

COMPREHENSION NOTES FOR P.3 THEMATIC CURRICULUM, TERM ONE

WEEK 1:

THEME 1: OUR SUB-COUNTY/DIVISION.

Name and location of our sub-county.

Vocabulary:

on	sub-county
in	division
behind	Makindye
in front of	parish
near	zone
cupboard	Kampala
door	district

New vocabulary:

North	sunrise
East	sunset
West	opposite
South	above
night	left

Construct five sentences using the vocabulary.

Passage: Our Division

The name of our country is Uganda. Uganda is divided into parts called districts e.g. Kampala district, Wakiso district, Mpigi district and many others.

Kampala district is so big that it is divided into five parts called divisions or sub-counties. These divisions are Makindye division, Central division, Nakawa division, Kawempe division and Rubaga division.

The name of our division is Makindye division. There are a lot of important things in our division like schools, markets, churches, shops, mosques, hills, valleys, etc. We are proud of our division.

Questions:

1. What is the name of our division?
2. Another for division is.....
3. In which district is our division?

4. How many divisions are in Kampala district?

There are.....

5. Draw, name and colour four important things found in our division/sub-county.

WEEK 2:

Physical features in our sub-county/division.

Vocabulary:

physical features	valleys
land forms	rivers
hills	swamps
mountain	lakes
ponds	wells

Sentence construction using the vocabulary.

Complete these sentences correctly:

1. The sun rises from the and sets in the
2. Our school is found on hill.
3. A is a low land between two close hills or mountains.

Structures:

1. Where do we get fish from?

We get fish from.....

2. What do we get from swamps?

We get from swamps.

3. Where is sand got from?

Sand is got from

Passage: Valleys.

A valley is a low land between two close hills or mountains. Valleys with plenty of water and vegetation are called swamps.

Swamps are important because homes for some animals e.g. snakes and fish. People get fish, sand and clay from swamps. Clay is used to make cups, pots, flower vases and bricks. Sand is used for building.

People should protect swamps because they are important.

Questions:

1. What is the story about?
2. Swamps with plenty of water and vegetation are called
3. What do people make out of clay?
4. What is sand used for?
5. Write the dictionary meaning of vegetation.
6. Draw a picture of a valley.
7. Why are swamps important in our sub-county?

WEEK 3:

People in our sub-county /division.

Vocabulary:

Chairperson	teachers
secretary	barbers
leaders	cobblers
children	carpenters
parents	priests
police	pastors
friends	tribe
army	members

Sentence construction using the vocabulary.

Structures:

1. What do teacher do?
Teachers.....
2. Who makes furniture?
A
3. What does a barber do?
A

Advertisement: Jo b Opportunity.

KIBULI DEMONSTRATION SCHOOL

A WELL TRAINED P. 3 TEACHER FOR R.E. IS NEEDED.

INTRVIEWS WILL BE AT SCHOOL ON WED 16th FEB 2012 AT 8.00 a.m.TO 12.00 p.m.

HEADTEACHER.

Questions:

1. What is the advertisement about?
2. Which school needs a teacher?
3. Which teacher is needed?
4. When will the interviews take place?
5. At what time will the interview begin?
6. Who wrote the advertisement?
7. Write in full:
 - a) R. E.
 - b) Wed
 - c) Feb

WEEK 4:

THEME 2: LIVELIHOOD IN OUR DIVISION.

Occupations of people in our sub-county/division and their importance.

Vocabulary:

Carpenter	tailor
secretary	farmer
driver	barber
shopkeeper	cobbler
builder	fishmonger
doctor	market vendor
garbage collector	butcher

Sentence construction using the vocabulary.

Structures:

1. What does a cobbler do?
A cobbler
2. Who sells meat?
A
3. Who grows crops and keeps animals?

A

Dialogue: A Fishmonger.

MK. Bk. 3 pg.

Questions:

1. Who is a fishmonger?
2. What does Mr.Munyema do?
3. How many people are in the dialogue?
4. Apart from fish, name other three items we get from lakes.
 - a)
 - b)
 - c)
5. What does a fisherman use to catch fish?
6. What food value do we get when we eat fish?
7. Draw, name and colour any four important people in our division.

WEEK 5:

Social services and their importance.

Vocabulary:

social	aeroplane
services	train
education	water
health	lorry
transport	taxi
water supply	telephone
security	television
communication	hospital
police	treat

Sentence construction using the vocabulary.

Structures: who

1. A person who drives a car is a
2. One who flies an aeroplane is a
3. A person who is sick should go to a

Join these sentences using because

- a) Mega is crying. She is hungry.

- b) The driver caused an accident. He was driving carelessly.
c) I went to the clinic. I was sick.

Substitution table.

A	builder plumber carpenter tailor headteacher	makes heads fits and repairs builds	furniture. clothes. houses. a school. water pipes.
---	----------------------------------------------------------	----------------------------------------------	----------------------------------------------------------------

- 1.
- 2.
- 3.
- 4.
- 5.

Passage: Social services.

Social services are the services provided by the government and non-government organisations to make people's lives better.

Examples of social services are education, transport, health, security, water supply and communication.

Different people provide different services for example, teachers provide education service, the police and army provide security, doctors and nurses provide health service while telephone companies and news reporters provide communication service.

When all the services are well provided, people will have good health, be literate, live peacefully and there will be easy flow of information in our sub-county.
Therefore, our leaders should make sure that all the services are well provided.

Questions:

1. What are social services?
2. List down four examples of social services in our sub-county.
 - a)
 - b)
 - c)
 - d)
3. What group of people provides transport in our sub-county?
4. Why do you think some services are not well provided in our sub-county?
5. Why are doctors important in our sub- county?
6. Draw, name and colour any four people who provide services in our sub- county.

WEEK 6:

Challenges in social services and their possible solutions.

Vocabulary:

challenge	police post
solution	mosquito net
thieves	murram roads
corrupt	tarmac roads
corrupt officials	report
expensive	spray
lack	slash

Sentence construction using the vocabulary.

Structures: because

1. Ben cannot go to school. He is sick.
2. She fell down. She was running on the stairs.
3. You should slash the compound. It is bushy.

Dialogue: CORRUPTION.

Angelo: Hullo Amos, how are you?

Amos: I'm alright, thank you.

Angelo: We're going to school but do you know that there are some children who can't go to school?

Amos: Yes. Some parents can't afford school fees.

Angelo: You're right. There is a government program that helps such children and parents. Parents don't pay school fees. It is called Universal Primary Education.

Amos: That's very good because every child can now get the education service.

Angelo: There are some corrupt officers who misuse the government funds and even sell medicine in hospitals.

Amos: Then those should be reported and punished.

Questions:

1. Who are talking in the dialogue?
2. Where are Angelo and Amos going?
3. Why don't some children go to school?
4. The program in government schools where parents don't pay fees for their children is called.....
5. Theofficers should be punished because they misuse government funds.
6. What do corrupt officers do in hospitals?
7. Write these words in long form:
 - a) I'm
 - b) We're

- c) You're
d) can't
8. Draw, name and colour four needs of a school.

WEEK 7:

THEME 3: Our environment in our sub-county/division.

Vocabulary:

environment	plants
soil	buildings
water	loam
air	white
stones	charcoal
sand	brown
clay	model
animals	black

Complete these sentences correctly:

1. Farmers grow crops and keep.....
2. soil is the best for plant growth.
3. Clay soil is in colour.
4. The opposite of is white.

Structures:

1. What is clay soil used for?
Clay soil is used for.....
2. What is charcoal used for?
Charcoal is used for.....
3. Where do we get clay soil from?
We get clay soil from

Poem: Soil

Soil Soil Soil
Soil, you are useful
In you we plant the seeds
In you we grow the food
From you we get the murram for roads
In you our animals hide and bathe
Soil all over the environment
Oh, what a wonderful friend you are!

Soil Soil Soil

You are useful
For building, we run to you
For modelling, we run to you
Oh, what a wonderful friend you are!

Soil Soil Soil
A home for worms
A home for insects
A home for snakes
Oh, what a wonderful friend you are!

Soil Soil Soil
Clay soil, loam soil, sand soil
You are all useful
In layers you lay
Top soil, sub soil
Oh, what a wonderful friend you are!

Questions

1. What is the poem about?
2. Which soil is used for building?
3. Where do we find soil?
4. Name the three types of soil.
The three types of soil are:
 - a)
 - b)
 - c)
5. How many stanzas does the poem have?
The poem has
6. Draw, name and colour three items made out of soil.

WEEK 8:

Natural causes of changes in the environment.

Vocabulary:

wind	windy
rain	rainy
sun	sunny
clouds	cloudy
hot	cold
dry	wet

inside	outside
floods	drought
hail stones	lightning
thunder	earthquake
sunshine	sunset
sunrise	shining

Sentence construction using the vocabulary.

Structures:

1. What is the weather now?
The weather now is.....
2. What happens on a sunny day?
3. When do farmers plant crops?

Give the opposite of these words:

- a) cold
- b) wet
- c) outside
- d) sunrise

Poem: CHANGES IN THE ENVIRONMENT.

The sun
Brightly shining up there
You give us heat and light
And make our plants grow.

The wind
You move things like kites
You help in winnowing
You are good but sometimes bad
You blow off the roofs of our houses

The clouds
Sometimes white like cotton wool
Sometimes black or grey
When it is so hot and you appear,
The weather changes.

The mighty rain
From the dark sky
You come like drops of water
On this dry and thirsty land
Plants and people need you.

Questions:

1. What is the poem about?
2. Where is the sun?
3. Which stanza talks about the clouds?
4. Why is wind sometimes bad?
5. Why do plants need rain?
6. When is the weather sunny?
7. Give one use of wind to people.
8. Draw, name and colour the four types of weather in our sub-county/division.

WEEK 9.

Changes in the environment through human activities.

Vocabulary:

construct	build
cutting trees	farm
burning bushes	cover
farming	plant
burning charcoal	throw
graze	plastic
rubbish pit	brick

Sentence construction using the vocabulary.

Structures:

1. What will you do when you go home?
I shall.....
2. Will you graze the goats when you go home?
No, we.....
3. Is building houses in a swamp good?

Passage:

People do a lot of activities in the environment in our sub-county/division. These include pottery, farming, fishing, brick making, etc.

Some activities are not good because they destroy the environment. Examples of these are cutting down trees, burning bushes, dumping rubbish into trenches and swamps and overgrazing.

Overgrazing, bush burning and cutting down trees cause soil erosion. Dumping rubbish anywhere causes easy spread of diseases like cholera.

We should all be responsible and care for our environment by disposing off wastes properly, planting more trees and avoid bad farming methods like bush burning and overgrazing.

Questions:

1. What do people do in the environment?
2. What activities do people do in or near swamps?
3. Why are some activities not good?
4. List down some activities people do that are not good.
 - a)
 - b)
 - c)
 - d)
5. What should we do to protect our environment?

We should:

- a)
- b)
- c)
6. Draw, colour and name any one bad human activity in our sub-county.

WEEK 10:

THEME 4: ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY/DIVISION.

Air and the sun.

Vocabulary:

air	dry
sun	wash
move	heat
wind	warm
blow	fall
break	rain
rise	set
roof	house
clean	dust

Sentence construction using the vocabulary.

Structures:

1. What does father do?
2. What does the maid do?
3. What do you do everyday?

Complete these sentences correctly:

- a) is moving air.
- b) The sun from the East.
- c) Can you please that dusty table?
- d) I have put on a sweater to keep

Give the past tense of these words:

<u>Present</u>	<u>Past</u>
break	
wash	
dry	
fall	
blow	

Dialogue:

Mary: Hullo Agnes, the big tree near our home was blown by strong wind.

Agnes: Really? When did the tree fall?

Mary: Yes. It fell on Monday evening when it rained heavily.

Agnes: Why did the tree fall/

Mary: The tree fell because of the heavy storm and soil was washed away by rain.

Questions:

1. How many people are talking in the dialogue?
2. What fell down on Monday evening?
3. Where was the tree?
4. Why did the tree break?
5. What happened to the soil during the heavy rain?
6. Give two bad things caused by heavy rain.
 - a)
 - b)

COMPREHENSION NOTES FOR P. 3 TERM 11, 2013.

THEME 5: LIVING THINGS.

Wk. 1. Animals

Vocabulary

Forest	zebra
Zoo	lion
Bush	giraffe
Monkey	hyena
Elephant	wild animals
Tame	buffalo
Wild animals	domestic animals

Sentence construction using the vocabulary.

- 1.
- 2.
- 3.
- 4.
- 5.

Structures

1. Which animal is bigger?

A buffalo and a lion

A is bigger than a

2. Which animal is smaller?

A rabbit and a rat

A is smaller than a

3. Which animal is faster?

A goat and a dog

A is faster than a

4. Which animal is slower?

A snail and a tortoise

A is slower than a

Dialogue: A VISIT TO THE ZOO

MK.pg. 70.

Questions:

1. Who are talking in the dialogue?
2. Who visited the zoo last Friday?
3. Who must visit the zoo next month?
4. Which animals did Mulisa see?
5. Which animals did Birabwa see?
6. Of the animals they saw, which one is the biggest?

7. Draw, name and colour two animals you know.

Wk. 2 Birds

Vocabulary

Hen	kiwi
Duck	owl
Dove	turkey
Eagle	kite
Parrot	bat
Crow	sparrow
Pigeon	crested crane
Weaver bird	flamingo

Sentence construction

Fill the gaps with the correct words:

1. We keep and for their eggs and meat.
2. A is found in the middle of the Uganda flag.
3. The old man is as blind as a
4. An has big eyes.
5. A hen clucks while a gobbles.

Passage: BIRDS

Birds are also living things. Some birds are domestic while others are wild. Examples of domestic birds are hens, cocks, ducks, turkeys and parrots. Examples of wild birds are weaver birds, owls, sparrows, crested cranes and crows.

People keep birds for eggs and meat. Their droppings are used as manure in gardens. The birds must be fed and treated well in order to grow well.

When they are sick, a veterinary doctor treats them. Examples of bird diseases are coccidiosis, flu and worms.

Wild birds are also important because people pay money to see them in the zoos or game parks. People who go to see wild birds and animals are called tourists.

Questions:

1. What is the passage about?
2. Name the two groups of birds.
The two groups of birds are and
3. List down any four examples of domestic birds.
Examples of domestic birds are:

- a)
- b)
- c)
- d)
- 4. Give three reasons people keep birds.
People keep birds for:
 - 1)
 - 11)
 - 111)
- 5. Some of the diseases that attack birds are,, and
- 6. The doctor who treats animals is called a
- 7. Who are tourists?
- 8. Draw, name and colour any bird kept at home.

Wk. 3. THEME: PLANTS IN OUR SUB-COUNTY/DIVISION.

Vocabulary:

Maize	dry season
Beans	flowers
Yams	tins
Garden	water
Swamp	mango
Farmers	wet season
Weeds	harvest
Care for	weeding

Sentence construction.

Structures:

- 1. Where do farmers grow crops?
Farmers grow crops in
- 2. Who planted the maize/
..... planted the maize.
- 3. Where did you plant the yams?
We planted the yams in the

Write the plural of these:

- a) mango
- b) garden
- c) tomato
- d) maize
- e) farmer

Dialogue:

Peter: Good morning, Joel.

What are you doing?

Joel: I am preparing my garden for planting.

Peter: What are you going to plant?

Joel: I am going to plant maize and bean seeds.

Peter: How are you going to plant them?

Joel: I am going to plant them in rows. The rows will be three feet apart.

Peter: Alright. When the plants begin to grow, look after them carefully and remove any weeds.

Joel: Thank you very much for the advice.

Peter: It's a pleasure.

Questions:

1. What is Joel doing?
2. Which seeds is Joel going to plant?
3. What are weeds?
4. Why should Joel remove the weeds from the garden?
5. Apart from weeding, we care for plants by, and
6. Draw, name and colour four plants grown in our sub-county/division.

Wk. 4. Uses of plants

Vocabulary

Flowers	food
Roots	decorate
Stem	medicine
Leaf	money
Leaves	fuel
Seeds	furniture
Timber	building

Sentence construction

Structures:

1. What are flowers used for?
Flowers are used for
2. Which plants provide us with timber?
..... provide us with timber.
3. Whose garden is this?

Substitution table

There is	Some	Bananas	In the tank.
There are	Little	Juice	In the tea.
That is	A lot of	Water	In the garden.
Those are		sugar	In the glass.

- a)
- b)
- c)
- d)
- e)

Passage: USES OF PLANTS TO PEOPLE

Plants are useful to people in a lot of ways. Most plants are used for food. Among plants grown for food are bananas, beans, rice, mangoes, greens and many others.

Others are grown and sold to get money. These are called cash crops. Examples are coffee, cotton, tobacco, vanilla, tea, etc.

We get medicine from some plants e.g. aloe, mangoes, guavas, etc. Flowers and leaves are sold to get money. They are also used for decoration.

Plants with thorns are used to make hedges. A hedge is a fence made out of plants. From trees we get timber which is used for making furniture and building houses.

Questions:

1. Food crops are plants grown for
2. What are cash crops?
3. Name two examples of plants that provide us with medicine.
4. What is timber used for?
Timber is used for
Timber is used for
5. Which plants are used to make hedges?
6. Write two examples of crops grown for sale.
Examples of crops grown for sale are and
7. Draw, name and colour three crops grown in our school garden.

Wk. 5. THEME 7: MANAGING RESOURCES IN OUR SUB-COUNTY/DIVISION

SAVING RESOURCES

Vocabulary

Time	waste
Money	box
Water	plant(v)
Firewood	need
Bank(n)	bundle
Charcoal	save

Sentence construction

Structures:

1. Where do you keep your money safely?
2. Do you have enough time?
3. How much charcoal is left?

Dialogue

Mary: Good afternoon, Jack.

Jack: Good afternoon, Mary. What do you use to cook food?

Mary: I use charcoal and firewood.

Jack: Where do you buy it from?

Mary: I always buy it from the charcoal kiosk.

Jack: I shall also buy a sack. What about firewood?

Mary: My children collect firewood from the forest.

Jack: That is wonderful. Children can help to do some work.

Mary: We should train children to do work.

Jack: Thank you very much. I will train my children, too.

Questions

1. Who are talking in the dialogue?
2. What does Jack use to cook food?
3. Who buys charcoal from a charcoal kiosk?
4. Whose children collect firewood from the forest?
5. Who should learn to do work?
6. Apart from firewood and charcoal, we use to cook food.
7. Write small words from the big ones:
 - a) charcoal
 - b) train
8. Write the short form of:
 - a) That is
 - b) I shall

Wk. 6. Spending resources
Shopping

Vocabulary

Buy	cost
Sell	budget
Shillings	priotise
Shop	spend
Shopkeeper	shopping list
Grocer	price tag
Grocery	some
Market	money
Market vendor	change
Customer	cashier
Pack	item

Sentence construction

Give the plural of these nouns:

- 1) a thief
- 2) a box of chalk
- 3) a mango
- 4) a bar of soap
- 5) a loaf of bread

Structures:

1. How much is a pencil?
It is shillings.
2. May I have some please?
Yes, you may.
3. Do you have any soap please?
Yes, I do. / No, I don't.

Passage: JANE AND AISHA GO SHOPPING.

Mk. Pg. 138.

Questions:

1. Who went to the grocery?
2. How many items did the girls buy?
3. Who wrote the shopping list?
4. How much money did the girls pay for all the items?
5. How much sugar did Jane and Aisha want?
6. List down the items Mrs. Jumba sent for.
Mrs. Jumba sent for:
 - a)
 - b)

- c)
7. Where did the grocer pack the items?
 8. How much was the change?

Wk. 7. CHART

Vocabulary

Shopping list	cheap
Items	expensive
Goods	dear
Cost	bargain
Price	quality
Quantity	pay

Sentence construction

Join these sentences correctly:

1. A book is cheap. A pencil is cheaper.
A is cheaper than a
2. A pen is cheap. A rubber is cheap.
A pen and a rubber
3. Cars are expensive. Buses are more expensive.
..... are more expensive than

Study the shopping list below carefully and answer in full sentences.

Dan's shopping list

<u>Item</u>	<u>Quantity</u>	<u>Price</u>
Books	1 dozen	Shs.5,000
School bag	1	Shs.10,000
Pencil	4	Shs.800
A bar of soap	1 bar	Shs.2,000

Questions:

1. Whose shopping list is shown above?
2. How many items are on the list?
There are
3. How many items are in a dozen?
There are
4. Which item is the cheapest on the list? How much is a bar of soap?
5. How much is a bar of soap?
6. What is the cost of a pencil?

7. Name any three places where people go shopping.
8. Why should one have a shopping list before shopping?
One should have a

Wk. 7. PROJECTS

Vocabulary

Projects	bee keeping
Skill	tree planting
Knowledge	poultry keeping
Money	brick making
Capital	space
Prepare	recording
Time	checking
Manage	

Sentence construction

Structures

1. What are you going to keep?
I am going to keep
2. Keeping is better than growing

Passage: John's project

John is a primary three child. He is nine years old. At his school, his teacher taught him about the different projects one can start. John chose a vegetable growing project because vegetables grow quickly.

First, he chose a good site for a garden. He then cleared the garden well. He planted cabbages, tomatoes and egg plants. He recorded the date of planting.

He cared for them by weeding, watering and controlling pests and diseases. When the vegetables were ready, he harvested them and recorded the date of harvesting.

He took some of the harvest at home for food and sold some at the market. He got some pocket money after selling them.

Questions:

1. In which class is John?
2. How old is John?

3. Who taught John about the projects?
4. List down four of the projects you have learnt.
5. Which project did John take/
6. Which vegetables did John grow?
7. How did John care for the vegetables?
8. What did John do to the harvest?
9. Draw, name and colour the vegetables John grew.

Wk. 8. THEME 8: KEEPING PEACE IN OUR SUB-COUNTY/ DIVISION

Living in peace with others

Vocabulary

Rules	steal
Play	friend
Work	sing
Share	dance
Give	visit
Sorry	greet
Excuse	abuse
Fight	beat
Obey	borrow
Request	polite
Respect	forgive
Disobey	impolite

Sentence construction

Structures

1. May I use your ruler please?
Yes, you may.
2. May I play with you please?
Yes, you may.
3. May I borrow your pencil please?
No, I am sorry. I am using it.

Substitution table

Make meaningful sentences from the table below:

The police	teach	in mosques.
The army	lead prayers	discipline.
Teachers	protect	law and order.

Priests Imams Parents	keep teach us	in churches. children. our country.
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- a)
- b)
- c)
- d)
- e)
- f)
- g)

Answer these questions:

1. Write down five things you do to show that you keep peace in our division.
2. Write down five examples of acts which do not show peace in our division.
 - a)
 - b)
 - c)
 - d)
 - e)

Wk. 9. Child rights, needs and their responsibilities.

Vocabulary

Child rights	school
Needs	clean
Education	play
Food	water
Home	drink
Clothes	medicine
Parents	responsible
responsibility	name

Sentence construction:

Use the words in the brackets to fill the gaps:

1. should know their rights and responsibilities. (child)
2. We have of speech. (free)
3. Good children are always (obey)

Structures:

1. What do we do everyday?
We eat and drink everyday.
2. What does mother do everyday?
Mother
3. What is your name?
My name is

Give the opposite of these words:

- a) obey
- b) clean
- c) responsible

Passage:

My friend is Amos. He lives at Nsambya with his father and mother. His father's name is Mr. Francis Opio while his mother's name is Mrs. Flavia Opio.

Amos goes to St. Peter's Primary School, Nsambya. He is in primary three. At school, he needs books, pens, pencils a set and wrappers.

His mother is a house-wife. She stays at home to clean the house, wash clothes and cook food. His father is an engineer. He works with Uganda National Road Authority. He pays for Amos' school fees and buys his needs at school. He also buys food, pays for house rent and water bills.

Amos washes the utensils and sweeps the compound when he comes back from school.

Everyone in this family has a responsibility.

Questions:

1. Who is the writer's friend?
The writer's friend is
2. Which school does Amos go to?
3. Where does Amos stay?
4. Who pays for Amos' school fees?
5. What does Amos' mother do at home?
6. What does Amos do when he comes back from school?
7. What type of family is this?
This is a
8. Draw, name and colour one responsibility you have at home.

Vocabulary

Help	love
Respect	study
Elders	guardians
Gift	pray
Clan	bless

Sentence construction:

Complete these sentences correctly:

1. Children are gifts from
2. should care for their children.
3. Children should help their children. They should be
4. The best food for babies is

Read the poem carefully and answer in full sentences:

Child Child Child
A gift from God
To the family
And clan
So let's love our children.

Child Child Child
Feed the child
Educate the child
Treat the child
Dress and shelter the child.

Child Child Child
Respect elders and other children
Respect the parents as well
Greet everyone
And help whoever needs help.

Child Child Child
Go to school daily
Study hard
Keep with your parents/ guardians
Follow school rules and regulations
And pray everyday.

Questions:

1. How many stanzas does the poem have?
2. The poem has

3. What is the poem about?
4. Who should study hard?
5. Write down four responsibilities of parents.
 - 1) Parents should
 - 11)
 - 111)
 - 1V)

Complete correctly:

- a) A child is a gift from
- b) A child must respect, and
7. Write down three responsibilities of a child at home.
8. 1)
9. 11)
10. 111)

COMPREHENSION NOTES FOR P. 3 TERM THREE, 2012.

Wk. 1. THEME 9 : CULTURE AND GENDER IN OUR SUB-COUNTY/ DIVISION.

Customs in our sub-county/ division

Vocabulary

Culture	kneel
Marriage	greet
Naming	food
Dressing	taboos
Language	circumcise
Music	roles
Burial	pray
Dance	wear
Tribe	

Sentence construction:

Complete these sentences correctly:

1. We should our parents and teachers.
2. The Baganda women and girls while greeting.
3. The spoken by Basoga is Lusoga.
4. The men must be circumcised.

Passage: PEOPLE'S CULTURE

Tribes have different practices. These practices are called customs and cultures. Customs and cultures help us to know how people live. We can tell the beliefs and the food people like.

The Baganda's staple food is bananas while that for Banyankole is millet. The Baganda men put on Kanzu as their traditional wear while the women put on Gomesi. The Banyankole women's traditional wear is Sash while the men's is Kanzu.

Each tribe has their traditional dance. The Baganda's is Bakisimba, the Batooro have Runyege while that for Bagisu is Kadodi.

There are ceremonies that different tribes perform as they practise their culture. It is very important to respect everyone's culture.

Questions:

1. What is the passage about?
2. What is the staple food for the Baganda?
3. What do we call the Banyankole women traditional wear?
4. Which people dance Runyege?
5. Why do people put on their traditional wear?
6. Name two customs practiced in our sub-county/ division.
 - a)
 - b)
7. List down three modern wears that people in our sub-county put on.
 - 1)
 - 11)
 - 111)

Wk. 2. FOOD

Vocabulary

Farmers	yummy
Dry season	delicious
Wet season	scrumptious
Food staff	yuck
Food values	yucky
Balanced diet	tasty
Harvest	salty
Food taboos	cook (v)
Utensils	kitchen
Prepare	cook (n)

Sentence construction:

Make meaningful sentences from the table below:

There is	some	meat in the pan.
There isn't	any	salt left.
There are		mangoes in the basket.
There aren't		tea in the flask.

- a)
- b)
- c)
- d)
- e)

Story: GOOD FOOD

Mk. Pg. 111-112.

Questions:

1. Why do we eat food?
2. What makes the food tasty?
3. Why do we need fruits in our diet?
4. What is energy?
5. is a meal that contains all the food values in their right amounts.(Complete correctly.)
6. Write down any four food values we need to grow well.
 - a)
 - b)
 - c)
 - d)
7. Draw, name and colour any four of the fruits we need in our diet.

Wk. 3. GENDER

Vocabulary

Gender	wash
Male	mop
Female	work
Masculine	hungry
Feminine	slash
Share	milk (v)
Help	different

Sentence construction:

Complete these sentences correctly:

1. A king's is a princess.
2. A male rabbit is a
3. A female pig is a
4. A is a male head of school.
5. Wife is to as lady is to gentleman.

Structures:

1. Who cooks food?
.....
2. Who slashed the compound?
.....

Join these sentences using ...because ...

1. She shouted for help. The mad man was running after her.
2. He was punished. He had dodged lessons.
- 3 The teacher is happy. Everyone has written well.

Read the dialogue carefully and answer in full sentences:

Mark: How are you, Rose? You look unhappy.

Rose: I'm not alright. I cut my finger yesterday as I was peeling bananas.

Mark: Don't you have a maid at home?