td>High</td><td></td><td></td></tr><tr><td>Fast</td><td></td><td></td></tr><tr><td>Tall</td><td></td><td></td></tr><tr><td>Thick</td><td></td><td></td></tr></table>	Positive	comparative	superlative	Quick	quicker	quickest	Great	greater	greatest	Slow	slower	slowest	Positive	comparative	superlative	Loud			Smart			Clean			Deep			Weak			Long			High			Fast			Tall			Thick		
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Sub theme Content	Teacher and pupils will identify adjectives that end with 'y' Structures Comparing adjectives Adjectives that end with letter 'y' Positive                      comparative                      superlative Happy                      happier Ugly                      .....                      ugliest The bride was .....than the bridegroom (happy) The bag I carried was the .....of all. (heavy) Adjectives: Learners will compare objects and use the adjectives in sentence Learners will read and spell the words correctly Evaluation exercise Complete this table correctly Positive                      Comparative                      superlative Easy Lazy Busy Early Noisy Lucky Dirty Happy Heavy Exercise II Use the correct form of the words in brackets to complete the sentence 1. My shirt is.....than yours. (dirty) 2. Matama is the .....girl in P3 (lazy) 3. The bag I carried was the .....of all. (heavy) 4. The test we did was very.....(easy) 5. Kato is always .....at school (busy) 6. She came.....than us. (early) 7. P3 class is the .....in the whole school. (noisy) 8. Jane is.....than her sister. (happy) 9. She is the .....girl in their family. (ugly)															
Theme Sub theme Content	Community Adjectives that change differently Positive                      comparative                      superlative Good                      better                      best Much                      more                      most Little                      less                      least Skills: listening, reading, writing and speaking Objectives: learners will read the given adjectives correctly Learners will compare the adjectives and complete the given table correctly Learners will use the degree of comparison of adjectives in sentence orally Evaluation exercise Complete the table below <table><tr><td>Positive</td><td>Comparative</td><td>Superlative</td></tr><tr><td>Good</td><td></td><td>Best</td></tr><tr><td>Bad</td><td></td><td>Worst</td></tr><tr><td>Little</td><td>Less</td><td></td></tr><tr><td>Much</td><td>More</td><td>Most</td></tr></table>	Positive	Comparative	Superlative	Good		Best	Bad		Worst	Little	Less		Much	More	Most
Positive	Comparative	Superlative														
Good		Best														
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Much	More	Most														

	<p>Many Beautiful Comfortable Difficult Useful Important Handsome Careful</p>	More beautiful	Most comfortable
<p>Theme Sub theme Content</p>	<p>Community Structures Teacher will guide pupils to join sentences using:.....than..... Halima is smart. Joyce is smarter. Joyce is smarter than Halima A lizard is slow. A tortoise is slower. A tortoise is slower than a lizard Note: When comparing two objects, we use the comparative form of the adjective Skills: listening, speaking, reading, writing Objectives Learners will join sentences using:.....than..... Learners will read the sentences correctly Learners will identify objects and compare them Evaluation exercise Join these sentences using:.....than..... 1. James is fast. Andrew is faster 2. A lizard is slow. A tortoise is slower 3. The red pencil is long. The yellow pencil is longer 4. Marvin is tall. Moses is taller 5. Joan is clever. Jemima is cleverer 6. The bride is short. The bridegroom is shorter 7. This box is heavy. That box is heavier 8. A dog is small. A rat is smaller 9. A mango is sweet. An apple is sweeter</p>		
<p>Theme Sub theme Content</p>	<p>Community Reading and writing Read the story titled Makoyi's village )Ref. Mk primary english bk3 pg 63) Read the story and answer the questions that follow in full sentences. 1. In which village does Makoyi live? 2. Who sent Makoyi to the butcher's for meat? 3. Which is the next trading centre to Buwesi? 4. What type of buildings are found in Buwesa? 5. Who broke down the old buildings in Magale trading centre? 6. Which trading centre has many new buildings? 7. What is the title of the story? 8. Who sent Makoyi to the butchers? 9. What do people do in the trading centre?</p>		
<p>Theme Sub theme Content</p>	<p>Community Structures Topical quesitons Use the correct form of the words in brackets to complete the sentences 1. Both boys read well but Dan is the _____ reader. (good) 2. English is _____ difficult than Maths. (much) 3. Matama is the _____ girl of the three sisters. (ugly) 4. The bride was _____ than the bridegroom. (happy)</p>		

	<div>5. This coat is _____ than that one. (cheap)</div> <div>6. What is the _____ news? (late)</div> <div>7. Today is _____ than yesterday. (hot)</div> <div>8. Betty is _____ than her elder sister. (clever)</div> <div>9. November was the _____ month of the year. (wet)</div> <div>10. My uniform is _____ than yours. (dirty)</div> <div>11. Jane chose the _____ dress in the shop. (expensive)</div> <div>12. Kato is always _____ at school. (busy)</div> <div>Exercise II</div> <div>Complete this table coreclty</div> <table><tr><th>Positive</th><th>Comparative</th><th>Superlative</th></tr><tr><td>Large</td><td></td><td></td></tr><tr><td>Wide</td><td></td><td></td></tr><tr><td>Nice</td><td></td><td></td></tr><tr><td>Wise</td><td></td><td>Wisest</td></tr><tr><td>Late</td><td></td><td></td></tr><tr><td>Ripe</td><td></td><td></td></tr><tr><td>Hot</td><td></td><td></td></tr><tr><td>Thin</td><td></td><td></td></tr><tr><td>Fat</td><td>Wetter</td><td></td></tr><tr><td>wet</td><td>Bigger</td><td></td></tr></table>	Positive	Comparative	Superlative	Large			Wide			Nice			Wise		Wisest	Late			Ripe			Hot			Thin			Fat	Wetter		wet	Bigger	
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<div>Theme</div> <div>Sub theme</div> <div>Content</div> <div>Lesson</div>	<div>Living things</div> <div>Community</div> <div>Opposites</div> <div>Examples</div> <div>Good – bad</div> <div>Happy – sad/ unhappy</div> <div>Kind – unkind/ cruel</div> <div>Thin – fat</div> <div>New – old</div> <div>Here – there</div> <div>Rich – poor</div> <div>Weak – strong</div> <div>Evaluation activity</div> <div>Give the opposites of these words</div> <div>1. Small</div> <div>2. Weak</div> <div>3. Ugly</div> <div>4. Near</div> <div>5. Up</div> <div>6. Happy</div> <div>7. Smart</div> <div>8. Thin</div> <div>9. Absent</div> <div>10. Young</div> <div>Activity II</div> <div>Give the opposites of the underlined words</div> <div>1. I was <u>late</u> yesterday but I am.....today</div> <div>2. The <u>rich</u> people must help the .....ones</div> <div>3. I am <u>tall</u> but Jane is .....</div> <div>4. Stop reading and ..... writing</div>																																	

	<p>5. There wasn't any <u>cold</u> or .....water in the bathroom</p> <p>6. Joseph is <u>present</u> but Joseph is.....</p> <p>7. Tell them to come <u>here</u> and not to go.....</p> <p>8. Her clothes are <u>dirty</u> but his are.....</p> <p>9. Some balls are <u>hard</u> but others are.....</p> <p><b>Formation of opposites</b>  Some opposites are made by adding certain letters at the beginning (prefixes)  Words making their opposites by adding 'un'</p> <p><b>A. words making their opposites by adding "un"</b>  happy _____ common _____ suitable _____  kind _____ pleasant _____ screw _____  fold _____ friendly _____ comfortable _____  healthy _____ wise _____ steady _____</p> <p><b>B. words making their opposites by adding "dis"</b>  agree _____ appear _____ obedient _____  obey _____ advantage _____ believe _____  like _____ honest _____ continue _____  order _____ connect _____ allow _____</p> <p><b>words forming their opposites by adding 'in'</b>  Complete – incomplete  Correct _____  Capable _____  Secure _____  Direct _____  Dependent _____  Sufficient _____</p> <p><b>Words forming their opposites by adding "im"</b>  Movable _____  Patient _____  Polite _____  Pure _____  Possible _____  Perfect _____</p> <p>Words forming their opposites by dropping 'ful' and add 'less'  Careful – careless  Hopeful – hopeless  Merciful – merciless  Painful – painless  Useful – useless  Harmful – harmless</p> <p>Words forming their opposites by adding 'ir'  Regular – irregular  Relevant – irrelevant  Responsible – irresponsible</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Living things</p> <p>Plants in our sub county</p> <p>Vocabulary</p> <p>Sisal, maize, papyrus, dry, water, garden, flowers, roots, stems, food, plant, plant, leaf, seed</p> <p>Fill in the missing letters</p> <p>s__sal, m__ize, y__m, sw__mp, fl__wer</p> <p>Write letters correctly to form words</p>

	<p>ryd, dees, toor, pnlat, ofod, edwe</p> <p>Use the following words in a sentence</p> <p>Seed, plant, water, maize, banana</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Livign things</p> <p>Plants in our sub county</p> <p>Plants and their habitats e.g.</p> <p>Sisal – papyrus</p> <p>Rice – swamp</p> <p>Beans - garden</p> <p>Trees – forest</p> <p>Maize – garden</p> <p>Structures</p> <ol style="list-style-type: none"> <li>1. Who planted maize in the garden? Mary.....</li> <li>2. Where did she pland.....?</li> <li>3. What did Musa plant in the.....?</li> </ol> <p>Activity</p> <p>Choose a correct word from the brackets to complete the sentence</p> <p>Choose a correct word from the brackets to complete the sentences.</p> <ol style="list-style-type: none"> <li>1. Who planted _____ (flowers, sisal, maize) in the _____ (garden, swamp)?</li> <li>2. Janet planted _____ (flowers, sisal, maize) in the _____ (garden, swamp)</li> <li>3. (He, she, they) _____ planted _____ (flowers, sisal, cactus) in the _____ (garden, swamp)</li> <li>4. What did _____ (she, he, they, you) do?</li> <li>5. (He, she, they, I) _____ planted (maize, sisal,yams)</li> <li>6. Where did _____ (he, she, they, we, you) plant?</li> <li>7. _____ (he, she, they, we I ) planted _____ (maize, sisal, yams) in the _____ (tins, swamp, garden)</li> </ol>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Living things</p> <p>Tenses</p> <p>Past simple tense</p> <p>a) Forming verbs in past simple tense with irregular verbs</p> <p><b>Examples</b></p> <p>a) Take – took, fly – flew, get – got, come – came, write – wrote, choose – chose, eat – ate, go – went, teach – taught, catch – caught, buy – bought, read – read, run – ran etc<b><u>complete the table below</u></b></p> <ol style="list-style-type: none"> <li>1. drop _____</li> <li>2. clap _____</li> <li>3. mop _____</li> <li>4. slash _____</li> <li>5. touch _____</li> </ol> <p>b) Change the words in brackets to past tense to complete the sentences</p> <ol style="list-style-type: none"> <li>1. They .....their clothes yesterday. (wash)</li> <li>2. She.....when the visitor came in. (clap)</li> <li>3. They were all smartly.....(dress)</li> <li>4. It.....cats and dogs (rain)</li> <li>5. Musa .....the headmaster loudly. (greet)</li> <li>6. The thief was.....by the police. (kill)</li> </ol>
<p>Theme</p> <p>Sub-theme</p>	<p>Living things</p> <p>Tenses</p> <p>Forming verbs in past simple tense which add 'd'</p> <p>Use – used</p> <p>Arrive – arrived</p>

	<p>Believe – Blame Praise Change Dance Smile Decide Receive Arrange Activity</p> <p>Use the words given in brackets to complete the sentences below</p> <ol style="list-style-type: none"> <li>1. The visitor .....at home very late. (arrive)</li> <li>2. Maria .....with a queen yesterday. (dance)</li> <li>3. I .....my teacher's books alone. (arrange)</li> <li>4. We.....to do all the numbers on the chalkboard. (decide)</li> <li>5. That girl.....my pen to write a letter. (use)</li> <li>6. Mummy.....me for breaking the flask. (blame)</li> <li>7. That girl.....at me last night. (smile)</li> <li>They.....near our home. (live)</li> </ol>										
Theme Sub theme Content	<p>Living things Tenses Past simple tense Forming verbs in past simple with irregular verbs Take – took, fly – flew, get – got, eat – ate, teach – taught, buy, run, come, write, choose, go, read Activity Write the given words in past simple tense Catch, speak, sit, sleep, shake Use the words in brackets to complete the given sentences</p> <ol style="list-style-type: none"> <li>1. Musa .....on the mat last night. (sit)</li> <li>2. The oldman .....his legs yesterday. (break)</li> <li>3. David.....a pencil yesterday. (buy)</li> <li>4. They.....to school by bus. (come)</li> <li>5. We.....late last night. (sleep)</li> </ol>										
Theme Sub theme Content	<p>Living things Tenses Forming verbs in the past simple tense by dropping 'y' and adding 'ied' Carry – carried, marry – married, worry – worried, cry, hurry, copy, bury <b>Activity</b> <b>Complete the table below</b></p> <table border="0"> <tr> <td>Carry</td><td>.....</td></tr> <tr> <td>.....</td><td>married</td></tr> <tr> <td>Copy</td><td>.....</td></tr> <tr> <td>.....</td><td>hurried</td></tr> <tr> <td>Bury</td><td>.....</td></tr> </table> <p>Use the words given in brackets to complete the sentences</p> <ol style="list-style-type: none"> <li>1. Molly .....the baby yesterday. (carry)</li> <li>2. He.....his father last month. (bury)</li> <li>3. You.....us so much last night. (worry)</li> <li>4. They.....the thief alive. (bury)</li> <li>5. The baby.....soundly last night. (cry)</li> </ol>	Carry	.....	.....	married	Copy	.....	.....	hurried	Bury	.....
Carry	.....										
.....	married										
Copy	.....										
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Bury	.....										
Theme	Living things										



Sub theme Content	<p>Plants in our sub county</p> <p>Use of 'was' and 'were'</p> <p>'were' is used in plural.</p> <p><b>Examples</b></p> <table><tr><td>I</td><td rowspan="4">}</td><td rowspan="4">was</td><td>They</td><td rowspan="4">}</td><td rowspan="4">were</td></tr><tr><td>He</td><td>We</td></tr><tr><td>She</td><td>You</td></tr><tr><td>It</td><td></td></tr></table> <p>- I <u>was</u> coming home</p> <p>- He <u>was</u> playing football</p> <p>- They <u>were</u> all asleep when the thief broke in.</p> <p>You <u>were</u> shouting from inside</p> <p>Activity</p> <p>Write 'was' or 'were' in the gaps below: -</p> <ol style="list-style-type: none"><li>1. There _____ a film show in our school.</li><li>2. There _____ monkeys in the forest.</li><li>3. He _____ the only man in the field.</li><li>4. We _____ coming to see you.</li><li>5. You _____ counting my dresses yesterday.</li><li>6. There _____ a man in the store</li><li>7. There _____ many flowers in the garden</li><li>8. You _____ going home in the afternoon.</li><li>9. We _____ going for the party.</li><li>10. _____ doing my homework.</li></ol>	I	}	was	They	}	were	He	We	She	You	It	
I	}	was			They			}	were				
He					We								
She					You								
It													
Theme Sub theme Content	<p>Living things</p> <p>Plants in our sub county</p> <p>Past simple tense</p> <p>Jumbled story</p> <p>Arrange these sentences to form a correct story.</p> <ol style="list-style-type: none"><li>a) As she was digging, she saw a snake.</li><li>b) She went to her garden.</li><li>c) Yesterday, Namusisi woke up early.</li><li>d) She hit it on the head with a hoe.</li><li>e) She dressed up and got her hoe.</li></ol> <ol style="list-style-type: none"><li>a) When I kept it, she thanked me</li><li>b) My mother bought for me a toy car</li><li>c) Then she told me to keep it well.</li><li>d) It was my birthday</li><li>e) I was very happy to get a toy car.</li></ol>												
Theme Sub theme Content	<p>Living things</p> <p>Plants in our sub county</p> <p>Past simple tense</p> <p>Jumbled sotry</p> <p>Arrange the sentences below to form a correct story</p> <ol style="list-style-type: none"><li>a) Then waved to his dear wife.</li><li>b) And started up the engine</li><li>c) He drove out of the garage</li><li>d) He got into his car</li><li>e) Mr. Musoke opened the garage door</li></ol>												

	<p>a) Soon he was asleep</p> <p>b) He woke up when it was already morning</p> <p>c) He went straight to bed</p> <p>d) After supper John's mother said good night to him</p> <p>e) He jumped into his bed</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Living things</p> <p>Plants in our sub county</p> <p>Dialogue</p> <p>Lokapel: Good morning Akol. What are you doing there?</p> <p>Akol: I am preparing my garden for planting</p> <p>Lokapel: What are you going to plant then?</p> <p>Akol: I am going to plant maize &amp; bean seeds</p> <p>Lokapel: How are you going to plant them?</p> <p>Akol: I am going to plant them in straight rows. The rows will be three feet apart.</p> <p>Lokapel: Okay! When the plants begin to grow, look after them carefully and take away any weeds.</p> <p>Akol: Thank you very much for the advice.</p> <p>Lokapel: You are welcome</p> <p>Questions</p> <ol style="list-style-type: none"> <li>1. How many people are talking in the dialogue?</li> <li>2. At what time were these people talking?</li> <li>3. Who was preparing the garden?</li> <li>4. What was Akol going to plant?</li> <li>5. How was Akol going to plant maize and beans?</li> <li>6. How long will the rows be from each other?</li> <li>7. What are weeds?</li> <li>8. Who advised Akol?</li> <li>9. Use the following words in a sentence: <ul style="list-style-type: none"> <li>- Preparing</li> <li>- Planting</li> </ul> </li> </ol>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Living things</p> <p>Plants in our sub county</p> <p>Poem</p> <p>Plants plants plants</p> <p>Plants are useful</p> <p>Home for birds and animals, for example care for plants, plants are good.</p> <p>Oh plants, plants, plants</p> <p>Food from plants</p> <p>Fruits from plants</p> <p>Firewood from plants</p> <p>Protect plants, plants are good</p> <p>By Lillian</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What is the poem about?</li> <li>2. Give four things got from plants</li> <li>3. Where do birds and animals live?</li> <li>4. Why do you think plants are good?</li> <li>5. Write down two uses of domestic birds.</li> <li>6. How many stanzas has the poem?</li> <li>7. How many lines has the poem?</li> <li>8. Who wrote this poem?</li> </ol>

	9. Give the opposites of ; useful, and give
Theme Sub theme Content	<p>Livign things</p> <p>Plants in our county</p> <p>Dialogue</p> <p>Read the dialogue below and answer questions that follow in full sentences</p> <p>Read the dialogue below:</p> <p>Asiimwe: What are you doing here Kugonza</p> <p>Kugonza: I'm waiting for Natasha</p> <p>She is lying under a mango tree</p> <p>Asiimwe: What is the matter with her?</p> <p>Kugonza: She has pain in the stomach</p> <p>Asiimwe: I know why she has pain in her stomach. She drank unboiled water.</p> <p>Kugonza: What shall I do to help her?</p> <p>Asiimwe: Take her to Dr. Magembe's clinic. He will treat her.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. Who are the people talking in the dialogue?</li> <li>2. How many people are speaking?</li> <li>3. Who was the first to speak?</li> <li>4. Where is Natasha lying?</li> <li>5. What is wrong with Natasha?</li> <li>6. Who drank unboiled water?</li> <li>7. What will Kugonza do to help her?</li> </ol>
Theme Sub theme Content	<p>Join the sentences below using too....to/ too.....for</p> <ol style="list-style-type: none"> <li>1. Mary is very young. She cannot go to school alone</li> <li>2. John is very short. He cannot touch the roof.</li> <li>3. Sarah is very sick. She cannot go to school</li> <li>4. My grandmother is very old. She cannot walk without a stick.</li> <li>5. The boy is very lazy. He cannot finish the work</li> </ol>
Theme Sub theme Content	<p>Managing resources in our sub county</p> <p>Saving resources and the concept of resources</p> <p>Vocabulary</p> <p>Time, firewood, money, bank, bag, waste, box, plant, need, bundle, charcoal, save</p> <p>Activity</p> <p>Fill in the missing letters</p> <p>B__nk, b__g, pl__t, b__x, m__n__y, b__ndl__</p> <p>Make sentences using the words below</p> <p>Time, charcoal, firewood, save</p>
Theme Sub theme Content	<p>Managing resources in our sub county</p> <p>Saving resources and the concept of resources</p> <p>Structures</p> <p>e.g. do you have enough firewood? Yes, I do</p> <p>do you have enough charcoal? No, we do not have</p> <p>activity</p> <p>use these structures in sentences</p> <p>how much.....?</p> <p>How many.....?</p>
Theme Sub theme Content	<p>Managing resources in our sub county</p> <p>Spending resources</p> <p>Structures:</p> <p>- What are you.....(buying/selling?)</p>

	<ul style="list-style-type: none"> <li>- I am/we are buying/selling (sweets, books)</li> <li>- How much/many (sugar, sweets, books pens) do you want?</li> <li>- i/we/they/he/she want/wants.....(quality of items)</li> </ul> <p>activity</p> <p>use the following structures in a sentence</p> <ol style="list-style-type: none"> <li>1. what are you.....?</li> <li>2. What is the .....?</li> <li>3. How much.....?</li> <li>4. How many .....?</li> </ol>
Theme Sub theme Content	<p>Daily activities (future simple tense)</p> <p>Reading and writing</p> <p>Teacher will guide pupils on how to use the vocabulary and answer given questions</p> <p>Read the dialogue titled " What will my sister do?" (Ref. Mk primary english bk3 pg 84)</p> <p>Objectives: pupils will read and use the story to answer questions</p> <p>Skills: listening, reading, writing and speaking</p> <p>Evaluation activity</p> <ol style="list-style-type: none"> <li>1. What will my sister make tomorrow</li> <li>2. Does she have enough millet flour?</li> <li>3. Who are the people conversing?</li> <li>4. How many people are talking?</li> <li>5. Where will she buy some more flour from?</li> <li>6. At what time will she go to the market?</li> <li>7. Give the title of the dialogue</li> </ol>
Theme Sub theme Content	<p>Daily activities</p> <p>Reading and writing</p> <p>Teacher will guide pupils on how to use the vocabulary and answer given questions</p> <p>Read the story titled Visiting day (ref. Mk primary english bk3 pg 84)</p> <p>Using the story answer the given questions</p> <ol style="list-style-type: none"> <li>1. Where does my sister go to school?</li> <li>2. Which school does my sister go to?</li> <li>3. Who will visit my sister next week?</li> <li>4. What will father and mother buy for my sister?</li> <li>5. Why will they visit my sister next week?</li> </ol>
Theme Sub theme Content	<p>Conjunctions</p> <p>Structures</p> <p>Teacher will guide pupils on how to use a given conjunction</p> <p>Joining sentences using 'both'</p> <p>e.g. Atim is sick. Her sister is also sick. Both Atim and her sister are sick.</p> <p>Join these sentences using:.....both.....</p> <ol style="list-style-type: none"> <li>1. Mum will go to town. daddy will go to town.</li> <li>2. Joy has come late. Dorah has come late.</li> <li>3. Betty is a beautiful girl. Her friend is also beautiful.</li> <li>4. Tom is very smart. Allan is very smart.</li> <li>5. Alex is a bright boy. Ivan is a bright boy.</li> <li>6. Cats are pets. Dogs are pets.</li> <li>7. Ducks lay eggs. Hens lay eggs.</li> <li>8. Kato was absent yesterday. Kyazze was absent yesterday.</li> <li>9. Cows are domestic animals. Goats are domestic animals.</li> </ol>
Theme Sub theme Content	<p>Conjunction</p> <p>Using 'but'</p> <p>Teacher will guide pupils on how to use 'but'</p>

	<p>e.g. Rose fell down. Rose did not cry. Rose fell down but did not cry.  Skills: speaking, writing, listening and reading  Objective: pupils will be able to join given sentences using the correct conjunction  Join these sentences using:.....but.....</p> <ol style="list-style-type: none"> <li>1. The man is poor. The man is honest</li> <li>2. We asked him to help us. He didn't do anything.</li> <li>3. Agnes worked hard. She failed the exams.</li> <li>4. The car is old. It works very well.</li> <li>5. Our class is small. Our class is tidy.</li> <li>6. The woman fell off the bus. She wasn't hurt.</li> <li>7. I dropped the glass. The glass did not break.</li> <li>8. He was knocked by the car. He did not die.</li> <li>9. Fire destroyed the factory. No lives were hurt.</li> <li>10. Ben looked everywhere for his cap. He could not find it.</li> </ol>
Theme Sub theme Content	<p>Conjunction  As.....as.....  Teacher will help pupils discover how as .....as is used  Using: as.....as.....  Examples:  - Peter is tall. Ali is tall  Peter is as tall as Ali  - Henry is clever. His sister is also clever.  Henry is as clever as his sister.  Skills: listening, reading, writing and speaking  Objective: proper use of the conjunction  Evaluation exercise</p> <ol style="list-style-type: none"> <li>1. Joan is smart. Joyce is smart</li> <li>2. You are lazy. Your friend is also lazy.</li> <li>3. John is tall. Amos is tall</li> <li>4. This tea is hot. The fire is also hot.</li> <li>5. Musa is short. Isaac is also short.</li> <li>6. That girl is beautiful. Her mother is also beautiful.</li> <li>7. That food is cold. Ice is also cold.</li> <li>8. You are playful. The kitten is also playful.</li> <li>9. Peter is bright. Ben is bright</li> <li>10. The old man was happy. The king was also happy</li> </ol>
Theme Sub theme Content	<p>Conjunctions  Structures  Use of prefer:..... to.....  Examples:  1. I like meat more than fish  I prefer meat to fish  2. I like eating posho more than rice.  I prefer eating posho to rice  Skills: listening, speaking, reading and writing  Objectives: pupils will be able to use prefer.....to effectively  Re-write these sentences using prefer.....to.....</p> <ol style="list-style-type: none"> <li>1. I like chicken more than meat.</li> <li>2. Mary likes eating rice more than posho.</li> <li>3. Arnold likes watching movies more than cartoons.</li> <li>4. I like chocolate more than biscuits</li> </ol>

	<p>5. He likes apples more than lemons</p> <p>6. Hellen likes reading more than writing.</p> <p>7. I like singing more than dancing</p> <p>8. Joy likes play netball more than volleyball</p> <p>9. My mother likes eating bananas more than cassava</p> <p>10. Our teacher likes cakes more than cookies</p>
Theme Sub theme Content	<p>Living things</p> <p>Conjunctions</p> <p>Use of .....while....</p> <p>I was sweeping the room. Maria was washing plates.</p> <p>I was sweeping the room while Maria was washing the plates</p> <p>While I was sweeping the room, Maria was washing the plates</p> <p>Activity</p> <p>Join the following sentences using .....while.....</p> <ol style="list-style-type: none"> <li>1. Kate was drumming. Jona was dancing</li> <li>2. Mother was cooking. Peter was listening to the radio</li> <li>3. The teacher was writing. The children were reading.</li> <li>4. The boys were slashing. The girls were sweeping</li> <li>5. We were singing. They were dancing</li> </ol>
Theme Sub theme Content	<p>Living things</p> <p>Conjunctions</p> <p>Use of .....when.....</p> <p>I was coming to school. I met a mad man. When I was coming to school, I met a madman.</p> <p>I met a madman when I was coming to school.</p> <p>Activity</p> <p>Join the sentences below using.....when.....</p> <ol style="list-style-type: none"> <li>1. Tom was writing a letter. His mother called him.</li> <li>2. The children were shouting. The teacher came in.</li> </ol>
Theme Sub theme Content	<p>Living things</p> <p>Conjunctions</p> <p>Use of .....although.....</p> <p>He woke up early. He missed the first bus. He woke up early although he missed the first bus.</p> <p>Alex is clever but he failed the interview. Although Alex is clever, he failed the interview</p> <p>Activity</p> <p>Rewrite the sentences below using/ beginning Although</p> <ol style="list-style-type: none"> <li>1. It rained heavily. I reached school in time.</li> <li>2. Kato was sick. Kato came to school.</li> <li>3. He is rich. He has no car.</li> <li>4. She ran fast. She did not win the race.</li> <li>5. Kafeero is good at music. He cannot play a piano.</li> <li>6. He is a Muganda but he cannot speak Luganda fluently</li> <li>7. That man is very rich. He stays in a hut.</li> <li>8. Allen worked very hard. She didn't get any prize.</li> </ol>
Theme Sub theme Content	<p>Living things</p> <p>Conjunctions</p> <p>Use of either.....or.....</p> <p>Sarah will buy a pen. Sarah will buy a pencil. Sarah will buy either a pen or a pencil.</p> <p>They may go to Mukono. They may go to Kampala. They may go to either Mukono or Kampala</p>
Theme Sub theme Content	<p>Living things</p> <p>Conjunctions</p> <p>Use of .so.....that.....</p>

	<p>It is used to make emphasis. It is used on both negative and affirmative statements.  Negative statements are those that have the word <u>not</u>  Example: Nasser is very fat. He cannot ran fast.  b) He is strong. He lifted the table. He is so strong that he lifted the table.  Join the sentences using:.....so.....that.....</p> <ol style="list-style-type: none"> <li>1. The room is noisy. We cannot revise our notes.</li> <li>2. Sarah's mother is very old. She can not walk by herself</li> <li>3. She woke up late. She missed the bus.</li> <li>4. The man was very short. Everyone wanted to look at him.</li> <li>5. The weather was very hot. James put off his coat.</li> <li>6. The journey was very long. We had to arrive late.</li> <li>7. The sandals were expensive. Daddy couldn't buy them.</li> <li>8. My grandfather was a kind man. Everyone liked him.</li> <li>9. Kiwuka is very clever. He will not repeat P.3.</li> <li>10. He runs very fast. You cannot catch him.</li> </ol>
Theme Sub theme Content	<p>Living things  Conjunctions  Use of too.....to...../ too.....for  This bag is heavy. I cannot carry it. The bag is too heavy for me to carry.  Sarah is heavy. She can weigh 80kgs. Sarah is too heavy to weigh 80kgs  Activity  Join the sentences using:..... too.....to.....</p> <ol style="list-style-type: none"> <li>1. Olive is young. She cannot go to school by her own.</li> <li>2. The lady is old. She cannot carry the luggage by herself.</li> <li>3. The boy is very lazy. He cannot mop that house.</li> <li>4. The animal is very fierce. It can not stay with other animals.</li> <li>5. The class is very dirty. We can not study from there.</li> </ol>
Theme Sub theme Content	<p>Managing resources in our sub county  Saving resources and the concept of resources  Structures</p> <ul style="list-style-type: none"> <li>- Where.....do/does....., he/she get.....money/charcoal?</li> <li>- He/she/they/we/I have.....money, charcoal, firewood in the box, store, basket.</li> <li>- What are you.....(buying/selling)?</li> <li>- I am/we are selling/buying(sweets/books)</li> <li>- He/she they is/are buying/selling (books, pens, sweets)</li> </ul> <p>Activity  Use the given structures correctly</p> <ol style="list-style-type: none"> <li>1. Where _____ she get water from (do/does)</li> <li>2. He gets _____ from the market. (food/water)</li> <li>3. What _____ you selling? (is, are)</li> <li>4. I am _____ sugar from the shop. (buying/selling)</li> <li>5. Where do _____ get milk from? (he/we)</li> </ol>
Theme Sub theme Content	<p>Managing resources in our sub county  Spending resources  Vocabulary:  Sugar, books, buy, sell, sweets, pancakes, pencils, soap, salt, pens, cost, much, many, money, shillings, some, any etc.  Activity  Make correct sentences using these words  a)Salt b) soap c) much d) some e) many f) any</p>
Theme	Managing resources in our sub county

Sub theme Content	<p>Spending resources</p> <p>Situational game:</p> <p>Mr. Omoit: Hullo Collins, I am a shopkeeper selling milk, beans and sugar</p> <p>Collins: What type of money do you use for buying and selling?</p> <p>Mr. Omoit: I use Uganda currency notes and coins</p> <p>Sanyu: Do you keep you money in the shop?</p> <p>Mr. Omoit: Oh no, I save my money and take it to the bank.</p> <p>Questions</p> <p>Answer these questions in full sentences.</p> <ol style="list-style-type: none"> <li>1. How many people are taking part in the game?</li> <li>2. Who sells in the shop?</li> <li>3. What currency does Mr. Omoit use?</li> <li>4. Where does Mr. Omoit keep his money?</li> <li>5. What do we call a person who sells in a shop?</li> </ol>
Theme Sub theme Content	<p>Occupations</p> <p>New words</p> <p>Teacher will guide pupils on how to use given vocabulary</p> <p>Skills: listening, reading, speaking and writing</p> <p>Artist, doctor, judge, secretary etc (Ref Mk primary bk3 pg 86 – 87)</p> <p>Objectives:</p> <p>Pupils will be able to name different occupations done by people</p> <p>Give special names for people according to what they do</p> <p>Lesson activity</p> <p>Pupils will do an exercise in the Mk primary book 3 pg 87 (answering given questions) e.g. A person who makes furniture .....</p>
Theme Sub theme Content	<p>Occupations</p> <p>Vocabulary</p> <p>Teacher will guide pupils on how to use the vocabulary</p> <p>Skills: listening, writing, reading and speaking</p> <p>Milk man, herbalist, journalist, shepherd, photographer, author etc</p> <p>Objectives</p> <p>Pupils will be able to develop knowledge about different occupations</p> <p>Recite rhymes about occupations</p> <p>Lesson activity</p> <p>Who am I?</p> <ol style="list-style-type: none"> <li>1. I look after sheep. I am a .....</li> <li>2. I write article fro newspaper or magazines.....</li> <li>3. I catch fish from a lake or river.....</li> <li>4. I repair and fit water pipes</li> <li>5. I am in charge of the library</li> <li>6. I sell medicines and ointments</li> <li>7. I take photographs.....</li> <li>8. I sell herbs. So I am a .....</li> </ol>
Theme Sub theme Content	<p>Occupations</p> <p>Work places</p> <p>Teacher will guide pupils on how to use the vocabulary</p> <p>Hospital, bank, airport, dairy, studio, bus park, garage, post office, butcher etc</p> <p>Objective: pupils will be able to identify people who work in places mentioned and read and pronounce the words correctly</p> <p>Skills: listening, speaking, reading and writing</p> <p>Evaluation exercise</p>



	<p>Complete the sentences correctly</p> <ol style="list-style-type: none"> <li>1. A place where milk is sold.....</li> <li>2. A place where aeroplanes land and take off.....</li> <li>3. A place where books are sold from is called.....</li> <li>4. A place where furniture is made from.....</li> <li>5. A place where we take photographs from.....</li> <li>6. A place where meat is sold from.....</li> <li>7. A place where books are kept.....</li> </ol>
Theme Sub theme Content	<p>Occupations Guided compositions A bad day for Omondi Objectives : pupils will be able to choose words from the box and fill in the gaps and also develop the language related to occupations Evaluation activity Ref Exercise in the Primary English bk3 pg 92</p>
Theme Sub theme Content	<p>Occupations Reading and writing Teacher will guide pupils on how to use the vocabulary given Story titled Asiimwe cuts his hair Objectives: pupils will be able to read the story and answer the questions that follow in full sentences Evaluation activity Ref. Exercise in the Mk primary English bk3 pg 91 numbers 1 – 5</p> <ol style="list-style-type: none"> <li>1. Who laughed at Asiimwe</li> <li>2. Did Topacco cut off his hair?</li> <li>3. Give the title of the story</li> </ol>
Theme Sub theme Content	<p>Analogies Structures Teacher will guide pupils on how to complete the given analogies Skills: listening, speaking, reading and writing e.g. Teacher is to pupils as doctor is to patient. Hot is to hotter as bad is to worse. Fruit is to dish as flower is to vase Evaluation activity</p> <ol style="list-style-type: none"> <li>1. Husband is to wife as lion is to .....</li> <li>2. Fruit is to dish as.....is to vase</li> <li>3. Feathers are to birds as.....are to fish</li> <li>4. Run is to horse as.....is to frog.</li> <li>5. Man is to woman as sir is to.....</li> <li>6. Old is to young as cheap is to.....</li> <li>7. Father is to .....as mother is to daughter</li> <li>8. Inside is to outside as.....is to stand</li> <li>9. East is to west as south is to.....</li> <li>10. Day is to .....as month is to year.</li> <li>11. One is to many and knife is to.....</li> <li>12. Dentist is to teeth as a herbalist is to.....</li> </ol>
Theme Sub theme Content	<p>Likes and dislikes Teacher will encourage the learners to identify things they like and dislike Revision of positions and types of food already taught e.g. cakes, chips, bread, burns New words ; sweet, burn, sport and games, watch, sour, watering Conjunction but ® because ® I like cakes because they are sweet</p>

	I dislike raw mangoes because they are sour I don't like fish because of its smell Skills: listening, speaking, writing and reading Evaluation exercise: Make ten sentences showing what you like and dislike			
Theme Sub theme Content	Likes and dislikes Structures Do you like games and sports Yes, I do Do you like lemons? No, I don't Does she like porridge? Yes, she does Does he like posho? No, he doesn't Skills: listening, reading, speaking and writing Objectives: learners will complete the given structures correctly Learners will give reasons as to why they prefer some items/ food to others Evaluation activity Make ten sentences from the substitutional structures correctly			
	I He She	Like Likes Doesn't like Don't like	Raw mangoes Cakes Lemons Yellow Bananas Bread	Sweet Hard Tasty Sour
Theme Sub theme Content	Likes and dislikes Structures He likes.....but doesn't like meat. Tom likes coffee but doesn't like porridge Does Musa like fish or meat He likes fish but doesn't like meat Skills: listening, speaking, reading and writing Objectives Learners will mention what they like and dislike Learners will act as told by the teacher Evaluation activity Answer the questions orally 1. Does Mwesigye like beans or peas 2. Does Bwire like cakes or samosas? 3. Does Achan like oranges or lemons? 4. Does Edith like chocolate or sweets? 5. Does Kayongo like rice or posho? 6. Does Mark like chicken or meat? 7. Does Wasswa like vegetables or fruits? 8. Does Sarah like burns or cakes? 9. Does Betty like swimming or Playing football? 10. Does Annet like washing or ironing?			
Theme Sub theme Content	Likes and dislikes Reading and writing Reading the story titled : Keeping a healthy body (ref. Mk primary book 3 pg 97) Skills: listening, speaking, reading and writing Obiective			

	<p>Learners will read the given story in groups and individuals</p> <p>Learners will compare the two boys in the story</p> <p>Learners will draw pictures of the two boys as described in the story</p> <p>Evaluation activity</p> <p>Answer these questions in full sentences</p> <ol style="list-style-type: none"> <li>1. Who are the two brothers?</li> <li>2. Who likes games</li> <li>3. What does Mukama like</li> <li>4. When does Kusiima go for games</li> <li>5. Which fruits does Kusiima like to eat?</li> <li>6. Why does Kusiima like eating fruits?</li> <li>7. What is the use of vitamins in the body</li> <li>8. Give the title of the story</li> <li>9. Who is small and weak</li> <li>10. Give the opposites of the words ; like , weak</li> </ol>
Theme Sub theme Content	<p>Basic healthy and hygiene</p> <p>Teachers will carry out a health parade</p> <p>Vocabulary</p> <p>Possessive pronouns</p> <p>Bathing, cutting finger nails, brushing teeth, toothpaste washing, polishing shoes, cutting hair, shoe polish etc</p> <p>Skills: listening, speaking, reading and writing</p> <p>Objective: learners will explain what they do to keep their bodies clean (personal hygiene)</p> <p>Learners will draw and name things they use to keep their bodies clean</p> <p>Evaluation exercise</p> <p>Draw and name ten things we use to keep our bodies clean</p>
Theme Sub theme Content	<p>Basic healthy and hygiene</p> <p>Structures</p> <p>Whose.....is this?</p> <p>Whose towel is this?</p> <p>Its Mary's towel. It is hers</p> <p>Whose tooth brushes are these/ they are ours</p> <p>Those are your pairs of shoes. They belong to you.</p> <p>Skills: listening, reading, writing and speaking</p> <p>Evaluation exercise</p> <p>Choose the correct word from the table to complete the sentences</p> <p>Mine, yours, hers, his, ours, theirs, its</p> <ol style="list-style-type: none"> <li>1. That is my towel, it is .....</li> <li>2. Those are your toothbrushes. They are.....</li> <li>3. That is Musa's soap. It is .....</li> <li>4. This is our shoe polish. It is .....</li> <li>5. Those are Mary's shoes. They are.....</li> <li>6. Those are girls dresses. They are.....</li> <li>7. These are my books. They are.....</li> </ol>
Theme Sub theme Content	<p>Basic health and hygiene</p> <p>Reading and writing</p> <p>Read the story titled: Nina the smart girl" (Ref. Mk primary English bk3 pg101)</p> <p>Skills: listening, reading, writing and speaking</p> <p>Objectives: learners will read the story and answer questions that follow in full sentences</p> <p>Evaluation exercise</p> <p>Question</p>

	<ol style="list-style-type: none"> <li>1. What does Nina use to brush her teeth?</li> <li>2. Why must finger nails be cut short?</li> <li>3. When does Nina polish her shoes?</li> <li>4. What does Nina use to cut the nails?</li> <li>5. What does she use to polish her shoes?</li> <li>6. Who cuts Nina's hair short?</li> <li>7. When does Nina cut her finger nails?</li> <li>8. What is the title of the story?</li> <li>9. When does Nina polish her shoes?</li> </ol>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Basic healthy and hygiene</p> <p>Jumbled stories topical questions</p> <p>Arrange these sentences in order to form correct stories</p> <ol style="list-style-type: none"> <li>a) I put on the wire to dry</li> <li>b) I went to the tap and got water</li> <li>c) I was running and I fell down</li> <li>d) I washed it.</li> <li>e) My shirt got dirty</li> </ol> <ol style="list-style-type: none"> <li>1) My aunt from Arua came</li> <li>2) She gave me some dresses</li> <li>3) I like my shoes very much</li> <li>4) And a pair of shoes.</li> <li>5) To see us last Sunday</li> </ol> <ol style="list-style-type: none"> <li>a) He told him to go home and clean his ears</li> <li>b) The doctor looked at his ears.</li> <li>c) Yesterday Dan's ears were hurting</li> <li>d) His ears were dirty</li> <li>e) He went to the hospital to see a doctor</li> </ol>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Basic health and hygiene</p> <p>Guided composition titled : Good children (Ref. Mk primary English bk 3 pg102)</p> <p>Skills: listening, speaking, reading and writing</p> <p>Objectives</p> <p>Learners will complete the given guided composition correctly</p> <p>Evaluation exercise</p> <p>Exercise (Ref Mk primary English bk3 pg 102)</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Keeping peace in our sub county</p> <p>Basic health and sanitation</p> <p>Guided writing</p> <p>Letter interpretation</p> <div style="text-align: right;"> <p>Sir Apollo Mengo P/s,</p> <p>P.O. Box 28560,</p> <p>Kampala,</p> <p>Uganda.</p> <p>6<sup>th</sup> May 2006</p> </div> <p>Dear daddy,</p> <p>How are you? How is home? I have written this letter so that you may buy me an umbrella because it rains every morning and my books get wet. The umbrella will also protect me when the sun is on the sky around 1:00p.m. when walking from class back home.</p> <p>I shall be very happy if you buy me an umbrella.</p>

	<p>Your son WasswaTravor</p> <p>Answer the questions about the letter in full sentences.</p> <ol style="list-style-type: none"> <li>Who wrote the letter?</li> <li>When was the letter written?</li> <li>In which school is WasswaTravor?</li> <li>Why did he write the letter?</li> <li>Give the opposite of these words.</li> </ol> <p>Morning _____ buy _____</p> <p>Honey _____</p> <ol style="list-style-type: none"> <li>Why does the writer need an umbrella?</li> <li>To whom was the letter written?</li> </ol>
Theme Sub theme Content	<p>Keeping peace in our sub county Living in peace with others</p> <p><b>Dialogue</b></p> <p>Akiiki – Abili look! What is that woma wearing on her head?</p> <p>Abili: It is called a veil?</p> <p>Akiiki: What does she do?</p> <p>Abili: She is a nun. She works in a Catholic church</p> <p>Akiiki: I see, she covers herself like a Moslem.</p> <p>Abili: Oh yes, but the ones who work in the mosque are called Imams. Imams lead prayers in the mosque.</p> <p>Akiiki: Imams? Both men and women?</p> <p>Abili: No, only men. Women don't lead prayers in a mosque.</p> <p>Akiiki: Thank you Abili.</p> <p>Abili: You are welcome</p> <p><b>Answering the questions about the conversation in full sentences:</b></p> <ol style="list-style-type: none"> <li>How many people are conversing?</li> <li>where does a nun work?</li> <li>what does a nun wear on her head?</li> <li>can a woman lead prayers in a mosque?</li> <li>who leads prayers in a mosque?</li> <li>who was thanked?</li> <li>make words using the given sounds</li> <li>'ur _____</li> <li>oe _____</li> <li>que _____</li> <li>ri _____</li> </ol>
Theme Sub theme Content	<p>Keeping peace in our sub county Letter writing Guided writing</p> <p>Use the word below to complete the letter</p> <p>Daughter, sports, brothers, watching, how , November, supposed, inform, 2013, primary</p> <p>Sir Apollo Kaggwa _____ school, P.O box 228 K'la 17<sup>th</sup> October</p> <p>Dear Daddy,</p> <p>.....are you that end? Let me hope you are fine. How are my sisters and.....?</p> <p>Hope they are all fine. I have written to.....you that we shall have our .....day on</p> <p>Saturday 20<sup>th</sup>.....2013. On this day, all our parents are .....to be at school, .....us</p>

	<p>competing. I will be playing volleyball, please come and support me.</p> <p>Your loving..... NakazibweShamsa.</p>
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## SIR APOLLOKAGGWA SCHOOLS

### ENGLISH LESSON NOTES FOR P.3 TERM III – 2016

<b>Theme</b> <b>Sub – theme</b> <b>Skills</b> <b>Lessons content</b>  <b>Evaluation activity</b>	<b>Culture and gender in our division/ sub county.</b> Customs in our division/ sub county. Self-awareness, effective communication, assertiveness. <b>Vocabulary.</b> Sing, wear, greet, food, cry, pray, kneel, dance, happy, sad, pain, sick. 1. Spelling exercise a. Kneel b. wear c. greet d. pray 2. Make sentences using; Happy, sad, cry, dance.
<b>Theme</b>  <b>Sub theme</b> <b>Skills</b> <b>Lessons content</b>  <b>Evaluation activity</b>	<b>Culture and gender in our sub – county / division.</b> Customs in our division / sub county. Self-awareness, effective communication, assertiveness. Picture interpretation. MK p3 pg 172 <b>Use the given structures correctly.</b> 7. What did Mary ..... ( done, do) 8. Ali .....his father yesterday. ( greet) 9. Did John .....in the morning? ( pray) 10. Did Rose.....? ( cry) No, ..... Yes, ..... 11. What did Joan.....? ( write) 12. Peter .....a nice shirt last week.( wear)
<b>Theme</b>  <b>Sub - theme</b> <b>Skills</b>  <b>Lesson content</b>  <b>Evaluation activity.</b>	<b>Culture and gender in our division/ sub county.</b> <b>Gender</b> Self awareness, assertiveness, effective communication. <b>Vocabulary</b> Share, work, help, same, different, beat, kids, slap, eat,, cake, milk, hungry, wash, cook, mop, wash. a. Fill in the missing letters to complete the words correctly. 1. S__m                      2. Sl__p                      3. C__k 4. B__t                      5. Wo_k                      6. S__as__ <b>b. Make correct sentences using;</b> i. Different ii. Wash iii. Hungry iv. Milk
<b>Theme</b>  <b>Sub theme</b> <b>Skills</b>    <b>Lesson content</b>	<b>Culture and gender in our division/ sub county.</b> <b>Gender</b> Effective communication, creative thinking, self – awareness, decision - decision making. <b>Structures</b> Why did he/ she/ they run away from .....( school/ home)? He / she/ they ran away from ( school/ home) because the ( teacher, mother, father) kicked / slapped/beat him/her) Why was / were he/ she/ they beaten/ kicked/ slapped? Who ..... ( slapped/ kicked/ beat .....him/her/ them? <b>Answer the questions correctly.</b> 6) Why did she run away from home? ( Her father beat her) 7) Why was she slapped? ( abused her sister)

<b>Lesson evaluation</b>	<p>8) Why were they crying? ( their mother died)</p> <p>9) Why did Paul fall down? ( Tom kicked him)</p> <p>10) Why were the girls punished? (They were playing in the classroom)</p>
<b>Theme</b>	<b>Culture and gender in our division / sub county. Ways of promoting and preserving culture.</b>
<b>Sub – theme</b>	Effective communication, creative thinking, self, awareness, decision making.
<b>Skills</b>	<b>Vocabulary.</b>
<b>Lesson content</b>	Sing, dance, play, blow , flute, drum, sick, medicine, needles, razorblade, syringe, safety pins, scissors, tablets, children.
<b>Evaluation activity</b>	<p><b>c. Spell the words correctly.</b></p> <p>(i) Flute 2. Needles 3. Drum 4. Blow</p> <p><b>d. Complete these sentences correctly.</b></p> <p>6) Dorah cut her finger with a ..... ( safety pin, razor blade)</p> <p>7) .....people are called patients. ( sick, well)</p> <p>8) The doctor told me to take two.... Everyday. ( tablets, medicine)</p> <p>9) Juma is wearing a black pair of ....( shoes, shirt )</p> <p>10) A nurse uses a .....and a needle to give an injection. ( drum, syringe)</p>
<b>Theme</b>	<b>Culture and gender in our division/ sub county.</b>
	Ways of promoting and preserving culture.
	Effective communication, creative thinking, self awareness, decision – making.
<b>Lesson content</b>	<b>Structure</b>
	Never share ( needles, safety pins, razorblades)
	You / he / she should always take ( medicine./ tablets) when you/ he / she is/ are sick.
	He / she/ they/ we/ I can play a ( drum/ piano) but I/she/ we/ they/ he cannot play/ blow a ( flute/ drum)
<b>Evaluation activity</b>	<b>Fill in the gaps with correct words.</b>
	6) Never share..... ( stones, needles)
	7) My sister was .....when she was sick. ( medicine, pencils)
	8) Mirembe can play a ..... ( bicycle, piano)
<b>Lesson evaluation</b>	<p>9) The doctor told me to take two...every morning. ( tablets, sodas)</p> <p>10) He cut himself with a ..... ( safety pin, razor blade)</p>
<b>Theme</b>	<b>Culture and gender in our division / sub county.</b>
	<b>Relationships.</b>
<b>Sub theme skills</b>	<b>Vocabulary</b>
<b>Lesson content</b>	Teachers, pupils, parents, monitor, family, sister, cousin, brother, nephew, uncle, aunt, son, first born.
	Types of families
	i.e Nuclear family - parents and their biological children.
	Extended family - parents, their children and other relatives.
<b>Evaluation activity</b>	<b>Make meaningful sentences using each of the words below.</b>
<b>Lesson evaluation</b>	Parents, last born, niece, cousin, nephew, twins, daughters, aunt, uncle, first born.
<b>Theme</b>	<b>Culture and gender in our division/ sub county</b>
<b>Sub theme</b>	<b>Relation ships</b>
<b>Lesson content</b>	<b>Structures</b>
	How many .....have you?
	I have six ..... ( brothers/ sisters)
	How many brothers does he have?
	He has four brothers.
	Who is your little sister?
	What position do you hold in the family?
<b>Evaluation activity</b>	Answer the given questions in full sentences.



<b>Lesson evaluation</b>	7) How many sisters do you have? 8) How many brothers does Mary have? 9) What position does Peter hold in the family? 10) How old is your eldest brother? 11) What is the name of your last born? 12) How many members are in your family?
<b>Theme</b> <b>Sub theme</b> <b>Skills</b>	<b>Culture and gender in our division/ sub county</b> <b>Relationships</b> Critical thinking, self awareness, appreciation, effective thinking.
<b>Lesson content</b>	Mr. Mrs. Opio's family tree ( MK pupils book 3 pg142 – 143)
<b>Evaluation activity</b> <b>Lesson evaluation</b>	<b>Answer the given questions in full sentences.</b> ( Mk pupils bk 3 pg 142 – 143)
<b>Theme sub – theme</b> <b>Skills</b>  <b>Lesson content</b>	<b>Culture and gender in our division/ sub – county.</b> <b>Relationships</b> Self – awareness, appreciation, creative thinking. Poem - The son of my father ( Mk Bk3 pg 144) Answer the given questions in full sentences. 7) What do you call your father's daughter? 8) Who is a brother? 9) How many stanzas does the poem have? 10) Who is a cousin? 11) Who is happy? 12) Write the opposites of; i) uncle                      ii. Nephew
<b>Lesson evaluation</b>	
<b>Theme</b> <b>Sub – theme</b> <b>Skills</b> <b>Lesson content</b> <b>Evaluation activity.</b> <b>Lesson evaluation</b>	<b>Culture and gender in our division/ sub county.</b> <b>Relationships</b> Critical thinking, self awareness, appreciation. Story – Mr. Muwanga and family ( Mk Bk 3 pg 144) Answer the given questions in full sentences ( Mk pupils Bk 3 pg 145)
<b>Theme</b>  <b>Sub theme</b> <b>Skills</b> <b>Lesson content</b> <b>Evaluation activity</b>	<b>Culture and gender in our division/ sub county</b> <b>Relationships</b> Critical thinking, appreciations, self awareness.  Guided composition ( Mk bk 3pg 145) Use the given words to fill in the gaps and complete the composition correctly.
<b>Theme</b> <b>Sub – theme</b> <b>Skills</b> <b>Lesson content</b>   <b>Evaluation activity</b>  <b>Lesson evaluation</b>	<b>Culture and gender in our division/ sub – county</b> <b>Relationships</b> Self awareness, critical thinking, appreciation. <b>Jumbled story</b> <ul style="list-style-type: none"> <li>- She feared to go there alone.</li> <li>- Jane got a stick and killed it.</li> <li>- Mother sent Halima to the well to fetch water.</li> <li>- As they walked to the well, they saw a snake.</li> <li>- Halima called her friend Jane to escort her.</li> </ul> <b>The sentences below are in wrong order.</b> <b>Re – arrange them in correct order to make a correct story.</b>
<b>Theme</b> <b>Sub theme</b> <b>Skills</b>	<b>Culture and gender in our division/ sub – county</b> Tenses of irregular verbs, Effective thinking, assertiveness, self awareness.

Lesson content	<b>Vocabulary</b> Note: Irregular verbs are which don't add ed in the past form. e.g present - past hear - heard throw - threw dig - dug read - read draw - drew spell - spelt drink - drank tell - told drive - drove leave - left cost - cost pay - paid lose - lost buy - bought																										
Evaluation activity	<b>c. Write the past form of the given words.</b> 1. Bring                      6. Catch 2. Ride                      7. Sleep 3. Fight                      8. Sweep 4. Sing                      9. Swim 5. See                      10. Speak  <b>e. Use the correct form of the given words to fill in the gaps</b> 11. The farmer .....in his garden yesterday. ( dig) 12. We .....milk tea last morning. (drink) 13. Peter .....the books in the book shelf. ( keep) 14. Joanita.....the sweetest cake. ( choose) 15. The pupils .....matooke and meat last Friday. ( eat)																										
Lesson evaluation																											
Theme	<b>Culture and gender in our division/ sub county.</b>																										
Sub theme	<b>Tenses of irregular verbs.</b>																										
Skills	Self awareness, effective thinking, appreciation.																										
Lesson content	<b>Irregular verbs</b> <table border="0"> <tr> <td><b>Present</b></td><td><b>past</b></td></tr> <tr> <td>Know</td><td>knew</td></tr> <tr> <td>Put</td><td>put</td></tr> <tr> <td>Feed</td><td>fed</td></tr> <tr> <td>Bite</td><td>bit</td></tr> <tr> <td>Tear</td><td>tore</td></tr> <tr> <td>Wear</td><td>wore</td></tr> <tr> <td>Hang</td><td>hung</td></tr> <tr> <td>Lie</td><td>lied</td></tr> <tr> <td>Beat</td><td>beat</td></tr> <tr> <td>Cut</td><td>cut</td></tr> <tr> <td>Hurt</td><td>hurt</td></tr> <tr> <td>Shut</td><td>shut</td></tr> </table>	<b>Present</b>	<b>past</b>	Know	knew	Put	put	Feed	fed	Bite	bit	Tear	tore	Wear	wore	Hang	hung	Lie	lied	Beat	beat	Cut	cut	Hurt	hurt	Shut	shut
<b>Present</b>	<b>past</b>																										
Know	knew																										
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Evaluation activity	<b>Write the past simple tense</b> <table border="0"> <tr> <td><b>Present</b></td><td><b>past</b></td></tr> <tr> <td>Tear</td><td>_____</td></tr> </table>	<b>Present</b>	<b>past</b>	Tear	_____																						
<b>Present</b>	<b>past</b>																										
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	<div>Rise _____</div> <div>Wear _____</div> <div>Break _____</div> <div>Steal _____</div> <div>Ring _____</div> <div>Fill in the gaps with the correct form of the words in brackets.</div> <div><div>- Second term .....on 25<sup>th</sup> May 2012. ( begin)</div><div>- The baby ..... the milk last night. (d rink)</div><div>- The headmaster.....for Nairobi yesterday. ( leave)</div><div>- A snake ..... Sarah yesterday. ( bite)</div></div>
<div>Lesson evaluation</div>	
<div>Theme</div> <div>Sub – theme</div> <div>Skills</div> <div>Lesson content</div> <div>Evaluation activity</div>	<div>Culture and gender in our division/ sub – county</div> <div>Future simple tense</div> <div>Self esteem, assertiveness, self confidence.</div> <div>Dialogue - (Mk Bk 3 pg 168)</div> <div>Answer the given questions in full sentences.</div> <div><div>6. How many people are taking part in the dialogue?</div><div>7. Who was waiting for Natasha?</div><div>8. Where was Natasha?</div><div>9. What was the matter with Natasha?</div><div>10. Who were the people taking part in the dialogue?</div><div>11. What is the name of the doctor mentioned in the dialogue?</div></div>
<div>Lesson evaluation.</div>	
<div>Theme</div> <div>Sub theme</div> <div>Skills</div> <div>Lesson content</div> <div>Evaluation activity</div>	<div>Gender and culture in our division/ sub county</div> <div>Future simple tense</div> <div>Reading, writing.</div> <div>Story – Mr. Kintu’s glasses ( Mk Bk 3 pg 168 -9)</div> <div>Answer the questions in full sentences.</div> <div><div>Whom did the two pupils meet?</div><div>Why was Mr. Kintu sad?</div><div>What dropped from Mr. Kintu’s handkerchief?</div><div>Who saw the glasses?</div><div>Why was Mr.Kintu not going to give a reward to the little girl?</div><div>What us the title of the story?</div></div>
<div>Lesson evaluation</div>	
<div>Theme</div> <div>Sub theme</div> <div>Skills</div> <div>Lesson content</div> <div>Evaluation activity</div> <div>Lesson evaluation.</div>	<div>Culture and gender in our division/ sub county</div> <div>Reading, writing, self confidence, assertiveness.</div> <div>Testing exercise ( revision exercise)</div> <div>Mk pupils bk 3 pg 169 – 170)</div> <div>Written exercises on pg 169 – 170</div>
<div>Theme</div> <div>Sub – theme</div> <div>Skills</div> <div>Lesson content</div>	<div>Culture and gender in our division/ sub county</div> <div>Present perfect tense</div> <div>Listening, speaking, reading, writing,</div> <div>Helping verbs used in this tense are has and have.</div> <div>Examples.</div> <div><div>Do - done</div><div>Speak - spoke</div><div>Take - taken</div><div>Eat - eaten</div><div>Hide - hidden</div><div>Drive - driven</div><div>Rot - rotten</div></div> <div><div>I</div><div>we</div><div>they</div><div>you</div><div></div><div></div><div>he</div></div> <div>have</div>

Evaluation activity	Drive - driven she has Forgive - forgiven it Choose - chosen c) <b>Write the present perfect tense of the following:</b> - steal hide - choose forgive - drive raise d. <b>Fill in the gaps with the correct form of the words in brackets.</b> 7. Ritah has ..... my pen. ( take) 8. The headmaster has .....to the pupils. ( speak) 9. The children have .....the mango tree. ( shake) 10. Why have you .....my food? ( eat)																								
Lesson evaluation																									
Theme	<b>Culture and gender in our division/ sub county</b>																								
Sub –theme	<b>Present perfect tense</b>																								
Skills	Listening, speaking, reading , writing .																								
Lesson content	<b>Verbs whose past simple and present perfect form are the same.</b>  <b>Examples</b> Keep - kept lay - laid Clap - clapped buy - bought Sweep - swept leave - left Think - thought read - read Catch - caught feel - felt Teach - taught sleep - slept Fight - fought shut - shut Bring - brought weep - wept Drop - dropped burst - burst																								
Evaluation activity	<b>Fill in the gaps with the correct form of the words in brackets.</b> - Mr. Mubiru has .....us science. ( teach) - My father has .....a new car. ( buy) - The children have.....the words correctly. ( spell) - The monitor has .....the newspaper. ( read) - The headmaster has ..... forJinja. ( leave ) - Nalule has ..... all the dishes. ( drop) - My sister has..... us good news. ( bring) - Joseph has .....the classroom. ( sweep) - She has ..... o f a good idea. ( think) - I have not .....the windows. ( close)																								
Lesson evaluation																									
Theme	<b>Culture and gender in our division / sub county.</b>																								
Sub theme	<b>Other verbs</b>																								
Skills	Listening, speaking, reading , writing,																								
Lesson content	<b>Examples</b> <table><tr><td><b>Present tense</b></td><td><b>past tense</b></td><td><b>past participle</b></td></tr><tr><td>Begin</td><td>began</td><td>begun</td></tr><tr><td>Ring</td><td>rang</td><td>rung</td></tr><tr><td>Sing</td><td>sang</td><td>sung</td></tr><tr><td>Strike</td><td>struck</td><td>struck</td></tr><tr><td>Dig</td><td>dug</td><td>dug</td></tr><tr><td>Swim</td><td>swam</td><td>swum</td></tr><tr><td>Drink</td><td>drank</td><td>drunk</td></tr></table>	<b>Present tense</b>	<b>past tense</b>	<b>past participle</b>	Begin	began	begun	Ring	rang	rung	Sing	sang	sung	Strike	struck	struck	Dig	dug	dug	Swim	swam	swum	Drink	drank	drunk
<b>Present tense</b>	<b>past tense</b>	<b>past participle</b>																							
Begin	began	begun																							
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Strike	struck	struck																							
Dig	dug	dug																							
Swim	swam	swum																							
Drink	drank	drunk																							

	<p>Fight fought fought</p> <p>Buy bought bought</p> <p>Think thought thought</p> <p>Teach taught taught</p> <p>Catch caught caught</p> <p>Cut cutcut</p> <p>Put putput</p> <p>Burst burstburst</p> <p>Hurt hurthurt</p> <p>Spin span spun</p> <p>Lay laid laid</p> <p>Lie lied lied</p> <p>Lie lay lain</p>
<p><b>Evaluation activity</b></p> <p><b>Lesson evaluation</b></p>	<p>Copying and completing the table given.</p>
<p><b>Theme</b></p> <p><b>Sub – theme</b></p> <p><b>Lesson content</b></p> <p><b>Skills</b></p> <p><b>Evaluation activity.</b></p>	<p><b>Culture and gender in our division/ Sub – county</b></p> <p><b>Picture story</b></p> <p>Activities at home and working at the farm.</p> <p>Listening, speaking, reading, writing.</p> <p><b>Study the pictures and write sentences about them.</b></p> <p>b. What is he/ she doing?</p> <p>c. .... ( paintings)</p> <p>d. .... ( washing)</p> <p>e. .... ( sweeping)</p> <p>f. .... ( cooking)</p> <p>D. Okia spends his holidays at his uncle's home in Palisa. Write four sentences about what Okia is doing.</p> <p><b>Use words below.</b></p> <p>Planting, uprooting, feeding, collecting</p>
<p><b>Theme</b></p> <p><b>Sub theme</b></p> <p><b>Lesson content</b></p>	<p><b>Culture and gender in our division/ sub county</b></p> <p><b>Adverbs.</b></p> <p>Adverbs are words that explain more about a verb.</p> <p><b>Types of adverbs</b></p> <p>Adverbs of manner</p> <p>Adverbs of place.</p> <p>Adverbs of time.</p> <p>a. Adverbs of manner</p> <p>These tell how an action is done.</p> <p>They are formed by adding 'ly' to an adjective.</p> <p><b>Examples</b></p> <p>Sweet - sweetly</p> <p>Quiet - quietly</p> <p>Hurry - hurriedly</p> <p>Soft - softly</p> <p>Quick - quickly</p> <p>Soft - softly</p> <p>Quick - quickly</p> <p>Loud - loudly</p> <p>Slow - slowly</p> <p>Structures</p> <p>3. The dog barks <u>loudly</u>.</p> <p>4. He speaks <u>softly</u>.</p>
<p><b>Skills</b></p>	

<b>Evaluation activity</b>	<p>Listening , speaking, reading, writing</p> <p><b>Change he following words to the correct adverbs.</b></p> <ol style="list-style-type: none"> <li>17. deep</li> <li>18. loud</li> <li>19. quiet</li> <li>20. proper</li> <li>21. correct</li> <li>22. sudden</li> <li>23. slow</li> <li>24. month</li> <li>25. bright</li> <li>26. year</li> <li>27. equal</li> <li>28. kind</li> <li>29. immediately</li> <li>30. brave</li> <li>31. soft</li> <li>32. brief</li> </ol>
<b>Lesson evaluation</b>	
<b>Theme</b>	<b>Culture and gender in our division/ sub county</b>
<b>Sub - theme</b>	<b>Adverbs</b>
<b>Lesson content</b>	<p><b>Adverbs of time.</b></p> <p>These are adverbs that tell when an action is done. i.e early, lately, now, tomorrow, yesterday, evening, soon, before, after, today, since, already.</p>
<b>Skills</b>	<p><b>Structure</b></p> <p>She lost her bag yesterday.</p> <p>The bell has already gone.</p>
<b>Evaluation activity</b>	<p>Speaking, listening, reading, writing.</p> <p><b>Make sentences using each of the words below.</b></p> <ol style="list-style-type: none"> <li>9. early</li> <li>10. yesterday</li> <li>11. today</li> <li>12. already</li> <li>13. since</li> <li>14. now</li> <li>15. before</li> <li>16. late</li> </ol>
<b>Lesson evaluation</b>	
<b>Theme</b>	<b>Culture and gender in our division / sub county</b>
<b>Sub – theme</b>	<b>Adverbs</b>
<b>Lesson content</b>	<p><b>Adverbs of place</b></p> <p>These are adverbs which tell us where an action is done from e.g</p> <p>I kept the bag there.</p> <p>Come here and sit down,</p>
<b>Skills</b>	<p><b>Other examples.</b></p> <p>Where ,every where, nowhere, anywhere, listening, speaking, reading, writing.</p>
<b>Evaluation activity</b>	<p>Underline the adverbs in these sentences.</p> <ol style="list-style-type: none"> <li>10. The man died from there.</li> <li>11. why did you go there?</li> <li>12. Open that door quickly.</li> <li>13. They have cleaned everywhere.</li> <li>14. The match was played well.</li> </ol>

<b>Lesson evaluation</b>	<p>15. Sarah shouted loudly, The car is here”          16. He ate his break fast and then ran quickly.          17. I saw Jane yesterday and I shall see her again tomorrow.          18. Simon returned my pen unhappily.</p>
<b>Theme</b>	<b>Culture and gender in our division/sub county.</b>
<b>Sub theme</b>	<b>Adverbs</b>
<b>Lesson content</b>	<p>Formation of adverbs.          Other adverbs can be formed adding          Note: To the adjective that end with “y”          Drop “y” and put ( ily)  <b>Examples</b>          Noisy - noisily          Happy - happily          Easy - easily          Busy - busily          Heavy - heavily  <b>Adjectives that end with letter “e” as adverbs e.g</b>          Late - lately          Love - lovely          Wide - widely          Polite - politely  <b>Skills</b>          Nice - nicely          Safe - safely</p>
<b>Evaluation activity</b>	<p><b>Listening, speaking, reading , writing</b>  <b>Fill in the spaces with the correct form of the word in brackets.</b>          12. The sun was shinning ..... . ( bright)          13. We kept your pen ..... . ( safe)          14. The door was ..... open. ( wide)          15. He ..... Welcomed me to his home. ( happy)          16. She was ..... Dressed yesterday. ( nice)          17. He was hurt very ..... ( bad)          18. You must spell your name ..... ( correct)          19. It rained ..... That night. ( heavy)  <b>Lesson evaluation</b>          20. They put on uniforms and looked ..... ( love)          21. They did those sums ..... ( quick) and went for breakfast.</p>
<b>Theme</b>	<b>Culture and gender in our division / sub county</b>
<b>Sub – theme</b>	<b>Adverbs</b>
<b>Lesson content</b>	<b>Topical questions</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- The sun was shinning.....(brightly)</li> <li>- When he got his money, he smiled ..... ( happy)</li> <li>- The door opened _____ and the queen entered. ( ( sudden)</li> <li>- Osman writes..... . ( bad)</li> <li>- The cows graze ..... . ( day)</li> <li>- He washed the plates..... ( careful)</li> <li>- He was hurt very ..... ( bad)</li> <li>- You must spell your words..... ( correct)</li> <li>- I can’t hear you....., please. ( clear)</li> <li>- We shall do the sums ..... . ( patient)</li> <li>- Hellen asked for permission..... ( polite)</li> <li>- All newspapers are published..... ( week)</li> </ul>

Lesson evaluation	<ul style="list-style-type: none"> <li>- You must not sleep..... ( sound)</li> <li>- The school team played well and won the game.....( easy)</li> <li>- He ate his food..... ( early)</li> <li>- He .....arranges the clothes in the suitcase. ( neat)</li> <li>- Daddy punished the young boy ..... ( bad)</li> <li>- It rained very ..... last week. ( heavy)</li> <li>- We should talk ..... to one another. ( polite)</li> <li>- Money is kept.....in the bank. ( safe)</li> <li>- Kato.....stood up and went out, ( quick)</li> <li>- The old lady walked..... across the river. ( slow)</li> <li>- P.3 pupils did the English exercise .....today. ( quiet)</li> </ul>
Theme Sub – theme Lesson content	<b>Health in our sub – county/ division.</b> <b>Disease vectors</b> <b>Vocabulary</b> Mosquito, rat, louse/ lice, cockroach, flea, housefly, bed – bug. Vectors are living organisms/ animals which cause diseases. Examples of vectors Mosquitoes, rats, lice, cockroaches, house fly, bed – bug, tsetse fly. <b>Diseases include;</b> Animal diseases Mosquito malaria Rat plague Cockroaches House fly Flea Bed bug dog
Skills	Listening , speaking, reading, writing
Evaluation activity	f. What are vectors g. Write down eight examples of vectors h. Complete the table below. <b>Animal diseases</b> Mosquito _____ Rat _____
Lesson evaluation	
Theme	<b>Health in our division / sub county</b>
Sub theme	<b>Disease vectors</b>
Lesson content	<b>Vocabulary</b>
Skills	Cut, slash, sweep, food, faeces, clean, keep, flies, fingers, cover, malaria, shut, mosquito net, latrine, toilet, etc.
Evaluation activity	Listening, speaking, reading, writing.
Lesson evaluation	<b>Fill in the missing letters</b> Arrange letters to form a correct word. Use the words in a sentence.
Theme	<b>Health in our sub – county/ division</b>
Sub = theme	<b>Disease vectors.</b>
Lesson content	What we should do to prevent diseases.



<p><b>Evaluation activity</b></p>	<p>Wash hands after visiting the toilet/ latrine, Boil the water and cover it. Spray mosquitoes. Sleep under a mosquito net. Smoke the toilet. Cut bushes around our compounds. Shut windows early. Burn the dust bins. <b>Structures.</b> What do you do every day? I/we clean the house ..... What does she/ he/ it.....? He cleans the house..... c, Write down measures that should be taken to prevent diseases. d, What do you do every day?</p> <p>- I/We ..... ( clean, sweep, close, brush.....) - What do they do every day? - What does he/she do daily? She/ he.....</p>
<p><b>Theme</b></p> <p><b>Sub – theme</b></p> <p><b>Lesson content</b></p> <p><b>Skills</b></p> <p><b>Evaluation activity</b></p> <p><b>Lesson evaluation</b></p>	<p><b>Health in our sub – county / division</b> <b>Disease vectors.</b></p> <p><b>HIV/ AIDS</b> HIV - Human immune virus AIDS – Acquired immune deficiency syndrome. <b>Vocabulary</b> Sharp , share, eat, help, care, medicine, patient, gloves, take, share, needle, towel, comb, razorblade, syringe. Listening, speaking, reading, writing. <b>C. Fill in the missing letters.</b> 1. sh__rp                      2. e__t 3. med__ci__e                4. Co__b 5. gl__ves                      6. n__ __dle <b>D. Arrange the letters to form a correct word.</b> 7. keta                          8. tweevl                      9. reca 10. koob <b>E. Choose a correct word from the brackets to complete the sentences.</b> 6. A needle is a ..... Object. ( sharp, needle) 7. We use a .....to comb our hair. ( needle, comb) 8. We should not play with .....objects. ( sharp, gloves) 9. We take..... when we are sick. ( medicine, gloves) 10. It is very dangerous to play with .....objects. ( gloves, sharp)</p>
<p><b>Theme</b></p> <p><b>Sub –theme</b></p> <p><b>Lesson content</b></p>	<p><b>Health in our sub – county / division</b> <b>Diseases spread by vectors.</b> <b>Causes and spread of AIDS.</b> Having unprotected sex with an infected person. Sharing sharp objects. <b>How to control the spread of AIDS.</b> Go for a blood test. Avoid having sex.</p>



<b>Theme</b>  <b>Sub – theme</b> <b>Lesson content</b>          <b>Skills</b>  <b>Evaluation activity</b>          <b>Lesson evaluation</b>	<b>Accidents</b>  <b>Comprehension</b> <b>Poems</b> Read the poem I hate to see people in pain. I hate to see people in accidents. I hate to see somebody getting hurt. When a friend is cut or burnt. It makes me sad.  <b>Accidents are bad.</b> We should careful when using tools at home. We shall be careful at school while playing. On the way to school or work. All we need is care and safety. We must care. Listening, speaking, reading, writing. <b>Read the story about “YASABA” and answer questions that follow in full sentences.</b> Who had long nails? Where was the razarblade? What happened to Yasba? Whose finger was bleeding? Who was Yasaba’s mother? How did MrsMasaba clean the wound? What made Yasaba cry? <b>Give the opposites of these words.</b> a. Careful                      b. her self b. Remember                c. crying e. she
<b>Theme</b> <b>Sub – theme</b> <b>Lesson content</b>  <b>Skills</b>  <b>Evaluation Activity</b>          <b>Lesson evaluation</b>	<b>Accidents</b> <b>Story</b> <b>Read the story titled</b> “ALEX LEARNS A LESSON” ( Ref Mk Bk 3 pg 163) Listening, speaking, reading, writing. 10. Who climbed the tree? 11. What did Alex step on? 12. What happened to Alex when he stepped on a dry branch? 13. Why did Alex cry loudly? 14. Who took Alex to the clinic? 15. What is the title of the story? 16. What lesson did Alex learn? 17. Was Alex a careful boy? 18. How did Alex’s father feel?
<b>Theme</b>  <b>Sub – theme</b>  <b>Lesson content</b>  <b>Skills</b>	<b>Health in our sub – county</b>  <b>Accidents</b>  Testing exercise Revision exercise on accidents. Reading, writing

<b>Evaluation activity</b>	<p><b>Complete the sentences using the correct form of words in brackets.</b></p> <p>11. Rukuba was .....by a dog last night. ( bite)</p> <p>12. Kato.....when he fell from the roof. ( cry)</p> <p>13. The girl is .....a tree now. ( climb)</p> <p>14. Noah has injured himself. He is ..... ( bleed)</p> <p>15. Anek .....herself with a knife when she was peeling potatoes. ( to cut)</p> <p>16. Barongo fell off the motorcycle and ..... his right leg. ( break)</p> <p>17. The nurse .....Musa's wound with a bandage. ( cover)</p> <p>18. The small boy was .....down by a bicycle. ( knock)</p> <p>19. The teacher is ..... from malaria. ( suffer)</p> <p>20. Lule's daughter.....from a tree. ( fall)</p>
<b>Lesson evaluation</b>	
<b>Theme</b>	<b>Health in our division/ sub county</b>
<b>Sub – theme</b>	<b>Vocabulary</b>
<b>Lesson content</b>	<p>Along, look left, look right, turn right, towards turn left.</p> <p><b>Examples</b></p> <p>Tom is seated on the left hand side of the house.</p> <p>Simon is seated on the right hand side of John.</p>
<b>Skills</b>	<p><b>Listening, reading, speaking, writing.</b></p> <p><b>Use the correct form of the words in brackets.</b></p> <p><b>Choose right hand side/ left hand side</b></p>
<b>Evaluation activity</b>	<p>5. The trees on the .....of the road.</p> <p>6. The salon is on the .....of the house.</p> <p>7. The flowers are on the .....of the tree.</p> <p>8. She is standing on the .....of the school.</p> <p>Use these words in a sentence.</p> <p>6. along</p> <p>7. towards</p> <p>8. turn right</p> <p>9. paths</p> <p>10. road</p>
<b>Lesson evaluation</b>	
<b>Theme</b>	<b>Health in our division/ sub county.</b>
<b>Sub theme</b>	<b>Structures</b>
<b>Lesson content</b>	<p><b>Structures</b></p> <p>Walk along the ..... ( road , path)</p> <p>What is she doing? They?</p> <p>Who sits on the left hand side of the class room?</p> <p>Where is the nature corner?</p> <p>Where is the petrol station?</p> <p>The petrol station is on the right hand side of the road.</p> <p>Where is our school?</p>
<b>Skills</b>	<p>Listening, speaking, reading, writing</p> <p><b>Complete the sentences</b></p> <p>11. where is the school?</p> <p>12. where is the mosque?</p> <p>13. Where is the church?</p> <p>14. Where is the shop?</p> <p>15. Where is the kitchen?</p>
<b>Evaluation activity</b>	

Lesson evaluation	<b>Use the given words in a sentence</b> 16. walking 17. sitting 18. kneeling 19. standing 20. putting					
Theme	<b>Health in our sub county/ division</b>					
Sub theme	<b>Direction</b>					
Lesson content	Turn to ..... Tell the direction. Direction to the church, dinning hall. Play centre, new plot. What do you do to go the kitchen?					
Skills	Listening , speaking, reading, writing.					
Evaluation	<b>Make correct sentences from the table.</b>					
	To go to	The office Our classroom The kitchen The church	turn left and go straight, turn right and go straight go straight and turn left. go straight and turn right.			
	the	School Shop Market Hospital School - garden	Is  On  the	Left hand side  Right hand side	The road The mosque The church Our home	
Lesson evaluation						
Theme	<b>Health in our division; sub county</b>					
Sub – theme						
Lesson content	<b>Dialogue</b> The dialogue tiffet “Aminah directs Mr. Kintu”					
Skills	Listening, speaking, reading, writing.					
Evaluation activity	Reading and acting the dialogue “Amirah directs Mr. Kintu”					
Lesson evaluation						
Theme	<b>Health in our sub – county/ division</b>					
Sub - theme	<b>Guided composition</b>					
Lesson content	Reading the guided composition “Joan and Joel go to school”.					
Skills	Listening, speaking, reading, writing					
Evaluation activity						
Lesson evaluation	Refer to MK pri. EngBk 3 pg 121					
Theme	Basic technology in our sub – county/ division.					
Sub – theme	Making things from artificial materials.					
Lesson content	<b>Vocabulary</b> Toy, bicycle, car, flower, candle, bag, wear, decoration, beads, hat, sell, buy, for listening,speaking, reading, writing. Make sentences using each of the words below. a. bicycle e. buy					

Lesson evaluation	<p>b. Flower                      f. sell</p> <p>c. Car                          g. wear</p> <p>d. Beads                      h. toy</p>
<p><b>Theme</b></p> <p><b>Sub - theme</b></p> <p><b>Lesson content</b></p> <p><b>Skills</b></p> <p><b>Evaluation activity</b></p> <p><b>Lesson evaluation.</b></p>	<p><b>Basic technology in our sub – county/ division</b></p> <p><b>Concept of technology</b></p> <p><b>Structures;</b></p> <p>What will you use to make ( mat, doll, toy, car, ball)?</p> <p>I/We shall use..... ( banana fibre/ wire) to make ( mat, doll, ball, toy car)</p> <p>What will ( Musa. Mary) use to make..... ( mat, toy car, ball, hat)?</p> <p>They will use ..... ( bananafibres, leaves , wire) to make a mat, toy car, ball etc.</p> <p>Draw and name some examples of crafts and materials used to make them.</p>
<p><b>Theme</b></p> <p><b>Sub theme</b></p> <p><b>Lesson content</b></p> <p><b>Skills</b></p> <p><b>Evaluation activity</b></p> <p><b>Lesson evaluation</b></p>	<p><b>Basic technology in our sub – county/division</b></p> <p><b>Concept of technology</b></p> <p><b>Vocabulary</b></p> <p>Banana leaf, plastic, straw, wire, heavy, light, size, colour, fibre,big, palm leaves, weight, small, long, short, good, texture.</p> <p>Listening, speaking, reading, writing.</p> <p><b>Make sentences using each of the words below;</b></p> <p>colourfibre</p> <p>banana                      plastic</p> <p>palm leaves                      small</p> <p>good                      straw</p>
<p><b>Theme</b></p> <p><b>Sub –theme</b></p> <p><b>Lesson content</b></p> <p><b>Skills</b></p> <p><b>Evaluation activity</b></p> <p><b>Lesson evaluation</b></p>	<p><b>Basic technology in our sub – county/division</b></p> <p>Processing and making things from natural materials.</p> <p><b>Vocabulary</b></p> <p>Swamp, food, mat, rope, bush, garden, play, clay, pot, cut, weave, tie, juice</p> <p>Listening , speaking, reading, writing.</p> <p><b>Fill in the missing letters</b></p> <p>a. Fo__d                      f. m__t</p> <p>b. B__sh                      g. juic__</p> <p>c. Gard__n                      h. pl__y</p> <p>d. Sw__mp                      i. rop__</p> <p>e. Cl__y</p>
<p><b>Theme</b></p> <p><b>Sub – theme</b></p> <p><b>Lesson content</b></p> <p><b>Skills</b></p> <p><b>Evaluation activity</b></p>	<p><b>Basic technology in our sub – county/ division</b></p> <p><b>Processing and making things from natural materials.</b></p> <p><b>Structure s</b></p> <p>(Musa/ Sarah) will mke a (Pot, mat/ rope) using ..... ( clay/ banana fibre/ sisal )</p> <p>What will you make?</p> <p>I/we shall make a ..... ( pot/ mat/ rope)</p> <p>What will she/ he / they make?</p> <p>She/ he will make a pot/ mat/ rope.</p> <p>Where will you get the clay?</p> <p>I shall get it from the swamp.</p> <p>Listening, reading, writing, speaking.</p> <p><b>Fill in the gaps with a correct form of the words in brackets.</b></p> <p>9. John and Mary will..... a rope. ( make)</p>

Lesson evaluation	<p>10. I shall .....clay from the swamp. ( get)</p> <p>11. Allen will..... a mat tomorrow. ( weave)</p> <p>12. We shall ..... those straws next week. ( use)</p> <p>13. The baby will.....its toy. ( break)</p> <p>14. They will .....their classroom with flowers. ( decorate)</p> <p>15. I shall ..... the rope tomorrow. ( skip)</p> <p>16. Tom will .....that pot with water. ( fill)</p>
<p><b>Theme</b></p> <p><b>Sub – theme</b></p> <p><b>Lesson content</b></p> <p><b>Skills</b></p> <p><b>Evaluation activity</b></p>	<p><b>Basic technology in our sub – county / division.</b></p> <p><b>Making things from artificial materials.</b></p> <p>Juma will make a toy car/candle.</p> <p>Why will Mary/ Juma make a toy car/ candle?</p> <p>For ( selling, decoration, playing etc)</p> <p>He will make a toy care to play with.</p> <p>She will make flowers for decoration.</p> <p>They will make the beads for selling etc.</p> <p>Listening, reading, writing, speaking</p> <p><b>Answer these questions correctly.</b></p> <p>9. Why will Mary make a toy car?</p> <p>10. Why shall I make a mat?</p> <p>11. Why will you make the beads?</p> <p>12. Why will Jane make the bags?</p> <p>13. Why will Ben make the hats?</p> <p>14. Why will Sam make the toy car?</p> <p>15. Why will mummy collect palm leaves?</p> <p>16. Why will the teacher buy sisal?</p>
<p><b>Theme</b></p> <p><b>Sub – theme</b></p> <p><b>Lesson content</b></p> <p><b>Skills</b></p> <p><b>Evaluation activity</b></p> <p><b>Lesson evaluation</b></p>	<p><b>Food</b></p> <p><b>Vocabulary</b></p> <p><b>New words</b></p> <p>Weeds, cobs of corn, plants, garden, market, bush, forest, farmer, shop, some and any,</p> <p>New actions</p> <p>Grow, hoe, weed, grow,( dig) harvest.</p> <p>Listening, speaking, reading, writing</p> <p><b>Make sentences using each of the words below</b></p> <p>Garden          any          shop</p> <p>Garden          bush          harvest</p> <p>Farmer          crops          weeds</p>
<p><b>Theme</b></p> <p><b>Sub theme</b></p> <p><b>Lesson content</b></p>	<p><b>Food</b></p> <p><b>Structure</b></p> <p>Show me some.....beans, potatoes, mangoes</p> <p>Here are some.....</p> <p>Count ten beans</p>

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<p><b>Skills</b></p> <p><b>Evaluation activity</b></p> <p><b>Lesson evaluation</b></p>	<p>i. But on his way back home, he fell and all the eggs got broken. j. She needed some eggs. Listening, speaking, reading, writing.</p> <p><b>Arrange these sentences in order to form correct stories.</b></p> <p>e. The beef was bad. f. The shopkeeper refunded his money. g. Tom went to the shop. h. He returned the beef to the shop. i. He bought a tin of beef.</p> <p><b>B</b></p> <p>a. She drank all the splash. b. She put a straw in the packet. c. She threw the empty packet in the dust bin. d. Jane took a packet of splash from the box. e. She opened the packet.</p>
<p><b>Theme</b></p> <p><b>Sub theme</b></p> <p><b>Lesson content</b></p> <p><b>Skills</b></p> <p><b>Evaluation activity</b></p> <p><b>Lesson evaluation</b></p>	<p><b>Food</b></p> <p><b>Reading and writing</b></p> <p>Read stories titled</p> <p>f. Good food ( MkPri. EngBk 3 pg 11) g. Feeling fine. h. The lazy Hare.</p> <p>Listening , speaking, reading, writing.</p> <p><b>Questions</b></p> <p>9. What does good food give us? 10. Name some fruits which protect us from diseases? 11. Why should a person eat meat and eggs? 12. What other kinds of food should people eat? 13. Why is salt added to food? 14. What should you drink after a meal? 15. What must you eat to get a balanced diet? 16. What is the title of the story?</p>
<p><b>Theme</b></p> <p><b>Sub – theme</b></p> <p><b>Lesson content</b></p>	<p><b>Food</b></p> <p><b>Guided composition</b></p> <p>Choose the correct words from the box below to complete the guided composition. (Ref: Mk Pri. EngBk 3 pg 113)</p>
<p><b>Theme</b></p> <p><b>Sub theme</b></p> <p><b>Lesson content</b></p>	<p><b>Transport</b></p> <p><b>Vocabulary</b></p> <p>Revision, donkey, oxen, taxi.</p> <p><b>New words</b></p> <p>Conductor, pump, flat tyre, puncture, passenger, on foot, speed, cart etc. Commands Get on, get off the .....car, bus, train, plane, tie on, put on, loading on, off loading. Listening, speaking, reading and writing.</p>

<b>Skills</b>	<b>Fill in the missing letters.</b>
<b>Evaluation activity</b>	a. C _nd _ctor      b. donk _ _ y      c. tax _ _ d, fl _ _ t      h. sp _ _ _ d      e. p _ _ mp i, ca _ _ t      f. tyr _ _ _ g, pas _ eng _ _ r      k. transp _ _ rt <b>Draw and name means of transport used on land,</b>
<b>Lesson evaluation</b>	
<b>Theme sub – theme</b>	<b>Transport</b>
<b>Sub theme</b>	<b>Structure</b>
<b>Lesson content</b>	Get on the ..... ( bus/ train) What is he doing? He is getting on the bus e.t.c What did he do? He got off the train.
<b>Skills</b>	Speaking, listening, reading, writing.
<b>Evaluation activity</b>	<b>Study the pictures on pg 149 – 150 and answer the questions below.</b> 10. How does George come to school? 11. How does Maria come to school? 12. How does Ali come to school? 13. How does Moses come to school? 14. How does Mercy come to school? 15. How does Adam come to school? 16. What is Anguzu doing? 17. Who is getting on the plane? 18. Who is getting on the donkey?
<b>Lesson evaluation</b>	
<b>Theme</b>	<b>Transport</b>
<b>Sub – theme</b>	
<b>Lesson content</b>	<b>Structures</b>
<b>Skills</b>	Make sentences from the substitutional table.
<b>Evaluation activity</b>	Listening, speaking, reading, writing
<b>Lesson evaluation</b>	(Ref: Mk Pri. EngBkpg 151)
<b>Theme</b>	<b>Transport</b>
<b>Sub theme</b>	<b>Reading and writing</b>
<b>Lesson content</b>	<b>Read the story titled</b> “Asaba’s bicycle Gets A flat tyre” Mk Pri. EngBk 3 pg 154)
<b>Skills</b>	Listening . speaking, reading, writing
<b>Evaluation activity</b>	<b>Questions</b> 9. Which school does Asaba go to? 10. How does Asaba go to school? 11. Where does Asaba live? 12. What did Asaba’s uncle buy for him? 13. What happened to Asaba’s bicycle? 14. Who helped Asaba to repair his bicycle? 15. What was the use of the pump?

<b>Lesson evaluation</b>	16. Give the title of the story.
<b>Theme</b>	<b>Energy in our sub – county / division</b>
<b>Sub – theme</b>	<b>Sources of energy.</b>
<b>Lesson content</b>	<b>Vocabulary</b> Bulb, buy, store, charcoal, fridge, fire wood, petrol, diesel, cook, sell, paraffin, kite.
<b>Skills</b>	<b>Use of “some” and “any”</b> Listening, speaking, reading, writing.
<b>Evaluation Activity</b>	3. <b>Write the words correctly.</b> a. dgefri      b, tkie      c. seledi d, kcoo      e, yub 4. <b>Use the given words to make correct sentences.</b> f, fire wood g, sell h, store <b>Use some or any to fill in the gaps correctly.</b> v. Is there _____ salt in the food? vi. There is _____ sugar in the tin? vii. There aren't _____ beans in the tin. viii. There are _____ fish in the basket. ix. There isn't _____ water in the pot.
<b>Lesson evaluation</b>	
<b>Theme</b>	<b>Energy in our sub county/ division</b>
<b>Sub theme</b>	<b>Sources of energy</b>
<b>Lesson content</b>	<b>Structure</b> Revision on tenses. Present continuous What are .....selling/ buying/ carrying? We are buying/ selling fire wood/ charcoal. Past simple tense Ali/ Mary .....bought..... ( sold paraffin/ firewood/ charcoal/ bulb/ fridge) Future simple tense Ali/ Mary .....bought/ sold.
<b>Skills</b>	Listening, speaking, reading, writing <b>Fill in the blank spaces using the correct form of the word in brackets.</b>
<b>Evaluation activity</b>	12. Alice and Mary are..... Food. ( eat) 13. Father is..... for Christmas. ( shop) 14. Grandfather is ..... Under the tree. ( sit) 15. They are ..... a heavy bag. ( lift) 16. The children are.....in a river. ( swim) 17. Everyday I .....the bell ringing, ( hear) 18. Mummy and I shall .....millet tomorrow. ( grind) 19. They will .....the cake at the party. ( eat) 20. We .....to Jinja yesterday. ( go) 21. The little girl.....her hair in the morning. ( comb) 22. Dan.....fire wood last evening. ( collect)
<b>Lesson evaluation</b>	
<b>Theme</b>	<b>Energy in our sub – county / division</b>

<b>Sub- theme</b> <b>Lesson content</b>     <b>Skills</b>  <b>Evaluation activity</b>	<b>Ways of saving energy.</b> <b>Vocabulary</b> Switch on/ off, blow off, cover, light, box, match stick, candle, water, torch, switch ( n), low, high. Revision on opposites e.g low/ high Switch on – switch off Good - bad Small - big Long - short Listening, speaking, reading, writing  <b>Listen and write</b> 6. Always switch off machine after use. 7. My friend fore helps you in cooking, ironing and lighting. 8. Solar energy is the power from the sun. 9. Sarah bought a red torch. 10. She bought a match box from that shop.  <b>Give the opposites of the given words.</b> Good Switch on Long Buy Smooth Ugly Bottom Absent Outside
<b>Lesson evaluation</b>	
<b>Theme</b>  <b>Sun theme</b>  <b>Lesson content</b>   <b>Skills</b> <b>evaluation activity</b>	<b>Energy in our sub county/ division</b>  <b>Ways of saving energy</b>  <b>Revision of past simple tense</b> Mary/ Sarah/ David switched on/ switched off. Below off the candle/ light. What did ..... He/ she/ they/ we do We/ she/ they .....switched off/ blew off the light / candle.  Listening, speaking, reading, writing <b>Children will answer the following questions.</b> 6. Who switched on the light? 7. Did Jane blow off the candle? 8. Who switched off the light? 9. What did he do? 10. What did they/ you/ he do?
<b>Lesson evaluation</b>	
<b>Theme</b>  <b>Sub – theme</b>  <b>Lesson content</b>	<b>Energy in our sub – county / division.</b>  <b>Ways of saving energy.</b>  <b>Vocabulary</b> Warm, burn, fire, socket, plant, kill, hurt, warm, danger, Alarm, report, comparison, small, big, tall, short.

<b>Skills</b> <b>Evaluation</b> <b>Activity</b>	<p>Listening, speaking, reading, writing.</p> <p><b>Fill in the missing letters.</b></p> <p>W _ _ _ m                      sh _ _ _ _ t</p> <p>Pla _ _ t                      sm _ _ ll</p> <p>Ta _ _ _                      fir _ _ _</p> <p>B _ _ rnssock _ _ t</p> <p>hu _ _ _                      b _ _ g</p> <p><b>Use the given words to make correct sentences.</b></p> <p>a. burn                      d. tall</p> <p>b. Kill                      e. blunt</p> <p>c. Short                      f. fire</p>
<b>Theme</b> <b>Sub –theme</b> <b>Lesson content</b>	<p><b>Energy in our sub – county/division.</b></p> <p><b>Ways of saving energy.</b></p> <p>Structure: Future tense</p> <p>What will.....( you/ she/ he/ they) do when in danger?</p> <p>I/ we/ shall..... ( make an alarm/ report) for help.</p> <p><b>Comparison</b></p> <p>A ..... ( dog/ rabbit/ rat) is..... ( smaller/ bigger) than a ..... ( cow/ pig)</p> <p>Which .....bird/ insect.....is.....smaller/ bigger/father than a ..... Hen/ duck/ pigeon.</p> <p>Listening, speaking, reading, writing</p> <p><b>Answer the questions sensible using “true” or “false”</b></p> <p>11. I shall make an alarm when I’m in danger.</p> <p>12. A dog is bigger than a cow.</p> <p>13. We have to report wrong doers to our elders.</p> <p>Use the correct form of the words in brackets to complete the sentences.</p> <p>14. A rabbit is .....than a goat. ( small)</p> <p>15. A giraffe is ..... than a goat. ( tall)</p> <p>16. A buffalo is .....than an elephant. ( big)</p> <p><b>Arrange the following words to make correct sentences.</b></p> <p>17. Zebra/ big/animal/ is/ A/ a</p> <p>18. Beautiful/ ostrich/ bird/ An/ is/ a</p> <p>19. Is/ A/ snail/ slower/ than/ a / fly</p> <p>20. Leopard/ fast/ is/ A/ animal/ a</p>
<b>Theme</b> <b>Content</b>	<p><b>Energy in our sub – county/ division.</b></p> <p><b>Vocabulary</b></p> <p>Weighing scale, narrow, height, wide –width, high, measure, metres - cloth</p> <p>litres – liquids ( capacity)</p> <p>grams – weight</p> <p>weight is the lightness or heaviness of an object.</p> <p>Listening, speaking, reading, writing.</p> <p><b>Fill in the gaps with the correct word from the brackets.</b></p> <p>9. The ..... of a bag of sugar is 50 kilograms. ( height, weight)</p> <p>10. My father bought ten ..... of meat for a party. ( centimeters, kilograms)</p>



<b>Skills</b>	<ul style="list-style-type: none"><li>- Sack race</li><li>- Foot ball</li><li>- Short lilies</li><li>- Egg race</li><li>- Bottle filling</li><li>- high jump</li><li>- rope skipping</li><li>- long races</li><li>- candle race</li><li>- long jump</li></ul> <p>Listening, speaking, reading, writing,</p>															
<b>Evaluation activity</b>	<p><b>Exercise</b></p> <p><b>Study the table below and answer the questions that follow in full sentences.</b></p> <table><tr><th>Name</th><th>High jump</th><th>Long jump</th></tr><tr><td>Sarah</td><td>1m 2cm</td><td>1m 86 cm</td></tr><tr><td>John</td><td>1m 2cm</td><td>2m</td></tr><tr><td>Aman</td><td>1m 1cm</td><td>1m 7cm</td></tr><tr><td>Alex</td><td>1 m 4cm</td><td>1m</td></tr></table>	Name	High jump	Long jump	Sarah	1m 2cm	1m 86 cm	John	1m 2cm	2m	Aman	1m 1cm	1m 7cm	Alex	1 m 4cm	1m
Name	High jump	Long jump														
Sarah	1m 2cm	1m 86 cm														
John	1m 2cm	2m														
Aman	1m 1cm	1m 7cm														
Alex	1 m 4cm	1m														
<b>Lesson evaluation</b>	<p><b>Questions</b></p> <p>7. How high did John jump?</p> <p>8. How did Aman jump?</p> <p>9. How far did Alex jump?</p> <p>10. Who won in high jump?</p> <p>11. How high did Sarah jump?</p> <p>12. How many pupils participated in high jump?</p>															
<b>Theme</b>	<p><b>Energy in our sub – county</b></p>															
<b>Sub – theme</b>	<p>Conjunctions used in pairs either .....or.....</p>															
<b>Content</b>	<p>Either is used to refer to only two persons or objects.</p> <p>Peter will come. Sarah will come.</p> <p>Either Peter or Sarah will come.</p> <p>I can eat matooke. I can eat posho.</p> <p>I can eat either matooke or posho.</p>															
<b>Skills</b>	<p>Listening, speaking, reading, writing.</p>															
<b>Evaluation activity</b>	<p><b>Use either and or in these sentences.</b></p> <p>11. Take .....a banana .....an orange.</p> <p>12. You either go out.....keep quiet.</p> <p>13. Either Mary..... her friends beat the girl.</p> <p>14. ....James.....Paul is telling her.</p> <p>15. I can use ..... a pencil..... a pen.</p> <p>16. ....my father.....my mother will come to school.</p> <p>17. ....John.....Jane has taken the book.</p> <p>18. They were going .....t o the hospital.....to the market.</p> <p>19. The man may .....be a dentist.....an optician.</p> <p>20. Either Abel .....Fred is absent</p>															
<b>Lesson evaluation</b>																
<b>Theme</b>	<p><b>Energy in our sub – county/ division</b></p>															
<b>Sub – theme</b>	<p><b>Vocabulary ( shopping)</b></p>															
<b>Lesson content</b>	<p><b>New words</b></p> <p>Change, shillings, money, price, notes, watch, play, paid, buy, litre, bring, price, list, sell, sold, hoe much, shopping list, how many, grocery, grocer, taker, bakery, confectionery etc.</p>															
<b>Skills</b>	<p>Listening, speaking, reading, writing.</p>															
<b>Evaluation activity</b>	<p><b>Fill in the missing letters.</b></p> <p>1. W _ tc _ _</p> <p>2. L _ _ t _ _ e</p>															

Lesson evaluation	<p>3. s ___ap                      4. gr ___c ___ry</p> <p>5. bak ___ ___y</p> <p><b>Use these words in a sentence.</b></p> <p>6. shillings                  7. Money                  8. Notes</p> <p>9. change                  10. Shopping list</p>
<p><b>Theme</b></p> <p><b>Sub – theme</b></p> <p><b>Lesson content</b></p> <p><b>Skills</b></p> <p><b>Evaluation activity</b></p>	<p><b>Energy in our sub – county/division</b></p> <p><b>Shopping</b></p> <p><b>Structures</b></p> <p>Do you have some.....please?</p> <p>Yes I have some.</p> <p>Use of much and many.</p> <p>c) How much milk do you want?</p> <p>I want three litres of milk?</p> <p>d) How many books do you want?</p> <p>I wan five dozens of books.</p> <p>Listening, speaking, reading, writing.</p> <p><b>Use “much’ or “many” in these sentences.</b></p> <p>11. There is ..... food in the store.</p> <p>12. How .....teachers are in your class?</p> <p>13. May I know how ..... you earn?</p> <p>14. Here is ..... milk in the jug.</p> <p>15. How .....books do you need?</p> <p>16. There are .....words on this chart.</p> <p>17. Our school has ..... Classes.</p> <p>18. .... fish is in that lake.</p> <p>19. How .....do you pay for a car?</p> <p>20. There are .....dishes of sauce at the party.</p>
<p><b>Theme</b></p> <p><b>Sub – theme</b></p> <p><b>Lesson content</b></p> <p><b>Skills</b></p> <p><b>Evaluation activity</b></p>	<p><b>Energy in our sub – county / division.</b></p> <p><b>Vocabulary ( shopping)</b></p> <p><b>News words.</b></p> <p>Change, shillings, money, price, notes, watch, play, paid, buy, litre, bring, price list, sell, sold, how much, shopping list, how many, grocery, grocer, taker, bakery, confectioners, etc.</p> <p>Listening, speaking, reading, writing.</p> <p><b>Fill in the missing letters.</b></p> <p>1. W ___tc___                  2. L ___t___e                  3. S ___op</p> <p>4, gr ___c ___ry                  5. Bak ___ ___y</p> <p><b>Use these words in a sentence.</b></p> <p>6. shillings</p> <p>7. money</p> <p>8. notes</p> <p>9. change</p> <p>10. shopping list</p>
<p><b>Theme</b></p> <p><b>Sub – theme</b></p>	<p><b>Energy in our sub – county/ division.</b></p> <p><b>Shopping</b></p> <p>Structure e.g</p> <p>A pair of trousers.</p>



<b>Lesson content</b>	A packet of biscuits.
<b>Skills</b>	Listening, speaking, reading, writing
<b>Evaluation activity</b>	<p><b>Fill in the correct words.</b></p> <p>11. A loaf of _____</p> <p>12. A tin of _____</p> <p>13. A bottle of _____</p> <p>14. A crate of _____</p> <p>15. A carton of _____</p> <p>16. A kilogram of _____</p> <p>I went to the market and bought a kilo of _____</p> <p>May I have a _____ of bread.</p> <p>Here is a _____ of drinking water.</p>
<b>Lesson evaluation</b>	
<b>Theme</b>	<b>Energy in our sub – county / division.</b>
<b>Sub – theme</b>	<b>Shopping</b>
<b>Lesson content</b>	<p><b>Rhyme/ situational game</b></p> <p>Blessing: What is the matter miracle?</p> <p>Miracle: I am not feeling well.</p> <p>Blessing: Are you sick?</p> <p>Miracle : Yes, I am, I think I have malaria. There are many mosquitoes around our home.</p> <p>Purity: You should always sleep under a mosquito net.</p> <p>Blessing: Do you clean your compound and burry all the rubbish?</p> <p>Miracle: I always, but from today, I am going to keep clean.</p> <p><b>Questions</b></p> <p>7. How many people are acting the game&gt;</p> <p>8. Who spoke first?</p> <p>9. Why did miracle suffer from malaria?</p> <p>10. Why should we sleep under a mosquito net?</p> <p>11. Write the title of the game.</p> <p>12. Write the opposites of these;</p> <p>a. clean</p> <p>b. today</p>
<b>Lesson evaluation</b>	
<b>Theme</b>	<b>Energy in our sub – county / division</b>
<b>Sub –theme</b>	<b>Shopping</b>
<b>Lesson content</b>	<b>Structures</b>
	How much money did you pay for .....?
	How much did Mukwasi pay for soap?
	He paid four hundred shillings for soap.
<b>Skills</b>	Listening, speaking, reading, writing.
<b>Evaluation activity</b>	Mk Pri. EngBkpg 135
<b>Theme</b>	<b>Energy in our sub – county/division</b>
<b>Sub - theme</b>	<b>Shopping</b>
<b>Lesson content</b>	Structures
	How much change did .....get?

<b>Skills</b>	Lukema had 1000 shillings. He bought one litre of milk at 800 shillings. He got 200 shillings as change.
<b>Evaluation activity</b>	Listening, speaking, reading, writing. MK Pri. EngBk 3 pg 137
<b>Theme</b>	Energy in our sub – county/ division
<b>Sub – theme</b>	<b>Shopping</b>
<b>Lesson content</b>	A story entitled “Jane and Aisha go for shopping” The shopping list.
<b>Skills</b>	iii. What did Mr. Jumba want the children to buy? iv. Who were sent to the grocery?
<b>Evaluation activity</b>	Listening, speaking, reading, writing.
<b>Lesson evaluation</b>	MK Pri. EngBk 3 pg 139.
<b>Theme</b>	<b>Energy in our sub – county / division</b>
<b>Sub theme</b>	<b>Shopping – self testing exercise.</b>
<b>Lesson content</b>	
<b>Lesson evaluation</b>	<b>Choose the correct word from the brackets to complete the sentences.</b>
<b>Theme</b>	<b>Energy in our sub – county/ division</b>
<b>Sub theme</b>	<b>Shopping</b>
<b>Lesson content</b>	Guided composition “Atwooki goes shopping”
<b>Skills</b>	Listening, speaking, reading, writing.
<b>Evaluation activity</b>	<b>Choose the correct words from the given words</b>  <b>Litre shillings buy change any shopkeeper list</b>  One Saturday evening, Atwoki went to Masindi town. She wanted to _____ some presents for her daughter. Atwooki had a piece of paper in her bag. <b>Shopping list</b> Ground nuts 1400/= Cooking oil 1000/= Sugar 1000/= A loaf of bread 700/=
<b>Lesson evaluation</b>	When she reached the shop, she asked the ..... Atwoki: Do you have .....cooking oil please? Shop keeper: Yes, I do. How much would you like? Atwoki: One ..... How much is it? Shop keeper: It costs one thousand shillings. Atwoki gave the shopkeeper five thousand shillings. The shop keeper gave her the items and _____ of one thousand shillings.
<b>Theme</b>	<b>Energy in our sub – county / division</b>
<b>Sub- theme</b>	<b>Word building</b>

<b>Lesson content</b>  <b>Skills</b> <b>Evaluation activity</b>	<p>The word “where” can be joined to some words and form longer words e.g somewhere, any where, every where, nowhere.</p> <p>Listening, speaking, reading, writing.</p> <p><b>Use the following words to form sentences.</b></p> <p>10. somewhere 11. any where 12. every where 13. nowhere</p> <p><b>Complete the sentences below using anywhere, nowhere, somewhere, everywhere.</b></p> <p>14. I checked _____ in the house but I couldn't find my pen. 15. I told him to hide _____ . 16. You aren't going ..... with my shoes. 17. I went _____ for help. 18. Do you know _____ we can get soap?</p>
<b>Lesson evaluation</b>	
<b>Theme</b>  <b>Sub – theme</b>  <b>Lesson content</b>  <b>Skills</b>  <b>Evaluation activity</b>	<p><b>Energy in our sub – county / division</b></p> <p><b>Word building</b></p> <p><b>Body</b> It can be joined to every, some, no, any, Jill knocked at the door but no body answered. Listening, speaking, reading, writing.</p> <p><b>Use the words below to make meaningful sentences.</b> Everybody, nobody, somebody, anybody. <b>Complete the sentences below using the following words.</b> Everybody, anybody, somebody, nobody. 5. _____ should go out. 6. Did you call _____ for me? 7. I came with _____ here. 8. Call _____ here.</p>
<b>Lesson evaluation</b>	
<b>Theme</b>  <b>Sub – theme</b>  <b>Lesson content</b>  <b>Skills</b>  <b>Evaluation activity</b>	<p><b>Energy in our sub – county/ division</b></p> <p><b>Word building</b></p> <p><b>Use of thing</b> It can be used to words like any, some, no, every ie. Everything, nothing, anything, something. Anything can be used in asking questions.</p> <p>Have you done anything to him? Something; is used in telling sentences. There is something in that box. Listening, speaking, reading, writing Use the words below to make meaningful sentences. 9. anything 10. nothing 11. something 12. everything Complete the sentences below. 13. I don't have ..... for you.</p>

<b>Lesson evaluation</b>	<p>14. Did you check _____</p> <p>15. I have .....to say.</p> <p>16. Pick _____ from the cupboard.</p>
<b>Theme</b> <b>Sub theme</b> <b>Lesson content</b>  <b>Skills</b> <b>Evaluation activity</b>	<p><b>Energy in our sub – county / division</b></p> <p><b>Word building</b></p> <p>The word ever can be joined to who, how, when, where, what and which, i.e whichever, whenever, whatever, however, whoever.</p> <p>You can visit us whenever you like.</p> <p>Listening, speaking, reading, writing.</p> <p><b>Use the words below to make sentences.</b></p> <p>6. whichever</p> <p>7. whenever</p> <p>8. whatever</p> <p>9. however</p> <p>10. whoever</p> <p><b>Complete the sentences below;</b></p> <p>3. _____you feeling hungry? Eat fruits</p> <p>4. Tell us _____ you think.</p> <p>5. Call me _____ is ready.</p>
<b>Lesson evaluation</b>	