

P.3 ENGLISH LESSON NOTES TERM

<p>Theme</p> <p>Sub-theme</p> <p>Content</p> <p>Evaluation activity</p>	<div> <p>Our sub-county/division</p> <p>Name and location of our sub-county/division</p> <p>Revision of vocabulary from P.2</p> <p>Examples of nouns: cupboard, table, book, pencil, tin, etc.</p> </div> <p>A noun is a naming word.</p> <p>Underline nouns in the given sentences</p> <p>(a) This is a book.</p> <p>(b) The pencil is very long.</p> <p>(c) He is a tall man.</p> <p>(d) I am sitting on the chair</p> <p>(e) My umbrella is new</p> <p>(f) The bottle is under the table.</p> <p>(g) Maria is a fat girl.</p> <p>(h) Your sweater is torn.</p> <p>(i) Brenda broke the stick into pieces.</p> <p>(j) We have done the homework correctly.</p>
<p>Theme</p> <p>Sub-theme</p> <p>Content</p> <p>Evaluation activity</p>	<div> <p>Our sub county/Division</p> <p>Name and location of our sub county/Division</p> </div> <p>Types of nouns</p> <ul style="list-style-type: none"> - Proper nouns - Common nouns - Collective nouns <p><u>Proper nouns</u></p> <p>What are proper nouns?</p> <p>These are particular names of people, places and things.</p> <p>Proper nouns begin with capital letters e.g. Peter, Tuesday, Wakiso, March, Mr. Mukasa, Kampala, etc.</p>

	Days			
	Cities			
	Countries			
	Names of people			
Activity 1	Collective nouns 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			
	Complete the collective nouns below 1. A.....of ships. (flect, feet) 2. A choir of(sing, singers) 3. Aof firewood (bundle, band) 4. A.....of worshippers (congregation, group) 5. A.....of flowers. (bundle, bouquet)			
	Give one word for the underlined group of words 1. The Reverend talked to a <u>group of people in church</u> . 2. My father keeps <u>a group of cattle</u> at home 3. We kept food for a <u>group of players</u> 4. Daddy gave mummy <u>a group of flowers</u> on Valentine’s Day. 5. <u>A group of singers</u> in our school won the music competitions last week.			
Theme				
Sub-theme				
Content	<div><div>Our sub-county/Division.</div><div>Name and location of our sub-county/Division.</div></div>			
Common nouns What are common nouns? Common nouns are names given to all people, places and things at same kind. They can either be plural or singular e.g., (countable nouns and uncountable nouns) Women, boys, girls, birds, animals, tree, stones, desk, people, sugar, etc.				

Evaluation activity	<p>What are countable nouns?</p> <ul style="list-style-type: none"> - These are things which we can count. <p>Examples</p> <table> <tr> <th>Singular</th><th>Plural</th></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>Countable nouns that take 'es' in plural</p> <table> <tr> <th>Singular</th><th>plural</th></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>Note: nouns that end with o, x, ch, s, sh take 'es' to form their plurals</p> <p>What are un countable nouns?</p> <ul style="list-style-type: none"> - These are things which we cannot count. <p>Note: 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>Use the correct form of the word given in the brackets</p> <ol style="list-style-type: none"> 1. Mummy bought two.....from the market. (mango) 2. We have twenty.....in our classroom. (bench) 3.depend on milk. (baby) 4. We saw.....in the forest yesterday. (monkey) 5. I found many.....in the kitchen. (knife) 	Singular	Plural	Boy	boys	Girl	girls	Stone	stones	Teacher	teachers	Desk	desks	Monkey	monkeys	Donkey	donkeys	Singular	plural	Church	churches	Bench	benches	Watch	watches	Dish	dishes	Match	matches
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	<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><tr><td>3</td><td></td><td>3</td><td></td></tr><tr><td>4</td><td></td><td>4</td><td></td></tr><tr><td>5</td><td></td><td>5</td><td></td></tr></table>		Countable nouns		Un-countable nouns	1		1		2		2		3		3		4		4		5		5	
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Theme Sub-theme Content	<div><p>Our sub-county/Division</p><p>Name and location of our subcounty/Division</p><p>Gender (sex) male and female.</p></div>																								
Evaluation activity	<p>Definition: Gender is a state of being male or female.</p> <p>Examples:</p> <table><tr><td>Male (masculine)</td><td>Female (Feminine)</td></tr><tr><td>Man</td><td>Woman</td></tr><tr><td>Husband</td><td>Wife</td></tr><tr><td>Nephew</td><td>Niece</td></tr><tr><td>Monitor</td><td>Monitress</td></tr><tr><td>Widower</td><td>Widow</td></tr><tr><td>Brother-in-law</td><td>Sister-in-law</td></tr><tr><td>Bachelor</td><td>Spinster</td></tr></table>	Male (masculine)	Female (Feminine)	Man	Woman	Husband	Wife	Nephew	Niece	Monitor	Monitress	Widower	Widow	Brother-in-law	Sister-in-law	Bachelor	Spinster								
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	<p>Give the feminine nouns for the underlined words in the sentences.</p> <p>(a) That <u>man</u> is tall.</p> <p>(b) The <u>poet</u> wrote a very long poem.</p> <p>(c) The waiter is serving us.</p> <p>(d) My nephew works in a bank.</p> <p>(e) Her brother in law died yesterday.</p> <p>(f) Your landlord is very rude.</p> <p>(g) I hate being a bachelor.</p> <p>(h) My son is very sick.</p> <p>(i) The actor wore a nice costume.</p> <p>(j) The bridegroom is very smart.</p>																								

Theme	<div style="border: 2px solid black; padding: 10px;"> <p>Our sub county / division</p> <p>Name and location of our sub county or division</p> <p><u>Gender(Male and Female)</u></p> </div>	
Sub theme		
Content		
Activity	animals and birds	
	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
<p>Give one word for the underlined group of words</p> <ol style="list-style-type: none"> The <u>male duck</u>quarked loudly The <u>female sheep</u> is noisy today. I saw the <u>male rabbit</u> in the hutch. The <u>male pig</u> is in the sty The <u>female goat</u> has three kids. There is a <u>female lion</u> in the game park. The <u>female bear</u> chased the hyena in the game park The <u>female dog</u> barked loudly last night. 		
<p><u>Articles</u></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 gapes with 'a', or 'an'</p> <ol style="list-style-type: none"> 1. There is umbrella on the table 2. Get me glass of milk. 3. Joel eats.....egg everyday 4. The supervisors waited for less than.....hour 5. She wants to buy.....ruler andinkpot 6. Sam met them.....year ago. 7.old man was seated next to the door. <p>Article 'The'</p> <p>Article the 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"> – Here is the boy who stole my book. – Has she done all the numbers. – Tom took the ruler which was in the desk. <p>Fill the gapes with 'a', 'an' or 'the' where necessary.</p> <ol style="list-style-type: none"> (a) Can I have _____ cup of black coffee. (b) There is a dog in front of _____ old house. (c) Sam is _____ smallest boy in our stream. (d) I saw _____ out in _____ zoo. (e) We must help _____ poor and _____ sick people. (f) Do you want _____ card and _____ envelope.? (g) _____ sun rises from the East and sets to _____ West. (h) Kato is _____ Ugandan boy. (i) _____ lion is a wild animal. (j) I have _____ uniform in my bag.
<p>Content</p> <p>Evaluation activity</p>	<p>Arranging word in alphabetical order. (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"> a. Horse, camel, lion, ox, donkey. b. Desk, stool, table, bench, chair c. Woman, boy, girl, man, child. d. Blue, maroon, grey, red, yellow. e. Ram, sow, doe, ewe, ape. f. Volleyball, cricket, hockey, tennis, rugby g. Mango, orange, pear, lemon, guava. h. Ruler, duster, chalk, pencil i. Joan, Alice, Betty, Doreen, Teddy

	j. Saucer , cup , jug , plate , bowl
Theme Sub theme Content	<div> <p>Our sub county/division</p> <p>Name and location of our sub county/division</p> <p>Arranging words in ABC order.</p> <p>(beginning with the same letters)</p> </div>
Evaluation activity	<p>e.g bush, bell, bird, band</p> <p>can , came , cage , cake , case</p> <p>Arrange these words in ABC order.</p> <p>(a) Meat , mask , milk , moon , must</p> <p>(b) Seed , sand , soap , sing , sunny</p> <p>(c) Bull , bead , boot , band , bile</p> <p>(d) Lung , loan , land , leaf , line</p> <p>(e) Tick , turn , tool , tall , term</p> <p>(f) Peer , pink , peace , pu , pool</p> <p>(g) Goal , gear , gate , gun , girl</p> <p>(h) Ring , road , rack , rung , reed</p> <p>(i) Doll , duck , deer , dice , date</p> <p>(j) Bake , bar , base , back , band</p>
Theme Sub theme Content	<div> <p>Our sub-county/division</p> <p>Name and location of our sub county/division</p> <p>Arranging words in alphabetical order.</p> <p>(when the first two letters are the same)</p> <p>e.g blown , blind , blue , black , bleat</p> </div>
Evaluation activity	<p>Arrange these words in ABC order.</p> <p>(a) Cruel , crow , crack , slum , slipper</p> <p>(b) Flue , fleet , fly , flag , floor</p> <p>(c) Slow , slap , sleep , slum , slipper</p> <p>(d) Stem , stole , stamp , stick , stung</p> <p>(e) Tree , trace , trap , trick , troop</p>

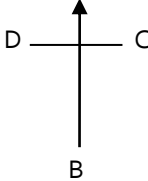
	<p>(f) Drum , group , grade , grind , green (g) Shut , shark , sheet , shoe , ship (h) Grunt , group , grade , grind , green (i) Clock , club , clear , climb (j) Brush , broom , bread , brief, bra.</p>
<p>Theme Sub theme Content</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Our sub county/division</p> <p>Name and location of our subcounty/division</p> <p>A story about physical features.</p> <p>Bukinda Village</p> </div> <p>Question</p> <ol style="list-style-type: none"> 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</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Our sub-count/division</p> <p>Name and location of our subcounty/division</p> <p>Occupation</p> </div>
<p>Lesson evaluation</p>	
<p>Theme Sub theme Content</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Our sub-count/division</p> <p>Name and location of our subcounty/division</p> <p>Occupation</p> </div>
<p>Lesson activity</p>	<p>Vocabulary: Chairperson , secretary, office, parish , leader , policemen, farmer , farmer, doctor, fishmonger, tailor, baker, teacher, etc (MK Bk 3 Pgs 86 – 87) Spelling exercise</p> <ol style="list-style-type: none"> 2. Use each of these words to construct a correct sentence. (a) farmer (b) fish monger (c) secretary 3. Give one word for the underlined group of words

	<p>(a) My father is <u>a man who makes bread</u>.</p> <p>(b) I have seen <u>a person who teaches</u> children at school</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>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Our sub county/division</p> <p>Name and location of our sub county/division</p> <p>Occupation</p> </div> <p>Structures.</p> <ol style="list-style-type: none"> 1. What does ado? (farmer/doctor) 2. What does a mechanic do? 3. A mechanic repairs vehicles. (MK Bk 3 Pg 86) <p>Complete the sentences correctly.</p> <ol style="list-style-type: none"> 1. A person who drives a car is a 2. A person who makes furniture is a 3. A person who sells fish is a..... 4. A person who stitches clothes is a 5. A person who repairs cars and buses is a 6. A person who type is a 7. A person who writes poems is a..... 8. A person who writes articles for newspapers and magazines is a 9. A person who repairs and fits pipes is a.....
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<div style="border: 1px solid black; padding: 5px;"> <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> </div>
Lesson activity	<p>Example</p> <ol style="list-style-type: none"> 1. I am in-charge of a library. Who am I? You are a librarian. 2. I write articles for newspapers or magazines. Who am I? You are an editor. 3. I catch fish from a lake or river. Who am I? <p>Fill in correctly</p>

	<p>(a) I look after sheep, I am a</p> <p>(b) I am in charge of a library. I am aI sell herbs. I am a</p> <p>(c) A sell medicine and ointments. I am a</p> <p>(d) I take photographs. I am a</p> <p>(e) I cut and sell meat. I am a</p> <p>(f) I cut and sell meat. I am a</p> <p>(g) I write books and novels. I am a.....</p> <p>(h) I catch fish from a lake or river, I am a</p> <p>(i) I sell fish to people. I am a</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Our sub county</p> <p>Name and location of our subcounty/division</p> <p>OCCUPATION</p> </div> <p>One word for many</p> <p><u>Examples</u></p> <p>(a) My uncle is a <u>person who keeps law and order</u>. policeman</p> <p>(b) I met a <u>man who looks after sheep</u>. Shepherd</p> <p>(c) Sarah is a <u>person who grows and sells flower</u>. Florist</p> <p>Give a single word for the underlined group of words.</p> <p>(a) I saw a <u>man who treats people's eyes</u>.</p> <p>(b) My mother is a <u>woman looks after sick people</u>.</p> <p>(c) A <u>person who cuts and sells fish</u> is here.</p> <p>(d) A <u>person who repairs cars and buses</u> has come.</p> <p>(e) Stella is a <u>person who types office work</u>.</p> <p>(f) She got married to a <u>person who makes furniture</u>.</p> <p>(g) A <u>person who shaves or trims men's beards</u> got an accident.</p> <p>(h) My father slapped a <u>man who collects money and gives tickets in a bus or taxi</u>.</p> <p>(i) Her mother is a <u>woman who writes poems</u>.</p> <p>(j) She met a <u>man who writes books and novels</u>.</p>
Lesson evaluation	

Theme Sub theme Content	<div><div>Our sub county/division</div><div>Name and location of a sub county/division</div><div>Place of work</div></div>			
Lesson activity	<p>Structures</p> <p>(a) Where do we find a? We find a teacher in a</p> <p>(b) Where do we find a lawyer? We find a lawyer in a</p> <p>(c) Where do we find a lawyer? We find a lawyer in a</p> <p>(d) Where do we find a doctor? We find a doctor in a</p> <p>Make correct sentences from the table below.</p> <table><tr><td>A secretary A teacher A farmer A lawyer A baker A doctor A hairdresser A barber A carpenter A pharmacist A shopkeeper</td><td>works</td><td>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</td></tr></table>	A secretary A teacher A farmer A lawyer A baker A doctor A hairdresser A barber A carpenter A pharmacist A shopkeeper	works	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
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Lesson evaluation				
Theme Sub theme content	<div><div>Our sub county/division</div><div>Name and location of our sub county/division</div><div>Occupations</div></div>			

	<p>A conversation</p> <p>All occupations are important</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. How many people are involved in the conversation. 2. Why is a doctor more useful than a teacher? 3. Who said, "A teacher is the best?" 4. Who is a mechanic? 5. What do you want to become in future? 6. Who said you want to become in future? 7. Why is a builder better? 8. What did Siima tell her friends? 9. Why do you think a teacher is the best? 10. What is the title of the conversation?
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Our sub county/ division</p> <p>Physical features in our or division</p> <p>OCCUPATIONS</p> </div> <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> <p>Questions:</p> <ol style="list-style-type: none"> 1. Which activities is talked about in the story? 2. Which animal do people in this division keep? 3. What type of farming do people of Makindye carry out? 4. Where do those people carry out fishing from?
Lesson activity	

Lesson evaluation	<p>5. What beautiful hotel is near the lake?</p> <p>6. Which people visit this hotel?</p> <p>7. What do tourists bring to our sub-county?</p> <p>8. Give the title of the story.</p> <p>9. What does the hotel provide to the people around it?</p>
<p>Theme Sub-theme Content</p> <p>Evaluation activity</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Our sub county/division</p> <p>Name and location of our sub-county/division</p> <p>Vocabulary:North , east, West , South , right , above, sunrise, sunset , direction , opposite, Eastern , Western , Northern , Southern</p> </div> <p>1.Name the cardinal points on a compass.</p> <div style="display: flex; align-items: center;"> <div style="text-align: center; margin-right: 20px;"> <p>A</p>  <p>B</p> </div> <div> <p>a. _____</p> <p>b. _____</p> <p>c. _____ d. _____</p> </div> </div> <p>2.Fill in the correct letter.</p> <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 Sub-theme Content</p> <p>Evaluation activity</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Our sub-county/division</p> <p>Name and location of our sub-county/division</p> </div> <p>Structures</p> <p>What direction is the?</p> <p>The direction of thes</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 thedirection (northern , eastern)</p> <p>(c) Theis opposite the building. (mountain , sun)</p>

	<p>(d) The valley isthe hill. (along , across)</p> <p>(e) We getfrom a lake. (fish , table)</p> <p>(f) Thesets in the west. (moon , sun)</p> <p>(g) The snake is hiding in the(bush , pen)</p> <p>(h) Sudan is found in thedirection of Uganda. (western , northern)</p> <p>(i) Maria hidthe trees. (behind , on)</p> <p>(j) Katusha becomes from the.....part of Uganda. (southern , Northern)</p>
<p>Theme Sub-theme Content</p> <p>Evaluation activity</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Our sub county/division</p> <p>Name and location of our sub-county/division</p> <p>Vocabulary:Rivers , valleys , hills , ponds , mountains , fish , graze , spring , along , up the , down the , across , from.</p> </div> <p>Use the correct preposition to complete the sentences:</p> <p>(a) Musa is goingvalley.</p> <p>(b) Our school is foundthe road.</p> <p>(c) Jack and Jill wenthill.</p> <p>(d) Their house isthe road.</p> <p>(e) We get fishthe lakes.</p> <p>(f) We get fishthe 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 Sub theme Content</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Our sub county / division</p> <p>Name and location of our sub county/ division</p> </div> <p>Structures</p> <ol style="list-style-type: none"> What direction is the(hill ./ mountain)? The(hill/mountain) is in the.....(south/north) Where is the(hill, valley)? The(hill, valley) is in the (East , West) Is the(hill, valley, river).....(along , across, up ,

	<p>down) the(spring, well , mountain)?</p> <p>Lesson activity</p> <ol style="list-style-type: none"> 1. Listen and write Valley , pond , mountain , spring 2. Use the following words in sentences. Fish , spring , ponds , along , across. 3. Answer correctly: <ol style="list-style-type: none"> (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)?
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Our sub county/division</p> <p>Name and location of our sub county/division</p> </div> <p>A poem</p> <p>A sharp cry in our sub county</p> <p>AIDS AIDS AIDS</p> <p>AIDS the killer</p> <p>Crying in the north</p> <p>Crying in the south</p> <p>Crying in the east</p> <p>Crying in the west</p> <p>Oh AIDS the killer!</p> <p>Come out all you people!</p> <p>Fight the killer AIDS</p> <p>People from the north</p> <p>People from the crowd</p> <p>Stand out and fight</p> <p>AIDS AIDS AIDS</p> <p>Together we shall kick AIDS</p> <p>Out of our sub-county.</p> <p>Questions</p> <ol style="list-style-type: none"> 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 Write Sit Speak Clap Dance Go Come	Present continuous Writing Sitting Speaking Clapping Dancing Going Coming	Past simple Wrote Sat Spoke Clapped Danced Went Came
Theme Sub theme Content	<div style="border: 2px solid black; padding: 10px;"> <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 every day.</p> <p>We add "ss", "es" or "ies" to verbs in the everyday tense with pronouns She, he, it and one name.</p> </div>		
Lesson activity	<p><u>Examples</u></p> <ol style="list-style-type: none"> 1. He goes to school every day. 2. She carries a basket every night. 3. Mary sits on a chair every time. 4. It runs after a rat every evening. <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"> 1. They fetch water every morning 2. We sweep the room every morning. 3. I cry every week. 4. Tom and Jim clean the house every month. 		

Lesson evaluation	<p>Use the words in the brackets to complete the sentences.</p> <ol style="list-style-type: none"> 1. Annaher uniform every day. (wash) 2. We.....juice every after a meal. (drink) 3. Mummy.....food every night. (cook) 4. Ia bicycle every time. (ride) 5. Theytheir clothes every evening. (carry) 6. Theytheir clothes every week. (dry) 7. Shein the classroom every afternoon. (sleep) 8. It.....a rat every day. (catch) 9. A dog.....at me every night. (bark) 10. Peter and Jennifer.....a new car every month. (drive)
Theme Sub theme Content	<div data-bbox="315 653 1482 711" style="border: 1px solid black; padding: 2px;">Our sub county/division</div> <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"> 1. He always brushes his teeth. 2. She sometimes goes to school. <p>We don't add "s" , "es" or "ies" to verbs using always and sometimes with the first and second persons.</p> <p><u>Examples</u></p> <ol style="list-style-type: none"> 1. I always eat fish. 2. We sometimes fry fish. 3. They always dig in the morning. 4. You sometimes wash our clothes. <p>Complete the sentences correctly using the verbs given in the brackets.</p> <ol style="list-style-type: none"> 1. Mother alwaysin the evening. (dig) 2. We sometimesfootball at school. (play) 3. He alwaysin the morning. (pray) 4. They sometimes.....plates after lunch. (wash) 5. Farmers alwayson a mat. (sit) 6. Martha sometimesfish. (fry) 7. I alwayswith my friends in the evening. (play) 8. She sometimesbehind the cupboard. (hide) 9. Farmers always.....crops in the wet season. (plant) 10. John and Musa sometimes very late. (reach)
Lesson activity	

Theme	<div style="border: 2px solid black; padding: 5px;"> Present continuous tense (now tense) </div>
Sub theme Content	
Lesson activity	<p>This is the tense used to talk about actions that are taking place now. We add 'ing' to a verb in present continuous tense. The helping verbs used are ; am, are, and is</p> <p>Example I am going to school. They are eating food. She is writing a letter</p> <p>Activity Complete the sentences using the words given in the brackets</p> <ol style="list-style-type: none"> Namuli is.....a tree. (climb) The teachers are.....tea. (take) Primary three children are.....the exercise. (write) The girls arethe classroom. (mop)
Theme Sub theme Content	<div style="border: 1px solid black; padding: 10px;"> <p>Livelihood in our Sub-County/ Division</p> <p>Social services and their importance</p> <p>The past simple tense</p> <p>Changing verbs from past simple form</p> </div>
Lesson activity	
	<p><u>Examples</u></p> <p>Boil - boiled Cook - cooked Jump - jumped Eat - ate Sweep- swept Sleep - slept Drive - drove</p> <p><u>Use the words in brackets to complete the sentences</u></p> <ol style="list-style-type: none"> Annet _____ a letter to her friend yesterday. (write) They _____ two bags of sugar last month. (bring) Mummy _____ a new dress last week. (buy) She _____ herself last night. (cut) Joan _____ the room last Friday. (mop) The boy _____ on a bench last year. (stand) The pupils _____ their uniforms yesterday. (wash) I _____ very well on Diana's birthday party. (dance)

	<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>	<div style="border: 1px solid black; padding: 10px;"> <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> </div>
<p>Lesson activity</p>	<p>Example:</p> <p>1. This is the man. He works with my sister. This is the man who works with my sister.</p> <p>2. I can see a girl. She dances very well. I can see a girl who dances very well.</p> <p>Join the sentences usingwho.....</p> <p>1. Here is the girl. She is an orphan.</p> <p>2. That is the policeman. He shot the mad man.</p> <p>3. Here is the lady. She lost a child.</p> <p>4. I spoke to the man. He came from Kenya.</p> <p>5. There comes the boy. He is our timekeeper.</p> <p>6. I want to call my friend. She stays next door.</p> <p>7. Herbert is the boy. He is very playful.</p> <p>8. We saw the girl. She saved the boy from danger.</p> <p>9. Eddie is the boy. He stole the money.</p> <p>10. Here comes the lady. She teaches us mathematics.</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Livelihood in our Sub-County/ Division</p> <p>Social services and their importance</p> <p>Conjunctions</p> <p>Using.....which.....</p> <p>We use which when talking about animals, plants, rivers, insects and things.</p> </div>
<p>Lesson</p>	<p>Examples</p> <p>1. Akello is writing a letter. It is very long Akello is writing a letter which is very long.</p> <p>2. I saw the dog. It barked at us yesterday.</p>

activity	<p>I saw the dog which barked at us yesterday. Join the sentences using.....which.....</p> <ol style="list-style-type: none"> 1. Mugenyi found the key. It was lost. 2. She told me a story. It was very interesting. 3. Here is a picture. Musa drew it. 4. She is reading a book. She borrowed it from the library. 5. Sarah is wearing a dress. It has short sleeves. 6. This is the house. Jack built it. 7. Tom has a camera. His mother bought it for him. 8. Anne is eating a mango. She bought it from the market. 9. They are doing their homework. It is very easy. 10. This is the house. My mother built it last year.
<p>Theme Sub theme</p> <p>Content</p> <p>Lesson activity</p>	<div style="border: 2px solid black; padding: 10px;"> <p>Livelihood in our Sub-County/ Division</p> <p>Social services and their importance</p> <p>Conjunctions</p> <p>Using.....whose.....</p> <p>We use “whose” mostly for people and their belongings</p> </div> <p><u>Examples</u></p> <ol style="list-style-type: none"> 1. Here is the boy. His bag was stolen. Here is the boy whose bag was stolen. 2. There comes the woman. Her son refused to work. There comes the woman whose son refused to work. <p>Join the sentences using.....whose.....</p> <ol style="list-style-type: none"> 1. I met a man. His son is a doctor. 2. That is the lady. Her house was burnt. 3. This is the boy. His father died. 4. The policeman spoke to the woman. Her bag was stolen. 5. I met a man. His brother knows you. 6. Here comes the stranger. Her luggage is very heavy. 7. Here comes the teacher. Her child is sick. 8. There is the girl. Her mother is a teacher. 9. I saw a man. His car had an accident. 10. Here is the boy. His leg was broken.

<p>Theme Sub theme Content</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Livelihood in our Sub-County/ Division</p> <p>Social services and their importance</p> <p>Conjunctions</p> <p>We use “where” when talking about places</p> </div> <p>Lesson activity</p> <p>Examples</p> <ol style="list-style-type: none"> This is the road. My father was robbed from there. This is the road where my father was robbed. Sarah saw the house. Hoer mother was staying there. Sarah was the house where her mother was staying. <p>Join the sentences using.....where.....</p> <ol style="list-style-type: none"> This is the village. I was born there. That is the hospital. I went there for treatment. I know the market. My uncle works there. He visited the town. Tom stays there. We reached the place. The accident happened. This is the village. The Chief stays here. We saw the school. Sarah goes there to learn.
<p>Theme Sub theme Content</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Livelihood in our Sub-County/ Division</p> <p>Social services and their importance</p> <p>Conjunctions</p> <p>Using.....because.....</p> </div> <p>Lesson activity</p> <p>Examples</p> <ol style="list-style-type: none"> The dog is barking. It is hungry. The dog is barking because it is hungry. I ate the food. I was very hungry. I ate the food because I was very hungry. <p>Join these sentences using.....because.....</p> <ol style="list-style-type: none"> He washed his shirt. It was dirty. Kato is crying. He is hungry. Rose got a new book. This one is full. My teacher was angry. I came late.

	<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>
Theme Sub theme Content	<div style="border: 1px solid black; padding: 10px;"> <p>Livelihood in our Sub-County/ Division</p> <p>Social services and their importance</p> <p>Conjunctions</p> <p>Using.....because.....</p> <p>Why do you.....?</p> </div> <p>Livelihood in our Sub-County/ Division</p> <p>Social services and their importance</p> <p>Reading the conversation titled Naigaga and Kabale</p> <p>Naigaga: How does your mother go to work?</p> <p>Kabbale: She goes to work by bus. How about your mother, Mayega?</p> <p>Mayega: My mother goes to work by train because she works at the railway station.</p> <p>Mwajuma: I prefer the motorcycle because it moves very fast on the road.</p> <p>Naigaga: I like riding the donkeys. They are so many in our sub-county.</p> <p>Njuba: What about sailing in a ship?</p> <p>Naigaga: We have boats and canoes mostly. People use them when they are going for fishing and crossing over to another sub-county.</p> <p>Kabbale: Have you ever heard of an airport?</p> <p>Njuba: Yes, we have ever heard of an airport at Entebbe. Aeroplanes land and take off at the airport.</p> <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. Who was the first to talk? 2. What is the conversation about? 3. Whose mother goes to work by train? 4. Why does Mwajuma prefer using a motorcycle? 5. When do people use boats and canoes? 6. Has Njuba ever heard of an airport? 7. What do aeroplanes do at an airport? 8. Which transport has been mentioned in the conversation?

<p>Theme Sub theme Content</p>	<div style="border: 2px solid black; padding: 10px;"> <p>Livelihood in our Sub-County/ Division</p> <p>Social services and their importance</p> <p>Conjunctions</p> <p>Using.....both</p> </div>
<p>Lesson activity</p>	<p><u>Examples</u></p> <p>1. A cat is a pet. A dog is a pet. Both a cat and a dog are pets.</p> <p>2. Ducks lay eggs. Hens lay eggs Both ducks and hens lay eggs.</p> <p><u>Re-write these sentences beginning : Both.....</u></p> <p>1. Mum will go to town. Daddy will go to town. 2. Joy has come late. Dorah has come late. 3. Alex is a bright boy. Ivan is a bright boy. 4. Kabanda was absent yesterday. Kyazze was absent yesterday. 5. Tom is very smart. Allan is very smart. 6. Betty is a beautiful girl. Her friend is also beautiful. 7. Atim is sick. Her sister is also sick. 8. John is a tall boy. Amos is a tall boy.</p>
<p>Theme Sub theme Content</p>	<div style="border: 2px solid black; padding: 10px;"> <p>Livelihood in our Sub-County/ Division</p> <p>Social services and their importance</p> <p>Conjunctions</p> <p>Using.....and.....</p> </div>
<p>Lesson activity</p>	<p><u>Examples</u></p> <p>1. We saw a lion. We saw a tiger. We saw a lion and a tiger.</p> <p>2. A dog is a domestic animal. A goat is a domestic animal. A dog and a goat are domestic animals.</p> <p><u>Join the sentences using.....and.....</u></p> <p>1. A duck is a bird. A turkey is a bird. 2. Come is. Sit down. 3. We saw a monkey. We saw a leopard. 4. Joan is my sister. Alice is my sister.</p>

	<p>5. John likes posho. John likes beans.</p> <p>6. Tom was absent yesterday. Sam was absent yesterday.</p> <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>
Theme Sub theme Content	<div style="border: 1px solid black; padding: 10px;"> <p>Livelihood in our Sub-County/ Division</p> <p>Social services and their importance</p> <p>Vocabulary</p> <p>Danger, storm, policeman, mud, shelter, slash, bridge, accidents, boil, spray, mosquito net.</p> </div> <p><u>Structure</u></p> <p>1. What do you/ I do when.....? You/ I.....when you/ I.....</p> <p>2. What does she/ he do when? She/ he.....when.....?</p> <p>Lesson activity</p> <p>Write these words correctly</p> <p>a) rapsy</p> <p>b) dgebri</p> <p>c) loib</p> <p>d) ngerda</p> <p>Fill in the missing letters</p> <p>a) she__lter</p> <p>b) acc__ d__nt</p> <p>c) m__squ__to</p> <p>d) pol__ce</p>
Theme Sub theme Content	<div style="border: 1px solid black; padding: 10px;"> <p>Livelihood in our Sub-County/ Division</p> <p>Challenges in social services and their possible solutions</p> <p>A story titled “The trader” (Ref: Trs bk3 pg 29 – 30)</p> </div>

	<p><u>Read the story below and answer questions that follow in full sentences .</u></p> <p style="text-align: center;"><u>The trader</u></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. 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>Questions</p> <ol style="list-style-type: none"> 1. What was the name of the trader? 2. In which village did Baba live? 3. What did Baba have? 4. Which building materials did Baba sell? 5. Where did Baba buy building materials for his shop from? 6. Why were many people happy with Baba? 7. What is the title of the story? 8. What other businesses did people put up in the sub-county? 9. Give the opposites of these words; <ol style="list-style-type: none"> a) hardworking b) happy c) wife d) sold
<p>Theme Sub theme Content</p>	<div style="border: 2px solid black; padding: 10px;"> <p>Livelihood in our Sub-County/ Division</p> <p>Challenges in social services and their possible solutions</p> <p>Structures: What isused for?</p> <p>.....is used for.....</p> </div>

Lesson activity	<p>Example</p> <ol style="list-style-type: none"> What is clay used for? Clay is used for modeling. What colour is clay soil? Clay soil is grey in colour. <p>Choose the correct word from the brackets to fill in the blanks.</p> <ol style="list-style-type: none"> There is no soil on the(rock, stone) A stone is(bigger, smaller) than a rock. Your skirt is as black as (charcoal, grass) There is a heap of in the compound. (food, sand) Kato modeled a pot fromsoil. (loam, clay) We get clay soil from(swamps, forests)soil is the best soil for growing crops. (sand, loam) <p>Good is to bad as white is to.....(green, black)</p>
Theme Sub theme Content	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Livelihood in our Sub-County/ Division</p> <p>Challenges in social services and their possible solutions</p> <p><u>Conversation</u></p> </div> <p style="text-align: center;"><u>Daily Activities</u></p> <p>Samuel: Hello Daniel! What will you be doing in the evening?</p> <p>Daniel: I shall go fishing.</p> <p>Samuel: I use hooks and once in a while I use fish nets. What about you? What will you do in the evening?</p> <p>Agatha: I shall help my mother with weaving.</p> <p>Deborah: What do you weave?</p> <p>Agatha: We weave baskets, mats, hats and sell them for money.</p> <p>Daniel: Aha! That's great! I shall tell my sister Joy to start weaving too.</p> <p>Sarah: Yes, she can also do knitting or hair dressing where she is assured of customers and money everyday.</p> <p>All: Wow! Great idea.</p> <p>Questions</p> <p><u>Answer the questions in full sentences</u></p> <ol style="list-style-type: none"> What is the dialogue about? Who will go fishing? At what time of the day will Daniel go fishing? How many people are taking part in the conversation? Who helps her mother to weave?

	<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>Lesson activity</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Environment in our Sub-County/ Division</p> <p>Soil</p> <p>Vocabulary: Soil, stones, sand, clay, charcoal, stove, colour, build, crop, builder, loam, white, black, brown, grey water</p> <p><u>Structures</u></p> <p>Use of <u>many</u> and <u>much</u></p> <p>There is much.....</p> <p>There are many.....</p> </div> <p><u>Examples</u></p> <p>There is much water in the bucket.</p> <p>There are many builders in our sub-county.</p> <p>Make sentences with these words</p> <p>a) Charcoal</p> <p>b) Crops</p> <p>c) Soil</p> <p>d) Clay</p> <p>e) Brown</p> <p>Fill in the gaps with <u>many</u> or <u>much</u></p> <p>a) There are _____ stoves in our school.</p> <p>b) There was not _____ oil in the can.</p> <p>c) How _____ jerrycans of water do you need?</p> <p>d) There is _____ sand in our sub-county.</p> <p>e) There are _____ builders in our division.</p> <p>f) How _____ sacks of charcoal do you have?</p>

Theme Sub theme Content	<div> Our environment in our Sub-County/ Division </div> <div> Soil </div>
Lesson activity	<p>Read the poem carefully and answer the questions in full sentences</p> <p>A poem 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>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 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><u>Questions</u></p> <ol style="list-style-type: none"> 1. How many stanzas are in the poem? 2. What stanza tells about soil all over our environment? 3. Name the layers of soil mentioned in the poem. 4. In which stanza are the three types of soil mentioned.

	<p>5. What activities are mentioned in stanza two?</p> <p>6. Which soil is best for growing crops?</p> <p>7. Give the opposites of these words</p> <p>a) Useful</p> <p>b) Friend</p> <p>8. Suggest a suitable title for the poem.</p>
Theme Sub the Content	<div style="border: 1px solid black; padding: 10px;"> <p>Our environment in our Sub-County/ Division</p> <p>Natural causes of changes in the environment</p> <p><u>Vocabulary</u></p> <p>Sunny, rainy, hot, cold, inside, outside, hungry, harvest, plant</p> </div>
Lesson activity	<p><u>Structures</u></p> <p>When did he.....?</p> <p>He planted maize during the wet season.</p> <p>Why did he.....?</p> <p>Why did he cry?</p> <p>He cried because he was hungry.</p> <p><u>Give the opposites of the following words</u></p> <p>1. Sunny _____</p> <p>2. Hot _____</p> <p>3. Inside _____</p> <p>4. Wet _____</p> <p><u>Make sentences using these words</u></p> <p>1. Harvest</p> <p>2. Plant</p> <p>3. Hungry</p> <p>4. Sunny</p> <p><u>Answer these questions using rainy or sunny season</u></p> <p>1. When did he harvest maize?</p> <p>2. When did she carry her umbrella?</p> <p>3. When did mummy put on her boots?</p>

<p>Theme Sub theme Content</p> <p>Lesson activity</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Our environment in our Sub-County/ Division</p> <p>Soil</p> <p><u>Vocabulary</u></p> <p>Graze, build, burn, bush, cut, farm, plant, cover, throw, plastic, rubbish pit, brick, make, rubbish</p> </div> <p><u>Structures</u></p> <p>a) What will you do when you.....? When I/ we....., I/ we shall.....or I/ we shall.....when I/we</p> <p>b) Will you.....? Yes, I/we shall..... No, I/we shan't.....</p> <p>Use these words in constructing sentences</p> <p>a) graze b) build c) bush d) farm e) throw f) rubbish</p> <p>Answer these questions using; Yes, I shall, or No, I shall not</p> <ol style="list-style-type: none"> Will you burn the rubbish? Will you plant the crops? Will you cut down the tree? Will you make bricks? Will you cover the pit latrines? Will you graze the cows in the farm?
<p>Theme Sub theme Content</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Our environment in our Sub-County/ Division</p> <p>Natural causes of changes in the environment</p> </div> <p style="text-align: center;">Story</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>Answer questions about the story in full sentences</p> <ol style="list-style-type: none"> Who loves the environment? What is in the environment? Name two examples of living things. What does Mr. Mutebi say about forests? What do trees give us? What is used for building? Give the opposites of these words; <ol style="list-style-type: none"> Loves Goes Suggest a suitable title for the story.
<p>Theme Sub theme Content</p>	<p>Our environment in our Sub-County/ Division</p> <p>Changes in the environment</p> <p>Vocabulary</p> <p>Air, sun, move, wind, dry, wash, heat, blow, warm, break, fall, rain, rise, set, house, clean, roof</p>
<p>Lesson activity</p>	<p>Structures</p> <p>What does (Joshua, Gloria.....do everyday?)</p> <p>Joshua/ Gloria(washes/cleans) the everyday.</p> <p>Make correct sentences using each of the words below</p> <ol style="list-style-type: none"> Air Dry Roof Sun Rise House Blow Warm Wash

	<p>Exercise 2</p> <p>Write a sentence about each picture</p> <p>Reference to MK pupils' bk pg42</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Our environment in our Sub-County/ Division</p> <p>Air and the sun</p>
<p>Lesson activity</p>	<p>Poem</p> <p>Oh the sun Bright shinning up there You give us warmth And make our plants grow</p> <p>Oh the wind You move things like the kites You even dry our clothes Wind you are good but sometimes bad You blow off the roofs of our houses</p> <p>Oh the clouds Sometimes white like cotton wool Sometimes black or grey When its so hot, and you appear The weather changes</p> <p>Oh the mighty rain From the dry sky You come like drops of water On this dry thirsty land Plants and people need you</p> <p>Read the poem and answer questions in full sentences</p> <p>1. How many stanzas does the poem have?</p> <p>2. What shines up there?</p> <p>3. What moves things like kites?</p> <p>4. Why is wind sometimes bad?</p> <p>5. Which stanza talks about the clouds?</p>

	<p>6. What colour are the clouds?</p> <p>7. Where does the mighty rain come from?</p> <p>8. What do people and plants need?</p> <p>9. Give the opposite of these words.</p> <p>a) Dry</p> <p>b) Good</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Our environment in our Sub-County/ Division</p> <p>Air and the sun</p> <p>Vocabulary</p> <p>Cloud, hot, warm, cold, wash, soil, grow, food, water, dark, grass, plant, sweater, hot</p> </div>
<p>Lesson</p> <p>activity</p>	<p>Structures</p> <p>What does.....do everyday?</p> <p>He/sheeveryday.</p> <p>.....gbabies/ animals, plans) need.....(food/ grass/ water) to grow.</p> <p>Why ishe/she wearing a (sweater/hat)?</p> <p>She /He is wearing a(sweater/ hat) because it is(cold/ raining)</p> <p>1. Write these words correctly</p> <p>a) dlcou _____</p> <p>b) marw _____</p> <p>c) wesatie _____</p> <p>d) ntapl _____</p> <p>2. Make sentences using these words.</p> <p>a) hot</p> <p>b) wash</p> <p>c) grow</p> <p>d) soil</p> <p>e) food</p> <p>f) water</p> <p>g) hat</p> <p>h) dark</p>

Theme
Sub theme
Content

Our environment in our Sub-County/ Division

Air and the sun

Vocabulary

Cloud, hot, warm, cold, wash, soil, grow, food, water, dark, grass, plant, sweater, hot

Lesson
activity

Environment and weather in our Sub-County/ Division

Water

Vocabulary

Tap, well, spring, stream, tank, river, lake, drum, slasher, brush, jerrycan, pot (past tenses)

Structures

When didthe.....?

.....on.....

Examples

Why did Mary clean the well?

Mary cleaned the well on Monday at 4pm in March.

1. Fill in the missing words

a) sl __sh__r

b) r__ver

c) dru__

d) spr__ng

2. Study the time table and answer in full sentences the questions that follow

Anna's timetable for the month of March

	5:00pm	6:00pm	7:00pm	8:00pm
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

1. When did Anna wash plates?

2. At what time did Anna cook food on Friday?

	<p>3. What did Anna do on Thursday at 7:00pm?</p> <p>4. When did Anna read stories?</p> <p>5. When did Anna help mother?</p> <p>6. At what time did Anna eat food each day?</p> <p>7. In which month did Anna carry out the activities on the time table?</p> <p>8. How many times did Anna do her homework?</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>	<div style="border: 2px solid black; padding: 10px;"> <p>Environment and weather in our Sub-County/ Division</p> <p>Water</p> <p>Structures</p> <p>Did.....clean the.....?</p> <p>Yes, she/he did.</p> <p>No, she/he didn't.</p> </div>
<p>Lesson activity</p>	<p><u>Example</u></p> <p>Did Mary clean the pot?</p> <p>Yes, she did.</p> <p>No, she didn't.</p> <p>Answer using Yes, she/ he did or No, She/ He didn't</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>

Theme Sub theme Content	<div>Environment and weather in our Sub-County/ Division Water</div>
Lesson activity	<p>Rhyme about water</p> <p>Water, water, water You come as rain We collect you in pans and pots Water, water, water If we have drums We store in drums If we have tanks We store you in tanks Plastic, metallic, concrete and underground tanks Water, water, water We need you for life</p> <p>Read and recite the rhyme carefully and answer questions that follow in full sentences.</p> <ol style="list-style-type: none"> 1. What is rhyme about? 2. What comes as rain? 3. What do we collect in pans and pots? 4. Why do we need water? 5. Mention two things where water is stored. 6. Give the three types of tanks mentioned in the rhyme.

ENGLISH LESSON NOTES FOR P.3 TERM II

Theme Sub-theme Content	<div>Living things Animals in our sub-county Vocabulary (new words) Nest, forest, zoo, bird, monkey, elephant, lion, giraffe ,etc.</div> <u>Animals and their young ones</u> 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 Activity I Match these animals to their young ones Lion toad Sheep fry Frog cub Fish lamb Activity II Give one word for the underlined group of words a) A <u>young dog</u> was seen crossing the road. b) There is a <u>young goat</u> in that house. c) A <u>young sheep</u> is bleating loudly. d) A <u>young cow</u> is in the pen. Activity III Complete the following sentences correctly 1. A rabbit is to.....as a butterfly is to..... 2. A duck is to duckling as an owl is to.....
Lesson II	<u>Animals and their homes.</u> 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

	<p>Activity I Match these animals to their homes Rabbit stable Person house Cow hutch Horse house</p> <p>Activity II Complete the analogies below 1. A dog is to kennel as a goat is to..... 2. A lion is toas a horse is to stable. 3. A pig is to a pigsty as a rabbit is to</p>
Lesson three	<p><u>Animals and their sounds</u> 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 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>
Lesson evaluation	<p>Complete the gaps correctly 1. A monkey chatters but a dog 2. A snake hisses but a lion..... 3. Bleating is to sheep as.....is to horse. 4. The lambs are.....</p>
Theme Sub theme Content	<div style="border: 1px solid black; padding: 5px;"> <p>Living things Animals in our sub county</p> </div> <p>Structures: Where was the.....? Where was the bird? The bird was in the nest Where was the monkey? The monkey was in the forest.</p> <p>Lesson evaluation exercise 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	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Living things Animals in our sub county </div> <p>Similes Similes compare things which are alike in some qualities or behavior or shape</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">As fat as a pig</td><td style="width: 50%;">as fast as a deer</td></tr> <tr> <td>As blind as a bat</td><td>as brave as a lion</td></tr> <tr> <td>As silly as a sheep</td><td>as gentle as a dove</td></tr> <tr> <td>As heavy as an elephant</td><td>as harmless as a dove</td></tr> <tr> <td>As playful as a puppy</td><td>as proud as a peacock</td></tr> <tr> <td>As playful as a kitten</td><td>as slow as a snail</td></tr> <tr> <td>As busy as a bee</td><td>as slow as a tortoise</td></tr> <tr> <td>As strong as a horse</td><td>as poor as a church mouse</td></tr> </table> <p>Lesson activity <u>Complete these similes correctly</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. As slow as a _____</td><td style="width: 50%;">7. As harmless as a _____</td></tr> <tr> <td>2. As heavy as an _____</td><td>8. As busy as a _____</td></tr> <tr> <td>3. As proud as a _____</td><td>9. As blind as a _____</td></tr> <tr> <td>4. As playful as a _____</td><td>10. As poor as a _____</td></tr> <tr> <td>5. As fat as a _____</td><td>11. As fast as a _____</td></tr> <tr> <td>6. As silly as a _____</td><td>12. As brave as a _____</td></tr> </table>	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	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 _____
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Theme Sub theme Content	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Living things Animals in our sub county / division </div> <p>Proverbs A proverb is a well-known saying that gives advise</p> <p>Examples</p> <ol style="list-style-type: none"> 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</p> <ol style="list-style-type: none"> 1. Empty vessels..... 2. An early bird..... 3. Two heads..... 4. Let sleeping dogs..... 																												

	5. A stitch in time.....
Theme Sub theme Content	<div> Living things in our sub county Oral literature </div> <p>Recite the poem At the national park (Ref: MK English Bk3 pg 71)</p> <p>Evaluation exercise</p> <ol style="list-style-type: none"> 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	<div> Living things Reading and writing </div> <p>Read the story titled: At the zoo (Ref: Mk English Bk3 pg 72)</p> <p>Evaluation exercise</p> <ol style="list-style-type: none"> 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	<div> Living things Animals in our sub county Rearranging jumbled sentences to form correct stories </div> <ol style="list-style-type: none"> 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.

	<div>1. Then, the lion fell sick and died</div> <div>2. They flew away happily</div> <div>3. The vultures came and ate the lion’s body</div> <div>4. The lion came and ate the antelope</div> <div>5. The antelope ate grass</div>																				
Theme Sub theme Content	<div>Future simple tense</div> <div>Use of ‘will’ and ‘shall’</div> <div><div><div>She</div><div>He</div><div>They</div><div>It</div></div><div>}</div><div>will</div><div>}</div><div>we</div><div>shall</div></div> <div>- What will Naigado tomorrow?</div> <div>She will go to school tomorrow .</div> <div>Activity I</div> <div>Use will or shall to complete the sentences .</div> <div><div>1. John and Marygo to school tomorrow</div><div>2. Weenjoy our PE lesson today</div><div>3. Igo with you to the market next week</div><div>4. Theyjoin us for dinner</div><div>5. Davidplay football tomorrow</div><div>6. Musokemilk the goats in the morning</div><div>7. I see you next week?</div><div>8. The cowseat the maize if you go away.</div><div>9. Hego swimming next Sunday.</div><div>10. Bakeebwaslash the compound tomorrow</div></div>																				
Theme Sub theme Content	<div><div>Living things</div><div>Daily activities</div><div>Future simple tense</div></div> <div>Form correct sentences from the table below</div> <table><tr><td>I</td><td>Will</td><td>Go to church</td><td>Next week</td></tr><tr><td>He</td><td>Shall</td><td>Wash the plates</td><td>Tomorrow</td></tr><tr><td>We</td><td></td><td>Mop the house</td><td>Next Friday</td></tr><tr><td>She</td><td></td><td>Fetch water</td><td></td></tr><tr><td>They</td><td></td><td></td><td></td></tr></table>	I	Will	Go to church	Next week	He	Shall	Wash the plates	Tomorrow	We		Mop the house	Next Friday	She		Fetch water		They			
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She		Fetch water																			
They																					
Theme Sub theme Content																					

	<div><div>Living things Positions (prepositions) Vocabulary: new words</div><p>Left, right, opposite, at, into, down, out, of, against, along, across, up, over, from</p><p>Activity</p><ol style="list-style-type: none">1. Tom leanedthe wall of the classroom.2. The dustbin is full.....rubbish.3. Her baby is suffering.....malaria.4. P3 boys shoutedthe madman last night.5. Put the waterthe bucket6. John wentthe river by boat.7. The bird is flying.....the tree.8. The children are walkingthe road.9. Our school is.....the petrol station10. The rat went out.....the hole and ran away.</div>
Theme Sub theme Content	<div><div>Living things Position (preposition) Some words and their prepositions</div><div><div><div>Good Look Shout Laugh</div><div>}</div><div>at</div><div>}</div><div>famous wait fit for sorry Ask</div></div><div><div>Similar Prefer Talk Add Married Point Go Listen Invite</div><div>}</div><div>to</div><div>}</div></div></div></div>

	<div><div>Exercise</div><div>Fill in the gaps with the correct preposition</div><div><div>1. Mary is good.....English.</div><div>2. I talkedthe man who came from Kasubi.</div><div>3. I have been waiting.....you since morning.</div><div>4. Don't listen.....what he says.</div><div>5. It is always bad to laugh.....lame people.</div><div>6. They only invited a few peopletheir party.</div><div>7. My sister is married.....a doctor.</div><div>8. Mummy looked.....me with a smiling face.</div><div>9. Ben is leaning.....the broken desk.</div><div>10. Tom prefers watching movies.....cartoons</div></div></div>
<div>Theme</div> <div>Sub theme</div> <div>Content</div>	<div><div><div>Living things</div><div>Positions (prepositions)</div></div><div><div>Other prepositions</div><div><div><div>Agree</div><div>Quarrel</div><div>Satisfied</div><div>Crowd</div></div><div><div>with</div><div>interested</div></div><div><div>believe</div><div>in</div></div></div><div><div><div>Ashamed</div><div>Accused</div><div>Afraid</div><div>Died</div><div>Capable</div><div>Sure</div><div>Tire</div><div>Full</div><div>Invite</div></div><div><div>of</div><div>escape</div></div><div><div>borrow</div><div>differ</div><div>suffer</div><div>subtract</div></div><div><div>from</div></div></div></div></div>
	<div><div>Activity</div><div>Fill in the gaps with the correct prepositions</div><div><div>1. She is interestedlearning.</div><div>2. The basket is full.....mangoes.</div><div>3. The girls are afraid.....dogs</div><div>4. Joan always quarrelsher neighbor</div></div></div>

	<p>5. Babies always dependmilk</p> <p>6. We all believeGod</p> <p>7. My uncle diedmalaria</p> <p>8. I hope you will agree.....my suggestion</p> <p>9. The girl escapedschool yesterday.</p> <p>10. My sister is fondeating sweets.</p>
Theme Sub theme Content	<div style="border: 1px solid black; padding: 5px;"> Living things Positions </div> <p>Structures</p> <p>Where is the(pen, ball)</p> <p>Put the ball under the chair.</p> <p>Is the ball under the chair?</p> <p>No, it is not</p> <p>The pencils are in the tin and the books are in the shelves.</p> <p>Evaluation exercise</p> <p>Make correct questions from the table</p> <p>Make sentences form the substitutional table (Ref. Mk bk3 pg 52)</p>
Theme Sub theme Content	<div style="border: 1px solid black; padding: 5px;"> Living things Positions </div> <p>Structures</p> <p>What isdoing?</p> <p>What is she doing?</p> <p>She is riding along the road.</p> <p>What is Paul doing?</p> <p>He is walking along the road.</p> <p>Activity</p> <p>Study the pictures and complete the given sentences about them (Ref. Mk English bk3 pg 53 – 54)</p>
Theme Sub theme Content	<div style="border: 1px solid black; padding: 5px;"> Living things Positions </div> <p>Oral literature</p> <p>Read the dialogue Riding along the road (Mk bk 3 pg 55)</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Who are the people conversing? 2. What is the colour of Sarah's bicycle? 3. Who was knocked by the car?

	<ol style="list-style-type: none"> How many people are taking part in the conversation? Give the title of the dialogue Who is conversing with Nambi? Is Isaiah riding so fast? Write down the opposites of these words; friend, careful, down, fast
Theme Sub theme Content	<div style="border: 1px solid black; padding: 5px;"> <p><u>Living things</u> Positions Reading and writing</p> </div> <p>Read the story My school (Mk bk3 pg 56)</p> <p><u>Read the story and answer questions that follow in full sentences.</u></p> <ol style="list-style-type: none"> Where is the school? What are the pupils doing? What are the boys doing? Where is the teacher? What is the teacher doing? Who are the people walking along the road? What are the girls playing with? What is the title of the story?
Theme Sub theme Content	<div style="border: 1px solid black; padding: 5px;"> <p>Punctuation marks Teacher will guide pupils on how to use punctuation marks</p> </div> <p>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(')</p> <p>A. a comma (,) 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. To separate the name of a person directly spoken to form the rest of the sentences e.g. Richard, have you locked the door?</p> <p>B. a full stop(.) Its used to end a sentence which makes a statement. Objectives: Pupils will punctuate the given sentence coreclty</p> <p>Evaluation activity Put a comma and full stop where necessary</p> <ol style="list-style-type: none"> John has gone to nairobi

	<ol style="list-style-type: none"> 2. The day today is tuesday 3. Ben is shorter than peter 4. Hens ducks and turkeys lay eggs 5. Mr. Mutebi is a kind man 6. Kampala is know for her beauty 7. There are five eggs on the tray 8. December is the last month of the year 9. Lemons apples and oranges are fruits
Theme Sub theme Content	<div style="border: 1px solid black; padding: 5px;"> <p>Punctuation Capital letters Teacher will guide pupils on how to use capital letters</p> </div> <p>They are used at the beginning All proper nouns begin with capital letters Listening, speaking, reading, writing Pupils will be able to use a capital letter appropriately Evaluation activity Rewrite these sentences putting capital letters where necessary</p> <ol style="list-style-type: none"> 1. today is Thursday 2. april is the fifth month of the year 3. alice, susan, and teddy are sisters. 4. the traveller had a very big luggage. 5. John has gone to masaka. 6. kampala is the capital city of Uganda 7. sam, bob, and dan are brothers 8. there are many pupils in our school 9. mr.lukwago is going to town. 10.eva is a dirty girl
Theme Sub theme Content	<div style="border: 1px solid black; padding: 5px;"> <p>Punctuation Punctuation marks A question mark: it is placed at the end of the questioning statement Questions usually begin with questioning words e.g. who, why, how, when etc</p> </div> <p>Evaluation activity Complete these sentences by adding the right questioning word</p> <ol style="list-style-type: none"> 1.many brothers do you have? 2.is your class teacher?

	3.they know your name? 4.are you going to town? 5.many children are in P3 North? 6.is the day today? 7.of these pens do you like most? 8. I borrow your pencil please? 9.much is that dress? 10.....you watch the television everyday?
Theme Sub theme Content	<div style="border: 1px solid black; padding: 5px;"> Punctuation Use of an apostrophe Teacher will guide the pupils on how to use an apostrophe </div> <p>An apostrophe is used with a noun to show ownership or belonging. Sarah's dress is new He cats fur is very smooth Rule 1: In case of one thing or person the apostrophe is put before "s" Listening, reading, writing , speaking Evaluation exercise Rewrite these sentences correctly using an apostrophe correctly</p> <ol style="list-style-type: none"> The girls dress is torn Toms shirt is white in colour This kettles lid is broken That dogs kennel is large Out teachers child is sick The ladys purse was snatched This childs face is not good Bens book is missing The Bishops gown has beautiful colours The oldmans beard is grey
Theme Sub theme Content	<div style="border: 1px solid black; padding: 5px;"> Punctuation Teacher will help pupils to write the short forms using an apostrophe Use of an apostrophe </div> <p>That is – that's Will not – won't Is not – isn't 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"> 1. Are not – 2. Is not 3. Has not 4. Cannot 5. Had not 6. Was not 7. Will not 8. Shall not 9. Were not 10. Do not 11. Does not 12. Did not 13. Could not 14. Should not 15. Would not
Theme Sub theme Content	<div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;"> <p>Punctuation</p> <p>Use of an apostrophe</p> </div> <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>

Theme Sub theme Content	<div data-bbox="363 170 1518 338" style="border: 1px solid black; padding: 5px;"> Punctuation Teacher will introduce rule II of an apostrophe usage Use of an apostrophe rule II </div> <p>Rule II 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 The dogs' puppies are very lovely Skills: listening, speaking, reading, and writing Objectives: learners will write sentences using rule II of an apostrophe. Learners will respond to the given command correctly</p> <p>Evaluation activity Rewrite these sentences correctly using an apostrophe</p> <ol style="list-style-type: none"> 1. The cows horns are very long 2. The nuns convent was burnt 3. The soldiers uniforms are very old. 4. The girls dresses are blue in colour 5. The elephants trunks are very long 6. The rabbits burrows are deep 7. The babies nappies are white in colour 8. Those pupils books are not marked 9. The goats kids look healthy
Theme Sub theme Content	<div data-bbox="363 1236 1518 1362" style="border: 1px solid black; padding: 5px;"> Punctuation Skills: listening, speaking, writing and reading </div> <p>Topical questions 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"> 1. I thing <u>that is</u> a lovely dress. 2. We can guess <u>what is</u> in the box. 3. <u>I have</u> you lost my pencil? 4. <u>I am</u> locking the door. 5. We <u>have not</u> had breakfast yet. 6. <u>It is</u> not raining now 7. We can't work when <u>there is</u> noise in the room.

	<p>8. <u>They are</u> playing volley ball</p> <p>9. Tom <u>had not</u> gone to town</p> <p>10. <u>We are</u> better here than there.</p> <p>Exercise II</p> <p>Punctuate these sentences correctly</p> <ol style="list-style-type: none"> 1. allen betty and teddy are sisters 2. the day today is Wednesday 3. how many boys are in p3 north 4. she bought some books pencils and rubbers 5. toms birthday is in april 6. December is the last month 7. the bishops gown is grey in colour 8. which of these bags is yours 9. hens ducks cooks and turkeys lay eggs 10. mr.lule is a king teacher
Theme Sub theme Content	<div style="border: 1px solid black; padding: 5px;"> <p>Community</p> <p>Vocabulary : teacher will encourage pupils to spell the new words correctly</p> </div> <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"> 1. she works in a place where money is kept safely. 2. Where is the building were christians worship from? 3. The man who bakes bread was knocked down 4. It rained very heavily and destroyed all the plants grown by man. 5. He built the house where Moslems worship from 6. We visited the place where aeroplanes land and take off 7. I met a man who repairs vehicles 8. The place where sweets are made from was burnt 9. The butcher man has been sick for seven days

Theme
Sub theme
Content

Community

Vocabulary : teacher will help learners identify some nouns within their classroom

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.

Skills: listening, speaking, reading and writing

Adjectives:

Learners will describe the given nouns. (tell us more about those nouns)

Learners will identify different adjectives

Learners will mention different objects within their classroom

Evaluation exercise.

Fill in the gaps with a suitable adjective e.g. a beautiful girl, an easy test, a black cup, a poisonous snake, a long ruler.

1. A.....girl
2. A.....book.
3. A.....knife.
4. A.....chart
5. A.....flower
6. A.....tin
7. A.....cow
8. A.....stick
9. A.....desk.
10. Astone
11. A.....shirt
12. A.....ruler
13. A.....road
14. A.....floor
15. An.....story
16. A.....tree
17. A.....boy
18. A.....man
19. A.....juice
20. A.....water

Theme Sub theme Content	<div>Community Teacher will encourage pupils to describe some nouns within and outside classroom</div> <p>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</p> <ol style="list-style-type: none">1. The farmer sold some fat cows2. Our teacher killed a poisonous snake3. I met a hungry lion this morning4. We drank some sweet juice5. The headmaster punished the stubborn boys6. John is a clever boy7. Tom told us an interesting story8. It was such a busy street9. There are many pupils in our school10. A big lorry was packed outside the school												
Theme Sub theme Content	<div>Community Structures Comparing adjectives</div> <p>Degree of comparisons of adjectives</p> <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> <p>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</p>	Positive	comparative	superlative	Quick	quicker	quickest	Great	greater	greatest	Slow	slower	slowest
Positive	comparative	superlative											
Quick	quicker	quickest											
Great	greater	greatest											
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	<p>Complete this table correctly</p> <table><tr><th>Positive</th><th>comparative</th><th>superlative</th></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	Loud			Smart			Clean			Deep			Weak			Long			High			Fast			Tall			Thick								
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Theme Sub theme Content	<div><p>Community Teacher and pupils will identify adjectives that end with 'y' Structures Comparing adjectives</p></div> <p>Adjectives that end with letter 'y'</p> <table><tr><th>Positive</th><th>comparative</th><th>superlative</th></tr><tr><td>Happy</td><td>happier</td><td></td></tr><tr><td>Ugly</td><td>.....</td><td>ugliest</td></tr></table> <p>The bride wasthan the bridegroom (happy)</p> <p>The bag I carried was theof all. (heavy)</p> <p>Adjectives: Learners will compare objects and use the adjectives in sentence</p> <p>Learners will read and spell the words correctly</p> <p>Evaluation exercise</p> <p>Complete this table correctly</p> <table><tr><th>Positive</th><th>Comparative</th><th>superlative</th></tr><tr><td>Easy</td><td></td><td></td></tr><tr><td>Lazy</td><td></td><td></td></tr><tr><td>Busy</td><td></td><td></td></tr><tr><td>Early</td><td></td><td></td></tr><tr><td>Noisy</td><td></td><td></td></tr><tr><td>Lucky</td><td></td><td></td></tr><tr><td>Dirty</td><td></td><td></td></tr><tr><td>Happy</td><td></td><td></td></tr><tr><td>Heavy</td><td></td><td></td></tr></table> <p>Exercise II</p> <p>Use the correct form of the words in brackets to complete the sentence</p>	Positive	comparative	superlative	Happy	happier		Ugly	ugliest	Positive	Comparative	superlative	Easy			Lazy			Busy			Early			Noisy			Lucky			Dirty			Happy			Heavy		
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	<div><div><div>1. My shirt is.....than yours. (dirty)</div><div>2. Matama is thegirl in P3 (lazy)</div><div>3. The bag I carried was theof all. (heavy)</div><div>4. The test we did was very.....(easy)</div><div>5. Kato is alwaysat school (busy)</div><div>6. She came.....than us. (early)</div><div>7. P3 class is thein the whole school. (noisy)</div><div>8. Jane is.....than her sister. (happy)</div><div>9. She is thegirl in their family. (ugly)</div></div></div>																																							
Theme Sub theme Content	<div><div><div>Community</div><div>Adjectives that change differently</div></div><div><div><div>Positive</div><div>comparative</div><div>superlative</div></div><div><div>Good</div><div>better</div><div>best</div></div><div><div>Much</div><div>more</div><div>most</div></div><div><div>Little</div><div>less</div><div>least</div></div></div><div><div>Skills: listening, reading, writing and speaking</div><div>Objectives: learners will read the given adjectives correctly</div><div>Learners will compare the adjectives and complete the given table correctly</div><div>Learners will use the degree of comparison of adjectives in sentence orally</div><div>Evaluation exercise</div><div>Complete the table below</div><table><tr><th>Positive</th><th>Comparative</th><th>Superlative</th></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><tr><td>Many</td><td></td><td></td></tr><tr><td>Beautiful</td><td>More beautiful</td><td></td></tr><tr><td>Comfortable</td><td></td><td>Most comfortable</td></tr><tr><td>Difficult</td><td></td><td></td></tr><tr><td>Useful</td><td></td><td></td></tr><tr><td>Important</td><td></td><td></td></tr><tr><td>Handsome</td><td></td><td></td></tr><tr><td>Careful</td><td></td><td></td></tr></table></div></div>	Positive	Comparative	Superlative	Good		Best	Bad		Worst	Little	Less		Much	More	Most	Many			Beautiful	More beautiful		Comfortable		Most comfortable	Difficult			Useful			Important			Handsome			Careful		
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Theme Sub theme Content																																								

	<div data-bbox="365 149 1528 260" style="border: 1px solid black; padding: 5px;"> Community Structures </div> <p>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.....</p> <ol style="list-style-type: none"> 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
Theme Sub theme Content	<div data-bbox="365 1245 1528 1413" style="border: 1px solid black; padding: 5px;"> Community Reading and writing Read the story titled Makoyi's village)Ref. Mk primary english bk3 pg 63) </div> <p>Read the story and answer the questions that follow in full sentences.</p> <ol style="list-style-type: none"> 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?

Theme
Sub theme
Content

**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)
5. This coat is _____ than that one. (cheap)
6. What is the _____ news? (late)
7. Today is _____ than yesterday. (hot)
8. Betty is _____ than her elder sister. (clever)
9. November was the _____ month of the year. (wet)
10. My uniform is _____ than yours. (dirty)
11. Jane chose the _____ dress in the shop. (expensive)
12. Kato is always _____ at school. (busy)

Exercise II

Complete this table coreclty.

Positive	Comparative	Superlative
Large Wide Nice Wise Late Ripe Hot Thin Fat wet	Wetter Bigger	Wisest

Theme
Sub theme
Content
Lesson

**Living things
Community
Opposites**

Examples

Good – bad
Happy – sad/ unhappy
Kind – unkind/ cruel
Thin – fat

New – old
Here – there
Rich – poor
Weak – strong

Evaluation activity

Give the opposites of these words

1. Small
2. Weak
3. Ugly
4. Near
5. Up
6. Happy
7. Smart
8. Thin
9. Absent
10. Young

Activity II

Give the opposites of the underlined words

1. I was late yesterday but I am.....today
2. The rich people must help theones
3. I am tall but Jane is
4. Stop reading andwriting.
5. There wasn't any cold orwater in the bathroom
6. Joseph is present but Joseph is.....
7. Tell them to come here and not to go.....
8. Her clothes are dirty but his are.....
9. Some balls are hard but others are.....

Formation of opposites

Some opposites are made by adding certain letters at the beginning (prefixes)

Words making their opposites by adding 'un'

A. words making their opposites by adding "un"

happy _____	common _____	suitable _____
kind _____	pleasant _____	screw _____
fold _____	friendly _____	comfortable _____
healthy _____	wise _____	steady _____

B. words making their opposites by adding "dis"

agree _____ appear _____ obedient _____
obey _____ advantage _____ believe _____
like _____ honest _____ continue _____
order _____ connect _____ allow _____

words forming their opposites by adding 'in'

Complete – incomplete

Correct _____

Capable _____

Secure _____

Direct _____

Dependent _____

Sufficient _____

Words forming their opposites by adding "im"

Movable _____

Patient _____

Polite _____

Pure _____

Possible _____

Perfect _____

Words forming their opposites by dropping 'ful' and add 'less'

Careful – careless

Hopeful – hopeless

Merciful – merciless

Painful – painless

Useful – useless

Harmful – harmless

Words forming their opposites by adding 'ir'

Regular – irregular

Relevant – irrelevant

Responsible – irresponsible

<p>Theme Sub theme Content</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Living things Plants in our sub county Vocabulary Sisal, maize, papyrus, dry, water, garden, flowers, roots, stems, food, plant, plant, leaf, seed</p> </div> <p>Fill in the missing letters. s___sal, m___ize, y___m, sw___mp, fl___wer Write letters correctly to form words ryd, dees, toor, pnlat, ofod, edwe Use the following words in a sentence Seed, plant, water, maize, banana</p>
<p>Theme Sub theme Content</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Livign things Plants in our sub county Plants and their habitats e.g. Sisal – papyrus Rice – swamp Beans - garden Trees – forest Maize – garden</p> </div> <p>Structures</p> <ol style="list-style-type: none"> Who planted maize in the garden? Mary..... Where did she pland.....? What did Musa plant in the.....? <p>Activity Choose a correct word from the brackets to complete the sentence Choose a correct word from the brackets to complete the sentences.</p> <ol style="list-style-type: none"> Who planted _____ (flowers, sisal, maize) in the _____ (garden, swamp)? Janet planted _____ (flowers, sisal, maize) in the _____ (garden, swamp) (He, she, they) _____ planted _____ (flowers, sisal, cactus) in the _____ (garden, swamp) What did _____ (she, he, they, you) do? (He, she, they, I) _____ planted (maize, sisal,yams) Where did _____ (he, she, they, we, you) plant? _____(he, she, they, we I) planted ____ (maize, sisal, yams) in the ____ (tins, swamp, garden)

<p>Theme Sub theme Content</p>	<div data-bbox="365 157 1518 373" style="border: 1px solid black; padding: 5px;"> <p>Living things Tenses Past simple tense a) Forming verbs in past simple tense with irregular verbs</p> </div> <p>Examples</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 <u>complete the table below</u></p> <ol style="list-style-type: none"> 1. drop _____ 2. clap _____ 3. mop _____ 4. slash _____ 5. touch _____ <p>b) Change the words in brackets to past tense to complete the sentences</p> <ol style="list-style-type: none"> 1. Theytheir clothes yesterday. (wash) 2. She.....when the visitor came in. (clap) 3. They were all smartly.....(dress) 4. It.....cats and dogs (rain) 5. Musathe headmaster loudly. (greet) 6. The thief was.....by the police. (kill)
<p>Theme Sub-theme</p>	<div data-bbox="365 1144 1518 1306" style="border: 2px solid black; padding: 5px;"> <p>Living things Tenses Forming verbs in past simple tense which add 'd'</p> </div> <p>Use – used Arrive – arrived Believe – Blame Praise Change Dance Smile Decide Receive Arrange</p>

	<p>Activity Use the words given in brackets to complete the sentences below</p> <ol style="list-style-type: none"> 1. The visitorat home very late. (arrive) 2. Mariawith a queen yesterday. (dance) 3. Imy teacher's books alone. (arrange) 4. We.....to do all the numbers on the chalkboard. (decide) 5. That girl.....my pen to write a letter. (use) 6. Mummy.....me for breaking the flask. (blame) 7. That girl.....at me last night. (smile) <p>They.....near our home. (live)</p>						
Theme Sub theme Content	<div style="border: 1px solid black; padding: 5px;"> <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</p> </div> <p>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"> 1. Musaon the mat last night. (sit) 2. The oldmanhis legs yesterday. (break) 3. David.....a pencil yesterday. (buy) 4. They.....to school by bus. (come) 5. We.....late last night. (sleep) 						
Theme Sub theme Content	<div style="border: 1px solid black; padding: 5px;"> <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</p> </div> <p>Activity Complete the table below</p> <table style="width: 100%;"> <tr> <td>Carry</td><td>.....</td></tr> <tr> <td>.....</td><td>married</td></tr> <tr> <td>Copy</td><td>.....</td></tr> </table>	Carry	married	Copy
Carry						
.....	married						
Copy						

	<p>..... hurried</p> <p>Bury</p> <p>Use the words given in brackets to complete the sentences</p> <p>1. Mollythe baby yesterday. (carry)</p> <p>2. He.....his father last month. (bury)</p> <p>3. You.....us so much last night. (worry)</p> <p>4. They.....the thief alive. (bury)</p> <p>5. The baby.....soundly last night. (cry)</p>												
Theme Sub theme Content	<p>Living things</p> <p>Plants in our sub county</p> <p>Use of 'was' and 'were'</p> <p>'were' is used in plural.</p> <p>Examples</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> <p>1. There _____ a film show in our school.</p> <p>2. There _____ monkeys in the forest.</p> <p>3. He _____ the only man in the field.</p> <p>4. We _____ coming to see you.</p> <p>5. You _____ counting my dresses yesterday.</p> <p>6. There _____ a man in the store</p> <p>7. There _____ many flowers in the garden</p> <p>8. You _____ going home in the afternoon.</p> <p>9. We _____ going for the party.</p> <p>10. _____ doing my homework.</p>	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> <p>a) As she was digging, she saw a snake.</p>												

	<p>b) She went to her garden.</p> <p>c) Yesterday, Namusisi woke up early.</p> <p>d) She hit it on the head with a hoe.</p> <p>e) She dressed up and got her hoe.</p> <p>a) When I kept it, she thanked me</p> <p>b) My mother bought for me a toy car</p> <p>c) Then she told me to keep it well.</p> <p>d) It was my birthday</p> <p>e) I was very happy to get a toy car.</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<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> <p>a) Then waved to his dear wife.</p> <p>b) And started up the engine</p> <p>c) He drove out of the garage</p> <p>d) He got into his car</p> <p>e) Mr. Musoke opened the garage door</p> <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 & 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"> 1. How many people are talking in the dialogue? 2. At what time were these people talking? 3. Who was preparing the garden? 4. What was Akol going to plant? 5. How was Akol going to plant maize and beans? 6. How long will the rows be from each other? 7. What are weeds? 8. Who advised Akol? 9. Use the following words in a sentence: <ul style="list-style-type: none"> - Preparing - Planting
<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"> 1. What is the poem about? 2. Give four things got from plants 3. Where do birds and animals live? 4. Why do you think plants are good? 5. Write down two uses of domestic birds. 6. How many stanzas has the poem? 7. How many lines has the poem? 8. Who wrote this poem? 9. Give the opposites of ; useful, and give
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<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"> 1. Who are the people talking in the dialogue? 2. How many people are speaking? 3. Who was the first to speak? 4. Where is Natasha lying? 5. What is wrong with Natasha? 6. Who drank unboiled water? 7. What will Kugonza do to help her?
Theme Sub theme Content	<p>Join the sentences below using too....to/ too.....for</p> <ol style="list-style-type: none"> 1. Mary is very young. She cannot go to school alone 2. John is very short. He cannot touch the roof. 3. Sarah is very sick. She cannot go to school 4. My grandmother is very old. She cannot walk without a stick. 5. The boy is very lazy. He cannot finish the work
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 activity</p> <p>use these structures in sentences</p> <p>how much.....?</p> <p>How many.....?</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Managing resources in our sub county</p> <p>Spending resources</p> <p>Structures:</p> <ul style="list-style-type: none"> - What are you.....(buying/selling?) - I am/we are buying/selling (sweets, books) - How much/many (sugar, sweets, books pens) do you want? - i/we/they/he/she want/wants.....(quality of items) <p>activity</p> <p>use the following structures in a sentence</p> <ol style="list-style-type: none"> 1. what are you.....? 2. What is the 3. How much.....? 4. How many
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<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"> 1. What will my sister make tomorrow 2. Does she have enough millet flour? 3. Who are the people conversing? 4. How many people are talking? 5. Where will she buy some more flour from? 6. At what time will she go to the market? 7. Give the title of the dialogue
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<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"> 1. Where does my sister go to school? 2. Which school does my sister go to? 3. Who will visit my sister next week? 4. What will father and mother buy for my sister? 5. Why will they visit my sister next week?
<p>Theme Sub theme Content</p>	<p>Conjunctions Structures Teacher will guide pupils on how to use a given conjunction Joining sentences using 'both' e.g. Atim is sick. Her sister is also sick. Both Atim and her sister are sick. Join these sentences using:.....both.....</p> <ol style="list-style-type: none"> 1. Mum will go to town. daddy will go to town. 2. Joy has come late. Dorah has come late. 3. Betty is a beautiful girl. Her friend is also beautiful. 4. Tom is very smart. Allan is very smart. 5. Alex is a bright boy. Ivan is a bright boy. 6. Cats are pets. Dogs are pets. 7. Ducks lay eggs. Hens lay eggs. 8. Kato was absent yesterday. Kyazze was absent yesterday. 9. Cows are domestic animals. Goats are domestic animals.
<p>Theme Sub theme Content</p>	<p>Conjunction Using 'but' Teacher will guide pupils on how to use 'but' 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"> 1. The man is poor. The man is honest 2. We asked him to help us. He didn't do anything. 3. Agnes worked hard. She failed the exams. 4. The car is old. It works very well. 5. Our class is small. Our class is tidy. 6. The woman fell off the bus. She wasn't hurt. 7. I dropped the glass. The glass did not break. 8. He was knocked by the car. He did not die. 9. Fire destroyed the factory. No lives were hurt. 10. Ben looked everywhere for his cap. He could not find it.

Theme Sub theme Content	<p>Conjunction</p> <p>As.....as.....</p> <p>Teacher will help pupils discover how asas is used</p> <p>Using: as.....as.....</p> <p>Examples:</p> <ul style="list-style-type: none"> - Peter is tall. Ali is tall <p>Peter is as tall as Ali</p> <ul style="list-style-type: none"> - Henry is clever. His sister is also clever. <p>Henry is as clever as his sister.</p> <p>Skills: listening, reading, writing and speaking</p> <p>Objective: proper use of the conjunction</p> <p>Evaluation exercise</p> <ol style="list-style-type: none"> 1. Joan is smart. Joyce is smart 2. You are lazy. Your friend is also lazy. 3. John is tall. Amos is tall 4. This tea is hot. The fire is also hot. 5. Musa is short. Isaac is also short. 6. That girl is beautiful. Her mother is also beautiful. 7. That food is cold. Ice is also cold. 8. You are playful. The kitten is also playful. 9. Peter is bright. Ben is bright 10. The old man was happy. The king was also happy
Theme Sub theme Content	<p>Conjunctions</p> <p>Structures</p> <p>Use of prefer:..... to.....</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. I like meat more than fish <p>I prefer meat to fish</p> <ol style="list-style-type: none"> 2. I like eating posho more than rice. <p>I prefer eating posho to rice</p> <p>Skills: listening, speaking, reading and writing</p> <p>Objectives: pupils will be able to use prefer.....to effectively</p> <p>Re-write these sentences using prefer.....to.....</p> <ol style="list-style-type: none"> 1. I like chicken more than meat. 2. Mary likes eating rice more than posho. 3. Arnold likes watching movies more than cartoons. 4. I like chocolate more than biscuits 5. He likes apples more than lemons 6. Hellen likes reading more than writing.

	<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>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Living things</p> <p>Conjunctions</p> <p>Use ofwhile....</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 usingwhile.....</p> <ol style="list-style-type: none"> 1. Kate was drumming. Jona was dancing 2. Mother was cooking. Peter was listening to the radio 3. The teacher was writing. The children were reading. 4. The boys were slashing. The girls were sweeping 5. We were singing. They were dancing
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Living things</p> <p>Conjunctions</p> <p>Use ofwhen.....</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"> 1. Tom was writing a letter. His mother called him. 2. The children were shouting. The teacher came in.
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Living things</p> <p>Conjunctions</p> <p>Use ofalthough.....</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"> 1. It rained heavily. I reached school in time. 2. Kato was sick. Kato came to school. 3. He is rich. He has no car.

	<p>4. She ran fast. She did not win the race.</p> <p>5. Kafeero is good at music. He cannot play a piano.</p> <p>6. He is a Muganda but he cannot speak Luganda fluently</p> <p>7. That man is very rich. He stays in a hut.</p> <p>8. Allen worked very hard. She didn't get any prize.</p>
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.</p> <p>Negative statements are those that have the word <u>not</u></p> <p>Example: Nasser is very fat. He cannot ran fast.</p> <p>b) He is strong. He lifted the table. He is so strong that he lifted the table.</p> <p>Join the sentences using:....so.....that.....</p> <ol style="list-style-type: none"> 1. The room is noisy. We cannot revise our notes. 2. Sarah's mother is very old. She can not walk by herself 3. She woke up late. She missed the bus. 4. The man was very short. Everyone wanted to look at him. 5. The weather was very hot. James put off his coat. 6. The journey was very long. We had to arrive late. 7. The sandals were expensive. Daddy couldn't buy them. 8. My grandfather was a kind man. Everyone liked him. 9. Kiwuka is very clever. He will not repeat P.3. 10. He runs very fast. You cannot catch him.
Theme Sub theme Content	<p>Living things</p> <p>Conjunctions</p> <p>Use of too.....to...../ too.....for</p> <p>This bag is heavy. I cannot carry it. The bag is too heavy for me to carry.</p> <p>Sarah is heavy. She can weigh 80kgs. Sarah is too heavy to weigh 80kgs</p> <p>Activity</p> <p>Join the sentences using:..... too.....to.....</p> <ol style="list-style-type: none"> 1. Olive is young. She cannot go to school by her own.

	<p>2. The lady is old. She cannot carry the luggage by herself.</p> <p>3. The boy is very lazy. He cannot mop that house.</p> <p>4. The animal is very fierce. It can not stay with other animals.</p> <p>5. The class is very dirty. We can not study from there.</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Managing resources in our sub county</p> <p>Saving resources and the concept of resources</p> <p>Structures</p> <ul style="list-style-type: none"> - Where.....do/does....., he/she get.....money/charcoal? - He/she/they/we/I have.....money, charcoal, firewood in the box, store, basket. - What are you.....(buying/selling)? - I am/we are selling/buying(sweets/books) - He/she they is/are buying/selling (books, pens, sweets) <p>Activity</p> <p>Use the given structures correctly</p> <ol style="list-style-type: none"> 1. Where _____ she get water from (do/does) 2. He gets _____ from the market. (food/water) 3. What _____ you selling? (is, are) 4. I am _____ sugar from the shop. (buying/selling) 5. Where do _____ get milk from? (he/we)
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Managing resources in our sub county</p> <p>Spending resources</p> <p>Vocabulary:</p> <p>Sugar, books, buy, sell, sweets, pancakes, pencils, soap, salt, pens, cost, much, many, money, shillings, some, any etc.</p> <p>Activity</p> <p>Make correct sentences using these words</p> <p>a)Salt b) soap c) much d) some e) many f) any</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Managing resources in our sub county</p> <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"> 1. How many people are taking part in the game?

	<ol style="list-style-type: none"> Who sells in the shop? What currency does Mr. Omoit use? Where does Mr. Omoit keep his money? What do we call a person who sells in a shop?
Theme Sub theme Content	Occupations New words Teacher will guide pupils on how to use given vocabulary Skills: listening, reading, speaking and writing Artist, doctor, judge, secretary etc (Ref Mk primary bk3 pg 86 – 87) Objectives: Pupils will be able to name different occupations done by people Give special names for people according to what they do Lesson activity Pupils will do an exercise in the Mk primary book 3 pg 87 (answering given questions) e.g. A person who makes furniture
Theme Sub theme Content	Occupations Vocabulary Teacher will guide pupils on how to use the vocabulary Skills: listening, writing, reading and speaking Milk man, herbalist, journalist, shepherd, photographer, author etc Objectives Pupils will be able to develop knowledge about different occupations Recite rhymes about occupations Lesson activity Who am I? <ol style="list-style-type: none"> I look after sheep. I am a I write article fro newspaper or magazines..... I catch fish from a lake or river..... I repair and fit water pipes I am in charge of the library I sell medicines and ointments I take photographs..... I sell herbs. So I am a
Theme Sub theme Content	Occupations Work places Teacher will guide pupils on how to use the vocabulary Hospital, bank, airport, dairy, studio, bus park, garage, post office, butcher etc Objective: pupils will be able to identify people who work in places

	<p>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"> 1. A place where milk is sold..... 2. A place where aeroplanes land and take off..... 3. A place where books are sold from is called..... 4. A place where furniture is made from..... 5. A place where we take photographs from..... 6. A place where meat is sold from..... 7. A place where books are kept.....
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Occupations</p> <p>Guided compositions</p> <p>A bad day for Omondi</p> <p>Objectives : pupils will be able to choose words from the box and fill in the gaps and also develop the language related to occupations</p> <p>Evaluation activity</p> <p>Ref Exercise in the Primary English bk3 pg 92</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Occupations</p> <p>Reading and writing</p> <p>Teacher will guide pupils on how to use the vocabulary given</p> <p>Story titled Asiimwe cuts his hair</p> <p>Objectives: pupils will be able to read the story and answer the questions that follow in full sentences</p> <p>Evaluation activity</p> <p>Ref. Exercise in the Mk primary English bk3 pg 91 numbers 1 – 5</p> <ol style="list-style-type: none"> 1. Who laughed at Asiimwe 2. Did Topacco cut off his hair? 3. Give the title of the story
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Analogies</p> <p>Structures</p> <p>Teacher will guide pupils on how to complete the given analogies</p> <p>Skills: listening, speaking, reading and writing</p> <p>e.g. Teacher is to pupils as doctor is to patient.</p> <p>Hot is to hotter as bad is to worse.</p> <p>Fruit is to dish as flower is to vase</p> <p>Evaluation activity</p> <ol style="list-style-type: none"> 1. Husband is to wife as lion is to 2. Fruit is to dish as.....is to vase

	3. Feathers are to birds as.....are to fish 4. Run is to horse as.....is to frog. 5. Man is to woman as sir is to..... 6. Old is to young as cheap is to..... 7. Father is toas mother is to daughter 8. Inside is to outside as.....is to stand 9. East is to west as south is to..... 10. Day is toas month is to year. 11. One is to many and knife is to..... 12. Dentist is to teeth as a herbalist is to.....			
Theme Sub theme Content	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 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	<p>Likes and dislikes</p> <p>Structures</p> <p>He likes.....but doesn't like meat.</p> <p>Tom likes coffee but doesn't like porridge</p> <p>Does Musa like fish or meat</p> <p>He likes fish but doesn't like meat</p> <p>Skills: listening, speaking, reading and writing</p> <p>Objectives</p> <p>Learners will mention what they like and dislike</p> <p>Learners will act as told by the teacher</p> <p>Evaluation activity</p> <p>Answer the questions orally</p> <ol style="list-style-type: none"> 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	<p>Likes and dislikes</p> <p>Reading and writing</p> <p>Reading the story titled : Keeping a healthy body (ref. Mk primary book 3 pg 97)</p> <p>Skills: listening, speaking, reading and writing</p> <p>Objective</p> <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"> 1. Who are the two brothers? 2. Who likes games 3. What does Mukama like 4. When does Kusiima go for games 5. Which fruits does Kusiima like to eat? 6. Why does Kusiima like eating fruits?

	<p>7. What is the use of vitamins in the body</p> <p>8. Give the title of the story</p> <p>9. Who is small and weak</p> <p>10. Give the opposites of the words ; like , weak</p>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<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>
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<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"> 1. That is my towel, it is 2. Those are your toothbrushes. They are..... 3. That is Musa's soap. It is 4. This is our shoe polish. It is 5. Those are Mary's shoes. They are..... 6. Those are girls dresses. They are..... 7. These are my books. They are.....
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<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"> 1. What does Nina use to brush her teeth? 2. Why must finger nails be cut short? 3. When does Nina polish her shoes? 4. What does Nina use to cut the nails? 5. What does she use to polish her shoes? 6. Who cuts Nina's hair short? 7. When does Nina cut her finger nails? 8. What is the title of the story? 9. When does Nina polish her shoes?
<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"> a) I put on the wire to dry b) I went to the tap and got water c) I was running and I fell down d) I washed it. e) My shirt got dirty <ol style="list-style-type: none"> 1) My aunt from Arua came 2) She game me some dresses 3) I like my shoes very much 4) And a pair of shoes. 5) To see us last Sunday <ol style="list-style-type: none"> a) He told him to go home and clean his ears b) The doctor looked at his ears. c) Yesterday Dan's ears were hurting d) His ears were dirty e) He went to the hospital to see a doctor
<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> <p style="text-align: right;">Sir Apollo Mengo P/s, P.O. Box 28560, Kampala, Uganda. 6th May 2006</p> <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"> 1. Who wrote the letter? 2. When was the letter written? 3. In which school is WasswaTravor? 4. Why did he write the letter? 5. Give the opposite of these words. Morning _____ buy _____ Honey _____ 6. Why does the writer need an umbrella? 7. To whom was the letter written?
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Keeping peace in our sub county</p> <p>Living in peace with others</p> <p>Dialogue</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>Answering the questions about the conversation in full sentences:</p> <ol style="list-style-type: none"> 1. How many people are conversing? 2. where does a nun work? 3. what does a nun wear on her head? 4. can a woman lead prayers in a mosque? 5. who leads prayers in a mosque? 6. who was thanked? 7. make words using the given sounds 8. 'ur _____ 9. oe _____ 10. que _____ 11. ri _____
<p>Theme</p> <p>Sub theme</p> <p>Content</p>	<p>Keeping peace in our sub county</p> <p>Letter writing</p> <p>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> <p>P.O box 228 K'la</p> <p>17th 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 ourday on Saturday 20th.....2013. On this day, all our parents areto be at school,us competing.</p> <p>I will be playing volleyball, please come and support me.</p> <p>Your loving.....</p> <p>NakazibweShamsa.</p>

ENGLISH LESSON NOTES FOR P.3 TERM III

Theme Sub – theme Skills Lessons content Evaluation activity	Culture and gender in our division/ sub county. Customs in our division/ sub county. Self-awareness, effective communication, assertiveness. Vocabulary. 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.
Theme Sub theme Skills Lessons content Evaluation activity	Culture and gender in our sub – county / division. Customs in our division / sub county. Self-awareness, effective communication, assertiveness. Picture interpretation. MK p3 pg 172 Use the given structures correctly. 7. What did Mary (done, do) 8. Alihis father yesterday. (greet) 9. Did Johnin the morning? (pray) 10. Did Rose.....? (cry) No, Yes, 11. What did Joan.....? (write) 12. Petera nice shirt last week.(wear)
Lesson evaluation	
Theme Sub - theme Skills Lesson content Evaluation activity.	Culture and gender in our division/ sub county. Gender Self awareness, assertiveness, effective communication. Vocabulary 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. Make correct sentences using; i. Different ii. Wash

	iii. Hungry iv. Milk
Lesson evaluation	
Theme	Culture and gender in our division/ sub county.
Sub theme	Gender
Skills	Effective communication, creative thinking, self – awareness, decision - decision making.
Lesson content	Structures 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/ beathim/her/ them? Answer the questions correctly. 6) Why did she run away from home? (Her father beat her) 7) Why was she slapped? (abused her sister) 8) Why were they crying? (their mother died) 9) Why did Paul fall down? (Tom kicked him) 10) Why were the girls punished? (They were playing in the classroom)
Lesson evaluation	
Theme	Culture and gender in our divion / sub county. Ways of promoting and preserving culture.
Sub – theme	Effective communication, creative thinking, self, awareness, decision making.
Skills	Vocabulary.
Lesson content	Sing, dance, play, blow , flute, drum, sick, medicine, needles, razarblade, syringe, safety pins, scissors, tablets, children.
Evaluation activity	c. Spell the words correctly. (i) Flute 2. Needles 3. Drum 4. Blow d. Complete these sentences correctly. 6) Dorah cut her finger with a (safety pin, razor blade) 7)people are called patients. (sick, well) 8) The doctor told me to take two.... Everyday. (tables, medicine) 9) Juma is wearing a black pair of(shoes, shirt) 10) A nurse uses aand a needle to give an injection. (drum, syringe)
Lesson evaluation	
Theme	Culture and gender in our division/ sub county.
	Ways of promoting and preserving culture. Effective communication, creative thinking, self-awareness,

	decision – making.
Lesson content	Structure 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)
Evaluation activity	Fill in the gaps with correct words. 6) Never share..... (stones, needles) 7) My sister waswhen she was sick. (medicine, pencils) 8) Mirembe can play a (bicycle, piano) 9) The doctor told me to take two...every morning. (tablets, sodas) 10) He cut himself with a (safety pin, razor blade)
Lesson evaluation	
Theme	Culture and gender in our division / sub county. Relationships.
Sub theme skills	
Lesson content	Vocabulary 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.
Evaluation activity	Make meaningful sentences using each of the words below. Parents, last born, niece, cousin, nephew, twins, daughters, aunt, uncle, first born.
Lesson evaluation	
Theme	Culture and gender in our division/ sub county Relation ships
Sub theme	Structures How manyhave you?
Lesson content	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?
Evaluation activity	Answer the given questions in full sentences. 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?

Lesson evaluation	12) How many members are in your family?
Theme Sub theme skills	Culture and gender in our division/ sub county Relationships Critical thinking, self-awareness, appreciation, effective thinking.
Lesson content	Mr. Mrs. Opio's family tree (MK pupils book 3 pg142 – 143)
Evaluation activity Lesson evaluation	Answer the given questions in full sentences. (Mk pupils bk 3 pg 142 – 143)
Theme sub – theme Skills Lesson content Lesson evaluation	Culture and gender in our division/ sub – county. Relationships 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
Theme Sub – theme Skills Lesson content Evaluation activity. Lesson evaluation	Culture and gender in our division/ sub county. Relationships 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)
Theme Sub theme Skills Lesson content Evaluation activity	Culture and gender in our division/ sub county Relationships 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.
Theme Sub – theme Skills Lesson content	Culture and gender in our division/ sub – county Relationships Self-awareness, critical thinking, appreciation. Jumbled story - She feared to go there alone. - Jane got a stick and killed it. - Mother sent Halima to the well to fetch water.

Evaluation activity	<ul style="list-style-type: none"> - As they walked to the well, they saw a snake. - Halima called her friend Jane to escort her. 										
Lesson evaluation	<p>The sentences below are in wrong order.</p> <p>Re – arrange them in correct order to make a correct story.</p>										
Theme Sub theme Skills Lesson content	<p>Culture and gender in our division/ sub – county</p> <p>Tenses of irregular verbs, Effective thinking, assertiveness, self-awareness.</p> <p>Vocabulary</p> <p>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</p>										
Evaluation activity	<p>c. Write the past form of the given words.</p> <table border="0"> <tr> <td>1. Bring</td> <td>6. Catch</td> </tr> <tr> <td>2. Ride</td> <td>7. Sleep</td> </tr> <tr> <td>3. Fight</td> <td>8. Sweep</td> </tr> <tr> <td>4. Sing</td> <td>9. Swim</td> </tr> <tr> <td>5. See</td> <td>10. Speak</td> </tr> </table> <p>e. Use the correct form of the given words to fill in the gaps</p> <p>11. The farmerin his garden yesterday. (dig) 12. Wemilk tea last morning. (drink) 13. Peterthe books in the book shelf. (keep) 14. Joanita.....the sweetest cake. (choose) 15. The pupilsmatooke and meat last Friday. (eat)</p>	1. Bring	6. Catch	2. Ride	7. Sleep	3. Fight	8. Sweep	4. Sing	9. Swim	5. See	10. Speak
1. Bring	6. Catch										
2. Ride	7. Sleep										
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Lesson evaluation											

Theme Sub theme Skills Lesson content	Culture and gender in our division/ sub county. Tenses of irregular verbs. Self-awareness, effective thinking, appreciation. Irregular verbs Present past Know knew Put put Feed fed Bite bit Tear tore Wear wore Hang hung Lie lied Beat beat Cut cut Hurt hurt Shut shut
Evaluation activity	Write the past simple tense Present past Tear _____ Rise _____ Wear _____ Break _____ Steal _____ Ring _____ Fill in the gaps with the correct form of the words in brackets. - Second termon 25 th May 2012. (begin) - The baby the milk last night. (d rink) - The headmaster.....for Nairobi yesterday. (leave) - A snake Sarah yesterday. (bite)
Lesson evaluation	
Theme Sub – theme Skills Lesson content Evaluation activity	Culture and gender in our division/ sub – county Future simple tense Self-esteem, assertiveness, self-confidence. Dialogue - (Mk Bk 3 pg 168) Answer the given questions in full sentences. 6. How many people are taking part in the dialogue? 7. Who was waiting for Natasha? 8. Where was Natasha? 9. What was the matter with Natasha?

Lesson evaluation	<p>d. Fill in the gaps with the correct form of the words in brackets.</p> <p>7. Ritah has my pen. (take)</p> <p>8. The headmaster hasto the pupils. (speak)</p> <p>9. The children havethe mango tree. (shake)</p> <p>10. Why have youmy food? (eat)</p>																		
Theme Sub –theme Skills Lesson content	<p>Culture and gender in our division/ sub county</p> <p>Present perfect tense</p> <p>Listening, speaking, reading , writing .</p> <p>Verbs whose past simple and present perfect form are the same.</p> <p>Examples</p> <table><tr><td>Keep - kept</td><td>lay - laid</td></tr><tr><td>Clap - clapped</td><td>buy - bought</td></tr><tr><td>Sweep - swept</td><td>leave - left</td></tr><tr><td>Think - thought</td><td>read - read</td></tr><tr><td>Catch - caught</td><td>feel - felt</td></tr><tr><td>Teach - taught</td><td>sleep - slept</td></tr><tr><td>Fight - fought</td><td>shut - shut</td></tr><tr><td>Bring - brought</td><td>weep - wept</td></tr><tr><td>Drop - dropped</td><td>burst - burst</td></tr></table>	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
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Bring - brought	weep - wept																		
Drop - dropped	burst - burst																		
Evaluation activity	<p>Fill in the gaps with the correct form of the words in brackets.</p> <ul style="list-style-type: none">- Mr. Mubiru hasus science. (teach)- My father hasa new car. (buy)- The children have.....the words correctly. (spell)- The monitor hasthe newspaper. (read)- The headmaster has forJinja. (leave)- Nalule has all the dishes. (drop)- My sister has..... us good news. (bring)- Joseph hasthe classroom. (sweep)- She has o f a good idea. (think)- I have notthe windows. (close)																		
Lesson evaluation																			
Theme Sub theme Skills Lesson content	<p>Culture and gender in our division / sub county.</p> <p>Other verbs</p> <p>Listening, speaking, reading , writing,</p> <p>Examples</p> <table><tr><th>Present tense</th><th>past tense</th><th>past participle</th></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></table>	Present tense	past tense	past participle	Begin	began	begun	Ring	rang	rung	Sing	sang	sung						
Present tense	past tense	past participle																	
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	<p>Strike struck struck</p> <p>Dig dug dug</p> <p>Swim swam swum</p> <p>Drink drank drunk</p> <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>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Copying and completing the table given.</p>
<p>Theme</p> <p>Sub – theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity.</p>	<p>Culture and gender in our division/ Sub – county</p> <p>Picture story</p> <p>Activities at home and working at the farm.</p> <p>Listening, speaking, reading, writing.</p> <p>Study the pictures and write sentences about them.</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>Lesson evaluation</p> <p>Use words below.</p> <p>Planting, uprooting, feeding, collecting</p>
<p>Theme</p> <p>Sub theme</p> <p>Lesson content</p>	<p>Culture and gender in our division/ sub county</p> <p>Adverbs.</p> <p>Adverbs are words that explain more about a verb.</p> <p>Types of adverbs</p> <p>Adverbs of manner</p> <p>Adverbs of place.</p> <p>Adverbs of time.</p>

<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>a. Adverbs of manner These tell how an action is done. They are formed by adding 'ly' to an adjective. Examples Sweet - sweetly Quiet - quietly Hurry - hurriedly Soft - softly Quick - quickly Soft - softly Quick - quickly Loud - loudly Slow - slowly Structures 3. The dog barks <u>loudly</u>. 4. He speaks <u>softly</u>. Listening , speaking, reading, writing Change he following words to the correct adverbs. 17. deep 18. loud 19. quiet 20. proper 21. correct 22. sudden 23. slow 24. month 25. bright 26. year 27. equal 28. kind 29. immediately 30. brave 31. soft 32. brief</p>
<p>Theme</p> <p>Sub - theme</p> <p>Lesson content</p>	<p>Culture and gender in our division/ sub county Adverbs Adverbs of time. These are adverbs that tell when an action is done. i.e early, lately, now, tomorrow, yesterday, evening, soon, before, after, today,</p>

Skills Evaluation activity Lesson evaluation	<p>since, already.</p> <p>Structure</p> <p>She lost her bag yesterday. The bell has already gone.</p> <p>Speaking, listening, reading, writing.</p> <p>Make sentences using each of the words below.</p> <p>9. early 10. yesterday 11. today 12. already 13. since 14. now 15. before 16. late</p>
Theme Sub – theme Lesson content Skills Evaluation activity Lesson evaluation	<p>Culture and gender in our division / sub county</p> <p>Adverbs</p> <p>Adverbs of place</p> <p>These are adverbs which tell us where an action is done from e.g I kept the bag there. Come here and sit down,</p> <p>Other examples.</p> <p>Where ,every where, nowhere, anywhere, listening, speaking, reading, writing.</p> <p>Underline the adverbs in these sentences.</p> <p>10. The man died from there. 11. why did you go there? 12. Open that door quickly. 13. They have cleaned everywhere. 14. The match was played well. 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>
Theme Sub theme Lesson content	<p>Culture and gender in our division/sub county.</p> <p>Adverbs</p> <p>Formation of adverbs. Other adverbs can be formed adding Note: To the adjective that end with “y” Drop “y” and put (ily)</p>

<p>Skills</p> <p>Evaluation activity</p>	<p>Examples</p> <p>Noisy - noisily</p> <p>Happy - happily</p> <p>Easy - easily</p> <p>Busy - busily</p> <p>Heavy - heavily</p> <p>Adjectives that end with letter "e" as adverbs e.g</p> <p>Late - lately</p> <p>Love - lovely</p> <p>Wide - widely</p> <p>Polite - politely</p> <p>Nice - nicely</p> <p>Safe - safely</p> <p>Listening, speaking, reading , writing</p> <p>Fill in the spaces with the correct form of the word in brackets.</p> <p>6. The sun was shining (bright)</p> <p>7. We kept your pen (safe)</p> <p>8. The door was open. (wide)</p> <p>9. He Welcomed me to his home. (happy)</p> <p>10. She was Dressed yesterday. (nice)</p> <p>11. He was hurt very (bad)</p> <p>12. You must spell your name (correct)</p> <p>13. It rained That night. (heavy)</p> <p>14. They put on uniforms and looked (love)</p> <p>15. They did those sums (quick) and went for breakfast.</p>
<p>Theme</p> <p>Sub – theme</p> <p>Lesson content</p> <p>Skills</p>	<p>Culture and gender in our division / sub county</p> <p>Adverbs</p> <p>Topical questions</p> <ul style="list-style-type: none"> - The sun was shining.....(brightly) - When he got his money, he smiled (happy) - The door opened _____ and the queen entered. (sudden) - Osman writes..... (bad) - The cows graze (day) - He washed the plates..... (careful) - He was hurt very (bad) - You must spell your words..... (correct) - I can't hear you....., please. (clear)

Lesson evaluation	<ul style="list-style-type: none"> - We shall do the sums (patient) - Hellen asked for permission..... (polite) - All newspapers are published..... (week) - You must not sleep..... (sound) - The school team played well and won the game.....(easy) - He ate his food..... (early) - Hearranges the clothes in the suitcase. (neat) - Daddy punished the young boy (bad) - It rained very last week. (heavy) - We should talk to one another. (polite) - Money is kept.....in the bank. (safe) - Kato.....stood up and went out, (quick) - The old lady walked..... across the river. (slow) - P.3 pupils did the English exercisetoday. (quiet) 																
Theme Sub – theme Lesson content	Health in our sub – county/ division. Disease vectors Vocabulary 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. Diseases include; <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Animal</td><td>diseases</td></tr> <tr> <td>Mosquito</td><td>malaria</td></tr> <tr> <td>Rat</td><td>plague</td></tr> <tr> <td>Cockroaches</td><td></td></tr> <tr> <td>House fly</td><td></td></tr> <tr> <td>Flea</td><td></td></tr> <tr> <td>Bed bug</td><td></td></tr> <tr> <td>dog</td><td></td></tr> </table>	Animal	diseases	Mosquito	malaria	Rat	plague	Cockroaches		House fly		Flea		Bed bug		dog	
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Skills Evaluation activity Lesson evaluation	Listening, speaking, reading, writing f. What are vectors g. Write down eight examples of vectors h. Complete the table below. <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Animal</td><td style="width: 50%;">diseases</td></tr> <tr> <td>Mosquito</td><td>_____</td></tr> <tr> <td>Rat</td><td>_____</td></tr> </table>	Animal	diseases	Mosquito	_____	Rat	_____										
Animal	diseases																
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Rat	_____																

Theme	Health in our division / sub county
Sub theme	Disease vectors
Lesson content	Vocabulary Cut, slash, sweep, food, faeces, clean, keep, flies, fingers, cover, malaria, shut, mosquito net, latrine, toilet, etc.
Skills	Listening, speaking, reading, writing.
Evaluation activity	Fill in the missing letters Arrange letters to form a correct word.
Lesson evaluation	Use the words in a sentence.
Theme	Health in our sub – county/ division
Sub = theme	Disease vectors.
Lesson content	What we should do to prevent diseases. Wash hands after writing 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.
Evaluation activity	Structures. 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? - I/We (clean, sweep, close, brush.....) - What do they do every day? - What does he/she do daily?
Lesson evaluation	She/ he.....
Theme	Health in our sub – county / division
Sub – theme	Disease vectors. HIV/ AIDS HIV - Human immune virus

<p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>AIDS – Acquired immune deficiency syndrome.</p> <p>Vocabulary</p> <p>Sharp , share, eat, help, care, medicine, patient, gloves, take, share, needle, towel, comb, razarblade, syringe.</p> <p>Listening, speaking, reading, writing.</p> <p>C. Fill in the missing letters.</p> <p>1. sh__rp 2. e__t</p> <p>3. med__ci__e 4. Co__b</p> <p>5. gl__ves 6. n__ __dle</p> <p>D. Arrange the letters to form a correct word.</p> <p>7. keta 8. tweevl 9. reca</p> <p>10. koob</p> <p>E. Choose a correct word from the brackets to complete the sentences.</p> <p>6. A needle is a Object. (sharp, needle)</p> <p>7. We use ato comb our hair. (needle, comb)</p> <p>8. We should not play withobjects. (sharp, gloves)</p> <p>9. We take..... when we are sick. (medicine, gloves)</p> <p>10. It is very dangerous to play withobjects. (gloves, sharp)</p>
<p>Theme</p> <p>Sub –theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Health in our sub – county / division</p> <p>Diseases spread by vectors.</p> <p>Causes and spread of AIDS.</p> <p>Having unprotected sex with an infected person.</p> <p>Sharing sharp objects.</p> <p>How to control the spread of AIDS.</p> <p>Go for a blood test.</p> <p>Avoid having sex.</p> <p>Don't play with sharp objects.</p> <p>Taking medicine</p> <p>Feeding well (balanced diet)</p> <p>Use gloves when caring for them.</p> <p>Caring for AIDS patients.</p> <p>Show them love.</p> <p>Help them in all aspects.</p> <p>Listening, speaking, reading, writing.</p> <p>Oral work (discussion)</p> <p>Copying down given aspects.</p>

Theme Sub theme Lesson content	Accidents Vocabulary New vocabulary Bleeding, injury, injured, hurt, cut, bite, pain, snake, dog, bite, break, broke, wound, knock, plaster, fall off, knife, bicycle, scissor, snake, bite, syringe, needle, bandage, tablets, etc. Listening, speaking, reading, writing. 5. Spelling exercise 6. Filling the missing letters Lesson evaluation 7. Write the letters properly to form a correct word. 8. Use the vocabulary to make simple sentences.																																			
Theme Sub – theme Lesson content Skills Evaluation activity Lesson evaluation	Accidents Structures What is the matter with you/ him/her I cut my finger, I am suffering from malaria. I have hurt my finger. What is the matter with Joseph? He has fallen of the bicycle. Listening, speaking, reading, writing. Study the pictures (Mk Bk 3 pg 158 – 160) What is the matter with Paul? What is the matter with Anna? Why are you crying? Why is she crying? She has cut her finger etc.																																			
Theme Sub – theme Lesson content Skills Evaluation activity Lesson evaluation	Accidents Structures Make sentences from the table below. <table><tr><td>He</td><td></td><td>Knocked</td><td></td><td>A knife</td></tr><tr><td></td><td></td><td>Bitten</td><td></td><td>Fire</td></tr><tr><td></td><td>was</td><td>Hit</td><td></td><td>Electricity</td></tr><tr><td>she</td><td></td><td>Struck</td><td>by</td><td>a car</td></tr><tr><td></td><td></td><td>Cut</td><td></td><td>a snake</td></tr><tr><td></td><td></td><td>burnt</td><td></td><td>a hammer</td></tr><tr><td></td><td></td><td></td><td></td><td>a dog</td></tr></table> He was struck by electricity. She was bitten by a snake.	He		Knocked		A knife			Bitten		Fire		was	Hit		Electricity	she		Struck	by	a car			Cut		a snake			burnt		a hammer					a dog
He		Knocked		A knife																																
		Bitten		Fire																																
	was	Hit		Electricity																																
she		Struck	by	a car																																
		Cut		a snake																																
		burnt		a hammer																																
				a dog																																

	Listening, speaking, reading, writing.
Theme Sub – theme Lesson content	Accidents Comprehension Poems 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. Accidents are bad. 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.
Skills	Read the story about “YASABA” and answer questions that follow in full sentences.
Evaluation activity	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? Give the opposites of these words. a. Careful b. her self b. Remember c. crying e. she
Lesson evaluation	
Theme Sub – theme Lesson content	Accidents Story Read the story titled “ALEX LEARNS A LESSON” (Ref Mk Bk 3 pg 163)
Skills	Listening, speaking, reading, writing.
Evaluation Activity	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?

Lesson evaluation	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?
Theme	Health in our sub – county
Sub – theme	Accidents
Lesson content	Testing exercise Revision exercise on accidents.
Skills	Reading, writing
Evaluation activity	Complete the sentences using the correct form of words in brackets. 11. Rukuba wasby a dog last night. (bite) 12. Kato.....when he fell from the roof. (cry) 13. The girl isa tree now. (climb) 14. Noah has injured himself. He is (bleed) 15. Anekherself with a knife when she was peeling potatoes. (to cut) 16. Barongo fell off the motorcycle and his right leg. (break) 17. The nurseMusa's wound with a bandage. (cover) 18. The small boy wasdown by a bicycle. (knock) 19. The teacher is from malaria. (suffer) 20. Lule's daughter.....from a tree. (fall)
Theme	Health in our division/ sub county
Sub – theme	Vocabulary
Lesson content	Along, look left, look right, turn right, towards turn left. Examples Tom is seated on the left hand side of the house. Simon is seated on the right hand side of John. Listening, reading, speaking, writing. Use the correct form of the words in brackets. Choose right hand side/ left hand side
Skills	
Evaluation activity	5. The trees on theof the road. 6. The salon is on theof the house. 7. The flowers are on theof the tree. 8. She is standing on theof the school.

Lesson evaluation	Use these words in a sentence. 6. along 7. towards 8. turn right 9. paths 10. road
Theme Sub theme Lesson content Skills Evaluation activity Lesson evaluation	Health in our division/ sub county. Structures Structures Walk along the (road , path) What is she doing? They? Who sits on the left hand side of the class room? Where is the nature corner? Where is the petrol station? The petrol station is on the right hand side of the road. Where is our school? Listening, speaking, reading, writing Complete the sentences 11. where is the school? 12. where is the mosque? 13. Where is the church? 14. Where is the shop? 15. Where is the kitchen? Use the given words in a sentence 16. walking 17. sitting 18. kneeling 19. standing 20. putting
Theme Sub theme Lesson content Skills Evaluation	Health in our sub county/ division Direction Turn to Tell the direction. Direction to the church, dinning hall. Play centre, new plot. What do you do to go the kitchen? Listening , speaking, reading, writing.

Lesson evaluation	Make correct sentences from the table.					
	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	
Theme Sub – theme Lesson content Skills Evaluation activity Lesson evaluation	Health in our division; sub county Dialogue The dialogue tifold “Aminah directs Mr. Kintu” Listening, speaking, reading, writing. Reading and acting the dialogue “Amirah directs Mr. Kintu”					
Theme Sub - theme Lesson content Skills Evaluation activity Lesson evaluation	Health in our sub – county/ division Guided composition Reading the guided composition “Joan and Joel go to school”. Listening, speaking, reading, writing Refer to MK pri. EngBk 3 pg 121					
Theme Sub – theme Lesson content Lesson evaluation	Basic technology in our sub – county/ division. Making things from artificial materials. Vocabulary 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 b. Flower f. sell c. Car g. wear d. Beads h. toy					

Theme	Basic technology in our sub – county/ division
Sub - theme	Concept of technology
Lesson content	Structures; What will you use to make (mat, doll, toy, car, ball)? I/We shall use..... (banana fibre/ wire) to make (mat, doll, ball, toy car)
Skills	I/We shall use..... (banana fibre/ wire) to make (mat, doll, ball, toy car)
Evaluation activity	What will (Musa. Mary) use to make..... (mat, toy car, ball, hat)?
Lesson evaluation.	They will use (bananafibres, leaves , wire) to make a mat, toy car, ball etc. Draw and name some examples of crafts and materials used to make them.
Theme	Basic technology in our sub – county/division
Sub theme	Concept of technology
Lesson content	Vocabulary Banana leaf, plastic, straw, wire, heavy, light, size, colour, fibre,big, palm leaves, weight, small, long, short, good, texture.
Skills	Listening, speaking, reading, writing.
Evaluation activity	Make sentences using each of the words below; colourfibre banana plastic palm leaves small good straw
Lesson evaluation	
Theme	Basic technology in our sub – county/division
Sub –theme	Processing and making things from natural materials.
Lesson content	Vocabulary Swamp, food, mat, rope, bush, garden, play, clay, pot, cut, weave, tie, juice
Skills	Listening , speaking, reading, writing.
Evaluation activity	Fill in the missing letters a. Fo___d f. m___t b. B___sh g. juic___ c. Gard___n h. pl___y d. Sw___mp i. rop___ e. Cl___y
Lesson evaluation	
Theme	Basic technology in our sub – county/ division

Sub – theme	Processing and making things from natural materials.
Lesson content	Structure s (Musa/ Sarah) will mke a (Pot, mat/ rope) using (clay/ banana fibre/ sisal) What will you make? I/we shall make a (pot/ mat/ rope) What will she/ he / they make? She/ he will make a pot/ mat/ rope. Where will you get the clay? I shall get it from the swamp. Listening, reading, writing, speaking.
Skills	
Evaluation activity	Fill in the gaps with a correct form of the words in brackets. 9. John and Mary will..... a rope. (make) 10. I shallclay from the swamp. (get) 11. Allen will..... a mat tomorrow. (weave) 12. We shall those straws next week. (use) 13. The baby will.....its toy. (break) 14. They willtheir classroom with flowers. (decorate) 15. I shall the rope tomorrow. (skip) 16. Tom willthat pot with water. (fill)
Lesson evaluation	
Theme	Basic technology in our sub – county / division.
Sub – theme	Making things from artificial materials.
Lesson content	Juma will make a toy car/candle. Why will Mary/ Juma make a toy car/ candle? For (selling, decoration, playing etc) He will make a toy care to play with. She will make flowers for decoration. They will make the beads for selling etc.
Skills	
Evaluation activity	Listening, reading, writing, speaking Answer these questions correctly. 9. Why will Mary make a toy car? 10. Why shall I make a mat? 11. Why will you make the beads? 12. Why will Jane make the bags?

Lesson evaluation	13. Why will Ben make the hats? 14. Why will Sam make the toy car? 15. Why will mummy collect palm leaves? 16. Why will the teacher buy sisal?
Theme	Food
Sub – theme	Vocabulary
Lesson content	New words Weeds, cobs of corn, plants, garden, market, bush, forest, farmer, shop, some and any, New actions Grow, hoe, weed, grow,(dig) harvest.
Skills	Listening, speaking, reading, writing
Evaluation activity	Make sentences using each of the words below
Lesson evaluation	Garden any shop Garden bush harvest Farmer crops weeds
Theme	Food
Sub theme	Structure
Lesson content	Show me some.....beans, potatoes, mangoes Here are some..... Count ten beans Are there any beans in the tin? Yes, there are some. No, there aren't any. Is there any water in the tin? No, there isn't any.
Skills	Listening, speaking, reading, writing.
Evaluation	Study the pictures and answer the questions below. 8. Are there any beans in the tin in picture 3. 9. Are there any eggs on the tray in picture 6? 10. Is there any chicken on the plate in picture 4?

Lesson evaluation	11. Is there any milk in the jug in picture 5? 12. Is there any rice in the basket in picture 6? 13. Is there any water in the glass in picture 2? 14. Is there any food on the plate in picture 4?																															
Theme Sub theme Lesson content	Food Structures Make sentences from the substitutional table below;																															
Evaluation activity	<table><tr><td>There is</td><td rowspan="4">some</td><td>Water</td><td rowspan="4">in</td><td>the garden.</td></tr><tr><td></td><td>Beans</td><td>the sack.</td></tr><tr><td>There are</td><td>Milk</td><td>the basket.</td></tr><tr><td></td><td>Juice</td><td></td></tr><tr><td></td><td></td><td>Yams</td><td></td><td>the jug</td></tr><tr><td></td><td></td><td>potatoes</td><td></td><td>the glass</td></tr></table>	There is	some	Water	in	the garden.		Beans	the sack.	There are	Milk	the basket.		Juice				Yams		the jug			potatoes		the glass							
	There is	some		Water		in	the garden.																									
				Beans			the sack.																									
	There are			Milk			the basket.																									
	Juice																															
		Yams		the jug																												
		potatoes		the glass																												
	There are some yams in the sack.																															
	With negative																															
	Make ten correct sentences from the table below.																															
	<table><tr><td>There isn't</td><td rowspan="5">any</td><td>Juice</td><td>In the glass</td><td></td></tr><tr><td></td><td>Bananas</td><td>In the bottle.</td><td></td></tr><tr><td>There aren't</td><td>Milk</td><td>In the jerrycan.</td><td></td></tr><tr><td></td><td>Potatoes</td><td>In the basket.</td><td></td></tr><tr><td></td><td>Water</td><td>On the plate.</td><td></td></tr><tr><td></td><td></td><td>food</td><td>In the garden.</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	There isn't	any	Juice	In the glass			Bananas	In the bottle.		There aren't	Milk	In the jerrycan.			Potatoes	In the basket.			Water	On the plate.				food	In the garden.						
There isn't	any	Juice		In the glass																												
		Bananas		In the bottle.																												
There aren't		Milk		In the jerrycan.																												
		Potatoes		In the basket.																												
		Water	On the plate.																													
		food	In the garden.																													
	There isn't any food in the basket.																															
Lesson evaluation																																
Theme	Food																															
Sub – theme	Jumbled story																															
Lesson content	Re – arrange these sentences in order to form correct stories. f. Okot went running and bought the eggs. g. Mother wanted to bake a cake. h. So she sent Okot to a nearby shop to buy some. i. But on his way back home, he fell and all the eggs got broken.																															

Skills Evaluation activity Lesson evaluation	<p>j. She needed some eggs. Listening, speaking, reading, writing.</p> <p>Arrange these sentences in order to form correct stories.</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</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>
Theme Sub theme Lesson content Skills Evaluation activity Lesson evaluation	<p>Food</p> <p>Reading and writing</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>Questions</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>
Theme Sub – theme	<p>Food</p> <p>Guided composition</p> <p>Choose the correct words from the box below to complete the</p>

Lesson content	guided composition. (Ref: Mk Pri. EngBk 3 pg 113)
Theme Sub theme	Transport Vocabulary Revision, donkey, oxen, taxi. New words Conductor, pump, flat tyre, puncture, passenger, on foot, speed, cart etc.
Lesson content	Commands Get on, get off thecar, bus, train, plane, tie on, put on, loading on, off loading.
Skills	Listening, speaking, reading and writing.
Evaluation activity	Fill in the missing letters. a. C _nd_ctor b. donk__y c. tax____ d, fl__t h. sp__d e. p__mp i, ca__t f. tyr____ j, p__ncture g, pas__eng__r k. transp__rt Draw and name means of transport used on land,
Lesson evaluation	
Theme sub – theme	Transport
Sub theme	Structure
Lesson content	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.
Skills	Speaking, listening, reading, writing.
Evaluation activity	Study the pictures on pg 149 – 150 and answer the questions below. 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?

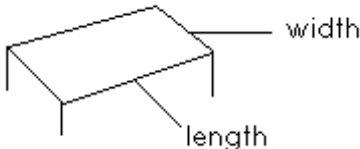
Lesson evaluation	17. Who is getting on the plane? 18. Who is getting on the donkey?
Theme Sub – theme Lesson content Skills Evaluation activity Lesson evaluation	Transport Structures Make sentences from the substitutional table. Listening, speaking, reading, writing (Ref: Mk Pri. EngBkpg 151)
Theme Sub theme Lesson content Skills Evaluation activity Lesson evaluation	Transport Reading and writing Read the story titled "Asaba's bicycle Gets A flat tyre" (Mk Pri. EngBk 3 pg 154) Listening . speaking, reading, writing Questions 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? 16. Give the title of the story.
Theme Sub – theme Lesson content Skills Evaluation Activity	Energy in our sub – county / division Sources of energy. Vocabulary Bulb, buy, store, charcoal, fridge, fire wood, petrol, diesel, cook, sell, paraffin, kite. Use of "some" and "any" Listening, speaking, reading, writing. 3. Write the words correctly. a. dgefri b, tkie c. seledi d, kcoo e, yub 4. Use the given words to make correct sentences.

	<p>f, fire wood g, sell h, store</p> <p>Use some or any to fill in the gaps correctly.</p> <p>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.</p>
Lesson evaluation	
Theme	Energy in our sub county/ division
Sub theme	Sources of energy
Lesson content	<p>Structure Revision on tenses. Present continuous What areselling/ buying/ carrying? We are buying/ selling fire wood/ charcoal. Past simple tense Ali/ Marybought..... (sold paraffin/ firewood/ charcoal/ bulb/ fridge) Future simple tense Ali/ Marybought/ sold. Listening, speaking, reading, writing</p>
Skills	
Evaluation activity	<p>Fill in the blank spaces using the correct form of the word in brackets.</p> <p>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 Ithe bell ringing, (hear) 18. Mummy and I shallmillet tomorrow. (grind) 19. They willthe cake at the party. (eat) 20. Weto Jinja yesterday. (go) 21. The little girl.....her hair in the morning. (comb) 22. Dan.....fire wood last evening. (collect)</p>
Lesson evaluation	
Theme	Energy in our sub – county / division

<p>Sub- theme Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Ways of saving energy. Vocabulary 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</p> <p>Listen and write 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. Give the opposites of the given words. Good Switch on Long Buy Smooth Ugly Bottom Absent Outside</p>
<p>Theme</p> <p>Sun theme</p> <p>Lesson content</p> <p>Skills evaluation activity</p>	<p>Energy in our sub county/ division</p> <p>Ways of saving energy</p> <p>Revision of past simple tense Mary/ Sarah/ David switched on/ switched off. Below off the candle/ light. What did He/ she/ they/ we do We/ she/ theyswitched off/ blew off the light / candle.</p> <p>Listening, speaking, reading, writing Children will answer the following questions.</p>

Lesson evaluation	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?
Theme Sub – theme Lesson content Skills Evaluation Activity	Energy in our sub – county / division. Ways of saving energy. Vocabulary Warm, burn, fire, socket, plant, kill, hurt, warm, danger, Alarm, report, comparison, small, big, tall, short. Listening, speaking, reading, writing. Fill in the missing letters. W ____ m sh ____ t Pla ____ t sm ____ ll Ta ____ fir ____ B ____ rnsock ____ t hu ____ b ____ g Use the given words to make correct sentences. a. burn d. tall b. Kill e. blunt c. Short f. fire
Lesson evaluation Theme Sub –theme Lesson content Skills Evaluation activity	Energy in our sub – county/division. Ways of saving energy. Structure: Future tense What will.....(you/ she/ he/ they) do when in danger? I/ we/ shall..... (make an alarm/ report) for help. Comparison A (dog/ rabbit/ rat) is..... (smaller/ bigger) than a (cow/ pig) Whichbird/ insect.....is.....smaller/ bigger/father than a Hen/ duck/ pigeon. Listening, speaking, reading, writing Answer the questions sensible using “true” or “false”

Lesson evaluation	<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 isthan a goat. (small)</p> <p>15. A giraffe is than a goat. (tall)</p> <p>16. A buffalo isthan an elephant. (big)</p> <p>Arrange the following words to make correct sentences.</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>
Theme Content Skills Evaluation activity Lesson evaluation	<p>Energy in our sub – county/ division.</p> <p>Vocabulary Weighing scale, narrow, height, wide –width, high, measure, metres - cloth litres – liquids (capacity) grams – weight weight is the lightness or heaviness of an object. Listening, speaking, reading, writing.</p> <p>Fill in the gaps with the correct word from the brackets.</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> <p>11. A road is But a path is narrow. (width, wide)</p> <p>12. My friend gave me two of cloth to make a dress. (metres, width)</p> <p>13. What is the of your friend. (height, high)</p> <p>14. The old woman walked along apath. (narrow, high)</p> <p>15. Mwambu uses ato measure the weight of sugar. (weighing scale, capacity)</p> <p>16. The teacher told Paul tothe length of the desk. (weigh, measure)</p>
Theme Sub – theme	<p>Energy in our sub – county/ division.</p> <p>Measuring</p>

Content	<p>Structure</p> <p>How tall is the?</p> <p>How tall in she/ he?</p> <p>For people, animals, objects.</p> <p>It is tall.</p> <p>How far did she jump?</p> <p>She jumped five centimeters</p> <p>How tall is Allan?</p>
Skills	 <p>Listening, speaking, reading, writing.</p>
Evaluation activity	<p>Taking measurements of different objects and children.</p> <p>The table is cm</p> <p>Allan is.....tall.</p> <p>She istall.</p>
Lesson evaluation	<p>The blackboard's length is.....and width is</p> <p>Taking records.</p>
Theme	Energy in our sub – county/ division.
Sub – theme	Measuring.
Lesson content	<p>Dialogue</p> <p>Measuring our desks.</p>
Skills	Listening , speaking, reading, writing,
Evaluation activity	Reading the dialogue.
Lesson evaluation	<p>Answering questions about the dialogue (the dialogue is in UPEC Bk 3 2nd edition pg 72)</p>
Theme	Energy in our sub – county
Sub – theme	Measuring
Content	Story “ ADELA”
Skills	<p>Listening, speaking, reading, writing.</p> <p>Children reading the story “ADELA”</p> <p>Children answering questions about the story in full sentences.</p>
Lesson evaluation	(UPEC Bk 3 pg 73)
Theme	Energy in our sub – county/ division.

Sub- theme Content	Measuring self-testing exercise Testing exercise. Practicing for sports day. Activities they do when practicing for sports day. <ul style="list-style-type: none">- Sack race- Foot ball- Short lilies- Egg race- Bottle filling- high jump- rope skipping- long races- candle race- long jump															
Skills	Listening, speaking, reading, writing,															
Evaluation activity	Exercise Study the table below and answer the questions that follow in full sentences. <table><tr><td>Name</td><td>High jump</td><td>Long jump</td></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> Questions 7. How high did John jump? 8. How did Aman jump? 9. How far did Alex jump? 10. Who won in high jump? 11. How high did Sarah jump? 12. How many pupils participated in high jump?	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														
Lesson evaluation																
Theme	Energy in our sub – county Conjunctions used in pairs eitheror..... Either is used to refer to only two persons or objects. Peter will come. Sarah will come. Either Peter or Sarah will come. I can eat matooke. I can eat posho. I can eat either matooke or posho.															
Sub – theme Content	Listening, speaking, reading, writing.															
Skills																
Evaluation activity	Use either and or in these sentences. 11. Takea bananaan orange. 12. You either go out.....keep quiet.															

	<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 goingt o the hospital.....to the market.</p> <p>19. The man maybe a dentist.....an optician.</p> <p>20. Either AbelFred is absent</p>
Lesson evaluation	
Theme	Energy in our sub – county/ division
Sub – theme	
Lesson content	<p>Vocabulary (shopping)</p> <p>New words</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>
Skills	Listening, speaking, reading, writing.
Evaluation activity	<p>Fill in the missing letters.</p> <p>1. W__tc__ 2. L __t __e</p> <p>3, s __ap 4. gr__c__ry</p> <p>5. bak __ __y</p> <p>Use these words in a sentence.</p>
Lesson evaluation	<p>6. shillings 7. Money 8. Notes</p> <p>9. change 10. Shopping list</p>
Theme	Energy in our sub – county/division
Sub – theme	Shopping
Lesson content	<p>Structures</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>
Skills	Listening, speaking, reading, writing.
Evaluation activity	<p>Use “much’ or “many” in these sentences.</p> <p>11. There is food in the store.</p> <p>12. Howteachers are in your class?</p>

Lesson evaluation	13. May I know how you earn? 14. Here is milk in the jug. 15. Howbooks do you need? 16. There arewords on this chart. 17. Our school has Classes. 18. fish is in that lake. 19. Howdo you pay for a car? 20. There aredishes of sauce at the party.
Theme Sub – theme Lesson content Skills Evaluation activity	Energy in our sub – county / division. Vocabulary (shopping) News words. 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. Listening, speaking, reading, writing. Fill in the missing letters. 1. W _ _ t _ _ 2. L _ _ t _ _ e 3. S _ _ op 4. gr _ _ c _ _ ry 5. Bak _ _ _ y Use these words in a sentence. 6. shillings 7. money 8. notes 9. change 10. shopping list
Theme Sub – theme Lesson content	Energy in our sub – county/ division. Shopping Structure e.g A pair of trousers. A packet of biscuits.
Skills Evaluation activity	Listening, speaking, reading, writing Fill in the correct words. 11. A loaf of _____ 12. A tin of _____ 13. A bottle of _____ 14. A crate of _____

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

Lesson content	Structures How much change didget? Lukema had 1000 shillings. He bought one litre of milk at 800 shillings. He got 200 shillings as change.
Skills	Listening, speaking, reading, writing.
Evaluation activity	MK Pri. EngBk 3 pg 137
Theme	Energy in our sub – county/ division
Sub – theme	Shopping
Lesson content	A story entitled “Jane and Aisha go for shopping” The shopping list.
Skills	iii. What did Mr. Jumba want the children to buy? iv. Who were sent to the grocery?
Evaluation activity	Listening, speaking, reading, writing.
Lesson evaluation	MK Pri. EngBk 3 pg 139.
Theme	Energy in our sub – county / division
Sub theme	Shopping – self testing exercise.
Lesson content	
Lesson evaluation	Choose the correct word from the brackets to complete the sentences.
Theme	Energy in our sub – county/ division
Sub theme	Shopping
Lesson content	Guided composition “Atwooki goes shopping”
Skills	Listening, speaking, reading, writing.
Evaluation activity	Choose the correct words from the given words Litre shillings buy change any shopkeeper list 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.

<p>Lesson evaluation</p>	<p>Shopping list Ground nuts 1400/= Cooking oil 1000/= Sugar 1000/= A loaf of bread 700/=</p> <p>When she reached the shop, she asked the Atwoki: Do you havecooking 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.</p>
<p>Theme</p> <p>Sub- theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Energy in our sub – county / division</p> <p>Word building The word “where” can be joined to some words and form longer words e.g somewhere, any where, every where, nowhere. Listening, speaking, reading, writing. Use the following words to form sentences. 10. somewhere 11. any where 12. every where 13. nowhere Complete the sentences below using anywhere, nowhere, somewhere, everywhere. 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>
<p>Theme</p> <p>Sub – theme</p> <p>Lesson content</p> <p>Skills</p>	<p>Energy in our sub – county / division</p> <p>Word building Body It can be joined to every, some, no, any, Jill knocked at the door but no body answered. Listening, speaking, reading, writing.</p>

<p>Lesson evaluation</p>	<p>7. whenever 8. whatever 9. however 10. whoever</p> <p>Complete the sentences below;</p> <p>3. _____you feeling hungry? Eat fruits 4. Tell us _____ you think. 5. Call me _____ is ready.</p>
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