

## P.3 READING

### LESSON NOTES FOR TERM I

**THEME: ENVIRONMENT IN OUR SUB COUNTY.**

**SUB THEME: NATURAL CAUSES OF CHANGES IN OUR ENVIRONMENT**

**COMPETENCES:**

- Reading the changes in the environment.
- Making sentences using the words from the sub – theme

**METHODS: -**

- Question and answer
- Discussion
- Illustration

**L/Aids:** - Weather chart, cards

**INTRODUCTION:** - The lesson will be introduced with a song about weather

**EXPERIENCING PHASE:** Read the causes of changes in our environment

Wind, windy, clouds, cloudy, hungry, floods, sun, sunny, hunger, sunshine, soil erosion

Children will make sentences using the words above orally.

**Activity:**

- Write down the uses of these weather elements.
- Clouds
- Sunshine
- Rainfall
- Wind
- Read and draw the conditions of weather
- Sunny
- Cloudy
- Windy
- Rainy

**THEME: ENVIRONMENT IN OUR SUB COUNTY****SUB THEME: SOIL****COMPETENCES:**

- Reading words from the sub-theme.
- Reading the passage and answering questions in full sentences

**METHODS: -**

- Discussion,
- Sentence method
- Whole word method

**L/Aids: - Cards**

**INTRODUCTION:** - The lesson will be introduced with sounds.

**EXPERIENCING PHASE:** Read the words from the sub-theme.

**THE SOIL COMPONENTS AND COLOUR**

Soil, stones, clay, charcoal, particles, loam, brown, dead, colour, build, rough, crop, houses, slippery, large

**Read the passage and answer the questions**

Soil is good to us. There are three types of soil these include: - loam soil, clay soil, sand soil

Sand soil has bigger particles, clay soil is slippery, we also use it for pottery.

Loam soil is good for growing crops.

We use clay soil for making pots, cups and bricks.

Sand soil is used for building.

### **Questions**

- Name three types of soil.
- Which type of soil is slippery?
- What is clay soil used for?
- Which type of soil has bigger particles?
- Name the soil that is good for growing crops.

**THEME: LIVELIHOOD**

**SUB THEME: SOUND**

**COMPETENCES:**

- Reading and spelling words with “ie” as “ye”
- Making oral sentences using those words.

**METHODS: -**

- Chalk and talk,
- Question and answer.
- Whole word method

**L/Aids: -** Chart

**INTRODUCTION:** - The teachers introduces the lesson by reviewing the previous one.

**EXPERIENCING PHASE:** Read words with “ie” as “ye”

Obedient, efficient, lenient, efficiency, serviettes, variety, deficiency, fluent, obedience, influence, Juliet, obedience

**Sentences**

- Juliet is an obedient girl.
- Use that serviette to clean the table.
- We have a variety of books here.

**Activity**

**Fill in the missing words from the brackets.**

- Juliet is an \_\_\_\_ girl. (fluent, obedient)
- Kato is \_\_\_\_ in English. (influence, fluent)
- Bring ten \_\_\_\_ on this table, (obedience, serviettes)
- Group \_\_\_\_ spoils children (lenient , influence)
- Marasmus is a food \_\_\_\_ diseases (deficiency, efficient)

**THEME: LIVELIHOOD IN OUR SUB – COUNTY**

**SUB THEME: SOCIAL SERVICES AND THEIR IMPORTANCE**

**COMPETENCES:**

- Reading, spelling and interpreting the words.
- Reading and drawing the picture

**METHODS: -**

- Question and answer
- Discussion
- Illustration

**L/Aids: -** Chalkboard

**INTRODUCTION:** - The teacher will review the previous lesson.

**EXPERIENCING PHASE:** The new lesson content will be introduced.

**Social services in our sub – county**

Education, health, communication, transport, security, lorry, clinic, police, treat, telephone, aeroplane, water

**Activity**

**Read and draw the following**

train                    clinic

taxi                    telephone

lorry

**Make sentences using these words**

transport –

Education -

communication -

security –

**THEME: LIVELIHOOD IN OUR SUB – COUNTY**

**SUB THEME: SOUND**

**COMPETENCES:**

- Reading words with “e” as “I”
- Using words with oral sentences

**METHODS: -**

- Whole word method,
- Syllabic method,
- Discussion

**L/Aids: -** Cards, chalkboard

**INTRODUCTION:** - The teacher will introduce the lesson with sounds

**EXPERIENCING PHASE: READING WORDS WITH “E” AS “I”**

complete, delete, compete, beyond, beneath, believe begin, beset, beside, betray, between, behind, bewitch, begot, defend, demote, denominate, deny, depend, dependent, depict, deplete.

**Activity**

**Re-write these words correctly**

templeco – \_\_\_\_\_

tefead – \_\_\_\_\_

bneath – \_\_\_\_\_

telede – \_\_\_\_\_

veliebe – \_\_\_\_\_

**Use these words in sentences**

behind – \_\_\_\_\_

delete – \_\_\_\_\_

begin – \_\_\_\_\_

between - \_\_\_\_\_

**THEME: LIVELIHOOD IN OUR SUB – COUNTY**

**SUB THEME: OCCUPATION OF PEOPLE IN OUR SUB COUNTY**

**COMPETENCES:**

- Reading words from the theme
- Spelling, reading and interpreting the words from the theme.

**METHODS: -**

- Question and answer
- Whole word method
- Discussion

**L/Aids: -** Chart

**INTRODUCTION:** - The teacher introduces the previous lesson.

**EXPERIENCING PHASE: READING THE WORDS FROM THE SUB – THEME**

Farming, tailoring, entertaining, pottery, brick making, carpentry, weaving, printing, knitting, cookery, fishing

**Activity**

**Use the words above to fill in the gaps**

My father is a peasant. He goes for \_\_\_ in the garden every morning. After \_\_\_ he goes to town.

While in town, he does \_\_\_ in his workshop.

During the weekends, he sits home and does his \_\_\_ in the bakery with this young son.

**digging      farming      baking      carpentry**

**THEME: LIVELIHOOD IN OUR SUB – COUNTY****SUB THEME: SOUNDS****COMPETENCES:**

- Reading words with “oa” as “w”
- Spelling the words with “oa”
- Interpreting the words

**METHODS: -**

- Syllabic method,
- Whole word
- Discussion

**L/Aids: -**Chart, cards**INTRODUCTION:** - The teacher introduces the previous lesson.**EXPERIENCING PHASE: READING WORDS WITH “OA” AS “W”**

Goat, load, coat, boat, broad, coach, cockroach, board, boast, boarding, boar, clock, goal, goalpost, goad, goat herd, hoard, hoar, loaf, loath, loaves, road, soal, soap, soak, roach, roast, roar, roam, toad, toast, abroad.

**Sentences**

- The goat is eating grass.
- The goalkeeper is standing near the goalpost
- She has three loaves of bread.

**Activity****Make sentences using these words**

cockroach – \_\_\_\_\_

soak – \_\_\_\_\_

coat – \_\_\_\_\_

board – \_\_\_\_\_

goal - \_\_\_\_\_

**Read and draw.**

goat \_\_\_\_\_ soap \_\_\_\_\_

coat \_\_\_\_\_ goal post \_\_\_\_\_

**THEME: LIVELIHOOD IN OUR SUB – COUNTY**

**SUB THEME: OCCUPATION OF PEOPLE IN OUR SUB – COUNTY**

**COMPETENCES:**

**METHODS: -**

- Discussion,
- Question and answer
- Illustration

**L/Aids: - Chart, cards, chalkboard**

**INTRODUCTION: -** The teacher introduces the previous lesson.

**EXPERIENCING PHASE: READING the words from the sub – theme**

Laying bricks, fishing, dancing, drumming, carpentry, sewing, teaching, farming, playing

**Sentences**

- Carpentry is the making of furniture
- My father is laying bricks in the swamp.
- I am sewing table clothes.

**Activity**

**Re-write the sentences correctly**

- Prepare our cook lunch for us.
- Make carpenter furniture a
- Volley ball everyday children play.
- Making bricks is he in the valley.
- Drum dance when we are happy we.
- Study the pictures and write sentences. (Teacher Uses any Preferred picture for the relevant descriptions)

**THEME: LIVELIHOOD IN OUR SUB – COUNTY**

**SUB THEME: PHINONYMS**

**COMPETENCES:**

- Defining phinonyms,
- Reading the phinonyms and spelling,
- Making sentences using the phinonyms.

**METHODS: -**

- Question and answers
- Whole word method
- Discussion

**L/Aids: -** Chart, Cards

**INTRODUCTION:** - The teacher introduces the previous lesson.

**EXPERIENCING PHASE: THE NEW LESSON CONTENT WILL BE INTRODUCED I.E.  
PHINONYMS**

These are words with the same sound and spellings but different meanings.

**Read the phinonyms**

- can – can
- well – well
- leaves – leaves
- division – division
- watch – watch
- report – report
- head – head
- flat – flat

## **Sentences**

- I can dance kiganda dance.
- The can is full of milk.
- Sharon is not feeling well.
- They have gone to the well to fetch water

## **Activity**

Use the following words in sentences to show that you know the meanings.

- can –

can –

- division

division –

- head –

head –

**THEME: OUR SUB – COUNTY**

**SUB THEME:**

**ROLES OF PEOPLE IN OUR SUB – COUNTY**

**COMPETENCES:**

- Reading and interpreting the role of people.
- Writing sentences using the given words

**METHODS: -**

- Question and answer
- Whole word method
- Discussion

**L/Aids: - Cards**

**INTRODUCTION:** - The teacher introduces the previous lesson.

**EXPERIENCING PHASE: THE NEW LESSON CONTENT WILL BE INTRODUCED.**

- Heads the village
- Writes minutes' ion a meeting
- Leads people
- Fetch water at home.
- Teach children
- Look after the children
- Lead the services in church.

**Activity**

Write sentences using the above roles and people who are responsible for the roles

**Examples:** The chairperson heads the village.

**THEME: OUR SUB – COUNTY**

**SUB THEME: PEOPLE IN OUR SUB – COUNTY**

**COMPETENCES:**

- Reading words from the theme,
- Listening and writing the words,
- Reading and drawing the pictures

**METHODS: -**

- Illustration
- Whole word
- Discussion
- Question and answer

**L/Aids: -Cards, chalkboard**

**INTRODUCTION:** - The teacher introduces the previous lesson.

**EXPERIENCING PHASE: READING THE WORDS FROM THE SUB – THEME**

**PEOPLE IN OUR SUB –COUNTY**

Chairperson, secretary, office, leader, children, parents, teacher, soldiers, army, priests, friends, language

Make oral sentences using the word above.

**Activity**

**Listen and write the words**

Chairperson, secretary, office, leader, children, parents, teacher, friends

Read and draw the following

Children - \_\_\_\_\_

Soldiers - \_\_\_\_\_

Parents - \_\_\_\_\_

Teachers - \_\_\_\_\_

**THEME: OUR SUB – COUNTY**

**SUB THEME: SOUNDS “A” AS “E” AFTER W, AFTER “W”**

**COMPETENCES:**

- Reading “a” as “e” after w
- Reading words correctly
- Re-writing the words correctly.

**METHODS: -**

- Syllabic method,
- Whole word
- Question and answer
- Discussion

**L/Aids: - Cards**

**INTRODUCTION:** - The lesson will be introduced with different sounds

**EXPERIENCING PHASE: THE TEACHER INTRODUCES THE NEW LESSON**

**CONTENT. I.E. READING WORDS WITH “A” SOUNDED  
AS “E” AFTER “W”**

**Read and spell the words**

Language, persuade, situate, banquet, graduate, evaluate, situate, situation, persuasive, fluctuate, fluctuation, punctuate

**Activity**

**Write the words correctly**

ngaugela –

tiontusia –

nctuteapu –

presadeu –

teragudua –

teluvaate –

**Re- write the sentences correctly**

- School English language use we at.
- Brother my graduate going is to today.
- Father's poor situation my is.

**THEME: OUR SUB – COUNTY**

**SUB THEME: PHYSICAL FEATURES OF OUR SUB – COUNTY / DIVISION**

**COMPETENCES:**

- Spelling and reading the words from the theme correctly.
- Reading the passage and answering questions correctly.

**METHODS: -**

- Question and answer
- Whole word method
- Discussion

**L/Aids: -** Chart, cards, chalkboard

**INTRODUCTION:** - The teacher introduces the previous lesson.

**EXPERIENCING PHASE: PHYSICAL FEATURES IN OUR SUB – COUNTY/ DIVISION**

river, hill, pond, mountain, fish, well, lake, valley, swamp, graze.

**Read the passage about physical features**

**PHYSICAL FEATURES**

Physical features are useful to us. They are natural land forms.

The examples include, lakes, rivers, swamps, hills, mountains etc

From lakes, we get fish and water. We grow crops like sugarcanes, yams in the swamps.

We build our houses on hills and the mountains work as the tourist attraction

**Answer the questions in full sentences**

- What do we grow in the swamps?
- What are physical features?
- Where do we build our houses?
- What is useful top us?
- Write the title of the passage.

**THEME: OUR SUB – COUNTY**

**SUB THEME: SOUND “A” AS “E”**

**COMPETENCES:**

- Reading words with “a” as “e”
- Making oral sentences

**METHODS: -**

- Question and answer
- Whole word method
- Discussion

**L/Aids: -** Chart, cards, chalkboard

**INTRODUCTION:** - The teacher introduces the lesson with different sounds.

**EXPERIENCING PHASE:** The teacher introduces the new lesson content  
i.e. “a” as “e”

**Read “a” as “e” in the following words**

take  
cake  
grade  
mate  
face  
made

dame  
name  
vane  
pave  
brave  
bake  
gate  
make  
fade  
wake  
brave

**Make oral sentences using the words above**

- Take that cake to Jane.
- Jane got a second grade.
- Wake up and open the gate

**Activity**

**Write the words and sentences correctly**

dema \_\_\_\_\_

vepa \_\_\_\_\_

eagt \_\_\_\_\_

eacf \_\_\_\_\_

drage \_\_\_\_\_

Table sat the hare on the

Today the date what is

him bathe wake to

lame is Jane

**THEME: OUR SUB – COUNTY**

**SUB THEME: NAME AND LOCATION OF OUR SUB – COUNTY**

**COMPETENCES:**

- Reading and spelling words from the theme,
- Making oral sentences.

**METHODS: -**

- Question and answer
- Silent reading
- Discussion

**L/Aids: -** Chart, cards, chalkboard

**INTRODUCTION:** - The teacher will review the previous lesson.

**EXPERIENCING PHASE:** The new lesson content will be introduced

**Location of our sub – county**

South, North, East, West, opposite, above, sunset, right, beyond, in front, behind

**Make oral sentences using the words above**

- Our sub – county is found in Eastern Uganda.
- Our house is in front of Cornerstone Junior School.

**Activity**

In our school, we learn about the campus.

It has four main directions namely: -

North, East, South, West

Our home is opposite cornerstone junior school.

The shops are on the right-hand side of the school and there is another school on the left-hand side called Top Care Nursery school.

**Questions**

- What do you leaner about in your school/
- Which side is your home?
- Where are the shops?
- Where is Top Care Nursery school?

**THEME: OUR SUB – COUNTY**

**SUB THEME: NAME AND LOCATION OF OUR SUB – COUNTY**

**COMPETENCES:**

- Reading word from the theme correctly,
- Spelling and writing words

**METHODS: -**

- Question and answer
- Explanation
- Whole word method.
- Discussion

**L/Aids: -** Chart, cards,

**INTRODUCTION:** - The teacher will review the previous lesson.

**EXPERIENCING PHASE:** The new lesson content will be introduced and that is  
**Things and location of our sub – county**

Read the words from the sub – theme

Sub county, division, parish, village, chairperson, treasure, secretary, teacher, police

Use the words to make oral sentences

**Evaluation**

Write sentences using the words below

sub – county - \_\_\_\_\_

division – \_\_\_\_\_

village – \_\_\_\_\_

chairperson – \_\_\_\_\_

parish - \_\_\_\_\_

teachers - \_\_\_\_\_

**THEME: SOUNDS**

**SUB THEME: DOUBLE CONSONANTS**

**COMPETENCES:**

- Reading word with “sk” and “sl”

**METHODS:-**

- Question and answer
- Discussion
- Explanation
- Syllabic method
- Whole word method.
- Discussion

**L/Aids:** - Chart, cards,

**INTRODUCTION:** - The teacher will be introducing the lesson with syllables.

**EXPERIENCING PHASE:** The teacher introduces the new lesson content which is  
Reading words with “sk” and “sl”

**Read the words with “sk’ and “sl”**

Skirt, skit, sky, skeleton, sketch, skate, skag, skank, sketchy, sketch, skewer,  
skim

**“Sl”**

Slender, slim, slow, slaughter, slate, slash, slam, slag, slap, slant, slasher, slave,  
slavery, sleep, sleeper, slice, slide, slight, slimy, slip, slippery.

Children will read the words in groups

Children will read one by one

**Activity**

**Write the words correctly**

shlas – \_\_\_\_\_

telas - \_\_\_\_\_

wlos - \_\_\_\_\_

celis - \_\_\_\_\_

glas - \_\_\_\_\_

eelper - \_\_\_\_\_

velas - \_\_\_\_\_

**lisp - \_\_\_\_\_**

**THEME: SOUNDS**

**SUB THEME: DOUBLE CONSONANTS**

**COMPETENCES:**

- Reading word with “pl” and “sn”
- Making sentences

**METHODS: -**

- Question and answer
- Discussion
- Explanation

**L/Aids: -** Chart, cards, chalkboard

**INTRODUCTION:** - The teacher introduces the lesson by asking children to recite all the sounds.

**EXPERIENCING PHASE:** read words with “pl’ and “sn”

Plant, plan, plate, place, plumber, placenta, plain, plague, plane, plaid, plaque  
“Sn”

Snail, snow, sneeze, snack, sneer, snicker, snatch, snazzy, snarf, snap, snappy, snake, snag, snaffle, snide, sniff, snigger, snip, snob, snag,

**Activity**

**Use these words in sentences**

plant - \_\_\_\_\_

snail - \_\_\_\_\_

plan - \_\_\_\_\_

plate - \_\_\_\_\_

place - \_\_\_\_\_

snake - \_\_\_\_\_

snow - \_\_\_\_\_

snack - \_\_\_\_\_

sneeze - \_\_\_\_\_

# P.3 WRITING LESSON NOTES TERM I

THEME:Our Sub county / Division

SUBTHEME:Name and location of our sub county / Division

COMPENTENCE :Recognizing letter 'A'

:Writing letters in capital and small letters

:Writing patterns

CONTENT :Letter .A.

'a' letter symbols

/ - slanting stick

—-sleeping stick

O -a circle

Writing small letter 'a'

a a a a a a a a

Letter pattern

Writing capital letter 'A'

A A A A A A A A

## **Letter words**

Anthems, Acts, Appreciation, After, Annoyed

Adventure, Animals, Arm, Agreed , Absent

Active, Attend, Answer, Acceptance, Ability

Amount, Addition, Accident, Aunt, Ant.

**THEME:**Our sub county

**SUBTHEME:**Name and location of our sub county

**COMPENTENCE** :Writing letter word sentences

:Reading and writing correctly.

**CONTENT** :Letter sentences

Akello act according to her ability

After getting ashamed he walked away.

Avoid accidents

Annest and Anna are absent.

Agree that Allah is the almighty.

Aunt ate ants.

Atim attended Abraham's birthday.

**THEME:**Our sub county / Division

**SUBTHEME:**Name and location of our sub county.

**COMPENTENCE** : Writing letter b in capital and small letter

:Writing letter pattern

:Writing letter words correctly

**CONTENT:**Letter B

B letter formation (symbols)

- Standing stick
- Circle
- Curve facing backward

Writing small letter b.

b      b      b      b      b      b      b

Writing small and capital B.

Bb                  Bb                  Bb                  Bb  
Bb

Letter pattern

Copy these words

blanket      bladder      blessed      book

blackboard      basket      brought      balance

building      bless      beautiful      brown

brand      brace      breath      back

brush

### Letter sentences

Bosco became big after winning basket bal.

Being a boy a blessing from the beloved God.

Bans brings heart ban.

Benard like blue and black blankets

Brian's brain is brood.

**THEME** : Our sub county / Division

**SUBTHEME** : Name and location in our sub county

**COMPENTENCE** : Reading and comprehending the story correctly

: Writing the story properly

**CONTENT** : Copy the short story

Before breakfast Bernard's big brother makes balls from boxes, his ball are black and brown apart from balls he ties brooms using banana fibres. he also uses blades to separate black and brown banana fibres.

<b>THEME</b>	:	Our sub county / Division		
<b>SUBTHEME</b>	:	Name and location in our sub county		
<b>COMPENTENCE</b>	:	Writing letter c correctly		
	:	Copying letter symbols		
<b>CONTENT</b>	:	Letter 'c'		
		Symbol		
● Curve facing in front				
		Small letter c		
	c	c	c	c
		Capital and small letter 'c'		
	Cc	Cc	Cc	Cc
		Letter pattern		
		Copy these letter words correctly.		
		Christmas, cleaver climate climb		
		church, classroom, cleaner, clinic		
		compound, Crocodile, Childhood, Chest		

<b>THEME</b>	: Our sub county / Division
<b>SUBTHEME</b>	: Name and location of our sub county
<b>COMPENTENCE</b>	: Writing letter symbols correctly : Copying letter sentences correctly
<b>CONTENT</b>	: Letter sentences
	<ul style="list-style-type: none"> <li>● Caroline called Christine to come with chips and chicken.</li> <li>● Cough cause common flue.</li> <li>● Children can cry while combing.</li> <li>● Chalk cause cough.</li> <li>● Come and collect these corns.</li> <li>● My cousins classroom was caught copying.</li> <li>● A cat chased a chameleon.</li> <li>● Cough and cold flue are common.</li> </ul>

<b>THEME</b>	: Our sub county / Division
<b>SUBTHEME</b>	: Name and location of our sub county
<b>COMPENTENCE</b>	: Forming correct letter symbols  : Reading and interpreting the story  : Copying the story correctly.
<b>CONTENT</b>	: A short story
	<p>Camela's clinic controls all types of diseases eg. Common flue cough, some tablets found in this clinic we have chlorophenical.</p> <p>It cancels sick people and the clinic is under Christian organization, on Christmas party the following were given out Christmas cards, Christmas cake, Christmas tree. The Christmas. The Christian church choir led the Christmas carol songs.</p>

<b>THEME</b>	<b>:</b>	Our sub county / Division
<b>SUBTHEME</b>	<b>:</b>	Physical features of our sub county
<b>COMPENTENCE</b>	<b>:</b>	Writing letter symbols
	<b>:</b>	Writing capital and small letters
<b>CONTENT</b>	<b>:</b>	Letter 'D'
		<b>Letter D symbols</b>
● Standing stick		D = D D D D D D
● Curve		d = O O O O O O
		<b>Small letter and capital letter</b>
	Dd Dd	Dd Dd
		<b>Letter pattern</b>
		<b>Letter words</b>
		Dangerous, different, diarrhea, December,
		domestic, duckling, diseases, doctor, donkey,
		daily, drum, delay, down, duster ,
		dress, drive, die.

<b>THEME</b>	: Our sub county
<b>SUBTHEME :</b>	People in our Sub County / Division
<b>COMPENTENCE</b>	: Writing letter symbols correctly : Copying letter sentences correctly
<b>CONTENT</b>	: Letter sentence  Draw a dog and a donkey.  The drummer drummed the drum.  Dogs and donkeys are different animals  Diarrhea is a dangerous disease  Dusters drives dust away.  Doctors can describe different diseases  District directors demonstrates at different offices.
<b>THEME</b>	: Livelihood in our sub county / Division
<b>SUBTHEME :</b>	Occupation of people in our sub county / Division
<b>COMPENTENCE</b>	: Writing descriptive sentences : Writing a short form jumbled sentences
<b>CONTENT</b>	: A short story  D.J Derrick danced different danced in a dancing hall.

His driver drove him down town to have dinner and drink after doing all dancing styles.

Derick is a drummer at the same time a dramatist who did diploma in doctorate.

**EXERCISE** : Copy down the story correctly

**THEME** : Livelihood in our sub county

**SUBTHEME** : Occupation of people in our sub county

**COMPENTENCE** : Writing letter

: Copying letter symbols

: Writing letter pattern

**CONTENT** : Letter symbols

- Curve facing forward
- Curve facing backwards

**Small letter and capital letter.**

Ss

Ss

Ss

Ss

**Letter words**

South, School, shops, square, sweater, sister

safety, seventeen, spoon, surrounding, season

saucepan, saw, sentences, Satan, secretary

song, sell, sorgum.

<b>THEME</b>	: Livelihood in our sub county
<b>SUBTHEME :</b>	Social services and their importance
<b>COMPENTENCE :</b>	Writing letter words with correct spacing and position
	: Writing letter sentences
<b>CONTENT :</b>	Letter sentences
	Subtract seventy-six from seventy-seven
	Sylvia's sisters like sweaters
	She is smelling saup
	The sunshines on Saturday and Sunday
	School stocks and shoes are safe.
	A shopkeeper sells seeds.
	Singing songs is selling.

<b>THEME</b>	: Livelihood in our sub county
<b>SUBTHEME :</b>	Challenges in social services and their solutions
<b>COMPENTENCE</b>	: Writing the tongue twister : Reading the tongue twister
<b>CONTENT</b>	: A tongue twister  The six sisters have six senses. One of the sisters senses and smells simsim in the saucepan.  The second sister senses soap in the saucepan of source.
<b>EXERCISE</b>	: Identify words starting with letters and write them correctly.

**THEME:** Environment and weather sub county

**SUBTHEME :** Air and the sun

**COMPENTENCE :** Writing small letter M and capital letter m

: Copying letter words

**CONTENT :** Letter m

Small letttr 'm'

m m m m m m m

Capital and small m

Mm Mm Mm Mm

Letter words

Mouth, month, monkey, materials,

match, management, morning, mention, market

Mark, member, man, measles, mosque, meat

motto, Mathius, multiply, medicine.

<b>THEME</b>	: Environment and weather in our sub county
<b>SUBTHEME :</b>	Air and sun
<b>COMPENTENCE</b>	<p>: Writing letter words in their correct positions</p> <p>: Write letter sentences</p>
<b>CONTENT</b>	<p>: Sentences</p> <p>Mark may meet with Mary.</p> <p>Make money mine.</p> <p>Malaria and measles needs medicine.</p> <p>Many mangoes make mountain dew</p> <p>Meat and milk match together</p> <p>Mary is much more bigger than Martha</p> <p>Moreen's mother is Mangadalen</p>
<b>EXERCISE:</b> Copy the letter sentences in their correct positions or formations.	

## P.3 READING LESSON NOTES FOR TERM I

**THEME:** ENVIRONMENT IN OUR SUB COUNTY

**SUB THEME:** NATURAL CAUSES OF CHANGES IN OUR ENVIRONMENT

**COMPETENCES:**

- Reading the changes in the environment.
- Making sentences using the words from the sub – theme

**METHODS:-**

- Question and answer
- Discussion
- Illustration

**L/Aids:** - Weather chart, cards

**INTRODUCTION:** The lesson will be introduced with a song about weather

**EXPERIENCING PHASE:** Read the causes of changes in our environment

Wind, windy, clouds, cloudy, hungry, floods, sun, sunny, hunger, sunshine, soil erosion

Children will make sentences using the words above orally.

**Activity:**

- Write down the uses of these weather elements.
- Clouds
- Sunshine
- Rainfall

- Wind
- Read and draw the conditions of weather
- Sunny
- Cloudy
- Windy
- Rainy

**THEME: ENVIRONMENT IN OUR SUB COUNTY**

**SUB THEME: SOIL**

**COMPETENCES:**

- Reading words from the sub-theme.
- Reading the passage and answering questions in full sentences

**METHODS:-**

- Discussion,
- Sentence method
- Whole word method

**L/Aids: - Cards**

**INTRODUCTION:-** The lesson will be introduced with sounds.

**EXPERIENCING PHASE:** Read the words from the sub-theme.

**THE SOIL COMPONENTS AND COLOUR**

Soil, stones, clay, charcoal, particles, loam, brown, dead, colour, build, rough, crop, houses, slippery, large

**Read the passage and answer the questions**

Soil is good to us. There are three types of soil these include: - loam soil, clay soil, sand soil

Sand soil has bigger particles, clay soil is slippery, we also use it for pottery.

Loam soil is good for growing crops.

We use clay soil for making pots, cups and bricks.

Sand soil is used for building.

### **Questions**

- Name three types of soil.
- Which type of soil is slippery?
- What is clay soil used for?
- Which type of soil has bigger particles?
- Name the soil that is good for growing crops.

**THEME: LIVELIHOOD**

**SUB THEME: SOUND**

**COMPETENCES:**

- Reading and spelling words with “ie” as “ye”
- Making oral sentences using those words.

**METHODS:-**

- Chalk and talk,
- Question and answer.
- Whole word method

**L/Aids: - Chart**

**INTRODUCTION:** - The teachers introduces the lesson by reviewing the previous one.

**EXPERIENCING PHASE:** Read words with “ie” as “ye’

Obedient, efficient, lenient, efficiency, serviettes, variety, deficiency, fluent, obedience, influence, Juliet, obedience

### Sentences

- Juliet is an obedient girl.
- Use that serviette to clean the table.
- We have a variety of books here.

### Activity

Fill in the missing words from the brackets.

- Juliet is an \_\_\_\_girl. (fluent, obedient)
- Kato is \_\_\_\_in English. (influence, fluent)
- Bring ten \_\_\_\_on this table, (obedience, serviettes)
- Group \_\_\_\_spoils children (lenient, influence)
- Marasmus is a food \_\_\_\_diseases (deficiency, efficient)

**THEME: LIVELIHOOD IN OUR SUB – COUNTY**

**SUB THEME: SOCIAL SERVICES AND THEIR IMPORTANCE**

**COMPETENCES:**

- Reading, spelling and interpreting the words.
- Reading and drawing the picture

**METHODS: -**

- Question and answer
- Discussion
- Illustration

**L/Aids: -** Chalkboard

**INTRODUCTION:** - The teacher will review the previous lesson.

**EXPERIENCING PHASE:** The new lesson content will be introduced.

**Social services in our sub – county**

Education, health, communication, transport, security, lorry, clinic, police, treat, telephone, aeroplane, water

**Activity**

**Read and draw the following**

train                    clinic

taxi                    telephone

lorry

**Make sentences using these words**

transport –

Education -

communication -

security –

**THEME: LIVELIHOOD IN OUR SUB – COUNTY**

**SUB THEME: SOUND**

**COMPETENCES:**

- Reading words with “e” as “I”
- Using words with oral sentences

**METHODS: -**

- Whole word method,
- Syllabic method,
- Discussion

**L/Aids: -** Cards, chalkboard

**INTRODUCTION:** - The teacher will introduce the lesson with sounds

**EXPERIENCING PHASE: READING WORDS WITH “E” AS “I”**

complete, delete, compete, beyond, beneath, believe begin, beset, beside, betray, between, behind, bewitch, begot, defend, demote, denominate, deny, depend, dependent, depict, deplete.

**Activity**

**Re-write these words correctly**

templeco – \_\_\_\_\_

tefead – \_\_\_\_\_

bneath – \_\_\_\_\_

telede – \_\_\_\_\_

veliebe – \_\_\_\_\_

**Use these words in sentences**

behind – \_\_\_\_\_

delete – \_\_\_\_\_

begin – \_\_\_\_\_

between - \_\_\_\_\_

## THEME: LIVELIHOOD IN OUR SUB – COUNTY

### SUB THEME: OCCUPATION OF PEOPLE IN OUR SUB COUNTY

#### COMPETENCES:

- Reading words from the theme
- Spelling, reading and interpreting the words from the theme.

#### METHODS:-

- Question and answer
- Whole word method
- Discussion

#### L/Aids: - Chart

INTRODUCTION:- The teacher introduces the previous lesson.

#### EXPERIENCING PHASE: READING THE WORDS FROM THE SUB – THEME

Farming, tailoring, entertaining, pottery, brick making, carpentry, weaving, printing, knitting, cookery, fishing

#### Activity

##### Use the words above to fill in the gaps

My father is a peasant. He goes for \_\_\_ in the garden every morning. After \_\_\_ he goes to town.

While in town, he does \_\_\_ in his workshop.

During the weekends, he sits home and does his \_\_\_ in the bakery with this young son.

digging      farming      baking      carpentry

**THEME: LIVELIHOOD IN OUR SUB – COUNTY**

**SUB THEME:            SOUNDS**

**COMPETENCES:**

- Reading words with “oa” as “w”
- Spelling the words with “oa”
- Interpreting the words

**METHODS:-**

- Syllabic method,
- Whole word
- Discussion

**L/Aids:** - Chart , cards

**INTRODUCTION:-** The teacher introduces the previous lesson.

**EXPERIENCING PHASE: READING WORDS WITH “OA” AS “W”**

Goat, load, coat, boat, broad, coach, cockroach, board, boast, boarding, boar, clock, goal, goalpost, goad, goat herd, hoard, hoar, loaf, loath, loaves, road, soal, ,soap, soak, roach, roast, roar, roam, toad, toast, abroad.

**Sentences**

- The goat is eating grass.
- The goalkeeper is standing near the goalpost
- She has three loaves of bread.

**Activity**

**Make sentences using these words**

cockroach – \_\_\_\_\_

soak – \_\_\_\_\_

coat – \_\_\_\_\_

board – \_\_\_\_\_

goal - \_\_\_\_\_

**Read and draw.**

goat \_\_\_\_\_ soap \_\_\_\_\_

coat \_\_\_\_\_ goal post \_\_\_\_\_

**THEME: LIVELIHOOD IN OUR SUB – COUNTY**

**SUB THEME: OCCUPATION OF PEOPLE IN OUR SUB – COUNTY**

**COMPETENCES:**

**METHODS:-**

- Discussion,
- Question and answer
- Illustration

**L/Aids: - Chart , cards , chalkboard**

**INTRODUCTION:-** The teacher introduces the previous lesson.

**EXPERIENCING PHASE: READING the words from the sub – theme**

Laying bricks, fishing, dancing, drumming, carpentry, sewing, teaching, farming, playing

**Sentences**

- Carpentry is the making of furniture
- My father is laying bricks in the swamp.
- I am sewing table clothes.

**Activity**

**Re-write the sentences correctly**

- Prepare our cook lunch for us.
- Make carpenter furniture a
- Volley ball everyday children play.
- Making bricks is he in the valley.
- Drum dance when we are happy we.
- Study the pictures and write sentences.(Teacher Uses any relevant Pictures for the required descriptions)

<b>THEME:</b>	LIVELIHOOD IN OUR SUB – COUNTY
<b>SUB THEME:</b>	PHINONYMS
<b>COMPETENCES:</b>	
<ul style="list-style-type: none"> <li>● Defining phinonyms,</li> <li>● Reading the phinonyms and spelling,</li> <li>● Making sentences using the phinonyms.</li> </ul>	
<b>METHODS:-</b>	
<ul style="list-style-type: none"> <li>● Question and answers</li> <li>● Whole word method</li> <li>● Discussion</li> </ul>	
<b>L/Aids:</b> - Chart , Cards	
<b>INTRODUCTION:-</b> The teacher introduces the previous lesson.	
<b>EXPERIENCING PHASE: THE NEW LESSON CONTENT WILL BE INTRODUCED I.E.</b>	
<b>PHINONYMS</b>	
These are words with the same sound and spellings but different meanings.	
<b>Read the phinonyms</b>	
<ul style="list-style-type: none"> <li>● can – can</li> <li>● well – well</li> <li>● leaves – leaves</li> <li>● division – division</li> <li>● watch – watch</li> <li>● report – report</li> <li>● head – head</li> </ul>	

- flat – flat

### Sentences

- I can dance kiganda dance.
- The can is full of milk.
- Sharon is not feeling well.
- They have gone to the well to fetch water

### Activity

Use the following words in sentences to show that you know the meanings.

- can –

can –

- division

division –

- head –

head –

**THEME:** OUR SUB – COUNTY

**SUB THEME:** ROLES OF PEOPLE IN OUR SUB – COUNTY

**COMPETENCES:**

- Reading and interpreting the role of people.
- Writing sentences using the given words

**METHODS:-**

- Question and answer
- Whole word method
- Discussion

**L/Aids:** - Cards

**INTRODUCTION:-** The teacher introduces the previous lesson.

**EXPERIENCING PHASE: THE NEW LESSON CONTENT WILL BE INTRODUCED.**

- Heads the village
- Writes minutes of a meeting
- Leads people
- Fetch water at home.
- Teach children
- Look after the children
- Lead the services in church.

**Activity**

Write sentences using the above roles and people who are responsible for the roles

**Examples:** The chairperson heads the village.

**THEME:** OUR SUB – COUNTY

**SUB THEME:** PEOPLE IN OUR SUB – COUNTY

**COMPETENCES:**

- Reading words from the theme,
- Listening and writing the words,
- Reading and drawing the pictures

**METHODS:-**

- Illustration
- Whole word
- Discussion
- Question and answer

L/Aids: - Cards , chalkboard

**INTRODUCTION:-** The teacher introduces the previous lesson.

**EXPERIENCING PHASE: READING THE WORDS FROM THE SUB – THEME**

**PEOPLE IN OUR SUB –COUNTY**

Chairperson, secretary, office, leader, children, parents, teacher, soldiers, army, priests, friends, language

Make oral sentences using the word above.

**Activity**

**Listen and write the words**

Chairperson, secretary, office, leader, children, parents, teacher, friends

Read and draw the following

Children - \_\_\_\_\_

Soldiers - \_\_\_\_\_

Parents - \_\_\_\_\_

Teachers - \_\_\_\_\_

**THEME:**                   **OUR SUB – COUNTY**

**SUB THEME:**              **SOUNDS “A” AS “E” AFTER W, AFTER “W”**

**COMPETENCES:**

- Reading “a” as “e” after w
- Reading words correctly
- Re-writing the words correctly.

**METHODS:-**

- Syllabic method,
- Whole word
- Question and answer

- Discussion

L/Aids: - Cards

**INTRODUCTION:-** The lesson will be introduced with different sounds

**EXPERIENCING PHASE: THE TEACHER INTRODUCES THE NEW LESSON**

**CONTENT. I.E. READING WORDS WITH “A” SOUNDED AS “E” AFTER “W”**

**Read and spell the words**

Language, persuade, situate, banquet, graduate, evaluate, situate, situation, persuasive, fluctuate, fluctuation, punctuate

**Activity**

**Write the words correctly**

ngaugela –

tiontusia –

nctuteapu –

presadeu –

teragudua –

teluvaate –

**Re- write the sentences correctly**

- School English language use we at.
- Brother my graduate going is to today.
- Father’s poor situation my is.

**THEME:**

**OUR SUB – COUNTY**

**SUB THEME:**

**PHYSICAL FEATURES OF OUR SUB – COUNTY / DIVISION**

**COMPETENCES:**

- Spelling and reading the words from the theme correctly.
- Reading the passage and answering questions correctly.

**METHODS:-**

- Question and answer
- Whole word method
- Discussion

**L/Aids:** - Chart , cards , chalkboard

**INTRODUCTION:-** The teacher introduces the previous lesson.

**EXPERIENCING PHASE: PHYSICAL FEATURES IN OUR SUB – COUNTY/ DIVISION**

river, hill, pond, mountain, fish, well, lake, valley, swamp, graze.

**Read the passage about physical features**

### **PHYSICAL FEATURES**

Physical features are useful to us. They are natural land forms.

The examples include, lakes, rivers, swamps, hills, mountains etc

From lakes, we get fish and water. We grow crops like sugarcanes, yams in the swamps.

We build our houses on hills and the mountains work as the tourist attraction

**Answer the questions in full sentences**

- What do we grow in the swamps?
- What are physical features?
- Where do we build our houses?
- What is useful top us?
- Write the title of the passage.

**THEME:** OUR SUB – COUNTY  
**SUB THEME:** SOUND “A” AS “E”

**COMPETENCES:**

- Reading words with “a” as “e”
- Making oral sentences

**METHODS:-**

- Question and answer
- Whole word method
- Discussion

**L/Aids:** - Chart , cards , chalkboard

**INTRODUCTION:-** The teacher introduces the lesson with different sounds.

**EXPERIENCING PHASE:** The teacher introduces the new lesson content

i.e. “a” as “e”

Read “a” as “e” in the following words

take

cake

grade

mate

face

made

dame

name

vane

pave

brave

bake

gate

make

fade

wake

brave

**Make oral sentences using the words above**

- Take that cake to Jane.
- Jane got a second grade.
- Wake up and open the gate

### **Activity**

**Write the words and sentences correctly**

dema \_\_\_\_\_

vepa \_\_\_\_\_

eagt \_\_\_\_\_

eacf \_\_\_\_\_

drage \_\_\_\_\_

Table sat the hare on the

Today the date what is

him bathe wake to

lame is Jane

<b>THEME:</b>	<b>OUR SUB – COUNTY</b>
<b>SUB THEME:</b>	<b>NAME AND LOCATION OF OUR SUB – COUNTY</b>

**COMPETENCES:**

- Reading and spelling words from the theme,
- Making oral sentences.

**METHODS:-**

- Question and answer
- Silent reading
- Discussion

**L/Aids:** - Chart , cards , chalkboard

**INTRODUCTION:-** The teacher will review the previous lesson.

**EXPERIENCING PHASE:** The new lesson content will be introduced

**Location of our sub – county**

South, North, East, West , opposite, above, sunset, right, beyond, in front, behind

**Make oral sentences using the words above**

- Our sub – county is found in Eastern Uganda.
- Our house is in front of Cornerstone Junior School.

**Activity**

In our school, we learn about the campus.

It has four main directions namely:-

North, East, South, West

Our home is opposite cornerstone junior school.

The shops are on the right hand side of the school and there is another school on the left hand side called Top Care Nursery school.

## **Questions**

- What do you leaner about in your school/
- Which side is your home?
- Where are the shops?
- Where is Top care Nursery school?

**THEME:** OUR SUB – COUNTY

**SUB THEME:** NAME AND LOCATION OF OUR SUB – COUNTY

**COMPETENCES:**

- Reading word from the theme correctly,
- Spelling and writing words

**METHODS:-**

- Question and answer
- Explanation
- Whole word method.
- Discussion

**L/Aids:** - Chart , cards ,

**INTRODUCTION:-** The teacher will review the previous lesson.

**EXPERIENCING PHASE:** The new lesson content will be introduced and that is

## **Things and location of our sub – county**

Read the words from the sub – theme

Sub county, division, parish, village, chairperson, treasure, secretary, teacher, police

Use the words to make oral sentences

### **Evaluation**

Write sentences using the words below

sub – county - \_\_\_\_\_

division – \_\_\_\_\_

village – \_\_\_\_\_

chairperson – \_\_\_\_\_

parish - \_\_\_\_\_

teachers - \_\_\_\_\_

**THEME:**                   **SOUNDS**

**SUB THEME:**              **DOUBLE CONSONANTS**

### **COMPETENCES:**

- Reading word with “sk” and “sl”

**METHODS:-**

- Question and answer
- Discussion
- Explanation
- Syllabic method
- Whole word method.
- Discussion

**L/Aids:** - Chart , cards ,

**INTRODUCTION:-** The teacher will be introduce the lesson with syllables.

**EXPERIENCING PHASE:** The teacher introduces the new lesson content which is

**Reading words with “sk” and “sl”**

**Read the words with “sk’ and “sl”**

Skirt, skit, sky, skeleton, sketch, skate, skag, skank, sketchy, sketch, skewer,  
skim

**“Sl”**

Slender, slim, slow, slaughter, slate, slash, slam, slag, slap, slant, slasher,,  
slave, slavery, sleep, sleeper, slice, slide, slight, slimy, slip, slippery.

Children will read the words in groups

Children will read one by one

## **Activity**

**Write the words correctly**

shlas - \_\_\_\_\_

telas - \_\_\_\_\_

wlos - \_\_\_\_\_

celis - \_\_\_\_\_

glas - \_\_\_\_\_

eelper - \_\_\_\_\_

velas - \_\_\_\_\_

lisp - \_\_\_\_\_

**THEME:**                   **SOUNDS**

**SUB THEME:**              **DOUBLE CONSONANTS**

**COMPETENCES:**

- Reading word with “pl” and “sn”
- Making sentences

**METHODS:-**

- Question and answer
- Discussion
- Explanation

**L/Aids:** - Chart , cards , chalkboard

**INTRODUCTION:-** The teacher introduces the lesson by asking children to recite all the sounds.

**EXPERIENCING PHASE:** read words with “pl’ and “sn”

Plant, plan, plate, place, plumber, placenta, plain, plague, plane, plaid, plaque

**"Sn"**

Snail, snow, sneeze, snack, sneer, snicker , snatch, snazzy, snarf, snap, snappy, snake, snag, snaffle, snide, sniff, snigger , snip, snob, snag,

**Activity**

**Use these words in sentences**

plant - \_\_\_\_\_

snail - \_\_\_\_\_

plan - \_\_\_\_\_

plate - \_\_\_\_\_

place - \_\_\_\_\_

snake - \_\_\_\_\_

snow - \_\_\_\_\_

snack - \_\_\_\_\_