



Ministry of Education  
and Sports

# SELF-STUDY LEARNING

PRIMAR<sup>Y</sup>  
3

# ENGLISH



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This material has been developed as a home-study intervention for schools during the lockdown caused by the COVID-19 pandemic to support continuity of learning.

Therefore, this material is restricted from being reproduced for any commercial gains.

National Curriculum Development Centre  
P.O. Box 7002,  
Kampala- Uganda  
[www.ncdc.co.ug](http://www.ncdc.co.ug)

## **FOREWORD**

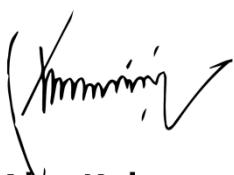
Following the Outbreak of the CoVID-19 Pandemic, Government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners.

The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print Home- Study Materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately.

I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.



**Alex Kakooza**  
**Permanent Secretary**  
**Ministry of EDUCATION AND SPORTS**

## **ACKNOWLEDGEMENTS**

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of home-study materials for Pre-Primary, Primary and Secondary Levels of Education during the COVID-19 lockdown in Uganda.

The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for improvement. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug) or by visiting our website at <http://ncdc.go.ug/node/13>.



**Grace K. Baguma**  
Director,  
National Curriculum Development Centre

## **ABOUT THIS BOOKLET**

Dear learner, welcome to this home-study material which has been prepared for you. The material covers content for term 1, II and III.

The content covered has been carefully written covering the different topics in the syllabus. This is an addition to what you had learnt before schools were closed due to outbreak of COVID-19. The content is arranged using simple steps for your understanding. The activities provided in each topic are organised in such a way that they will enable you to relate with your local environment.

The content is organised into lessons. Each lesson has activities and summary notes that help you to understand the concepts. Some lessons have projects that you need to carry out at home during this period. You are encouraged to work individually as you do the practical and interactive activities.

Feel free to try out all the activities in this material.

**Enjoy learning**





**SELF STUDY MATERIAL**

**FOR**

**PRIMARY THREE**

**ENGLISH**

**TERM ONE**

**OUR SUB-COUNTY /DIVISION**  
**OUR SUB - COUNTY**  
**NAME AND LOCATION OF OUR SUB-COUNTY**

**LESSON ONE**

**Introduction:**

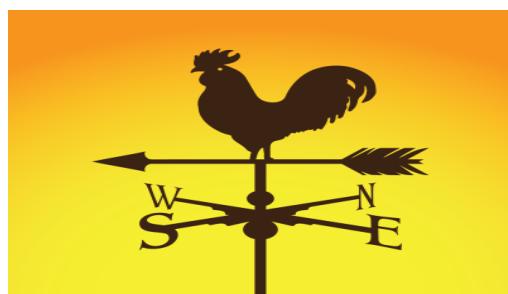
Dear learner, in this lesson you are going to

- Look at the picture and then practice reading the following words cupboard , book , table , on , in , in front , of , at side of
- Look at the picture and read the new words about location North , East ,West, South ,opposite ,right , above
- Read and recite a rhyme about compass direction

You will need an exercise book and pencil to do some writing

**Activity 1**

**Read and Recite this rhyme**



Oh, Oh, Oh, Oh

East ,West ,North , South

All are compass directions

We run to the west

And back to the east

We run to the north

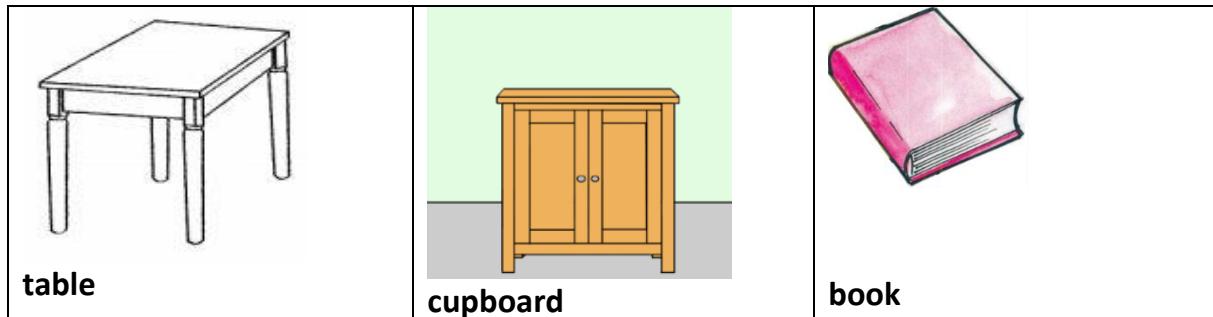
And back to the south

Oh, Oh, Oh, Oh

***Well done***

## Activity 2

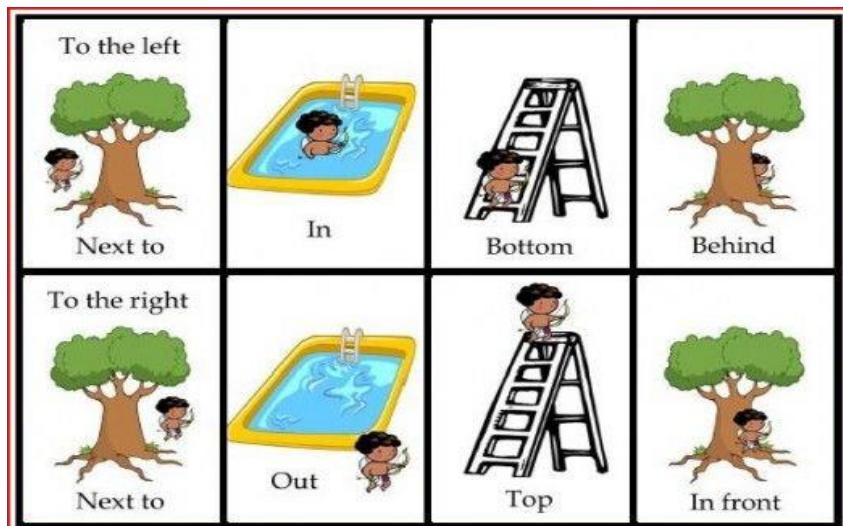
Look at these pictures and read the words



Look at the picture chart and read the words

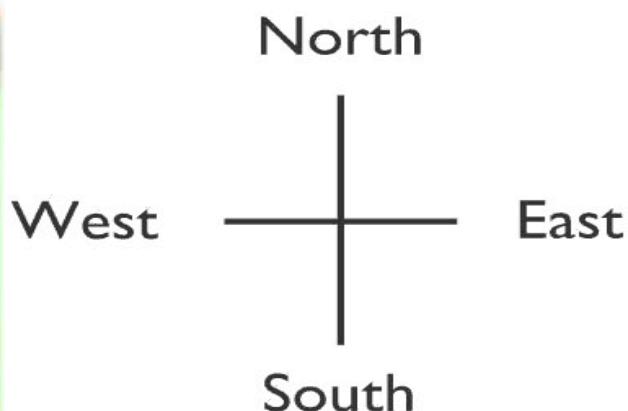


Look at the pictures and read the words



### Activity 3

Look at the picture and read the following words



North, East , West ,South sunrise ,sunset, opposite ,right ,above



sunset



Sunrise

## Activity 3

Look at the picture and answer the following questions



**Example:**

What direction is the river from the school?

The river is in the North of the school

1.what direction is the market from the hospital?

.....

2. what direction is the church from police?

.....

3. what direction is LC office from school?

.....

4. what direction is the bank from the market?

.....

5. what direction is the hospital from the main road?

.....

## Activity 4

1. Draw the compass direction showing East, West ,North ,South
2. Draw pictures of these words and write the words cupboard , book , table , on , in , in front , of , at side of ,sunrise ,sunset

## LESSON TWO

Dear learner, in this lesson you are going to

**Make sentences using the given structures where is the .....?**

**It is.....,is the.....,yes, it is ,no, it is not, where does the sun.....?**

**What direction is the.....?**

You will need an exercise book and pencil to do some writing

### Activity 1

**Look at the pictures and make sentences**

<b>Picture one</b> 	<b>Picture two</b> 	<b>Picture three</b> 
<b>Picture four</b> 	<b>Picture five</b> 	<b>Picture six</b> 
<b>Picture seven</b> 		

## **Complete the sentences**

### **Picture one**

Where is the bucket ?

The bucket is ..... the table(on)

### **Picture two**

Where is the dog ?

The dog is ..... of the hut (near)

### **Picture three**

Where is the bicycle ?

The bicycle is .....the hut (in front of)

### **Picture four**

Where is the ball?

The ball is .....the box(in)

### **Picture five**

Where is the broom?

The broom is..... the door (behind)

### **Picture six**

Where is the basin?

The basin is .... the chair(under)

### **Picture seven**

Where is the goat?

The goat is.....the road (at the side of)

## **Activity 3**

**Read the following story and answer questions**

### **WAKISO SUB COUNTY**

Wakiso sub-county is found in Wakiso District. The people in this sub county grow a lot of tomatoes, matooke ,beans and cabbage. They make bricks for sell. They are many languages spoken in this sub county some speak Luganda , Kiswahili and Runyankole. They rear cows and get milk. The people in this sub county are very hardworking. They use bicycles as means of transport.

**Now answer the following questions:**

1. Where is Wakiso sub county?
2. What do the people in this sub county grow?
3. Which languages are spoken in this sub county?
4. How do they travel?
5. How do they get milk?

## **Activity 4**

Draw pictures about the people in Wakiso sub- county making bricks , rearing cows, foods grown namely matooke, beans ,cabbage

**Well done**

### **HEALTHY TIP**

**ALWAYS USE HANDKERCHIEF TO COVER YOUR MOUTH WHEN SNEEZING**

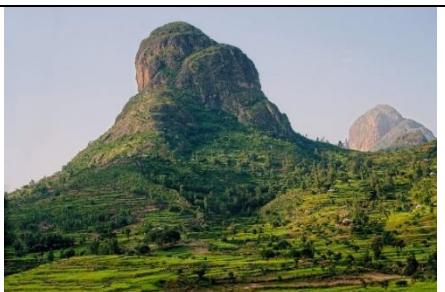
## LESSON THREE

Dear learner, in this lesson you are going to learn new words, read new words and write new words:

River, hill, valley, pond, mountain, fish, graze, well, spring, long , up the , down the , across from

### Activity 1

Look at the pictures and read the words

	 Hill	 Valley
 Pond	 Mountain	 Fish
 Graze	 Well	 Spring
Along	Up the	Down the
Across from		

## PHYSICAL FEATURES OF OUR SUB COUNTY

### LESSON ONE

Dear learner, in this lesson you are going make sentences using the following structures

#### 1. Where is the .....(hill, valley)?

The ....(hill, valley) is in the .... (east, west)

#### 2. Is the ----(hill, valley, river)....(along, across, up, down)the..... (spring, mountain, well)?

The....is (along, across, up the ,down the)

It is.....(along, across)the.....

#### 3. Where do we get ...fish, water)?

We get....(fish ,water)from....(rivers, lakes, ponds)

### ACTIVITY 1

Look at the pictures and then complete the sentences



Where is the hill?

The hill is in the .....(east)

Where is the valley?

The valley is in the.....(west)



Where do we get fish ?

We get fish from.....

Where do we get water?

We get water from the.....

## ACTIVITY 2

Make correct sentences from the table

The	pond valley spring hill sheep tree	is	across down opposite grazing in at the side of along	the	river hill road forest valley spring
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Example:

1.The pond is across the river.

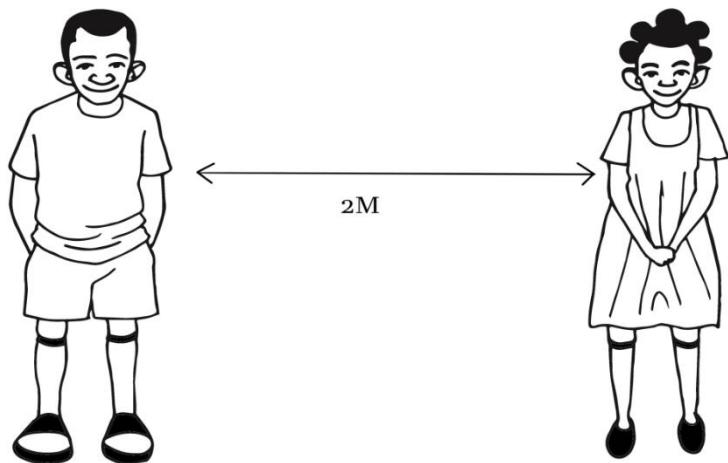
2.The valley is down the hill.

## ACTIVITY 3

Get your exercise book and write sentence from the table

**WELL DONE**

**HEALTHY TIP**



## LESSON TWO

Dear learner in this lesson you are going to

- read a poem and answer the questions about it
- read a word puzzle and circle the correct word
- sentence building

### ACTIVITY ONE

**Get a pencil and circle a correct word**

**Look at the example of the word in circle**

s	v	a	l	l	e	y
p	o	n	d	o	w	n
r	i	v	e	r	u	p
i	a	c	r	o	s	s
n	w	a	t	e	r	
g	r	a	z	e	o	f

The words are: spring, valley, pond, water, graze, river ,across, up, down

### Activity two

**EXAMPLE:**

We get clay from the swamp

We get fish from the lake

**Form correct sentences from the table**

We get	water fish firewood clay stone	from the	bush lake well forest
--------	--	----------	--------------------------------

**Example;**

We get water from the well

### **Activity three**

**Read the following poem and answer questions**

Cows graze from the valley

Cows Eat grass, drink water

Matooke, beans, maize are grown on the hill

Water in the valley

Grass in the valley

Fish in the lake

What a wonderful place!

**Answer the following questions:**

1.what is in the valley?

2. where do we find the fish?

3. what do they grow in the valley?

### **ACTIVITY 4**

Now get your exercise book and pencil write the sentences you have read about

**Example:**

**1. We get water from the well**

**Well done**

### **HEALTHY TIP**

**Always wash your hands with clean water and soap for 20 seconds.**

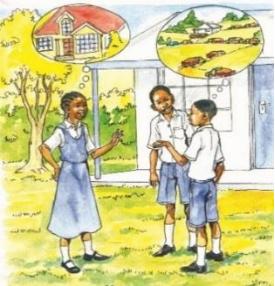
# PEOPLE IN OUR SUB COUNTY

## LESSON ONE

Dear learner, you going to learn about new words about people we find in the sub county.

- The new words are Chairperson, secretary, office ,parish , leader ,children ,parent(s), teacher, police, army, teach , preach, friend, member
- Spelling the new words
- Writing the new words

### ACTIVITY ONE

			
<b>Chairperson</b>	<b>secretary</b>	<b>office</b>	<b>Parish chief</b>
			
<b>Leader</b>	<b>children</b>	<b>Parent(s)</b>	<b>teacher</b>
			
<b>Friends</b>	<b>member</b>	<b>Army</b>	

### ACTIVITY TWO

Get your exercise book and pencil and write down the following words and draw the pictures

chairperson, secretary, office ,parish , leader ,children ,parent ,teacher, police, army, teach , preach, friend, member

**WELL DONE**

## LESSON TWO

Dear learner, you are going to learn about making sentences describing people and what they do

- What does a ....(policeman, teacher)do?

A .....(policeman, teacher).....(teaches, keeps law and order)

He/she....(keeps law and order, teaches)

- Where is the ....(chairperson, policeman....)?

The .....(policeman, chairperson) is in the....(office, house)

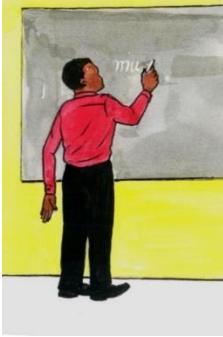
He/she....(is)in the ..... (office, valley).

- What do you do every day?

I....(teach, preach)every day.

### ACTIVITY ONE

LOOK AT THE PICTURES BELOW CAREFULLY AND READ THE SENTENCES THAT FOLLOW

<b>POLICEMAN</b> 	<b>TEACHER</b> 
What does a policeman do ? <b>A policeman keeps law and order</b>	What does a teacher do? <b>A teacher teaches</b>
<b>NURSE</b> 	<b>DOCTOR</b> 
What does a nurse do? <b>A nurse treats sick people</b>	What does the Doctor do? <b>A doctor treats people</b>

<p><b>SECRETARY</b></p>  <p>What does a secretary do? A secretary types letters</p>	<p><b>IMAM</b></p>  <p>What does an imam do? An imam conducts prayers</p>
<p><b>CHAIRPERSON</b></p>  <p>What does a chairperson do? A chairperson chairs meetings</p>	<p><b>LEADER</b></p>  <p>What does a leader do? A leader leads others</p>

## ACTIVITY 2

Read and answer the following questions

1. Where is the secretary?

Example: **The secretary is in the office**

2. Where is the imam?

3. Where is the teacher ?

4. Where is the leader?

5. Where is the chairperson?

6. Where is the policeman?

### **ACTIVITY THREE**

**Read carefully and make true sentences from this table**

A	Doctor Nurse Carpenter Mechanic Teacher Shopkeeper fisherman	Makes chairs, tables and chairs Catches fish in lakes and rivers. Examines patients in the hospital. Teaches children at school. Gives patients medicine in the hospital. Repairs cars in the groups. Sells things in a shop.
---	--	---

**Example:**

A teacher teaches children at school.

### **ACTIVITY FOUR**

**Get your exercise book and pencil. Write the following sentences**

A policeman keeps law and order.

A teacher teaches.

A nurse treats sick people.

A doctor treats people.

A secretary types letters.

An imam conducts prayers.

A chairperson chairs meetings.

A leader leads others.

**Well done**

### **HEALTHY TIP**



## LESSON THREE

Dear learner you are welcome to this lesson. In this lesson you are going to read : a short story and answer questions about the story

### ACTIVITY ONE

Read the story carefully and answer questions carefully

#### NANGABO SUB COUNTY

My name is Nakakeeto. I live in Masooli village which is found in Nangabo sub county. In my village, there are hills, springs and swamps. People build houses in valleys. They grow maize ,beans , ground nuts in valleys and graze goats, cows sheep on plains. People in this sub-county are very hard working.

Now answer questions below in full sentences orally

1. Who is the girl in the story?
2. Where do we find Masooli village?
3. What do they grow?
4. Name the animals they graze.
5. Where do people build houses?

### ACTIVITY TWO

Get your exercise book and pencil. Now write the answers about the question ONE to FIVE

**Example:**

1. The girl in the story is Nakeeto

**WELL DONE**

**HEALTHY TIP**



## LIVELIHOOD IN OUR SUB-COUNTY

### OCCUPATIONS OF PEOPLE IN OUR SUB COUNTY AND THEIR IMPORTANCES

#### LESSON ONE

Dear learner you are welcome to this lesson. In this lesson you are going to :

learn new words about the occupations of people in our sub county( *Bricks, fish, dance, drum, weave , cook, carpenter, sew , play , sell, secretary , teacher , butcher*)

read the new words

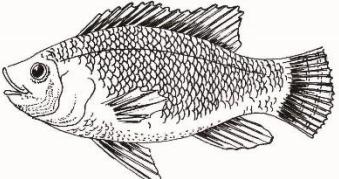
Now get your exercise book and pencil ready with you before you start the lesson

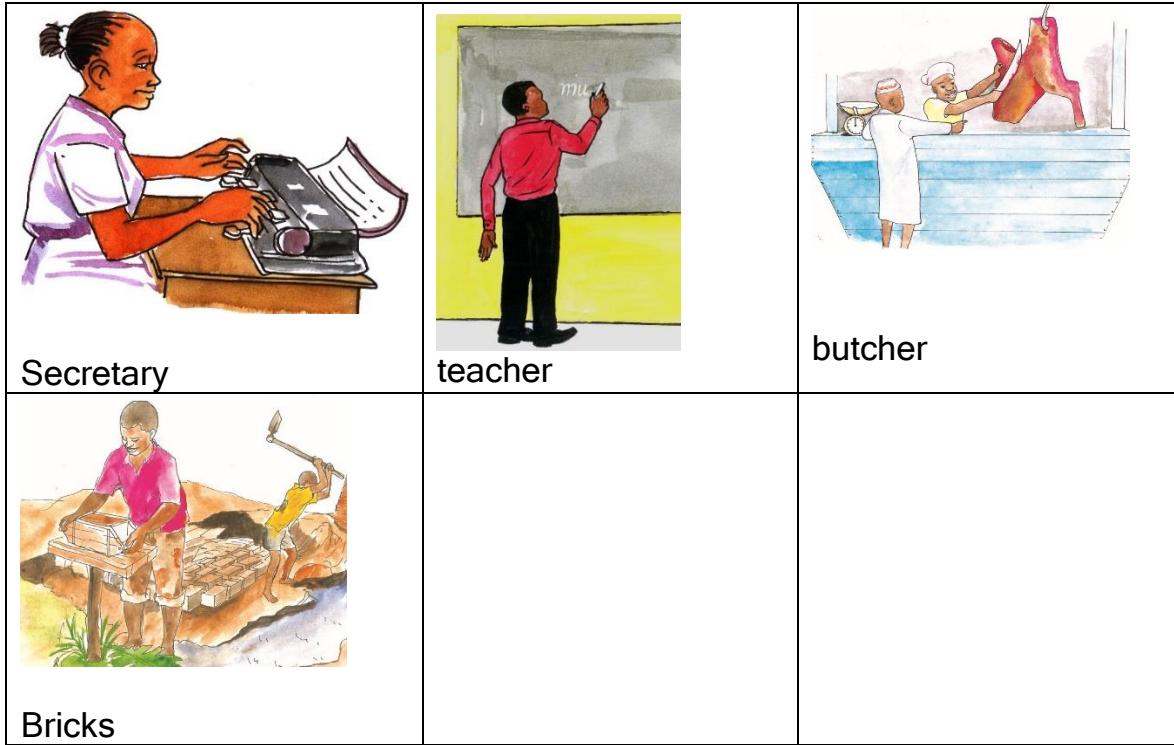
#### ACTIVITY ONE

##### READ THE FOLLOWING WORDS

fish ,dance, drum, weave , cook, carpenter, sew , play , sell, secretary , teacher , butcher, bricks

Look at the pictures and read the words that follow:

		
Fish	dance	drum
		
Weave	cook	carpenter
		
Sew	play	sell



## ACTIVITY TWO

Read the following words

fish,dance, drum, weave , cook, carpenter, sew , play , sell, secretary , teacher , butcher, bricks

## ACTIVITY THREE

Write the following words correctly

Example : sifh.....fish , acdne.....dance

mudr.....,

evaw.....

kooc.....,

pentercar.....,

ews.....,

ylap..... ,

lles.....

tarysecre.....,

herteac..... ,

herbutc.....,

cksbri.....

## LESSON TWO

Dear Learner, in this lesson you are going to make sentences using the given examples and also write the sentences

Get yourself a pencil and an exercise book to write.

### ACTIVITY ONE

Look at the pictures and answer the questions

Picture one



Example:

Who makes chairs?

The carpenter makes chairs

Picture two



Who sells fish?

The .....(fishmonger)  
sells.....(fish)

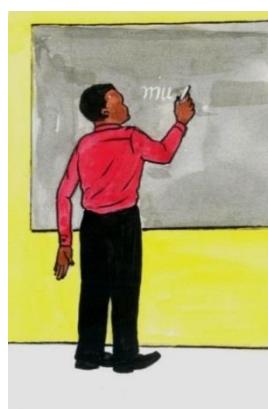
Picture three



Who keeps law and order?

The.....( policeman)keeps.....(law and  
order)

Picture four



Who teaches?

The .....(teacher).....(teaches)

## ACTIVITY TWO

Get your exercise book and pencil and write the sentences about the pictures

Example:

Picture one: The carpenter makes chairs

Picture two: .....

Picture three :.....

Picture four: .....

## ACTIVITY THREE

Make sentences from the given table

Examples

1. He can catch fish but he can't sing.

2. She can weave but I cannot drum

We		Sew		They		Cook
They		Catch		You		Sew
He		fish		We		Play
You		Dance		He		games
I		weave		I		Sing
						drum

### Healthy tip

You can read while at home even when schools are closed because you have a right to education no matter whether you are a boy or girl. Take time to read carefully and learn as much as you can

## **LESSON THREE**

Dear learner, in this lesson you are going to read texts and do some puzzles

Get ready for the lesson by getting where to sit

### **ACTIVITY ONE**

#### **Read and recite the rhyme**

Oh people work work

Policemen keep law and order

Nurse treats law and order

Oh people work work

Teacher teaches

Oh people work

Imam says Juma prayers

Fishmonger sells fish

Cyclist rides the bicycle

#### **Now answer the following questions;**

- What does a policeman do?
- Who teaches?
- Who rides the bicycle?

### **ACTIVITY TWO**

#### **Read the following short story and answer questions**

#### **Visiting work places**

Yesterday Opio and his friends visited work places .They started with Kolokolo primary school. They found the head teacher in his office and the children in their classes. From there they visited the hospital and saw the patients and the doctors. A nurse was tying a bandage on girl's leg. The barber was cutting the hair of a young man. After visiting they went back home.

#### **Now answer the following questions:**

1. Whom did they see in hospital?
2. What was the nurse doing?
3. Who cuts hair?
4. Where was the head teacher?
5. What did Opio and his friends visit ?

## ACTIVITY THREE

Now get your exercise book and pencil and write the answers to the questions 2- 5

### Example

1. I saw patients and doctors in hospital.

2. ....

3. ....

4. ....

5. ....

## WELL DONE

## HEALTHY TIP

Avoid touching your soft parts namely the eyes, nose and mouth so as not to get covid19.



## SOCIAL SERVICES AND THEIR IMPORTANCE

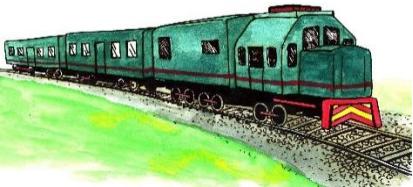
### LESSON ONE

Dear learner, you are well come to this lesson about the social services and their importance. You will

- Read the new words : **Aeroplane, train, lorry, taxi , telephone, television, hospital , clinic, police , treat, motor cycle , bicycle**
- Spell new words

#### ACTIVITY ONE

Look at the pictures and read the words

<b>Aeroplane</b> 	<b>Train</b> 	<b>Lorry</b> 
<b>Taxi</b> 	<b>Telephone</b> 	<b>Television</b> 
<b>hospital</b> 	<b>Clinic</b> 	<b>Police</b> 
<b>Treat</b> 	<b>motor cycle</b> 	<b>Bicycle</b> 

## **ACTIVITY TWO**

Get your exercise book and pen . write the following word correctly :**Aeroplane, train, lorry, taxi , telephone, television, hospital , clinic, police , treat, motor cycle , bicycle**

**Example ; raint.....train , yloor.....lorry,**

ixta.....	pitalhos.....
linicc.....	cyclebi.....
liceop.....	visiontel.....
Traet.....	

## **ACTIVITY THREE**

**Read the following words again**

Aeroplane, train, lorry, taxi , telephone, television, hospital , clinic, police , treat, motor cycle , bicycle

## **ACTIVITY FOUR**

Get your exercise book and pencil .Write down these words and draw pictures

## **GOOD . KEEP IT UP**

### **HEALTHY TIP**

When you feel sad, worried, confused about your learning and school, please talk to someone you trust in your home, like your parent or brother/ sister to help you.

## LESSON TWO

Dear learner, you are welcome to this lesson about sentence making

- using the word 'Who' example who makes furniture?
- **Using What does your .....do every day?** My grandmother sweeps the compound everyday
- Writing the sentences

Make sure you have your exercise book and pencil

### ACTIVITY ONE

Look at the pictures

<b>Picture one</b>  makes furniture is a carpenter	<b>Picture two</b>  treats sick people is a doctor	<b>Picture three</b>  keeps law and order is a police man
<b>Picture four</b>  repairs cars are a mechanic	<b>Picture five</b>  flies an aeroplane is a pilot	<b>Picture six</b>  cooks food at school is a cook

## ACTIVITY TWO

Read the words in the table and make sentences

Example:

A person who makes furniture is a carpenter

One who files an aeroplane is a pilot

A person	who	makes furniture is a carpenter treats sick people is a doctor keeps law and order is a police man repairs cars are a mechanic files an aeroplane is a pilot cooks food at school is a cook
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## ACTIVITY TWO

Read and answer the following questions

Example one

**Who makes furniture?**

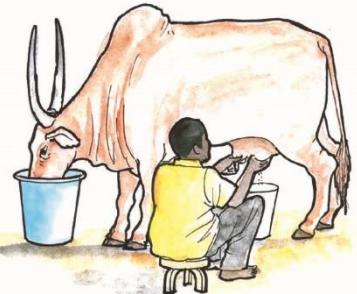
A carpenter makes furniture

1. who treats people?
2. Who keeps law and order?
3. Who repairs vehicles?
4. Who cooks food?

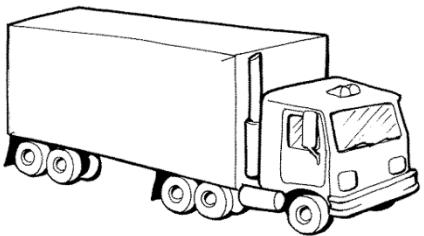
## ACTIVITY THREE

LOOK AT THE PICTURES AND READ ‘WHAT DO THEY DO EVERYDAY?’

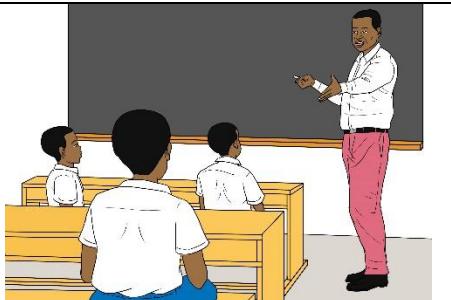




Mukasa milking a cow



Apio driving a lorry



teacher teaching

Now make a sentence about each picture by answering the question

**[milks    rides    writes    drives]**

**Example:**

**Picture 1.What does Acio do every day?**

**Acio goes to school everyday**

**Picture 2.What does mother do?**

**Picture 3.What does Muhwezi do ?**

**Picture 4.What does Mukasa do ?**

**Picture 5.What does teacher do ?**

#### **ACTIVITY FOUR**

**Read and use this structure to make sentences by answering questions**

**Why do.....go to the.....?**

**i/you/we/they.....to the .....because.....**

**examples:**

1. I go to hospital because I want to get treatment.
2. We travel by taxi because we want to be early at school.
3. They walk quickly because they are late.

## **Now read the sentences correctly**

1. I drink water because I don't want to fall sick.
2. They go to the police station because they want to report a case.
3. We watch television because we want to get information.
4. I use a telephone because I want to communicate.

Get your exercise book and pencil then write the answer about each question

1. Why do you drink boiled water?

.....

2. Why do they go to the police station?

.....

3. Why do we watch television?

.....

4. Why do you use a telephone?

.....

## **WELL DONE**

### **Healthy message**

**Always wear a mask when in public places or big gatherings**

**Wash sanitizer to clean your hands and kill the germs**

## LESSON THREE

Dear learner you are welcome to this lesson you are going to

- read a short story and answer questions about Mr And Mrs Kaperere Family
- complete a guided composition using the given words

### ACTIVITY ONE

Complete the guided composition using the given words below to fill in the gaps

taxis ,clinics ,stations, motorcycles, policemen, nurses

Many people live in our sub-county. When they are sick they go to hospitals and ..... for treatment. The doctors and ..... also check and give them medicine. The .....also help us keep law and order. They work at police.....there are many means of transport in our sub-county. Many people use.....and .....to go to work.

### ACTIVITY TWO

Read the following story carefully.

#### MR AND MRS KAPERERE'S FAMILY

Mr and Mrs Kapere have three children. Their first child is a son. His name is Okello. The second child is a daughter. Her name is Kabugho. The last is a son called Mugenyi.

All three children go to school near their home. Their grandmother wakes up early every day. Before she goes to work, she helps her children to get ready for school. She tells them to wash before they have breakfast. She finds them clean clothes. Sometimes Mr Kapere rides the children to school on a motorcycle.

After school, the three children go back home. When they get home, Okello helps his father to milk the cows. He always rides a bicycle to take the milk to town. Kabugho helps her Grandmother to wash plates and cups. Mugenyi fetches some water for cooking the food.

Now answer the questions in full sentences

1. What does Okello do when he reaches home from school?
2. What does Kabugho do after school?
3. What does Mugenyi do have school?
4. Who sometimes drives the children to school?
5. Who wakes up early every day?

Now get your exercise book and pencil to write down the answers.

**WELL DONE**

**HEALTHY TIP**

As learners you are very important and therefore need information and ways of protecting yourselves and others in the home from things that can hurt/harm at home, if you see or hear any, report this to any adult at home.

## CHALLENGES IN SOCIAL SERVICES AND THEIR POSSIBLE SOLUTIONS

### LESSON ONE

Dear learner in this lesson you are going to

- learn new words (Storm, mud, slash, bridge, police post , accidents, boil , 'because' use of past tense, spray , mosquito net )
- read new words
- use '**because**'
- use of past tense by adding letters '**d**' or '**ed**' to the verb

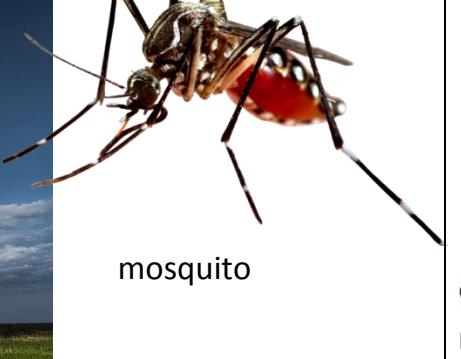
#### ACTIVITY ONE

##### Read the new words

Storm, mud, slash, bridge, police post, accidents, boil , spray , mosquito net

#### ACTIVITY TWO

##### LOOK AT THE PICTURES AND READ THE WORDS

 spraying	 bridge	 Accident
 storm	 mosquito	 mud

## ACTIVITY THREE

### Use of 'because'

Read the sentences below

1. The car got stuck **because** there was a lot of mud on the road.
2. The wind blew off the roof **because** there was a heavy storm.
3. He cannot play **because** he got an accident.
4. His shirt got dirty **because** he fell on the mud.
5. He slashed the compound **because** it was bushy.

## ACTIVITY FOUR

### Use of past tense

Examples

Add letters 'd' or 'ed' to the verb

Wait      waited

Spray      sprayed

Provide      provided

Prove      proved

Get your exercise book and pen and write down these words add letters 'd' or 'ed' to the verb

1. play

2. dance

3. push

4. report

5. jump

6. treat

7. knock

8. touch

Well done

Safety guarding message

Children, as you stay at home some people may hurt you by beating, using abusive language and bad touches that make you unhappy, report this immediately to your parents or any other adult you trust at home.

## LESSON TWO

Dear learner you are welcome to this lesson. You are going to make sentences

### ACTIVITY ONE

**Study the pictures and answer the questions**

A girl jumping off the bridge 	children fall off the lorry on the road 
A boy falling off the trees 	A girl jumping off the bicycle on the road 

### ACTIVITY TWO

**Read and answer the questions correctly using words in the brackets**

**Example**

**What did he do yesterday? (climbed over the fence)**

**He climbed over the fence yesterday**

1. What did she do yesterday ?(sprayed the house)

.....

2. What did they yesterday? (rode to the police station)

.....

3. What did we do yesterday ?(crossed the bridge)

.....

4. What did you do yesterday?(boiled drinking water)

5. What did he do yesterday ?(slashed the compound)
- .....

### ACTIVITY THREE

**Read and form correct sentences from the table**

**Example:**

**I report to the police when there is a danger.**

I	report to the police			is	A storm
We	take shelter	when	there		Danger
They	sleep under mosquito net			above	mosquitoes

### ACTIVITY FOUR

**Read and join the following sentences using ‘.....cannot go to.....because.....’**

**Example:**

1. I cannot go to the hospital. The bridge broke down.

**I cannot go** the hospital **because** the bridge broke own

6. We cannot go to the police station. The road is muddy.

**We cannot go** to the police station **because** the road is muddy.

**Now get your exercise book and pencil then write the sentences**

**Join the sentences using ‘because’**

1. She cannot go to school. She is feeling weak.
- .....

2. They cannot go the health centre. It is very far.
- .....

3. He cannot drink water. It is not boiled.
- .....

4. I cannot dance. I am shy.
- .....

5. She cannot weave a mat. She is lazy.
- .....

## **LESSON THREE**

Dear learner, you are welcome to this new lesson. You are going to read a story and answer the questions that follow in full sentences

### **ACTIVITY ONE**

**Read the story and answer the questions that follow in full sentences**

#### **BABIRYE FELL OFF A MOTOR CYCLE**

Last Monday , Babirye fell off motor cycle as she was going to school. It rained heavily and the road had a lot of mud and was slippery. As they were going down the valley, the motor cycle failed to break , she shouted danger Danger! Danger !Stop !

It was too late , she fell off the motorcycle and go hurt. She was picked by another motor cycle rider who took her to the nearby clinic. She was treated and taken back home.

### **ACTIVITY TWO**

**Now get your exercise book and pencil and write the answers in full sentences.**

1. Who fell of the motor cycle?
2. Where was Babirye taken after falling off the motorcycle?
3. What made Babirye fall off the motorcycle?
4. Where was Babirye going?
5. What is the story about?

### **WELL DONE**

#### **SATEFTY GUARDING MESSAGE**

Your safety is important during this COVID-19 period, behave well, do not fight, take care of your personal hygiene, protect yourself and listen to your parents' advice

## **OUR ENVIRONMENT IN OUR SUB- COUNTY**

### **SOIL**

#### **LESSON ONE**

Dear learner, you are welcome to new topic. You are going to

- Read the words : 'Soil, stones, sand, clay, stove, colour , build, crop, houses ,loam ,white ,black ,brown'
- Write the words

#### **ACTIVITY ONE**

**Look at the picture and read the words that follow**

Soil, stones, sand, clay, stove, colour, build, crop, houses, loam ,white ,black ,brown'

**Insert the pictures**

<b>Soil</b>	<b>sand</b>	<b>stove</b>	<b>build</b>	<b>houses</b>	<b>white</b>
<b>stones</b>	<b>clay</b>	<b>colour</b>	<b>crop</b>	<b>loam</b>	<b>black</b>
<b>Brown</b>					

#### **ACTIVITY TWO**

Get your exercise book and pencil and write down the words you have read carefully.

**WELL DONE**

#### **SAFETY GUARDING MESSAGE**

As you stay at home some people may hurt you by beating, using abusive language and bad touches that make you unhappy, report this immediately to your parents or any other adult you trust at home.

## LESSON TWO

Dear learner, you are well come to this lesson

- You are going to learn making sentences using the given structures
- Study the pictures
- Read the sentences that follow the pictures

### ACTIVITY ONE

Look at the pictures carefully. Then fill in the blanks by picking the most suitable one

Example:

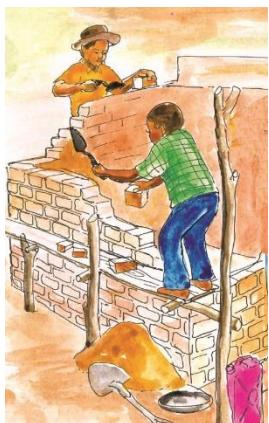
Insert picture showing a man modelling a clay stove



What is the clay soil used for?  
Clay soil is used for making stoves

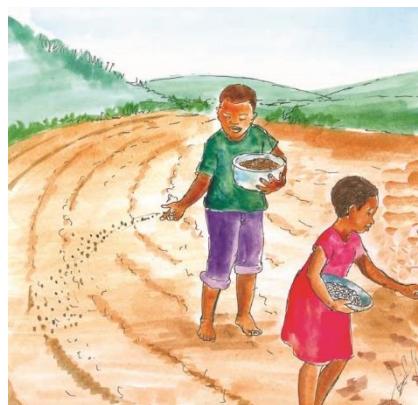
Use these words to fill in the blanks below

**Picture one**



What is sand soil used for?  
Sand soil is used for.....

**Picture two**



What is loam soil used for?  
Loam soil is used for.....

**Picture three**



What is clay soil used for?  
Clay soil is used for.....

**Picture four**



What is murram soil used for?  
Murram soil is used for .....

## ACTIVITY TWO

Read the words in the table and then make sentence

There are many	Stone buildings Crops Hills Swamps Streams Rivers Cows goats	in our	Sub-county
----------------	---	--------	------------

### Activity three

Look at the pictures and answer the following question carefully

Example:

What colour is clay soil

Picture one



What colour is loam soil?

It is.....

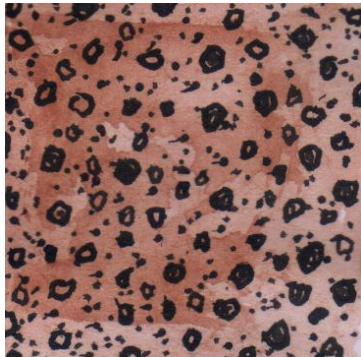
Picture two



What colour is murru

It is.....

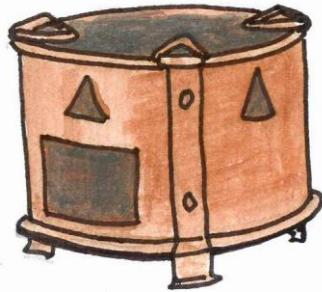
Picture three



What colour is sand soil

It is.....

Picture four



What colour is the stove?

It is.....

Well done

Safety guarding message

During this COVID-19 period while you are at home, it is good for you to do work like cooking, cleaning, washing clothes but your parents or older brothers and sisters should protect you from work that harms your health or interferes with your learning.

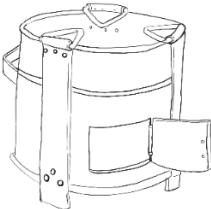
## LESSON THREE

Dear learner, you are well come to this lesson. In this lesson you are going to

- Read the dialogue
- Read and recite a rhyme
- Read text

### ACTIVITY ONE

Look at the pictures and read the dialogue then answer questions that follow

Agaba: Driga, what are you making?	Driga : I am making a stove 
Agaba: what are you using to make the stove?	Driga: I am using clay soil. 
Agaba: what colour is clay soil?.	Driga: It is grey 

Agaba: Driga ,what are you making?

Driga : I am making a stove.

Agaba: what are you using to make the stove?

Driga: I am using clay soil.

Agaba: what colour is clay soil?.

Driga : It is grey.

**Now answer the following questions**

1. What is Agaba using to make the stove?
2. What colour is clay soil?
3. How many people are takin part in the dialogue?

## **ACTIVITY TWO**

**Read and recite the rhyme**

Soil soil soil

Clay soil loam soil sand soil

Soil soil soil

Loam soil is color black

Clay soil is grey

Sand soil is white

Soil soil soil

Loam soil to use to grow crops

Clay soil to use to make pots

Sand soil to build houses

## **ACTIVITY THREE**

**Read and use TRUE or FALSE to answer the following questions about the rhyme above**

**Example:**

1. There are three types of soil .....**TRUE**.....
2. We use loam soil to grow crops.....
3. Clay soil is black.....
4. Sand soil is used to build houses.....
5. Loam soil is grey.....

**Well done**

**Safety guarding tip**



## NATURAL CAUSES OF CHANGES IN THE ENVIRONMENT

### LESSON ONE

Dear learner, you are well come to this lesson. In this lesson you are going to

#### Read new words:

Wind, rain, hungry, Opposite: hot/cold, sunny, rainy, dry/wet, inside/outside

#### Activity one:

Look at the pictures and read the following words carefully:

Wind, rain, hungry, hot/cold, sunny, rainy, dry/wet, inside/outside

		Inside/outside
	dry/wet	Hot/cold

#### Activity two

Give the opposites of these words

#### Example:

Dry ----- wet

1. hot ..... 2. inside.....

#### Activity three

Get your exercise book and pencil. Write the following words

Wind, rain, hungry, hot, cold, sunny, rainy, dry, wet, inside, outside

Well done

Healthy message

Always wash your hands clean using clean water and soap

## LESSON TWO

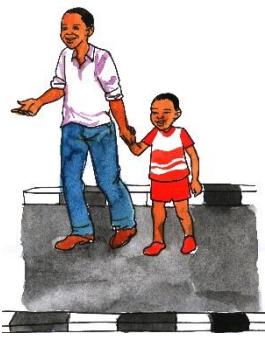
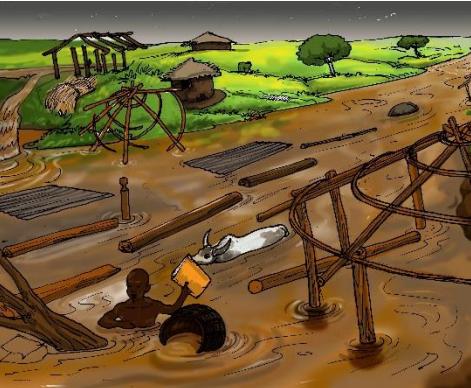
Dear learner in this lesson you are going to make sentences

Using:

- **What did...(she/he/you/they)do?** (he/she/you they).....(played/walked) in the...(sand, rain)
- **When did...(he/she/they we/you...(plant/harvest?** He /she/they/we /you....(planted, harvested) in...(wet/dry)season.
- **Why did ... (you/he/she/cry?**(he/she/ I) cried because (he/she/ I)was... (wet, hungry ,cold)

## ACTIVITY ONE

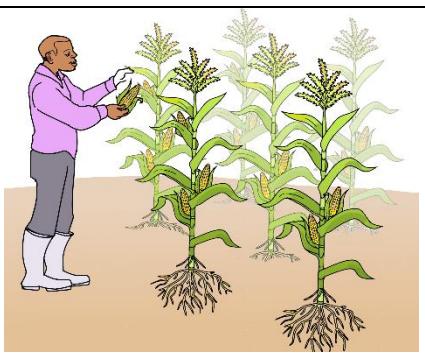
Look at these pictures and read the question and sentences

	
<p>What did he do? He walked in the rain</p>	<p>What did she do? She walked in the road</p>
	
<p>What did they do? They walked in the floods</p>	<p>What did he do? He walked in the wind</p>

## ACTIVITY TWO

Look at the pictures and read the sentences

When did .....plant/harvest?

		
<p>When did they plant beans? They planted beans in the wet season</p>	<p>When did they water cabbages? They watered cabbages in the dry season</p>	<p>When did he harvest maize? He harvested maize in the dry season</p>

## ACTIVITY THREE

Read and use the words in the brackets to answer the questions

Example:

a) Why did she cry?(hungry)

**She cried because she was hungry.**

b) Why did he carry an umbrella?(raining)

**He carried an umbrella because it was raining.**

1. Why did she use a sweater?(cold)
2. Why did he use gumboots?(wet)
3. Why did I take off the jacket?(hot)
4. Why did you go inside the house?(cold)
5. Why did she run away?(hungry)
6. Why did he take shelter?(raining)

## ACTIVITY FOUR

Get your exercise book and pencil. Write the sentences number 2 - 6.

Example:

1. She used a sweater because it was cold.

## **WELL DONE**

### **LESSON THREE**

**Dear learner in this lesson you are going to**

- Read the guided composition and fill in the missing words given
- Read a rhyme and recite it
- Read a dialogue

#### **ACTIVITY ONE**

**Read the guided composition and fill in the missing words**

Floods	plant	bridges	animals	mud
--------	-------	---------	---------	-----

Of late , there have been many weather changes. It has been hard to .....crops because people fear losing their seeds/crops. Last month, it rained heavily day and night , all.....were washed away , houses destroyed and .....killed by.....

It would be difficult to move on some roads because they were slippery and full of.....People suffered a lot because of the weather changes.

#### **ACTIVITY TWO**

**Read and recite the rhyme**

Oh the weather

Rain ,rain gives water

Oh the weather

Wind ,wind blows the trees

Oh the weather

Sunny,sunny makes me hot

Oh the weather

Cloudy cloudy makes me cold

Oh the weather

## ACTIVITY THREE

Look at the pictures and read the dialogue

Bamwite	Ayesiga
	
Bamwite ,you look worried, what is the problem?	It is a wet season. We suffer from heavy storms and floods during this season in our sub-county
Bamwite	Ayesiga
	
How does it happen?	Heavy rains cause flood which wash down all crops and destroy houses
Bamwite	Ayesiga
	
What do people eat during the wet season?	They spend days hungry

**Well done**

## **CHANGES IN THE ENVIRONMENT THROUGH HUMAN ACTIVITIES**

### **LESSON ONE**

Dear learner, in this lesson you are going to read new words about changes in the environment through human activities.

- **New words are :** Graze, build , burn ,brush ,cut, farm, cover , plant , throw, plastic , rubbish pit , brick ,
- **make command :** do not ,
- **use of 'will' and 'shall'**

#### **ACTIVITY ONE:**

**Read the following words:**

- Graze, build , burn ,brush ,cut, farm, cover , plant , throw, plastic , rubbish pit , brick ,

#### **Activity two**

**Write the following words in your exercise book neatly**

**Well done**

**Healthy tip**



## LESSON TWO

Dear learner in this lesson you are going to make sentences using given structures

- **What will you do when you go home?**

When I go home ... (I/we)  
shall....(graze/plant/collect/cutcover)the...(goats/cows/rubbish/grass/rubbish pit)

- **Will you...(graze the goats) when you go home?**

Yes , I /we shall...no, I will not... (graze)when I go home. what will (he, she, they)do on...(days of the week)?

She/he/they will ....(throw, burn ,cut) the ....(plastics, rubbish , bush ) on ... days of the week).

- **Don't (throw/cut/burn)(rubbish/trees/bush)**
- **Don't(build/throw)houses/plastic) in the swamp/river)**

### ACTIVITY ONE

Read the question and the given example.

What will you do when you go home?

When I go home I shall burn the rubbish

Now look at the table below and read the words and make sentences

when	I We You they	go home	I We You they	shall	cut the grass. water flowers. graze the cows. burn the rubbish. cover the latrine. work on the farm.
------	------------------------	---------	------------------------	-------	---

### ACTIVITY TWO

Form question and answers from the table. Answer using YES and NO.

**Example:**

**Will you cut the grass when you go home?**

Yes, I shall

**Will you work on the farm when you go home?**

No, I shall not work on the farm when I go home.

No, we shall not work on the farm when we go home.

Will you	collect rubbish plant trees make bricks cover the rubbish pit graze goats burn the rubbish	When you go home?
----------	---	-------------------

### ACTIVITY THREE

Look at the pictures below and read sentences

 <b>Do not cut down trees</b>	 <b>Do not dig along the hill</b>
 <b>Do not overgraze on land</b>	 <b>Do not burn the bush</b>

**Make sentences using ‘do not’**

**Example:**

1. It is bad to throw plastic bottles into the lake.  
Do not throw plastic bottles into the lake.
2. It is bad to build houses in the valley.
3. It is bad to throw broken plates in the garden.
4. It is bad to build in a swamp.
5. It is bad to overgraze on the land.
6. It is bad to burn the bush

#### **ACTIVITY FOUR**

Write the sentences in your exercise book.

**WELL DONE**

#### **HEALTHY MESSAGE**



## LESSON THREE

Dear learner in this lesson you're going to

- read a short story and answer questions
- read and fill in the space with a correct word in brackets

### ACTIVITY ONE

#### PEOPLE IN OUR SUB- COUNTY

People in our sub-county cut the bushes care about the environment. They cut trees to burn charcoal. Others burn bushes to prepare land for farming and some people cut the bushes to have enough space for building houses.

While other people keep large numbers of animals, the animals overgraze on the grass and leave the soil bare.

When it rains heavily, rain washes away top soil. The top soil is fertile and good for farming. The soil then becomes poor and less fertile. Plants do not grow well on poor soil.

My sub-county is always faced with famine and drought. People care for the environment.

**Answer the following questions:**

1. Why do people cut trees in our sub-county?
2. What happens when it rains?
3. What happens when people overgraze on land?
4. What should people do about the environment?
5. What is the title of the story?

### ACTIVITY TWO

**Read and fill in the space with the correct words in brackets**

**Example:**

1. We use...sand.....soil for building houses.(loam, sand)
2. Pots, cups, charcoal stoves are made from.....soil. (loam, clay)
3. Mr Luutu used .....to make furniture .(clay, timber)
4. She .....maize last week.(planted, made)
5. I came late today because I was .....(cry, hurt)
6. No, she will..... The rubbish in the evening.(collect ,soil)
7. Yes, we shall.....to Mbarara next week.(carry, travel)

### ACTIVITY THREE

Get your exercise book and pencil and write down these sentences

**Well done**

### AIR AND SUN

#### LESSON ONE

Dear learner, in this lesson you are to

- read some new words about the sun and air; Air, sun , move, wind , dry ,wash ,heat , warm ,blow, break ,fall ,rain ,rise , set , roof , house ,clean
- spell the new words

#### ACTIVITY ONE :

##### Read the following words

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

#### ACTIVITY TWO

##### Spelling game

Fill in the missing letters to form correct words

Examples;

s.....n sun      bl.....w      blow

- |   |   |
|---|---|
| <p>1. r....se<br/>2. a...r<br/>3. m....v..<br/>4. w....sh<br/>5. s....n<br/>6. d..y</p> | <p>7. h...at<br/>8. rai...<br/>9. r.....f<br/>10.w....m<br/>11.w.....sh<br/>12.w.....nd</p> |
|---|---|

#### ACTIVITY THREE

Write the words in your exercise book.

Well done

Healthy tip

## Lesson two

Dear learner in this lesson you are going to make sentences using the given structures

- What does (Joshua, Gloria) do every day?

(Joshua ,Gloria)...(washes, cleans)the... (clothes/compound) every day.

He/She ... (washes/cleans)the... (clothes/compound)every day.

- Every day the sun/wind)... rises/blows.
- Every day he/she dries (his/her clothes)in the ... (sun/wind)
- Every day the wind/rain).... (blows/washes) away the .... (leaves/dust).
- Every day (they/we/you) breathe in air

### Activity one

Use: Everyday.....in a sentence

Study the picture and read the sentences

<p>The sun sets every day.</p> 	<p>She dries clothes in the sun every day.</p> 
<p>The wind blows away leaves every day.</p> 	<p>The wind blows away dust every day.</p> 

## Activity two

Use the words in the brackets to fill in the gap

Example;

He washes clothes everyday.(wash)

The sun rises in the East everyday.(rise)

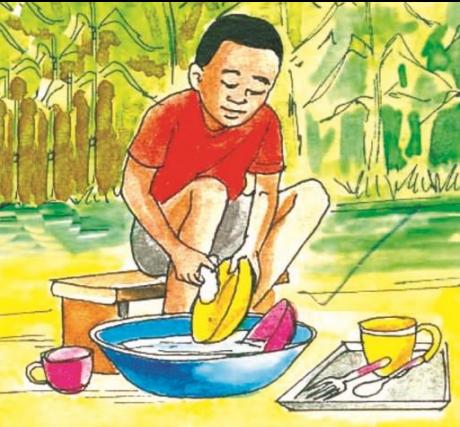
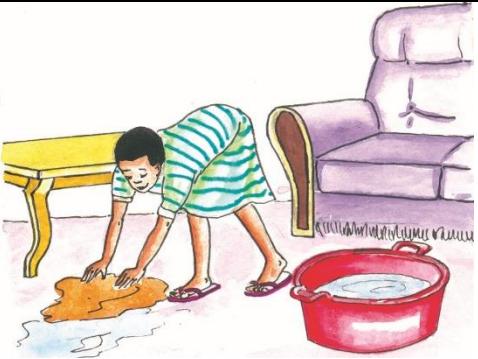
1. She.....clothes in the wind everyday.(dry)
2. The rain.....away the soil everyday.(wash)
3. They.....in the air everyday.(breathe)
4. Nalule .....the sty(clean)
5. We.....rubbish everyday.(throw)
6. Abiriga .....on top of the roof everyday.(climb)
7. The sun.....the crops everyday.(heat)

## ACTIVITY THREE

What does .....do every day?

Look at the picture read the question and answer below the picture

1. What does Musa do every day?	2. What does Okum do every day?
 Musa washes clothes everyday	 Okum cleans the compound everyday
3. What does Alison do every day?	4. What does Lorren do every day?



Alison cleans the house everyday

Lorren washes plates every day.

5. What does Morris do every day?



Morris dries beans in the sun every day.

6. What does Mukasa every day?



Mukasa cleans the windows every day.

#### Activity four

Form the correct sentences from the table below

She He Musa Lorren	Cleans washes	Compound Clothes Windows cars	Everyday.
-----------------------------	------------------	--	-----------

Examples:

1. Musa washes clothes everyday.
2. She cleans windows everyday.

## **LESSON THREE**

Dear learner, you are welcome to this lesson.

You are going to

- read the passage and answer questions
- read a dialogue

### **ACTIVITY ONE**

**Read the passage and answer the following questions**

#### **Importance of air**

Air is a mixture of gases. These gases are also called components. The components of air ,are oxygen ,carbon dioxide , nitrogen and rare gases. Moving air is called wind. Air is useful to both animals and plants. People and animals breathe in oxygen gas.

Air supports burning. Plants uses carbon dioxide gas to make their own food. Air is important to us all.

#### **Activity two**

**Answer the questions in full sentences**

- 1.what is air?
2. which are the two components of air?
3. what is wind?
4. which air do people breathe in?
5. what is the story about?

#### **Activity three**

**Read the dialogue**

**Lorren:** do you know you cannot do without the sun?

**Brenda:** I am not very sure, will you remind me the uses of the sun?

**Lorren:** the sun gives us light and heat. We also get solar energy from the sun.

**Breanda:** solar energy! What is the use of solar energy to us?

**Lorren:** we use solar energy for lighting and cooking

Brenda: that is very interesting. I am happy you know a lot about the sun.

**Lorren:** thank you!



**SELF STUDY MATERIAL**

**ENGLISH**

**TERM TWO**

**PRIMARY THREE**

## LIVING THINGS: ANIMALS IN OUR SUB-COUNTY

### LIVING THINGS

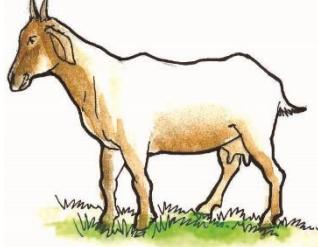
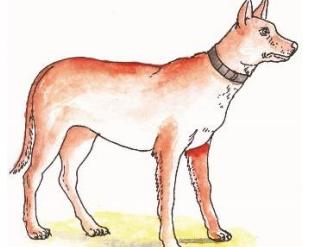
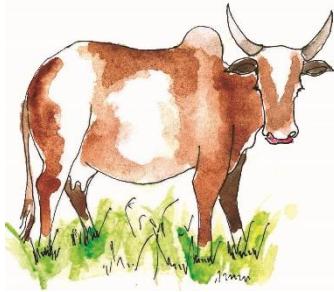
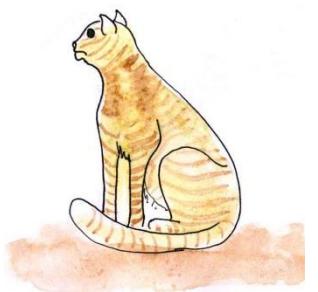
#### LESSON ONE

#### HELLO YOU ARE WELCOME TO THIS LESSON

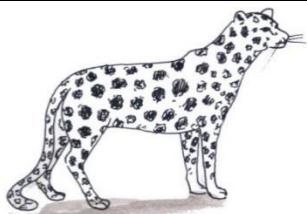
Dear learner, in this lesson you are going to

- Practice reading the following words **Zoo, bird, giraffe, lion, elephant, zebra and forest.**
- Study the pictures and read the new words about domestic animals **Goat, Sheep, Cow, Dog, Cat and Donkey.**
- Rearrange the words to form correct sentences.
- Write the past tense of given words.

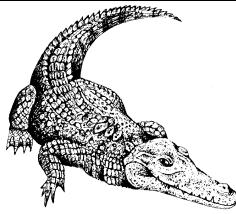
You will need an exercise book and pencil to do some writing

ACTIVITY	WHAT TO DO
ACTIVITY 1	<p><b>Read the following words and draw their pictures</b></p> <p>Monkey, bird, giraffe, lion, elephant, zebra, nest and forest.</p>
ACTIVITY 2	<p><b>Study these pictures and read about the domestic and wild animals</b></p> <p><b>Domestic animals</b></p> <div style="display: flex; justify-content: space-around;"><div><p>A donkey eats grass. It is used for Transport.</p></div><div><p>A goat eats grass. It gives us meat and milk.</p></div><div><p>A dog eats meat. It gives us security.</p></div></div> <div style="display: flex; justify-content: space-around;"><div><p>A cow eats grass. It gives us meat and milk.</p></div><div><p>A cat eats meat. It helps us at home.</p></div><div><p>A sheep eats grass. It gives us mutton.</p></div></div>

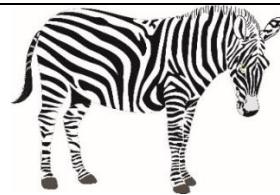
### Wild animals



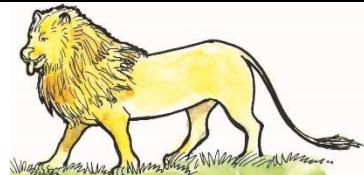
A leopard eats meat.



A crocodile eats meat.



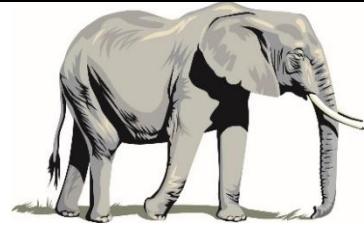
A zebra eats grass.



A lion eats meat.



A chimpanzee eats meat.



An elephant eats grass.

### ACTIVITY 3 Rearrange the words to form complete sentences.

**Example:** Eats zebra A grass

**A zebra eats grass.**

1. strong A is donkey a animal
2. elephant is animal a big An
3. eats lion A meat
4. A is tall giraffe a animal
5. crocodile meat eats A

### ACTIVITY 4 Write the past tense of the given words.

**need    needed**

- |                  |                |
|------------------|----------------|
| 1. jump .....    | 5. Clean ..... |
| 2. harvest ..... | 6. Brush ..... |
| 3. graze .....   | 7. Wash .....  |
| 4. jump .....    | 8. Watch ..... |

**Ending with y = ied**

**Cry    Cried**

- |                |                |
|----------------|----------------|
| 1. worry ..... | 4. try .....   |
| 2. fry .....   | 5. hurry ..... |
| 3. carry ..... | 6. dry .....   |

**Verbs which change to form their past tense**

**Keep    kept**

- |                |                |
|----------------|----------------|
| 1. eat .....   | 5. draw .....  |
| 2. ride .....  | 6. feed .....  |
| 3. fly .....   | 7. drive ..... |
| 4. sweep ..... | 8. grow .....  |

## LESSON TWO

Dear learner, in this lesson you are going to **Make sentences using the given structures.**

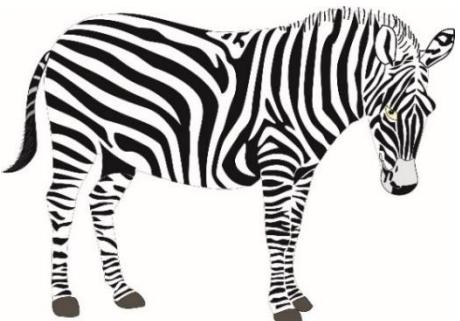
**Was the ..... in the .....? Yes, It was. No, it was not.**

**Did the ..... ? Yes, it did. No, it did not.**

**What did the ..... do?**

**The ..... is ..... than .....**

You will need an exercise book and pencil to do some writing

ACTIVITY	WHAT TO DO		
ACTIVITY 1	<b>Study the pictures and answer the questions</b>		
	<b>Picture one</b> 	<b>Picture two</b> 	
	<b>Picture three</b> 	<b>Picture four</b> 	

### Examples

**Was the cow in the kraal?**

**Yes, it was.**

**Was the bird in the cage?**

**No, it was not.**

1. Was the lion in the den?
2. Was the Zebra in the cage?
3. Was the lion in the tree?
4. Was the bird in the den?
5. Was the cow in the forest?
6. Was the zebra in the zoo?
7. Was the bird in the nest?

<b>ACTIVITY 2</b>	<p><b>Make correct sentences from table</b></p> <table border="1"> <tr> <td data-bbox="314 208 684 428">Did the</td><td data-bbox="684 208 1081 428">zebra dog bird monkey hyena</td><td data-bbox="1081 208 1441 428">fly away?  run away?</td></tr> </table> <p><b>Examples</b></p> <ol style="list-style-type: none"> <li>1. Did the bird fly away? Yes, it did.</li> <li>2. Did the hyena fly away? No, it did not.</li> </ol>			Did the	zebra dog bird monkey hyena	fly away?  run away?
Did the	zebra dog bird monkey hyena	fly away?  run away?				
<b>ACTIVITY 3</b>	<p><b>Complete the sentences using the words in brackets</b></p> <p><b>Example</b></p> <p>The crocodile is <u>bigger</u> than an insect. (big)</p> <ol style="list-style-type: none"> <li>1. The bird is .....than the elephant. (small)</li> <li>2. The hippopotamus is .....than the fish. (big)</li> <li>3. The giraffe is .....than the hyena. (tall)</li> <li>4. The buffalo is .....than the monkey. ( fat)</li> <li>5. The owl is .....than the insect. ( big)</li> </ol> <p style="text-align: center;"><b>Well done</b></p>					

## LESSON THREE

Dear learner, in this lesson you are going to rearrange the sentences in correct order to make a sensible story. You will need an exercise book and pencil to do some writing.

ACTIVITY	WHAT TO DO
ACTIVITY 1	<p><b>Rearrange the sentences below in correct order to make A sensible story.</b></p> <ol style="list-style-type: none"><li>1. It was very dirty and full of dust.</li><li>2. We should always clean the water containers in our homes.</li><li>3. After cleaning it, it rained and he harvested clean water.</li><li>4. One day, Kasujja decided to clean his tank.</li><li>5. They used the water for cooking, drinking and washing clothes.</li></ol>
HEALTH TIP	<p><b>Stay home. Schools and most other places are closed for now. Experts are asking people to stay home. When people stay at home and don't visit others, germs can't spread.</b></p>

## BIRDS AND INSECTS

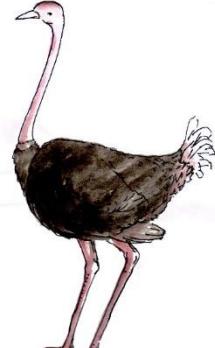
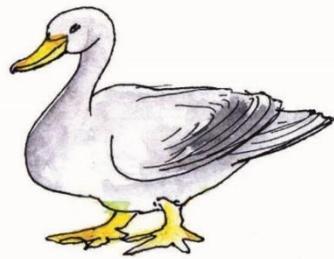
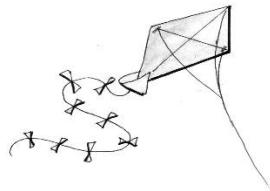
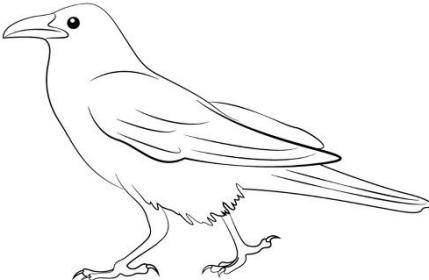
### LESSON ONE

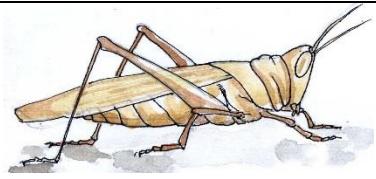
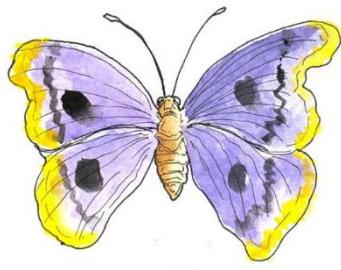
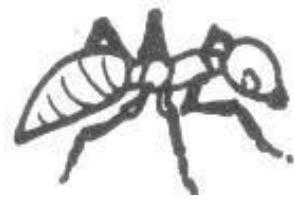
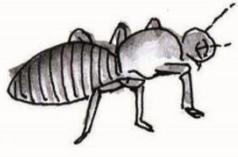
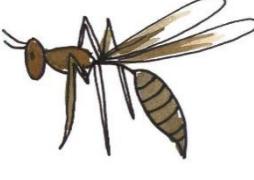
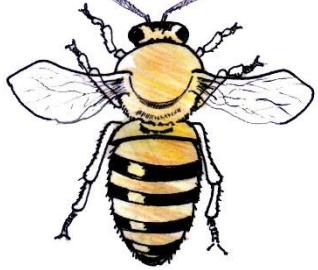
#### HELLO LEARNER, YOU ARE WELCOME TO THIS LESSON.

In this lesson you are going to learn new words, read new words and write new words:  
Bat, hen, crow, duck, ostrich, turkey, eagle, crested crane, white ant, bee, wasp, hive,  
nest, hutch.

You will also give the plurals of the words given.

Get an exercise book and pencil to do some writing.

ACTIVITY	WHAT TO DO		
ACTIVITY 1	Look at the pictures and read the words		
	 Turkey	 Ostrich	 Bat
	 Duck	 Crested Crane	 Eagle
	 Kite	 Hen	 Crow

<b>ACTIVITY 2</b>	Get your exercise book and pencil then draw and write the words		
<b>ACTIVITY 3</b>	<b>Study the pictures and read the sentences</b>		
			
	We eat grasshoppers	A butterfly pollinates flowers	Black ants have no wings
			
	White ants are found in an ant hill.	A wasp is a harmful insect.	A bee lives in a hive.
<b>ACTIVITY 4</b>	<b>Give the plurals of these words.</b>		
	Examples hen – hens		
	1. Wasp .....	6. Grasshopper .....	
	2. Duck.....	7. Eagle .....	
	3. Pigeon.....	8. Cockroach .....	
	4. Nest .....	9. Bee .....	
	5. Hen .....	10. Crow .....	
	<b>Well Done!</b>		
<b>HEALTH TIP</b>	<b>AVOID TOUCHING YOUR EYES, NOSE, AND MOUTH WITH UNWASHED HANDS.</b>		

## LESSON TWO

Dear learner, in this lesson you are going make sentences using the following structures

**7. What are these/those?**

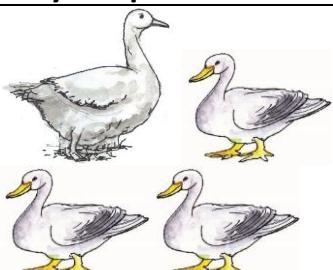
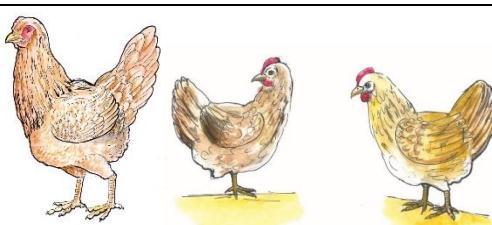
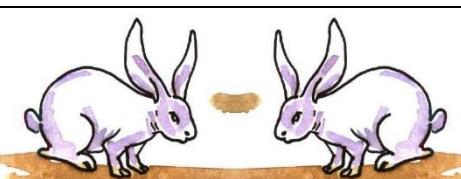
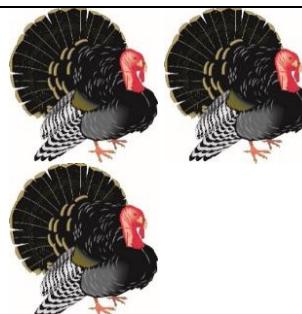
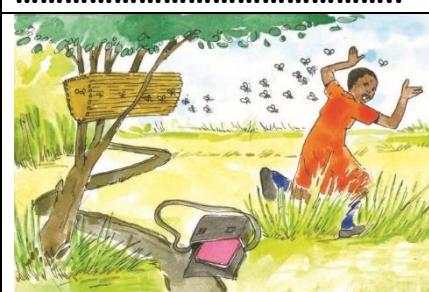
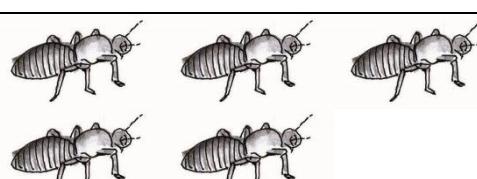
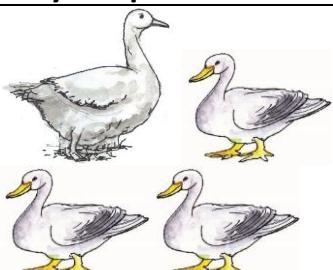
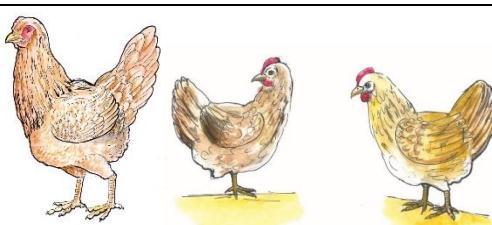
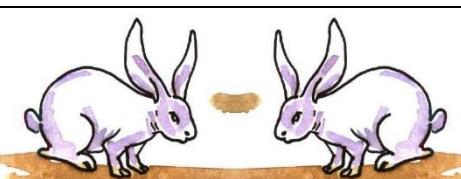
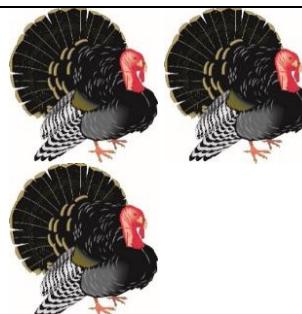
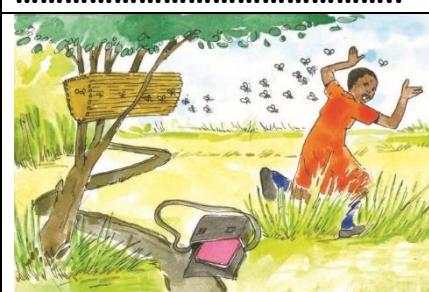
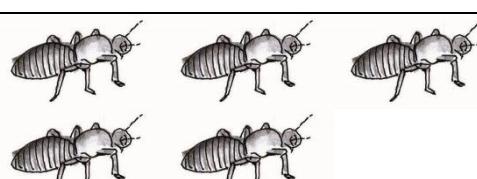
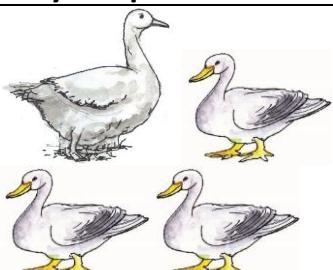
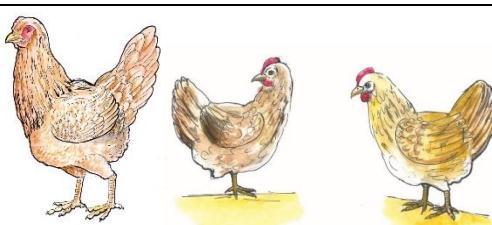
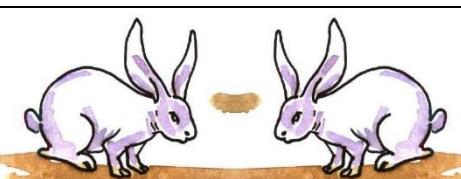
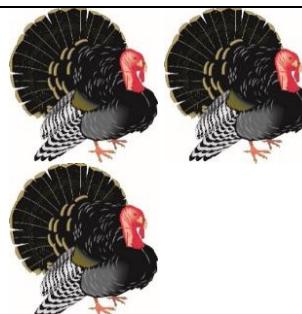
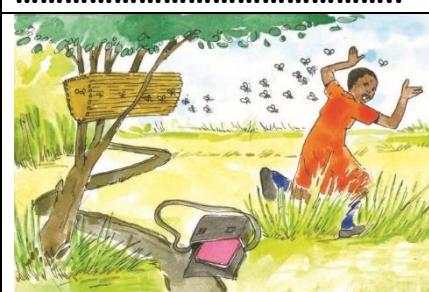
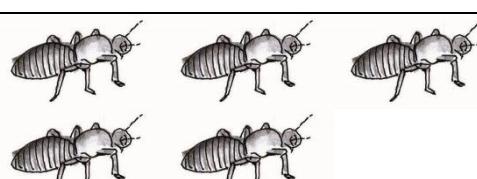
These/those are .....

**8. Are these/those .....?**

Yes, they are.

No, they are not.

**9. Whose ..... are these/those?**

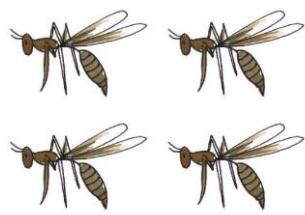
ACTIVITY	WHAT TO DO						
<b>ACTIVITY 1</b>	<p><b>Study the pictures and answer the questions</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 10px;">  <p><b>What are these?</b> These are ducks</p> </td><td style="text-align: center; padding: 10px;">  <p><b>What are those?</b> Those are hens</p> </td></tr> <tr> <td style="text-align: center; padding: 10px;">     <p><b>What are those?</b></p> <p>.....</p> </td><td style="text-align: center; padding: 10px;">  <p><b>What are these?</b></p> <p>.....</p> </td></tr> <tr> <td style="text-align: center; padding: 10px;">  <p><b>What are these?</b></p> <p>.....</p> </td><td style="text-align: center; padding: 10px;">  <p><b>What are those?</b></p> <p>.....</p> </td></tr> </table>	 <p><b>What are these?</b> These are ducks</p>	 <p><b>What are those?</b> Those are hens</p>	  <p><b>What are those?</b></p> <p>.....</p>	 <p><b>What are these?</b></p> <p>.....</p>	 <p><b>What are these?</b></p> <p>.....</p>	 <p><b>What are those?</b></p> <p>.....</p>
 <p><b>What are these?</b> These are ducks</p>	 <p><b>What are those?</b> Those are hens</p>						
  <p><b>What are those?</b></p> <p>.....</p>	 <p><b>What are these?</b></p> <p>.....</p>						
 <p><b>What are these?</b></p> <p>.....</p>	 <p><b>What are those?</b></p> <p>.....</p>						

**ACTIVITY 2**

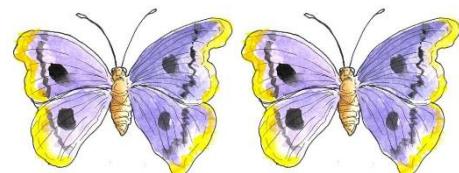
Study the pictures and answer the questions correctly.



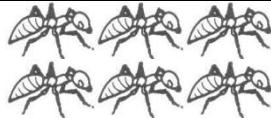
Are these bats?  
Yes, they are.



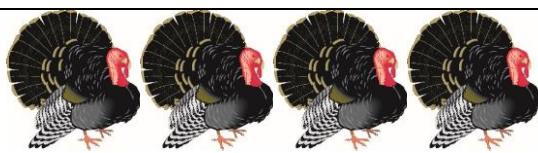
Are those butterflies?  
No, they are not.



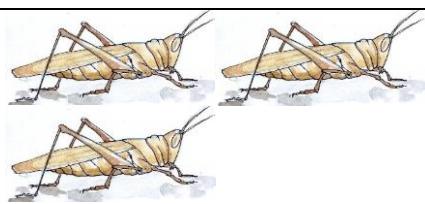
Are these wasps?



Are those black ants?



Are these turkeys?



Are those bees?

**ACTIVITY 3**

Study the table showing the names and animals each person owns.

Names	Animals
Odoch	turkeys
Kobusingye	cows
Kakuru	pigeons
Chebet	ducks
Nalubega	hens

**Example**

Whose turkeys are these?

These are Odoch's turkeys.

They are Odoch's turkeys.

1. Whose hens are those?
2. Whose cows are these?
3. Whose ducks are those?
4. Whose pigeons are these?

**WELL DONE!**

## LESSON THREE

Dear learner in this lesson you are going to

- read a story and answer the questions about it
- recite the rhyme.

ACTIVITY	WHAT TO DO
ACTIVITY 1	<p><b>Read the story and use it to answer the questions.</b></p> <p><u>The two great friends.</u></p> <p>Once upon a time, there were two friends. These were grasshopper and the bee. The two worked together but lived separately. Everyday, grasshopper would enjoy sitting in the sun. It kept opening its wings to people passing by. The bee never wasted time. Everyday, the bee goes to collect food to eat. It also stored some food to eat during the famine.</p> <p>One day, there was a serious famine in the village. Grasshopper had no food to eat. She decided to go to the bee to beg for food. The bee laughed and told the grasshopper to stop being lazy.</p> <p>The bee was kind enough and gave the grasshopper very little food. Since that time, grasshopper learned to work hard.</p> <p><b>Answer the questions in full sentences.</b></p> <ol style="list-style-type: none"><li>1. Name the insects mentioned in the story.</li><li>2. Which insect was hardworking?</li><li>3. Who had no food to eat?</li><li>4. Give the opposite of the word lazy.</li><li>5. What is the title of the story?</li></ol>
ACTIVITY 2	<p><b>Recite the rhyme</b></p>  <p>Crested crane in the bush A crested crane in the zoo Walking gently and proudly Beautiful, with colours of the Uganda flag Ever Peaceful and walking in pairs.</p>
HEALTH TIP	<b>ALWAYS USE HANDKERCHIEF TO COVER YOUR MOUTH WHEN SNEEZING</b>

## **CARE FOR INSECTS, BIRDS AND ANIMALS.**

# LESSON ONE

## Dear learner, in this lesson you are going to

- Practice reading the following words  
Clean, sweep, rabbit, hen, hive, hutch, treat, kraal, sheep, feed.
  - Fill in the missing letters.
  - Read the sentences correctly.

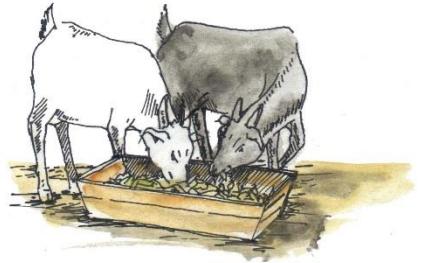
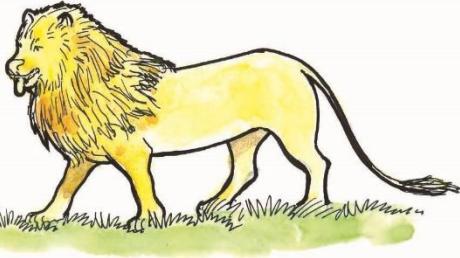
You will need an exercise book and pencil to do some writing

## LESSON TWO

Dear learner, in this lesson you are going to  
**Make sentences using the given structures**

- **What does a (rabbit, lion, sheep) eat?**  
It eats ..... (meat, grass, leaves)
- **Does a ..... (rabbit, cow, lion) live in a .... (kraal, hutch, den)?**  
Yes, it does.  
No, it does not, it lives in the .... (kraal, hutch, den)

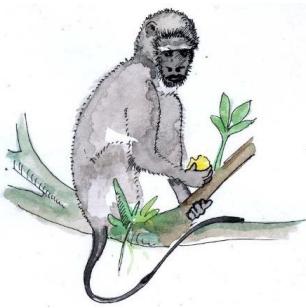
You will need an exercise book and pencil to do some writing

ACTIVITY	WHAT TO DO
ACTIVITY 1	<p><b>Answer the questions correctly using the given words in the brackets.</b></p> <ol style="list-style-type: none"><li>1. What does a cow eat? (grass)</li><li>2. What does a lion eat? (meat)</li><li>3. What does a rabbit eat? ( leaves)</li><li>4. What does a goat eat? ( grass)</li><li>5. What does a dog eat? ( meat)</li></ol>
ACTIVITY 2	<p><b>Study the pictures and read the sentences</b></p> <div style="display: flex; justify-content: space-around;"><div style="text-align: center;"><p>A goat lives in a pen</p></div><div style="text-align: center;"><p>A rabbit lives in a hutch</p></div></div> <div style="display: flex; justify-content: space-around;"><div style="text-align: center;"><p>A horse lives in a stable</p></div><div style="text-align: center;"><p>A lion lives in a den</p></div></div> <p><b>Answer the questions.</b></p> <ol style="list-style-type: none"><li>1. Does a lion live in a den?</li><li>2. Does a cow live in a kennel?</li><li>3. Does a goat live in a pen?</li><li>4. Does a rabbit live in a hutch?</li><li>5. Does a sheep live in a pen?</li></ol> <p><b>WELLDONE!</b></p>

## LESSON THREE

Dear learner in this lesson you are going to

- Read a story and answer questions about it.
- Fill in the gaps with the given words in a guided composition.

ACTIVITY	WHAT TO DO
ACTIVITY 1	<p><b>Read the story and use it to answer the questions.</b></p> <p><b>Entebbe Wildlife Centre</b></p> <p>My name is Tanga. I go to Terengo Primary School. I am in P.3. Last holiday, I visited my aunt in Entebbe. She was happy to see me. The next day, she took me to Entebbe Wildlife Centre. When we reached there, I saw many animals like lions, tigers, buffaloes, elephants, zebras and monkeys. I loved seeing a monkey eat a banana.</p>  <p>Later a gentleman took us around. We saw many people caring for animals in different ways. There was a man feeding the lions in their den. The veterinary doctor was treating a sick chimpanzee. Other people were cleaning the places where different animals stay. We enjoyed the visit at the Wildlife Centre. I was very happy with my aunt. I learned a lot about wild animals.</p> <p><b>Answer the questions in full sentences.</b></p> <ol style="list-style-type: none"><li>1. What class was Tanga?</li><li>2. Who was treating a sick monkey?</li><li>3. What two animals did Tanga see at the Wildlife Centre?</li><li>4. What is the title of the story?</li></ol>
ACTIVITY 2	<p>Fill in the gaps with the given words in the box below</p> <p><b>Care, bags, cage, chicken, pet, decoration, meat</b></p> <p>People keep animals at home for many reasons. We get milk and ..... from a cow. The skin of a cow is used to make ..... and belts.</p> <p>We keep birds for eggs and ..... The feathers of birds are used for ..... They are very beautiful. A parrot is kept as a ..... bird. It lives in a .....</p> <p>When we keep animals at home, we should ..... For them.</p> <p><b>Well done.</b></p>

## LIVING THINGS: PLANTS IN OUR SUB-COUNTY

### PLANTS AND THEIR HABITANTS

#### LESSON ONE

##### HELLO LEARNER, YOU ARE WELCOME TO THIS LESSON.

In this lesson you are going to learn new words about plants and their habitants that we find in our sub-county.

- The new words are Maize, yam, sisal, swamp, water, tins, garden, flower, dry, sack.
- Spelling the new words
- Writing the new words
- Studying pictures and reading sentences.
- Reading sentences and answering questions.

ACTIVITY	WHAT TO DO
ACTIVITY 1	<p>Get your exercise book and pencil, read and write down the following words and draw the pictures.</p> <p>Maize, yam, sisal, swamp, tins, garden, flower, sack</p>
ACTIVITY 2	<p><b>Study the pictures and read the sentences</b></p> <p>We use sisal to make sacks.</p>  <p>We grow crops in the garden.</p>  <p>We keep flowers in the tins.</p>  <p>We get water from the swamp.</p> 

<b>ACTIVITY</b> <b>3</b>	<p><b>Read the sentences.</b></p> <ol style="list-style-type: none"><li>1. We plant rice in the swamp.</li><li>2. Sisal grows in dry and rocky places.</li><li>3. The rose flower was planted in the tin.</li><li>4. Mr Ochan has a big maize garden.</li><li>5. Yams are food crops.</li></ol> <p><b>Answer the questions.</b></p> <ol style="list-style-type: none"><li>1. Who has a big maize garden?</li><li>2. Where do we plant rice?</li><li>3. Where was the rose flower planted?</li><li>4. Are yams food crops?</li><li>5. What do we grow in dry and rocky places?</li></ol> <p><b>WELL DONE!</b></p>
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## LESSON TWO

**Dear learner, in this lesson you are going to make sentences using the given structures**

- Who planted... (flowers, maize, sisal) in the ... (garden, swamp)?  
Janet/Eric planted... (flowers, maize, sisal) in the ... (garden, swamp).
- What did ... (she/he/they/you) do?  
(She/he/they/I) planted (maize, sisal, yams).
- Where did (he/she/they/we/you)

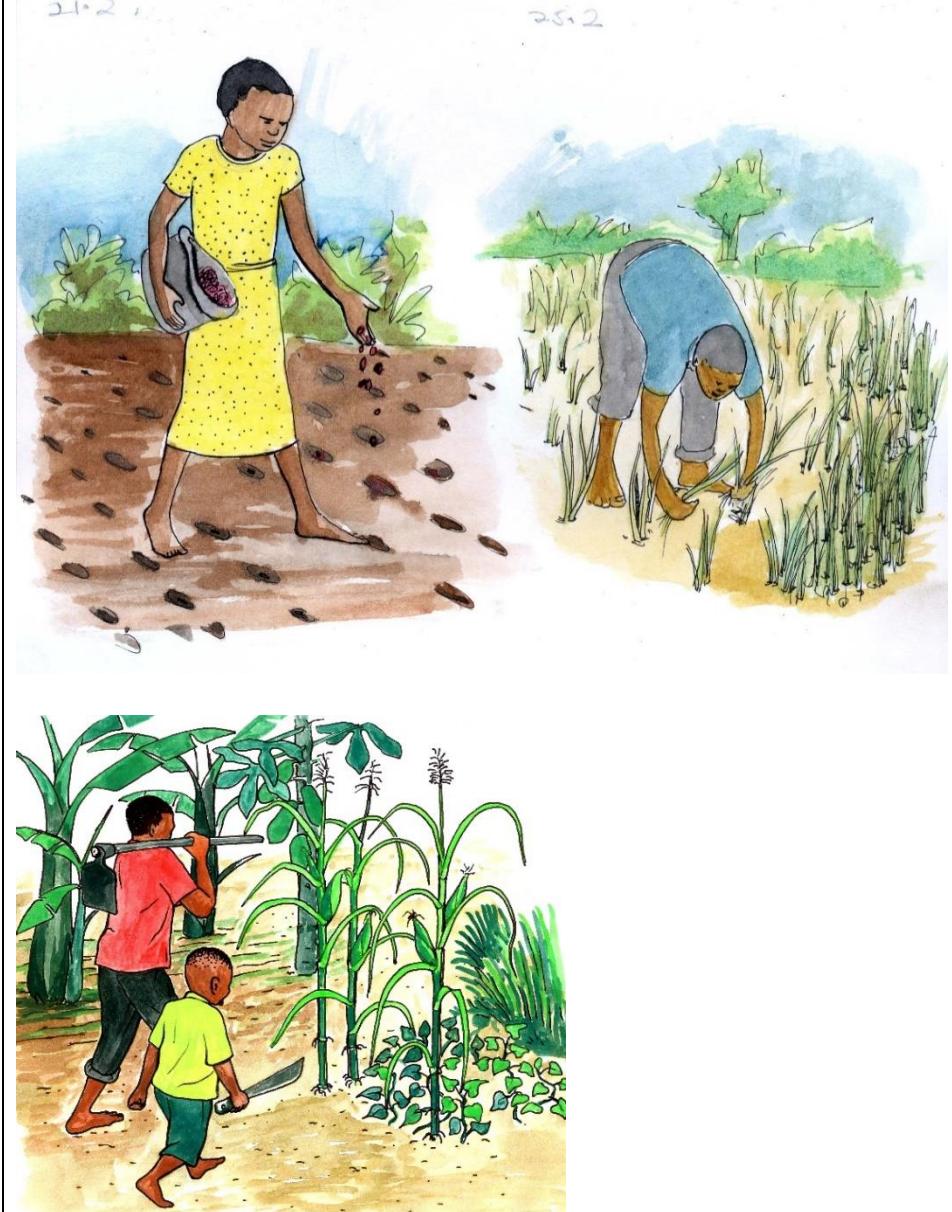
You will need an exercise book and pencil to do some writing

ACTIVITY	WHAT TO DO					
ACTIVITY 1	<p><b>Answer the questions using the name in the brackets.</b></p> <p><b>Example</b></p> <p>Who planted yams in the swamp? (Jane) <u>Jane planted yams in the swamp.</u></p> <p><u>He planted yams in the swamp.</u></p> <ol style="list-style-type: none"><li>1. Who planted Beans in the garden? (Eric) .....</li><li>2. Who planted flowers in the tins? (Obbo, Henry and Teresa) .....</li><li>3. Who planted sisal in the garden? (Chandiru) .....</li></ol>					
ACTIVITY 2	<p><b>Form the correct questions and answers from the table below.</b></p> <table border="1"><tr><td>He She They We I</td><td>planted</td><td>Beans Yams Flowers Sisal Cactus Race cabbages</td><td>in</td><td>the swamp. the garden. tins. a dry and rocky place.</td></tr></table> <p><b>Example</b></p> <p><b>Question:</b> What did he do?</p> <p><b>Answer:</b> He planted beans in the garden.</p>	He She They We I	planted	Beans Yams Flowers Sisal Cactus Race cabbages	in	the swamp. the garden. tins. a dry and rocky place.
He She They We I	planted	Beans Yams Flowers Sisal Cactus Race cabbages	in	the swamp. the garden. tins. a dry and rocky place.		
ACTIVITY 3	<p><b>Answer the questions below.</b></p> <p><b>Example</b></p> <p><b>Where did he plant cactus?</b></p> <p><u>He planted cactus in the garden.</u></p> <ol style="list-style-type: none"><li>1. Where did she plant maize?</li><li>2. Where did they plant flowers?</li><li>3. Where did you plant carrots?</li><li>4. Where did he plant sisal?</li><li>5. Where did they plant yams?</li></ol>					

## LESSON THREE

Dear learner you are welcome to this lesson. In this lesson you are going to:

- Read a short story and answer questions about the story.
- Read a poem.

ACTIVITY	WHAT TO DO
ACTIVITY 1	<p>Read the story carefully and answer questions in complete sentences</p>  <p>Mr Mayanja lives in Masaka village. He grows many different crops on his farm. Mr Mayanja grows maize and beans in his garden. His wife helps him in weeding. During the weekend, the children help him to spray the beans. Mr Mayanja has a swamp on his farm. He plants yams and vegetables in the swamp. Mr Mayanja gets most of the food they feed on from his garden.</p> <p>In the dry season, he harvests maize and beans. Mr Mayanja keeps some of the maize he harvests in his store. He sells some to raise money for his</p>

	<p>children's school fees as well as up keep at home.</p> <p><b>Answer questions below in full sentences</b></p> <ol style="list-style-type: none"> <li>6. Who is the farmer?</li> <li>7. What crops does Mr Mayanja grow?</li> <li>8. Where does he plant yams and vegetables?</li> <li>9. What do the children do during the weekend?</li> <li>10. In which season does he harvest maize and beans?</li> </ol>
<b>ACTIVITY 2</b>	<p><b>Read the Poem</b></p> <p>The importance of swamps.</p> <p>Swamps Swamps Swamps</p> <p>You are my mother, We grow crops in the swamps, We get water from the swamps, We get clay from the swamps, We get fish from the swamps,</p> <p>Swamps Swamps Swamps</p> <p>I love you mother, We must not build in the swamps, We must not reclaim the swamps, We must not dump waste in the swamps, We must keep the swamps safe.</p>
<b>HEALTH TIP</b>	<p><b>As learners you are very important and therefore need information and ways of protecting yourselves and others in the home from things that can hurt/harm at home, if you see or hear any, report this to any adult at home.</b></p>

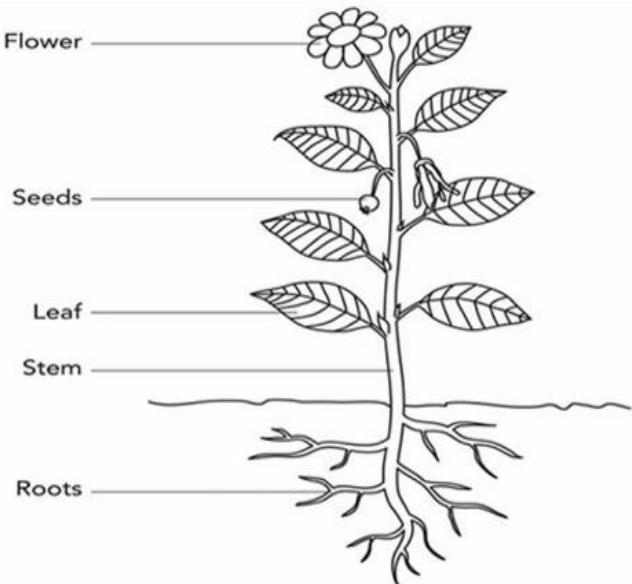
## PARTS OF A FLOWERING PLANT AND THEIR USES

### LESSON ONE

Dear learner you are welcome to this lesson. In this lesson you are going to:

- learn new words about flowering plants in our sub county(Root, stem, leaf, flower, seed, food, medicine, money, decorate)
- Read the new words
- Read the parts of a flowering plant.
- Read sentences and answering questions
- Rearrange letters to form correct words
- Give plurals of words.

Now get your exercise book and pencil ready with you before you start the lesson.

ACTIVITY	WHAT TO DO
ACTIVITY 1	<b>Read, spell and write the following words</b> Root, stem, leaf, flower, seed, food, medicine, money, decorate
ACTIVITY 2	Read the parts of a flowering plant. 
ACTIVITY 3	<b>Read the following sentences</b> <ol style="list-style-type: none"><li>1. We get firewood from trees.</li><li>2. Flowers are used to decorate homes.</li><li>3. The roots hold the plants in the soil.</li><li>4. Plants are the main source of food.</li><li>5. The leaves help the plants to make their own food.</li><li>6. We sell seeds to get money.</li><li>7. We get fuel from plants.</li></ol>

	<b>Answer the questions correctly.</b> 1. What are the uses of flowers? 2. What is the main source of food? 3. Where do we get firewood from? 4. What can we sell to get money? 5. Why are roots important to a plant?
<b>ACTIVITY 4</b>	<b>Rearrange letters to form correct words</b> 1. tsoor ..... 6. oodf ..... 2. dese ..... 7. mets ..... 3. afel ..... 8. decrotiona ..... 4. lofwre ..... 9. menedici .....
<b>ACTIVITY 5</b>	<b>Give plurals of words.</b> 1. Seed ..... 4. Root ..... 2. Leaf ..... 5. Flower ..... 3. Stem ..... 6. Plant ..... <b>Well-done!</b>
<b>Health tip</b>	<b>Use sanitizer to clean your hands and kill the germs.</b>

## LESSON TWO

**Dear Learner, in this lesson you are going to make sentences using**

- (Sarah, Musa, Tom) has .... (flowers, seeds, leaves)
- Who has .... (flowers, seeds, leaves)?  
(He/she/they/we/you) ... (has/have) .... (flowers, seeds, leaves).
- Whose .....(flowers, seeds, leaves) are these/those?  
They are (Sarah's, Musa's, Tom's).

Get yourself a pencil and an exercise book to write.

ACTIVITY	WHAT TO DO
ACTIVITY 1	<b>Fill in the sentences using the correct form of the given words in the brackets.</b> 1. Victor has purple ..... (flower) 2. Sarah has .....in her hand. (seed) 3. Tom has ..... (root) 4. Musa has five ..... (leaf)
ACTIVITY 2	<b>Study the pictures and read the sentences</b>  Lunkuse has flowers. She has flowers  Obbo has a stem. He has a stem.  Talemwa has roots. He has roots.  Adikini has leaves. She has leaves.

	<p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. Who has leaves? .....</li> <li>2. Who has a stem? .....</li> <li>3. Who has flowers? .....</li> <li>4. Who has roots? .....</li> </ol>
<b>ACTIVITY 3</b>	<p><b>Read and answer the questions correctly</b></p> <p><b>Example</b></p> <p><b>Whose leaves are these? (Joan)</b></p> <p><b>They are Joan's leaves.</b></p> <ol style="list-style-type: none"> <li>1. Whose plants are these? (Kwagala)</li> <li>2. Whose fruits are those? (Lydia)</li> <li>3. Whose roots are these? (Ssula)</li> <li>4. Whose stems are those? (Amanda)</li> <li>5. Whose flowers are these? (Tumusiime)</li> </ol> <p><b>Well done!</b></p>

## LESSON THREE

Dear learner, in this lesson you are going to read a passage and answer questions about it.

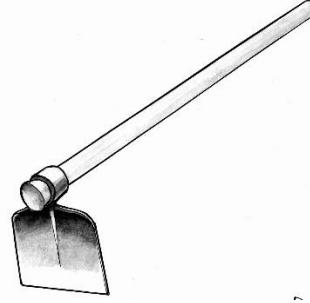
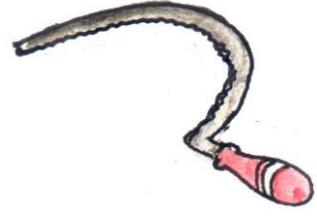
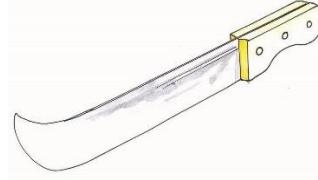
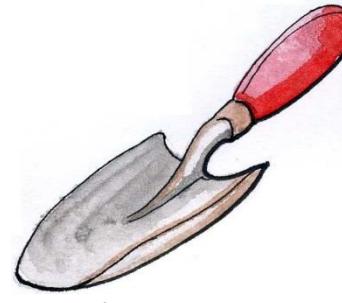
ACTIVITY	WHAT TO DO
ACTIVITY 1	<p><b>Read the passage and answer the questions.</b></p> <p>Flowering plants.</p> <p>Flowering plants are plants which give us flowers. The plants have three main parts. These parts are roots, stems and leaves.</p> <p>The parts of a flowering plant are very important to the plant. The roots hold the plant firmly in the soil. Roots also help the plant to absorb water and mineral salts. The plant needs the mineral salts to grow well. Some roots also store food for the plant.</p> <p>The leaves help the plant to make their own food. Leaves also protect the young buds of the plant from too much sunshine.</p> <p>The stems hold the leaves on the plant. When the leaves are spaced well, they receive enough sunlight. Flowers are also very important. We get seeds from flowers.</p> <p><b>Answer the questions in full sentences.</b></p> <ol style="list-style-type: none"><li>1. What are flowering plants?</li><li>2. Give one use of leaves to a plant.</li><li>3. Where do we get seeds from?</li><li>4. What holds the plant firmly in the soil?</li><li>5. Why do plants need mineral salts?</li></ol> <p><b>WELL DONE</b></p>
HOME TIP	You can read while at home even when schools are closed because you have a right to education no matter whether you are a boy or girl. Take time to read carefully and learn as much as you can.

## CROP GROWING PRACTICE

### LESSON ONE

Dear learner, you are welcome to this lesson about the crop growing practice and you will:

- Read, spell and write the new words.
- Study the pictures and names of the tools.

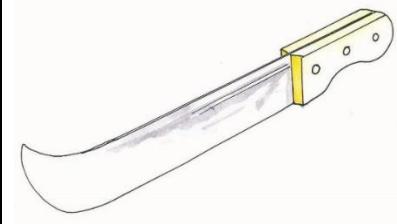
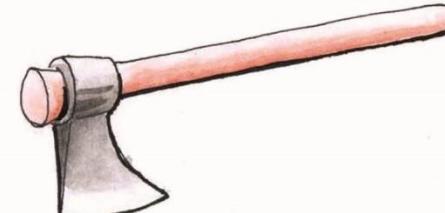
ACTIVITY	WHAT TO DO
ACTIVITY 1	Get your exercise book and pen, read, spell and write the following words correctly Hoe, garden, tool, panga, slasher, plant, dig, plough, weed, water, dry, store, field, ground.
ACTIVITY 2	<b>Study the pictures and read the names of the tools below</b>  Watering can  Hoe  Sickle   Panga  Trowel  Wheel barrow
Health tip	Always wear a mask when in public places or big gatherings.

## LESSON TWO

Dear learner, you are welcome to this lesson about sentence making using:

- Where is the ... (Panga/slasher/hoe)?
- The ... (Panga/slasher/hoe) is in/on/under the .... (store/house/ground/bed).
- When did .... (you, he, she, they) ..... (plant, plough, weed) the ... (seeds, crops)?  
(I, she, he, they).... (planted, ploughed, weeded) the ... (seeds, crops, garden) in the  
..... (first, second, third) month of the year.

**Make sure you have your exercise book and pencil**

ACTIVITY	WHAT TO DO
ACTIVITY 1	<p><b>Study the pictures and complete the sentences.</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>The slasher is ..... The store.</p> </div> <div style="text-align: center;">  <p>The hoe is .....the house.</p> </div> </div>
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>The wheel barrow is .....the field.</p> </div> <div style="text-align: center;">  <p>The plough is .....the garden</p> </div> </div>
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>The panga is ..... the ground.</p> </div> <div style="text-align: center;">  <p>The axe is .....the bed</p> </div> </div>

**ACTIVITY 2**

Fill in the guided composition with the given words.

third,	harvested,	sixth,
planted,	seventh,	seeds,
tenth,	garden,	fourth

Musinguzi ploughed his ..... in the first month of the year. He ..... crops in the second month of the year. In the ..... month of the year, he weeded the crops. He sprayed his crops in the ..... month of the year. In the fifth and ..... month of the year, he pruned the crops. He mulched the garden in the ..... month of the year. In the eighth month of the year, he ..... crops. He dried the ..... in the ninth month of the year. He packed seeds in the ..... month and sold them in the eleventh month of the year. Musinguzi bought clothes for his wife and children from the money he got from his crops in the twelfth month.

## LESSON THREE

Dear learner you are welcome to this lesson you are going to read a dialogue and answer questions.

ACTIVITY	WHAT TO DO
ACTIVITY 1	<p><b>Read the dialogue</b></p>  <p>Maria: Julius, what are you doing? Julius: I am ploughing the garden. Maria: What are you using to plough the garden? Julius: I am using an ox plough to plough. Maria: What are you going to plant in your garden? Julius: I am going to plant different plants in my garden.</p> <p><b>Answer the following.</b></p> <ol style="list-style-type: none"><li>1. Who is ploughing the garden?</li><li>2. What is he using to plough the garden?</li><li>3. What is the name of the girl who is talking to Juma?</li></ol> <p><b>Well-done!</b></p>
HOME TIP	<p><b>When you feel sad, worried, confused about your learning and school, please talk to someone you trust in your home, like your parent or brother/ sister to help you.</b></p>

## MANAGING RESOURCES IN OUR SUB-COUNTY

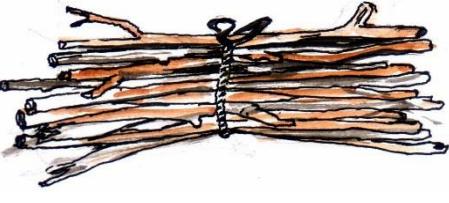
### SAVING RESOURCES

#### LESSON ONE

**Dear learner you are welcome to this lesson. In this lesson you are going to:**

- learn new words (Time, money, bank, firewood, waste, plant, charcoal, save, need, box)
- read and spell new words
- Choosing the correct words to fill in sentences.

**Now get your exercise book and pencil ready with you before you start the lesson.**

ACTIVITY	WHAT TO DO
<b>ACTIVITY 1</b>	<b>Read, spell and write the words</b> Time, money, bank, firewood, waste, plant, charcoal, save, need, box.
<b>ACTIVITY 2</b>	<b>Study the pictures and read the words</b> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>charcoal</p> </div> <div style="text-align: center;">  <p>firewood</p> </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>time</p> </div> <div style="text-align: center;">  <p>money</p> </div> </div>
<b>ACTIVITY 3</b>	<b>Choose the correct words from the brackets to fill in the sentences.</b> <ol style="list-style-type: none"> <li>1. Do not ..... water at school. (west, waste)</li> <li>2. We keep money safely in the ..... (shop, bank)</li> <li>3. We use ..... for cooking food. (box, firewood)</li> <li>4. Mother keeps money in a saving ..... (book, box)</li> <li>5. A plant ..... water and fertile soil to grow well. (needs, money)</li> <li>6. How much is a ..... of firewood? ( bundle, bag)</li> </ol>

## LESSON TWO

Dear learner you are welcome to this lesson. You are going to make sentences using these structures:

- Do you have enough (time/firewood/money/charcoal)?  
Yes, I/we do have.  
No, I/we don't.
  - How (many/much) ..... (time/firewood/money/charcoal/plants/bundles) do you have?  
I have ..... (5 boxes/ 2 bundles/ one hour/ 500 shillings/ 3 sacks)
  - (He/she/they/we/I) keep (money, charcoal, firewood) in the .... (bank, store)
- Get yourself a pencil and an exercise book to write.

ACTIVITY	WHAT TO DO						
ACTIVITY 1	<p><b>Answer the questions below.</b></p> <p><b>Example:</b> Do you have enough time? <u>Yes, I do have.</u></p> <p><b>Do you have enough firewood?</b> <u>No, I do not.</u></p> <ol style="list-style-type: none"><li>1. Do you have enough charcoal? Yes, .....</li><li>2. Do you have enough money? No, .....</li><li>3. Do you have enough food? Yes, .....</li><li>4. Do we have enough fuel? Yes, .....</li><li>5. Do you have enough water? No, .....</li><li>6. Do we have enough cement? No, .....</li></ol>						
ACTIVITY 2	<p><b>Ask questions in table A and get their answers from table B</b></p> <p><b>Table A</b></p> <table border="1"><tr><td>How</td><td>many much</td><td>boxes money time bundles of firewood sacks of charcoal</td><td>do you have?</td></tr></table> <p><b>Table B</b></p> <table border="1"><tr><td>I have</td><td>one hour. three hundred shillings. five boxes. two sacks of charcoal. four bundles of firewood.</td></tr></table>	How	many much	boxes money time bundles of firewood sacks of charcoal	do you have?	I have	one hour. three hundred shillings. five boxes. two sacks of charcoal. four bundles of firewood.
How	many much	boxes money time bundles of firewood sacks of charcoal	do you have?				
I have	one hour. three hundred shillings. five boxes. two sacks of charcoal. four bundles of firewood.						

<b>ACTIVITY 3</b>	<p><b>Make sentences from the table.</b></p> <table border="1" data-bbox="304 168 1448 437"> <tbody> <tr> <td>Sheila Solomon</td><td>has</td><td rowspan="2">money monkey firewood charcoal</td></tr> <tr> <td>She He</td><td>had</td></tr> <tr> <td>We They</td><td>have</td><td></td></tr> </tbody> </table>			Sheila Solomon	has	money monkey firewood charcoal	She He	had	We They	have	
Sheila Solomon	has	money monkey firewood charcoal									
She He	had										
We They	have										
<b>ACTIVITY 4</b>	<p><b>Answer the questions below.</b></p> <p><b>Example</b>  <b>Where does Kembabazi keep money? (box)</b>  <b>She keeps money in a box.</b></p> <ol style="list-style-type: none"> <li>1. Where does Okumu keep sorghum? (granary)</li> <li>2. Where do we keep money safely? (bank)</li> <li>3. Where does he keep charcoal? (store)</li> <li>4. Where do they keep clothes? (suitcase)</li> <li>5. Where do you keep coins? (bag)</li> </ol> <p><b>WELLDONE!</b></p>										

## LESSON THREE

Dear learner, you are welcome to this new lesson. You are going to read a passage and answer the questions that follow in full sentences.

ACTIVITY	WHAT TO DO
ACTIVITY 1	<p><b>Read the passage and answer the questions that follow in full sentences</b></p> <p><b>Saving Resources</b></p> <p>There are many basic resources in my sub-county. These are water, land, money and food. People in my sub county use charcoal and firewood as fuel. They cut trees to make charcoal. Trees help us in formation of rainfall. Farmers will grow crops when there is enough rain. People should stop cutting down trees. It is a bad practice. Trees are a resource in our environment.</p> <div style="display: flex; justify-content: space-around;"></div> <p>There are many ways through which we can save resources. We can save charcoal and firewood by cooking food which is enough. This will help you to save time and avoid being wasteful.</p> <p>Another resource we can save is water. We should turn off taps and harvest rain water in the wet season.</p> <p>Lastly, there are several why people need to save. We save resources to avoid wastage. We also save to meet our needs and live a better life.</p> <p><b>Answer the questions in full sentences.</b></p> <ol style="list-style-type: none"><li>1. Give two main basic resources in our sub-county.</li><li>2. How can you save charcoal and firewood?</li><li>3. Why are trees important to us?</li><li>4. Why do we save resources?</li></ol> <p><b>WELL DONE</b></p>
HOME TIP	<p><b>Children, as you stay at home some people may hurt you by beating, using abusive language and bad touches that make you unhappy, report this immediately to your parents or any other adult you trust at home.</b></p>

## LESSON ONE

Dear learner, you are welcome to new topic. You are going to

- Read, spell and write the words: Books, sugar, buy, sell, sweets, pancakes, salt, pencils, soap, pens, cost, much/many, money, shillings, some, any.
  - Fill in missing letters to make words.

**Now get your exercise book and pencil ready with you before you start the lesson.**

ACTIVITY	WHAT TO DO								
ACTIVITY 1	<b>Read, spell and write down the following words</b> Books, sugar, buy, sell, sweets, pancakes, salt, pencils, soap, pens, cost, much/many, money, shillings, some, any.								
ACTIVITY 2	<b>Fill in the missing letters.</b> <table><tbody><tr><td data-bbox="327 862 690 882">1. P__n</td><td data-bbox="690 862 1313 882">5. Sh_ll_ng</td></tr><tr><td data-bbox="327 896 690 916">2. M_n_y</td><td data-bbox="690 896 1313 916">6. Panc_k_s</td></tr><tr><td data-bbox="327 929 690 950">3. Sw__ts</td><td data-bbox="690 929 1313 950">7. S_it</td></tr><tr><td data-bbox="327 963 690 983">4. S_ll</td><td data-bbox="690 963 1313 983">8. S_ap</td></tr></tbody></table>	1. P__n	5. Sh_ll_ng	2. M_n_y	6. Panc_k_s	3. Sw__ts	7. S_it	4. S_ll	8. S_ap
1. P__n	5. Sh_ll_ng								
2. M_n_y	6. Panc_k_s								
3. Sw__ts	7. S_it								
4. S_ll	8. S_ap								
HEALTH TIP	<b>REMEMBER TO ALWAYS COVER YOUR MOUTH AND NOSE WITH A TISSUE WHEN YOU COUGH OR SNEEZE OR USE THE INSIDE OF YOUR ELBOW.</b>								

## LESSON TWO

**Dear learner, you are welcome to this lesson**

- You are going to learn making sentences using the given structures
- Study the pictures
- Read the sentences that follow the pictures

Get yourself a pencil and an exercise book to write.

ACTIVITY	WHAT TO DO																								
<b>ACTIVITY 1</b>	<p>Study the pictures and answer the questions</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>What are they buying? .....</p> </div> <div style="text-align: center;">  <p>What is she buying? .....</p> </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>What is she selling? .....</p> </div> <div style="text-align: center;">  <p>What is he selling? .....</p> </div> </div>																								
<b>ACTIVITY 2</b>	<p>Florence and Paul buying items at Araali's shop. This is their shopping list.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Item</th> <th style="text-align: left; padding: 2px;">Quantity</th> <th style="text-align: left; padding: 2px;">Price</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Soap</td> <td style="padding: 2px;">3 bars</td> <td style="padding: 2px;">3,400/=</td> </tr> <tr> <td style="padding: 2px;">Pancakes</td> <td style="padding: 2px;">5 pancakes</td> <td style="padding: 2px;">500/=</td> </tr> <tr> <td style="padding: 2px;">Books</td> <td style="padding: 2px;">7 books</td> <td style="padding: 2px;">4,900/=</td> </tr> <tr> <td style="padding: 2px;">Sugar</td> <td style="padding: 2px;">2 Kilograms</td> <td style="padding: 2px;">5,000/=</td> </tr> <tr> <td style="padding: 2px;">Pencils</td> <td style="padding: 2px;">2 pencils</td> <td style="padding: 2px;">200/=</td> </tr> <tr> <td style="padding: 2px;">Sweets</td> <td style="padding: 2px;">6 sweets</td> <td style="padding: 2px;">600/=</td> </tr> <tr> <td style="padding: 2px;">Salt</td> <td style="padding: 2px;">4 packets</td> <td style="padding: 2px;">2,000/=</td> </tr> </tbody> </table>	Item	Quantity	Price	Soap	3 bars	3,400/=	Pancakes	5 pancakes	500/=	Books	7 books	4,900/=	Sugar	2 Kilograms	5,000/=	Pencils	2 pencils	200/=	Sweets	6 sweets	600/=	Salt	4 packets	2,000/=
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	<p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. How many pancakes does she want?</li> <li>2. How much salt does he want?</li> <li>3. How many bars of soap do you want?</li> <li>4. How much sugar do they want?</li> </ol>
<b>ACTIVITY 3</b>	<p><b>Use “some” or “any” to fill in the gaps.</b></p> <p><b>Example</b></p> <p>There isn't <u>any</u> sugar in the bowl.</p> <p>There are <u>some</u> pens in the cupboard.</p> <ol style="list-style-type: none"> <li>1. Peter found ..... pencils in the set.</li> <li>2. There isn't ..... water in the pot.</li> <li>3. Pamela drank ..... juice from the glass.</li> <li>4. She doesn't have ..... sugar in the sack.</li> <li>5. Mark ate ..... sweets.</li> </ol>

## LESSON THREE

Dear learner, you are welcome to this lesson. In this lesson you are going to

- Study the picture
- Read the story
- Answer questions about the story

ACTIVITY	WHAT TO DO
ACTIVITY 1	<p><b>Study the picture</b></p>  <p><b>Read the story</b></p> <p><b>Daddy's shop</b></p> <p>Everyday, daddy goes to his shop. He sells many things in the shop. He sells books, pencils, pens and sweets to school children. He also sells to them pancakes during break at school. Daddy also sells household items like sugar, salt and soap.</p> <p>Many people buy from his shop. He sells most of the items at a low cost. I love daddy. He is very hardworking. He pays our school fees on time.</p> <p><b>Answer the questions about the story.</b></p> <ol style="list-style-type: none"><li>1. Who sells in the shop?</li><li>2. Give three items daddy sells in the shop.</li><li>3. Why do many people buy from his shop?</li><li>4. What does he use the money he gets from selling in the shop?</li></ol> <p><b>Well done</b></p>
HEALTH TIP	<p>Your safety is important during this COVID-19 period, behave well, do not fight, take care of your personal hygiene, protect yourself and listen to your parents' advice.</p>

## PROJECTS

### LESSON ONE

Dear learner, you are well come to this lesson. In this lesson you are going to learn new words about projects.

**Now get your exercise book and pencil ready with you before you start the lesson.**

ACTIVITY	WHAT TO DO
ACTIVITY 1	<b>Read, spell and write these words.</b> Chicken, bee, trees, grow, keeps, honey, rabbit, vegetable, fruit, bricks, make, grow.
ACTIVITY 2	<b>Use the words above to fill in the blanks.</b> 1. We make ..... From clay. 2. Aisu grows ..... in the garden. 3. The meat of a hen is called ..... 4. We get ..... from bees. 5. Gloria makes juice from ..... 6. ..... act as wind breaks around homes. 7. An apple a day ..... the doctor away.
HEALTH TIP	<b>REMEMBER TO ALWAYS KEEP YOUR HANDS OFF YOUR FACE AS MUCH AS POSSIBLE.</b>

## LESSON TWO

Dear learner in this lesson you are going to make sentences **using**:

- What are you going to ... (grow/make/keep)?
  - I am /we are going to ... (grow/make/keep) ... (vegetables/bricks/ flowers/ fruits)
  - It is better to .... (grow/make/keep) .... ( rabbits, bricks, flowers)
- (Keeping/growing) ... (Chickens/flowers) is better than Keeping/growing) ..... (vegetables/bees)

Get yourself a pencil and an exercise book to write.

ACTIVITY	WHAT TO DO				
ACTIVITY 1	<p><b>Answer the questions.</b></p> <p><b>Example</b></p> <p>What are you going to grow? (vegetables) <u>I am going to grow vegetables.</u></p> <p>What are you going to keep? ( bees) <u>We are going to keep bees.</u></p> <ol style="list-style-type: none"><li>1. What are you going to grow? (flowers)</li><li>2. What are you going to make? (bricks)</li><li>3. What are you going to keep? (chicken)</li><li>4. What are you going to grow? (trees)</li><li>5. What are you going to keep? (rabbits)</li></ol>				
ACTIVITY 2	<p><b>Form correct sentences from the table.</b></p> <table border="1"><tr><td>It is better</td><td>to</td><td>grow make keep</td><td>rabbits flowers bricks chicken fruits</td></tr></table> <p><b>Example</b></p> <p><b>It is better to grow fruits.</b></p>	It is better	to	grow make keep	rabbits flowers bricks chicken fruits
It is better	to	grow make keep	rabbits flowers bricks chicken fruits		
ACTIVITY 3	<p><b>Read the sentences correctly.</b></p> <ol style="list-style-type: none"><li>1. Growing cabbage is better than keeping bees.</li><li>2. Making bricks is better than collecting firewood.</li><li>3. Grazing goats is better than planting flowers.</li><li>4. Growing fruits is better than planting yams.</li></ol> <p><b>Get your exercise book and pencil. Write the above sentences and make five sentences using ..... is better than .....</b></p>				

## LESSON THREE

Dear learner, you are welcome to this lesson. In this lesson you are going to read a story about the project and Answer questions in full sentences.

ACTIVITY	WHAT TO DO
ACTIVITY 1	<p><b>Read the story about the project and answer questions about it.</b></p> <p>Projects are activities carried out in order to gain skills, knowledge and get money. Some of the projects we can start on in our sub county are bee keeping, poultry keeping, flower growing, rabbit keeping, brick making, vegetable growing and craft making.</p> <p>At school, we have started a bee keeping project. We intend to harvest honey for the children at school. We shall also sell some honey and get money. There is enough space for the project at school. The children are also very committed to the project. They provide water to the bees during their free time.</p> <p>The children are very excited. They have gained skills and knowledge about the project. Some of the children are promising to start their own projects at home.</p> <p><b>Answer the questions in full sentences.</b></p> <ol style="list-style-type: none"><li>1. What is a project?</li><li>2. Which project has been started at school?</li><li>3. What is needed to start a project?</li><li>4. Why did the children start the project at school?</li><li>5. What project would you like to start?</li></ol> <p><b>WELL DONE</b></p>
SAFETY TIP	<p><b>As you stay at home some people may hurt you by beating, using abusive language and bad touches that make you unhappy, report this immediately to your parents or any other adult you trust at home.</b></p>

## LIVING IN PEACE WITH OTHERS

## LESSON ONE

**HELLO LEARNER, YOU ARE WELCOME TO THIS LESSON.**

In this lesson you are going to read new words about living in peace with others.

- **New words are :** Sorry, share, give, rules, play, work, excuse, fight, steal, friend, dance, sing, visit, greet, abuse, slap, beat.

ACTIVITY	WHAT TO DO
ACTIVITY 1	<p><b>Read the following words and write them in your exercise book neatly.</b></p> <p>Sorry, share, give, rules, play, work, excuse, fight, steal, friend, dance, sing, visit, greet, abuse, slap, beat.</p>
ACTIVITY 2	<p><b>Study the pictures below and read the sentences.</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>It is good to play with friends</p> </div> <div style="text-align: center;">  <p>Fighting is bad.</p> </div> </div>

## LESSON TWO

Dear learner, you are welcome to this lesson you are going to learn making sentences using the given structures.

ACTIVITY	WHAT TO DO				
ACTIVITY 1	<p>Use the words in the brackets to answer the questions in full sentences.</p> <p><b>Examples</b></p> <p>May I visit you please? (No) No, I am sorry.</p> <p>May I dance with you please? (Yes) Yes, you may.</p> <ol style="list-style-type: none"><li>1. May I play with you please? (Yes)</li><li>2. May I help you please? (No)</li><li>3. May I work with you please? (Yes)</li><li>4. May I dance with you please? (No)</li><li>5. May I eat with you please? (Yes)</li></ol>				
ACTIVITY 2	<p><b>Make correct sentences from the table below.</b></p> <table border="1"><tr><td>You should never</td><td>beat abuse push fight</td><td>your</td><td>friend</td></tr></table>	You should never	beat abuse push fight	your	friend
You should never	beat abuse push fight	your	friend		
ACTIVITY 3	<p><b>Complete the sentences using the given words in brackets.</b></p> <p><b>Examples</b></p> <p>I like <u>playing</u> with friends. (play) I do not like <u>fighting</u>. (fight)</p> <ol style="list-style-type: none"><li>1. I like .....with others. (share)</li><li>2. I do not like .....teachers.(abuse)</li><li>3. I like .....in the choir. (sing)</li><li>4. I do not like .....with friends. (fight)</li><li>5. I like .....my parents. (greet)</li><li>6. I do not like .....the baby.(beat)</li><li>7. I like .....with my sister. (play)</li></ol> <p><b>Welldone!</b></p>				

## LESSON THREE

Dear learner, you are welcome to this lesson you are going to read the story and answer questions about it.

ACTIVITY	WHAT TO DO
ACTIVITY 1	<p>My name is Sharifah. I am in Primary three. My friend is Annabelle. We are in the same class. She is a good girl. We do classwork together. At break time, we sit under a shade near the school gate and share our eats. We take our breakfast very fast and have time to play. When the bell rings, we go back to class.</p> <p>In our class we have rules which guide us to behave well. For example, i have learnt to greet people around me. I also use polite words such as excuse me, when asking for something. I have also learnt the value of saying sorry when I do wrong. It has helped me to live in peace with others.</p> <p><b>Answer the questions.</b></p> <ol style="list-style-type: none"><li>1. Who work together in class?</li><li>2. What do the girls share at break time?</li><li>3. What has helped Sharifah to behave well?</li><li>4. Who is living in peace with others?</li></ol> <p><b>Well done!</b></p>
SAFETY TIP	<p>During this COVID-19 period while you are at home, it is good for you to do work like cooking, cleaning, washing clothes but your parents or older brothers and sisters should protect you from work that harms your health or interferes with your learning.</p>

## CHILDREN'S RIGHTS, NEEDS AND THEIR IMPORTANCE

### LESSON ONE

Dear learner, in this lesson you are going to read new words about Child rights, needs and their importance.

**New words are:** Food, water, school, home, clothes, play, clean, eat, drink, books, father, mother, name, hospital, pen, pencil.

**Now get your exercise book and pencil ready with you.**

ACTIVITY	WHAT TO DO
ACTIVITY 1	<b>Read, spell and write down the following words.</b> Food, water, school, home, clothes, play, clean, eat, drink, books, father, mother, name, hospital, pen, pencil.
ACTIVITY 2	<b>Use the given words in the box to fill in the sentences.</b> <b>(father, pencil, home, clothes, drink)</b> 1. The ..... of a cow is called a kraal. 2. I .....boiled water everyday. 3. My .....takes me to school. 4. Musa writes neatly using a ..... 5. The old woman's .....are dirty.
ACTIVITY 3	<b>Rearrange letters to form correct words.</b> <b>Example</b> mheo – <u>home</u> paly – <u>play</u> 1. dofo - ..... 5. pelcin - ..... 2. shoocl - ..... 6. cthelos - ..... 3. bkoo - ..... 7. npe - ..... 4. thmoer - ..... 8. tae - .....
HEALTH TIP	<b>Wash your hands. Use soap and water. Wash for 20 seconds. You can count slowly to 20. Or you can sing the happy birthday song twice. Be sure to wash the tops of your hands, and between your fingers. Get your thumbs, and even your fingernails.</b>

## LESSON TWO

**Dear learner, you are welcome to this lesson** you are going to learn making sentences using the given structures.

Get yourself a pencil and an exercise book to write.

ACTIVITY	WHAT TO DO
<b>ACTIVITY 1</b>	<p><b>Study the picture and make sentences about them.</b></p>
	 <p>I <b>drink</b> water everyday.</p>  <p>We <b>clean</b> the compound everyday.</p>
	 <p>I ..... everyday</p>  <p>We ..... Netball everyday.</p>
	 <p>I .....to school everyday.</p>  <p>We eat .....everyday.</p>

<b>ACTIVITY 2</b>	<b>Study the information on the table and use it to answer questions</b>		
	Name	Activity/event	Time
	Masaba	reads books	everyday
	Kiprotich	goes to school	everyday
	Nalwoga	eats food	everyday
	Teacher	teaches pupils	everyday
	Mother	cooks matooke	everyday
	Father	cleans the car	everyday
	<ol style="list-style-type: none"> <li>1. What does mother do everyday?</li> <li>2. What does Nalwoga do everyday?</li> <li>3. What does Masaba do everyday?</li> <li>4. What does father do everyday?</li> <li>5. What does Kiprotich do everyday?</li> <li>6. What does teacher do everyday?</li> </ol>		
<b>ACTIVITY 3</b>	<b>Answer the questions correctly.</b>		
	<b>Example</b> What is your father's name? My father's name is Mr Oketch. His name is Mr Oketch.		
	<ol style="list-style-type: none"> <li>1. What is your mother's name?</li> <li>2. What is your brother's name?</li> <li>3. What is your friend's name?</li> <li>4. What is your sister's name?</li> <li>5. What is your teacher's name?</li> </ol>		

## LESSON THREE

Dear learner, you are welcome to this lesson. You are going to recite a rhyme.

ACTIVITY	WHAT TO DO
ACTIVITY 1	<p><b>Recite this rhyme</b></p> <p>It's my right, it's my right! A right to education It's my right, it's my right! A right to food It's my right, it's my right! A right to medical care It's my right, it's my right! A right to clothing It's my right, it's my right! A right to shelter It's my right, it's my right! A right to be loved!</p> <p><b>Well done.</b></p>
SAFETY TIP	Stay out of crowded places and avoid mass gatherings.

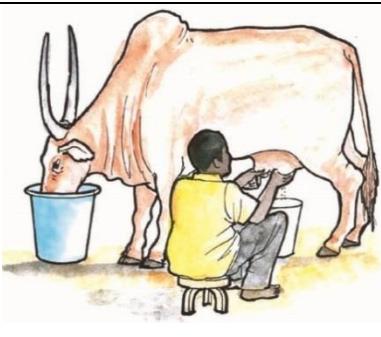
## CHILD RESPONSIBILITY

### LESSON ONE

#### **HELLO LEARNER, YOU ARE WELCOME TO THIS LESSON**

In this lesson you are going to read new words about Child rights, needs and their importance.

**New words are:** Wash, mop, sweep, peel, slash, work, cook, wear, bathe, read, milk, obey, home, school, stay, eat.

<b>ACTIVITY</b>	<b>WHAT TO DO</b>
<b>ACTIVITY 1</b>	<b>Get your exercise book and pencil. Read, spell and write down the following words.</b> Wash, mop, sweep, peel, slash, work, cook, wear, bathe, read, milk, obey, home, school, stay, eat.
<b>ACTIVITY 2</b>	<b>Make small words from the big words</b> <b>Share – are</b> drink - ..... abuse - ..... sing - ..... play - ..... wash - ..... clean - ..... eat - ..... slash - ..... pencil - ..... friend - ..... wear - ..... bathe - .....
<b>ACTIVITY 3</b>	<b>Study the pictures. What is happening?</b>  We use water and soap to <b>bathe</b> .  We get milk from a <b>cow</b> .  It is healthy to <b>eat fruits</b> .  I go to <b>school</b> to learn.
<b>ACTIVITY 4</b>	<b>Use the given words to fill in the sentences (obey, wash, cook, peel, go, home, wear)</b> 1. I ..... a sweater when it is cold. 2. Joan can ..... and cook matoke. 3. My ..... is near a forest. 4. It is good to ..... to school. 5. Always ..... your hands before eating food. 6. We should ..... school rules.

## LESSON TWO

**Dear learner, you are welcome to this lesson** you are going to learn making sentences using the given structures.  
You will need an exercise book and pencil to do some writing.

ACTIVITY	WHAT TO DO																
ACTIVITY 1	<p><b>Use the table to answer questions that follow</b></p> <table border="1"><thead><tr><th>Name</th><th>Activity</th></tr></thead><tbody><tr><td>Mariam</td><td>peels matooke</td></tr><tr><td>Ian</td><td>slashes the compound</td></tr><tr><td>Harriet</td><td>sweeps the house</td></tr><tr><td>Juma</td><td>milks the cows</td></tr><tr><td>Betty and Bob</td><td>cooks food</td></tr><tr><td>Mukasa</td><td>cleans the kraal</td></tr><tr><td>Tushabe</td><td>washes clothes</td></tr></tbody></table> <p><b>Example</b></p> <p>Does Ian slash the compound? Yes, he does.</p> <ol style="list-style-type: none"><li>1. Does Juma milk the cows?</li><li>2. Do Betty and Bob cook food?</li><li>3. Does Tushabe sweep the house?</li><li>4. Does Mukasa slash the compound?</li><li>5. Does Mariam peel matooke?</li></ol>	Name	Activity	Mariam	peels matooke	Ian	slashes the compound	Harriet	sweeps the house	Juma	milks the cows	Betty and Bob	cooks food	Mukasa	cleans the kraal	Tushabe	washes clothes
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Betty and Bob	cooks food																
Mukasa	cleans the kraal																
Tushabe	washes clothes																
ACTIVITY 2	<p><b>Form correct questions from table A and find answers in table B</b></p> <p><b>Table A</b></p> <table border="1"><tr><td>What</td><td>does</td><td>he she Ochan Mable</td><td>do?</td></tr></table> <p><b>Table B</b></p> <table border="1"><tr><td>He She Ochan Mable</td><td>eats peels share</td><td>a an</td><td>Orange Egg Banana Apple onion</td></tr></table>	What	does	he she Ochan Mable	do?	He She Ochan Mable	eats peels share	a an	Orange Egg Banana Apple onion								
What	does	he she Ochan Mable	do?														
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<b>ACTIVITY 3</b>	<p><b>Use the given words in the brackets to answer the questions.</b></p> <p><b>Example</b></p> <p>Does Okwii peel potatoes? (Yes)  <u>Yes, he does.</u></p> <p>Do girls share sweets? (No)  <u>No, they do not.</u></p> <ol style="list-style-type: none"> <li>1. Does Jovia milk the cow? (Yes)</li> <li>2. Does Salim sweep the house? (No)</li> <li>3. Do the children obey their parents? (Yes)</li> <li>4. Do they share the work? (No)</li> <li>5. Do we wash plates and cups at home? (Yes)</li> </ol>
<b>ACTIVITY 4</b>	<p><b>Rewrite the sentences using “Never”</b></p> <ol style="list-style-type: none"> <li>1. Do not abuse elders.</li> <li>2. Do not mistreat others.</li> <li>3. Do not steal from your parents.</li> <li>4. Do not fight others.</li> </ol>

## LESSON THREE

Dear learner you are welcome to this lesson. In this lesson you are going to:

- Rearrange sentences to form a short story.

ACTIVITY	WHAT TO DO
ACTIVITY 1	<p><b>Read and Rearrange the following sentences to form a meaningful story.</b></p> <ol style="list-style-type: none"><li>1. When she comes to school in the morning, pupils help to push her to class on a wheel chair.</li><li>2. She comes to school on a wheel chair.</li><li>3. Her parents come to pick her in the afternoon.</li><li>4. Birungi is a lame girl.</li><li>5. She is in primary three.</li></ol> <p><b>Well done!</b></p>
HEALTH TIP	<p><b>If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.</b></p>



**SELF STUDY MATERIAL**

**ENGLISH**

**TERM THREE**

**PRIMARY THREE**

## CULTURE AND GENDER IN OUR SUB-COUNTY/DIVISION

### LESSON ONE

#### CUSTOMS IN OUR SUB-COUNTY/DIVISION

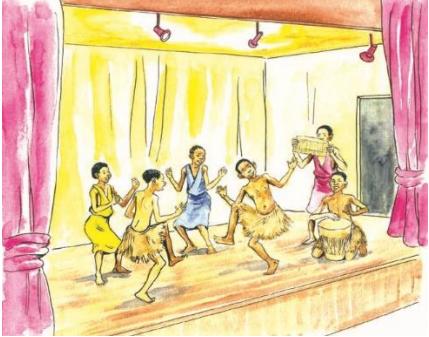
##### HELLO YOU ARE WELCOME TO THIS LESSON

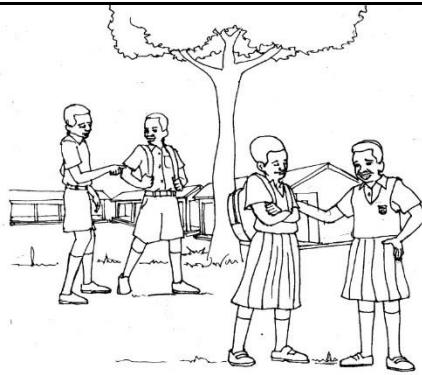
Dear learner, in this lesson you are going to

- Practice reading the following words  
**Greet, food, cry, pray, wear, kneel, dance, sing, happy, sad, pain.**
- Study the pictures and read the sentences about customs.
- Complete the table using present continuous tense and past tense.
- Make sentences using the structure:  
Who ..... (ate/sang/wore) ..... (food/a song/ uniform)
- Read a guided composition and fill in the gaps.

You will need an exercise book and pencil to do some writing.



ACTIVITY	WHAT TO DO		
ACTIVITY 1	<b>Read the following words and write them down.</b> Greet, food, cry, pray, wear, kneel, dance, sing, happy, sad, pain.		
ACTIVITY 2	<b>Study these pictures and read the sentences</b>     <table border="1"><tr><td>We kneel down to greet people.</td><td>The choir sang and danced well.</td></tr></table>	We kneel down to greet people.	The choir sang and danced well.
We kneel down to greet people.	The choir sang and danced well.		



Muslims pray five times a day.

School children wear uniforms

### ACTIVITY 3

Read and complete the table below correctly.

Verb	Present continuous tense	Past tense
sing	singing	sang
kneel	kneeling	knelt
dance	dancing	Danced
bury	burying	buried
pray	praying	prayed
sweep	sweeping	swept
ride	riding	rode
carry	carrying	carried

### ACTIVITY 4

**Read the sentences correctly**

1. Amanda sang and danced well.
2. Peter cooked yams for supper.
3. Sarah cried at the burial of her cousin.
4. Musa ate food with a friend.
5. Tina wore a girl guide uniform.

**Answer the questions.**

1. Who ate the food?
2. Who cried at the burial?
3. Who wore a girl guide uniform?
4. Who sang and danced well?
5. Who cooked yams for supper?

<b>ACTIVITY 5</b>	<p><b>Use the words below to fill in the gaps.</b></p> <table border="1" data-bbox="322 215 1219 258"> <tr> <td>Food,    birthday party,    happy,    knelt,    danced</td> </tr> </table> <p>Lubega is a boy. He is nine years old. He goes to Kayunga Primary school. Yesterday, he had a ..... He invited all his friends to the party. Lubega's parents also joined the party. Lubega and his friends ..... and greeted them. They were all ..... They sang and ..... One of the visitors jumped up and down. Everybody at the party was very happy. They had enough ..... to eat. The party ended well.</p> <p style="text-align: center;"><b>Well done!</b></p>	Food,    birthday party,    happy,    knelt,    danced
Food,    birthday party,    happy,    knelt,    danced		
<b>HEALTH TIP</b>	<p>STAY HOME. SCHOOLS AND MOST OTHER PLACES ARE CLOSED FOR NOW. EXPERTS ARE ASKING PEOPLE TO STAY HOME. WHEN PEOPLE STAY AT HOME AND DON'T VISIT OTHERS, GERMS CAN'T SPREAD.</p>	

## LESSON TWO

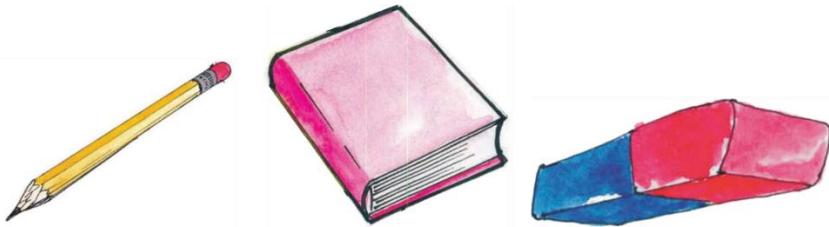
### GENDER

#### HELLO LEARNER, YOU ARE WELCOME TO THIS LESSON.

In this lesson you are going to:

- Learn new words, read new words and write new words: **Help, share, mop, slash, cook, wash, hungry, beat, eat, hungry, kick, work, cake, different, same.**
- Study the pictures and read the sentences about them.
- Use given words to fill in sentences.
- Make sentences using the structure:  
Why was/were ..... (beaten/slapped/kicked)
- Read a story about gender roles and answer questions correctly.

Get an exercise book and pencil to do some writing.



ACTIVITY	WHAT TO DO
ACTIVITY 1	<b>Read the following words and write them down.</b> Help, share, mop, slash, cook, wash, hungry, beat, eat, hungry, kick, work, cake, different, same.
ACTIVITY 2	<b>Study the pictures and read the sentences</b>   They are sharing a cake.   I wash my uniform everyday.



The girl is mopping the house.



It is bad to slap your friend.

**ACTIVITY 3**

**Use the given words to fill in the sentences.**

**Different, same, slap, beat, help, milk, hungry**

1. My shoes are the .....as yours.
2. We should always .....blind people to cross the road.
3. Mother .....her with a stick.
4. The baby is crying because she is .....
5. The best food for babies is .....
6. It is bad to .....your friend.
7. There are three .....layers of soil.

**ACTIVITY 4**

**Study the table below and use it to answer questions that follow.**

Name	Event	Reason
Ashaba	kicked	stole money.
Echaku	slapped	late for school.
Oboth and Gadi	beaten	fought their friend.
Namuli	beaten	did not do homework.
Mukwaya	slapped	abused the teacher.

**Answer the questions correctly.**

1. Why was Namuli beaten?
2. Why was Mukwaya slapped?
3. Why was Ashaba kicked?
4. Why was Echaku slapped?
5. Why were Oboth and Gadi beaten?

**ACTIVITY 5**

**Read the story and answer the questions correctly.**

**Gender roles at home.**

Mable and David are children from the same family. At home, they help their parents to do different work. Mable washes clothes, cooks food and bakes cakes for tea. Their parents are always on the farm working.

David slashes the compound and milks the cows. After milking the cows, he goes and sells the milk in the trading centre. When he returns from selling the milk, he helps his dad to wash the car. Mable and David also have a blind sister. She cannot see but does work with others. She can wash utensils.

Sometimes the children do similar activities like mopping the house and ironing clothes.

Their parents are very happy with them. They are hardworking and responsible children.

Mother prepares a special meal every Sunday after prayers. They eat and share together as a family.

**Answer the questions.**

1. Who are the children mentioned in the story?
2. What does Mable do at home?
3. Where does David take the milk?
4. Does the blind girl do work at home?
5. What happens every Sunday?
6. Give the title of the story.

**HEALTH  
TIP**

**AVOID TOUCHING YOUR EYES, NOSE, AND MOUTH WITH UNWASHED HANDS. ALWAYS USE HANDKERCHIEF TO COVER YOUR MOUTH WHEN SNEEZING.**

## LESSON THREE

### WAYS OF PROMOTING AND PRESERVING CULTURE.

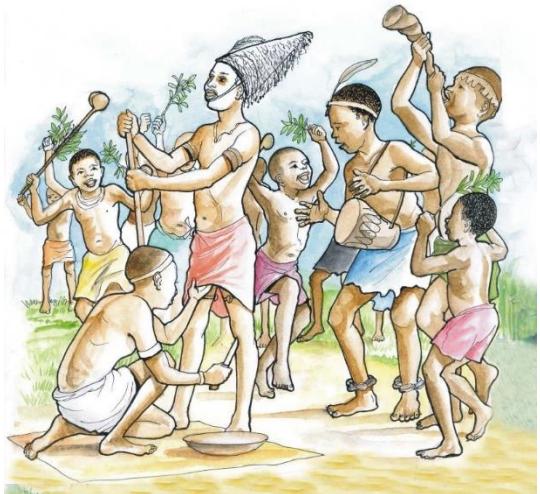
Dear learner, in this lesson you are going to

- Practice reading the following words  
Needles, tablets, safety pins, syringe, medicine, razor blade, play, dance, flute, sick, scissors.
- Study pictures and reading sentences about them.
- Do a spelling game.
- Make sentences using the structure: When did you/ he/ she .... sing/ dance/ play.....
- Read a story about circumcision and answer questions.

You will need an exercise book and pencil to do some writing.



ACTIVITY	WHAT TO DO
ACTIVITY 1	<b>Read and spell the following words</b> Needles, tablets, safety pins, syringe, medicine, razor blade, play, dance, flute, sick, scissors.
ACTIVITY 2	<b>Study the pictures and read sentences about them.</b>  Do not share a razorblade  A nurse uses a syringe and a needle to inject sick people.   We use a safety pin to remove jiggers.
	 We take medicine when we are sick to feel better.

ACTIVITY 3	<p><b>Rearrange the letters to make correct words.</b></p> <p>6. debllrarazo - ..... 6. rssicsos - .....</p> <p>7. srgeiny - ..... 7. blwo - .....</p> <p>8. dncae - ..... 8. btlaets - .....</p> <p>9. paly - ..... 9. sefatyinps - .....</p> <p>10. ngis - ..... 10. dmru - .....</p>																		
ACTIVITY 4	<p><b>Use the information in the table to answer the questions in full sentences.</b></p> <table border="1" data-bbox="255 608 1378 878"> <thead> <tr> <th>Name</th> <th>Activity</th> <th>Duration</th> </tr> </thead> <tbody> <tr> <td>Godfrey</td> <td>sang</td> <td>Naming ceremony</td> </tr> <tr> <td>Joan</td> <td>danced</td> <td>Marriage ceremony</td> </tr> <tr> <td>Arnold</td> <td>Played the drum</td> <td>Circumcision ceremony</td> </tr> <tr> <td>Ziporah</td> <td>Blew the flute</td> <td>Naming ceremony</td> </tr> <tr> <td>Solome</td> <td>sang</td> <td>Baptism party</td> </tr> </tbody> </table> <p><b>Answer the questions</b></p> <p>Example:</p> <p>When did Steven plant trees?</p> <p>He planted trees during a marriage ceremony.</p> <ol style="list-style-type: none"> <li>1. When did Ziporah blow the flute?</li> <li>2. When did Godfrey sing?</li> <li>3. When did Joan dance?</li> <li>4. When did Solome sing?</li> <li>5. When did Arnold play the drum?</li> </ol>	Name	Activity	Duration	Godfrey	sang	Naming ceremony	Joan	danced	Marriage ceremony	Arnold	Played the drum	Circumcision ceremony	Ziporah	Blew the flute	Naming ceremony	Solome	sang	Baptism party
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ACTIVITY 5	<p><b>Read the story and answer the questions about it.</b></p>  <p><b>Circumcision.</b></p> <p>My name is Masaba. I come from Sironko district. I go to Kiryango Primary school. I am in P.3. My friend is Justus. We are in the same class.</p>																		

Among the Bamasaba people , we have a strong culture. It is called Imbalu. It means circumcision of boys.

Last holiday, we went to the village. It was time for Justus to be circumcised. It was very interesting to see people sing and dance. It was kadodi music everywhere. We joined the fun and danced. Young boys were playing drums. Others blew flutes as they danced. It was my first time to see a boy being circumcised.

After circumcision, Justus cried for a short time. Many friends came to thank and give him gifts. He stopped crying and was happy. People prepared a lot of food for us. We ate and drank to celebrate the ceremony.

**Answer the questions.**

1. In what class is Masaba?
2. Who was to be circumcised?
3. What were the young boys playing?
4. What did people do to celebrate the ceremony?
5. Who is telling the story?

**Well done!**

**HEALTH  
TIP**



**COVER YOUR NOSE WHEN YOU SNEEZE OR COUGH. SNEEZE OR COUGH INTO YOUR ELBOW, NOT YOUR HAND. THEN WASH YOUR HANDS ANYWAY. IT'S ALWAYS FUN TO DROWN A GERM WITH SOAP AND WATER!**

# HEALTH IN OUR SUB-COUNTY/DIVISION

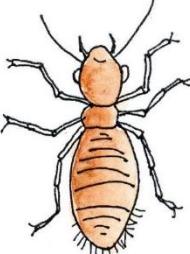
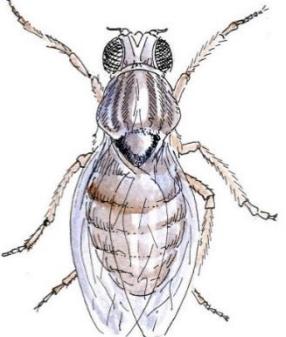
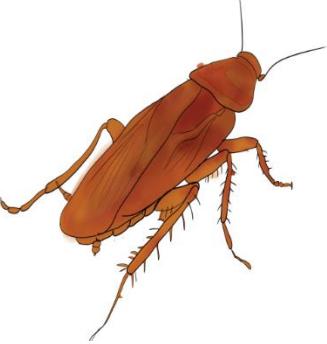
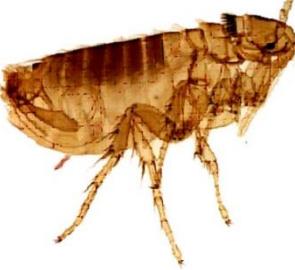
## LESSON ONE

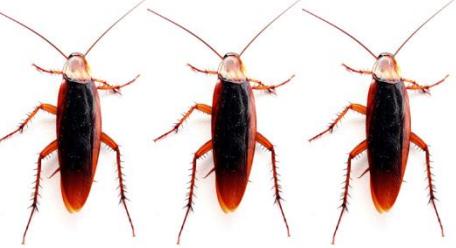
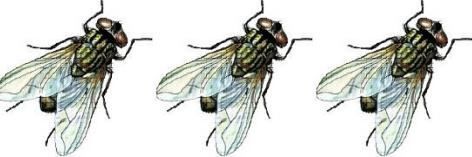
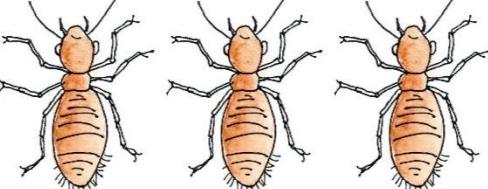
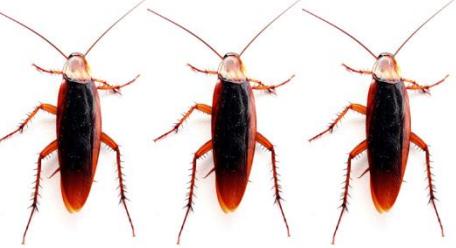
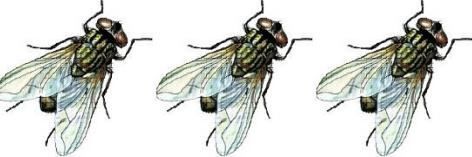
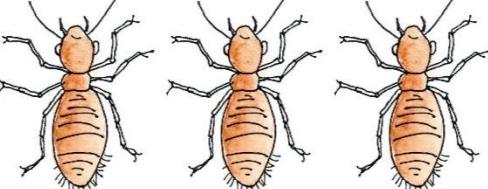
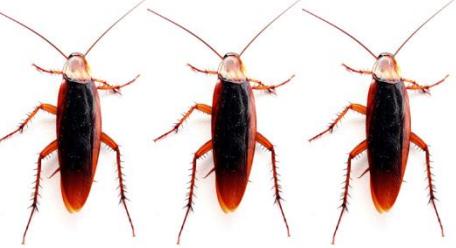
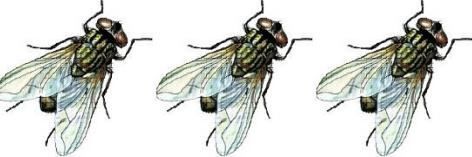
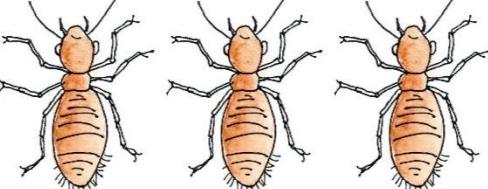
### DISEASE VECTORS

#### HELLO LEARNER, YOU ARE WELCOME TO THIS LESSON.

In this lesson you are going to :

- Learn and write new words about disease vectors.
- Study pictures and read sentences.
- Make sentences using the structure: Are these/those .....?
- Word search.
- Read health messages.

ACTIVITY	WHAT TO DO
ACTIVITY 1	Get your exercise book and pencil, read and write down the following words and draw the pictures. Mosquito, bed bug, housefly, cockroach, rat, lice, flea.
ACTIVITY 2	<b>Study the pictures and read the sentences</b>  A mosquito breeds in stagnant water.  A bedbug sucks blood from people.   A housefly is an insect.  A cockroach stays in dark places.   A rat is a wild animal  A flea causes jiggers.

<b>ACTIVITY 3</b>	<p><b>Study the pictures and answer the questions.</b></p> <table border="1" data-bbox="314 220 1416 1428"> <tbody> <tr> <td data-bbox="314 220 917 406">  </td><td data-bbox="917 220 1416 406"> <p>Are these Mosquitos? Yes, they are.</p> </td></tr> <tr> <td data-bbox="314 406 917 691">  </td><td data-bbox="917 406 1416 691"> <p>Are these lice? No, they are not. They are cockroaches.</p> </td></tr> <tr> <td data-bbox="314 691 917 855">  </td><td data-bbox="917 691 1416 855"> <p>Are these rats? ..... .....</p> </td></tr> <tr> <td data-bbox="314 855 917 1028">  </td><td data-bbox="917 855 1416 1028"> <p>Are these houseflies? .....</p> </td></tr> <tr> <td data-bbox="314 1028 917 1215">  </td><td data-bbox="917 1028 1416 1215"> <p>Are these rats? .....</p> </td></tr> <tr> <td data-bbox="314 1215 917 1428">  </td><td data-bbox="917 1215 1416 1428"> <p>Are these butterflies? ..... .....</p> </td></tr> </tbody> </table>		<p>Are these Mosquitos? Yes, they are.</p>		<p>Are these lice? No, they are not. They are cockroaches.</p>		<p>Are these rats? ..... .....</p>		<p>Are these houseflies? .....</p>		<p>Are these rats? .....</p>		<p>Are these butterflies? ..... .....</p>
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	<p>Are these butterflies? ..... .....</p>												
<b>ACTIVITY 4</b>	<p><b>Use the vectors given in the table to match the sentence.</b></p> <table border="1" data-bbox="398 1507 1192 1641"> <tbody> <tr> <td data-bbox="398 1507 1192 1567">Bedbug,      fly,      rat,      termite,      bee,</td> </tr> <tr> <td data-bbox="398 1603 1192 1641">butterfly,      flea,      mosquito,      cockroach</td> </tr> </tbody> </table> <p><b>Example</b> A small insect has two wings, it can be found in a toilet, a latrine and a house. (3 letters) <b>fly</b></p> <ol style="list-style-type: none"> <li>1. An insect that sometimes lives in places where there is food. (9) .....</li> <li>2. An insect with large coloured wings. (9) .....</li> <li>3. An insect that eats and destroys trees and timbers. (7) .....</li> </ol>	Bedbug,      fly,      rat,      termite,      bee,	butterfly,      flea,      mosquito,      cockroach										
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	<p>4. An animal that stays inside the house. It eats food and clothes. (3) .....</p> <p>5. An insect that sucks our blood and causes malaria. (8) .....</p> <p>6. A very small insect that lives on our skin or hair of animals and people. (4) .....</p> <p>7. An insect that hides in beds. It bites people and sucks their blood. (6) .....</p> <p>8. A black and yellow flying insect that makes honey. (3) .....</p>
<b>ACTIVITY 5</b>	<p><b>Read these health messages and discuss their importance.</b></p> <ul style="list-style-type: none"> <li>➤ Cut your fingernails short to avoid germs.</li> <li>➤ Drink boiled water to avoid diseases.</li> <li>➤ Brush your teeth after every meal.</li> <li>➤ Wash your hands with soap and water after visiting the toilet/latrine.</li> <li>➤ Cover food and drinks to avoid germs.</li> <li>➤ Always sleep under a treated mosquito net.</li> <li>➤ Always visit a doctor for health check-up.</li> <li>➤ Always smoke and cover the latrine.</li> </ul>
<b>HEALTH TIP</b>	<p><b>As learners you are very important and therefore need information and ways of protecting yourselves and others in the home from things that can hurt/harm at home, if you see or hear any, report this to any adult at home.</b></p>

## LESSON TWO

### DISEASES SPREAD BY VECTORS

Dear learner you are welcome to this lesson. In this lesson you are going to:

- Learn new words.
- Form small words from big ones.
- Make sentences using the structure: Always .....  
Who ..... cleans/ sweeps the ..... house/toilet everyday.
- Read a poem and answer questions about it.

Now get your exercise book and pencil ready with you before you start the lesson.



ACTIVITY	WHAT TO DO
ACTIVITY 1	<p>Use the given words below to fill in the gaps in the sentences.</p> <p>Boil, slash, shut, cut, cover</p> <ol style="list-style-type: none"><li>1. I .....the compound to keep it clean.</li><li>2. We should .....drinking water everyday.</li><li>3. You should .....your fingernails short to avoid dirt.</li><li>4. He should .....the windows early to avoid mosquitoes.</li><li>5. We should .....the latrine to avoid flies.</li></ol>
ACTIVITY 2	<p>Form small words from the big words.</p> <p><b>Example</b> Slash - <u>ash</u></p> <p>6. Toilet - ..... 4. Clean - ..... 7. Mosquito net - ..... 5. Cover - ..... 8. Boil - ..... 6. Finger - .....</p>

<b>ACTIVITY 3</b>	<p><b>Form correct sentences from the table below.</b></p> <table border="1"> <tr> <td>Always</td><td>Cut grass in the compound. Cover the latrine to avoid flies. Wash hands after visiting the toilet. Cover your food. Cut your fingernails short. Smoke the latrine to avoid bad smell. Shut windows and doors early. Boil water and cover it.</td></tr> </table>	Always	Cut grass in the compound. Cover the latrine to avoid flies. Wash hands after visiting the toilet. Cover your food. Cut your fingernails short. Smoke the latrine to avoid bad smell. Shut windows and doors early. Boil water and cover it.														
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<b>ACTIVITY 4</b>	<p><b>Use the information in the table to answer questions in full sentences.</b></p> <table border="1"> <thead> <tr> <th>Name</th><th>Activity</th></tr> </thead> <tbody> <tr> <td>Baguma</td><td>Slashes the compound everyday.</td></tr> <tr> <td>Hakim</td><td>Cleans the toilet everyday.</td></tr> <tr> <td>Nagayi</td><td>Sweeps the house everyday.</td></tr> <tr> <td>Moses</td><td>Cuts the bushes everyday.</td></tr> <tr> <td>Kahuma</td><td>Shuts the windows everyday.</td></tr> <tr> <td>Brenda</td><td>Covers the pit latrine everyday</td></tr> <tr> <td>Atemo</td><td>Sleeps under the mosquito net everyday.</td></tr> </tbody> </table> <p><b>Example</b></p> <p>Who cleans the toilets everyday?  <u>Hakim cleaens the toilet everyday.</u>  <u>He cleans the toilets everyday.</u></p> <ol style="list-style-type: none"> <li>1. Who slashes the compound everyday?</li> <li>2. Who cuts the bushes everyday?</li> <li>3. Who shuts the windows everyday?</li> <li>4. Who sleeps under a mosquito net everyday?</li> <li>5. Who covers the pit latrine everyday?</li> <li>6. Who sweeps the house everyday?</li> </ol>	Name	Activity	Baguma	Slashes the compound everyday.	Hakim	Cleans the toilet everyday.	Nagayi	Sweeps the house everyday.	Moses	Cuts the bushes everyday.	Kahuma	Shuts the windows everyday.	Brenda	Covers the pit latrine everyday	Atemo	Sleeps under the mosquito net everyday.
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<b>ACTIVITY 5</b>	<p><b>Read the Poem below and answer the questions that follow in full sentences.</b></p> <p>Bed bug, bed bug      You merciless tiny insect.      Wingless and strange you are!      You suck our blood,      You make us anaemic,      Where did you come from?</p> <p>Bed bug, bed bug      You monster, found everywhere      With your bad smell,      With your painful bite,      And sleepless nights, hard to kill,      Have you come to stay?</p>																

	<p><b>Answer questions correctly.</b></p> <ol style="list-style-type: none"> <li>1. Which insect is merciless and tiny?</li> <li>2. What does a bed bug suck from our bodies?</li> <li>3. Where do we find bed bugs?</li> <li>4. Is it easy to kill bed bugs?</li> <li>5. How many stanzas has the poem?</li> </ol> <p style="text-align: center;"><b>Well-done!</b></p>
<b>Health tip</b>	<b>If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol to clean your hands and kill the germs. Cover all surfaces of your hands and rub them together until they feel dry.</b>
<b>HOME TIP</b>	You can read while at home even when schools are closed because you have a right to education no matter whether you are a boy or girl. Take time to read carefully and learn as much as you can.

## LESSON THREE

### HIV/AIDS

Dear learner, you are welcome to this lesson. You will:

- Study and name the pictures.
- Make sentences using the structure: Never share.....
- Join two sentences using 'but'....
- Read a poem about the killer disease and answer the questions about it.
- Read PIASCY messages.

Get your exercise book and pen.



ACTIVITY	WHAT TO DO
ACTIVITY 1	<p>Study and name the pictures using the given words below</p> <p>needle, towel, razorblade, pair of gloves, comb, syringe, sick person, medicine, nails.</p>
	A Gillette 7 O'CLOCK SharpEdge razorblade.
	A blue and white striped towel.
	A medical syringe.
	A pair of purple nitrile gloves.
	Three white needles.
	A medicine bottle with a label and several capsules.



**ACTIVITY 2** Form correct sentences from the table below

Never	share	needles combs safety pins razorblades towels medicine syringes toothbrushes sharp objects
-------	-------	---

**ACTIVITY 3** Join the sentences using .....but.....

**Example**

Care for AIDS patients. Always wear gloves.

Care for AIDS patients but always wear gloves.

1. Help the AIDS patient to take medicine. Do not share it.
2. Clean the AIDS patient. Always wear gloves.
3. Give the patient food. First wash your hands.
4. Help the AIDS patient to cut nails. Do not share the razor blade.
5. Care for AIDS patients. Never share syringes.
6. Take the baby to sleep. Let him sleep under a mosquito net.
7. Feed the patient well. Give them a balanced diet.
8. Help AIDS patients to shave. Do not share sharp objects.

**ACTIVITY 4** Read the poem and answer questions about it.

**THE KILLER DISEASE**

AIDS our enemy,  
I will call you a killer,  
I will call you Satan,  
I will call you ugly,  
Because you kill.

AIDS our enemy,  
You make our parents sick,  
You make our children sick,  
You make us cry,  
Because you kill.

	<p>AIDS our enemy,      We shall fight you,      We shall kneel and pray,      We shall say no to AIDS,      We shall not cry again.      Let us all join hands together,      To fight AIDS      We shall live free from AIDS.</p>
<b>ACTIVITY 5</b>	<p><b>Read PIASCY messages.</b></p> <ul style="list-style-type: none"> <li>➤ Say no to sex.</li> <li>➤ Avoid gifts from people you do not know.</li> <li>➤ Go for HIV/AIDS test.</li> <li>➤ Care for AIDS patients.</li> <li>➤ AIDS has no age limit.</li> <li>➤ Avoid bad touches.</li> <li>➤ Don't share sharp objects.</li> <li>➤ AIDS kills.</li> <li>➤ Avoid early marriages.</li> </ul>
<b>Health tip</b>	<b>Always wear a mask when in public places or big gatherings.</b>

<b>HOME TIP</b>	<b>When you feel sad, worried, confused about your learning and school, please talk to someone you trust in your home, like your parent or brother/ sister to help you.</b>
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## BASIC TECHNOLOGY IN OUR SUB-COUNTY/DIVISION

### LESSON ONE

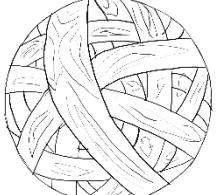
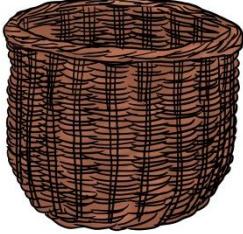
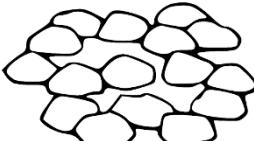
#### CONCEPT OF TECHNOLOGY

**Dear learner you are welcome to this lesson. In this lesson you are going to:**

- Learn new words and study pictures about them. (Banana, straw, leaf, bad, good, wire, heavy, light, colour, texture, fibre, palm leaves, short, long.)
- Write opposites of the given words.
- Make sentences using the structure: will use .....to make .....

**Now get your exercise book and pencil ready with you before you start the lesson.**



ACTIVITY	WHAT TO DO					
ACTIVITY 1	Name the things we make out of natural materials below.					
						
						
ACTIVITY 2	Study the pictures and read the sentences about them.					
						

			
			
<b>ACTIVITY 3</b>	<b>Write the Opposites of the given words below.</b>		
	<b>Example</b> Heavy – <u>light</u>  5. new - ..... 5. young - ..... 6. long - ..... 6. ugly - ..... 7. smooth - ..... 7. good - ..... 8. smart - ..... 8. small - .....		
<b>ACTIVITY 4</b>	<b>Answer the questions using the given words.</b>		
	<b>Example</b> What will Katongole use to make a hat? (bark cloth) <u>He will use bark cloth to make a hat.</u> What will the girls use to make a mat? (palm leaves) <u>They will use palm leaves to make a mat.</u>  1. What will Mariam use to make a basket? (papyrus reeds) 2. What will Derrick use to make a ball? (polythene) 3. What will Thomas use to make toy cars? (wires) 4. What will Amanda use to make a rope? (sisal) 5. What will Nalumu use to make a necklace? (beads)		
<b>Health tip</b>	<b>REMEMBER TO ALWAYS KEEP YOUR HANDS OFF YOUR FACE AS MUCH AS POSSIBLE. AVOID TOUCHING YOUR SOFT PARTS NAMELY THE EYES, NOSE AND MOUTH SO AS NOT TO GET COVID-19.</b>		

## LESSON TWO

### PROCESSING AND MAKING THINGS FROM NATURAL MATERIALS

**Dear learner you are welcome to this lesson. In this lesson you are going to:**

- Learn new words and write them.
- Use given words to complete sentences.
- Do a spelling game.
- Make sentences using the structure: Where will ..... get ..... to make .....?
- Read a story and answer questions about it.

**Now get your exercise book and pencil ready with you before you start the lesson.**



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ACTIVITY	WHAT TO DO						
ACTIVITY 1	<b>Read the words, write and spell them.</b> Swamp, mat, food, rope, clay, weaves, eat, bush, juice, cut, pot, garden.						
ACTIVITY 2	<b>Fill in the gaps with the correct words.</b> <b>Swamp, juice, play, papyrus, pots, garden, reeds, food, rope</b>  <ol style="list-style-type: none"><li>1. We make ..... from fruits.</li><li>2. Mr. Kapere grows maize in the .....</li><li>3. Amanda uses ..... to make mats.</li><li>4. Grandmother uses banana leaves to cook .....</li><li>5. Work without .....makes Tom a dull boy.</li><li>6. The girls are skipping a .....</li><li>7. Lunkuse uses clay to make .....</li><li>8. We get papyrus reeds from the .....</li></ol>						
ACTIVITY 3	<b>Rearrange the letters to form correct words.</b>  <table><tbody><tr><td>1. mta - .....</td><td>5. doof - .....</td></tr><tr><td>2. lacy - .....</td><td>6. bsuh - .....</td></tr><tr><td>3. pero - .....</td><td>7. smwap - .....</td></tr></tbody></table>	1. mta - .....	5. doof - .....	2. lacy - .....	6. bsuh - .....	3. pero - .....	7. smwap - .....
1. mta - .....	5. doof - .....						
2. lacy - .....	6. bsuh - .....						
3. pero - .....	7. smwap - .....						

4. tuc - ..... 8. vewae - .....

**ACTIVITY 4**

**Ask questions from table A and get answers from table B**

**Example**

Where will you get sisal to make a rope?

I shall get sisal to make a rope from the garden.

**Table A**

Where will	you he she they	get	clay sisal fruits banana fibre papyrus palm leaves	to make	a hat? a pot? juice? a ball? a sack? a rope?
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**Table B**

He		sisal		bush.
I		papyrus		garden.
We	shall get	palm leaves		
She	will get	fruits		
They		banana fibres		swamp.

<b>ACTIVITY 5</b>	<p><b>Read the story and answer the questions about it.</b></p>  <p>My name is Nyakato, I am nine years old. I go to Kyebambe Primary School. I am in Primary three. My friend is Kembabazi.</p> <p>Last term we had a class day. My class made many beautiful things from different natural materials. It was my first time to weave a basket. The teacher showed me how to do it. We got the papyrus reeds from the swamp near our school. We used the papyrus reeds to make baskets.</p> <p>My friend Kakyo made something different. She made a mat from papyrus reeds. It was good and I liked it.</p> <p>Kyakabale and Agaba modelled pots and cups from clay. They got the clay from the swamp.</p> <p>Kyosabire made a rope and a bag from sisal. She got sisal from the garden.</p> <p>Muhangi made a beautiful walking stick from wood. He got the wood from the bush. He also made a hat from palm leaves.</p> <p>There were many parents who came for the class day. They were happy with the things we had made from natural materials. They bought all the things we made. We got a lot of money. We shall use some of the money to buy readers for our class. We shall also buy school bags.</p> <p><b>Answer questions correctly in full sentences.</b></p> <ol style="list-style-type: none"> <li>1. How old is Nyakato?</li> <li>2. Who made a mat from papyrus reeds?</li> <li>3. Where did Kyoshabire get clay from?</li> <li>4. What did Muhangi make?</li> <li>5. Who is telling the story?</li> </ol>
<b>HEALTH TIP</b>	<p><b>Your safety is important during this COVID-19 period, behave well, do not fight, take care of your personal hygiene, protect yourself and listen to your parents' advice.</b></p>

## LESSON THREE

### MAKING THINGS FROM ARTIFICIAL MATERIALS

Dear learner, you are welcome to this lesson. In this lesson you are going to:

- Learn new words and use them in a guided composition.
- Form correct sentences.
- Make sentences using the structure: ..... will make a .....
- Read an advertisement and answer questions about it.

**Now get your exercise book and pencil ready with you before you start the lesson.**



ACTIVITY	WHAT TO DO
ACTIVITY 1	<p><b>Use the words in the box below to fill in the guided composition.</b></p> <p>hat, flower, beads, bag, toy, decoration</p> <p>Last week Odong and Opio made a .....car and a toy bicycle using wires.</p> <p>Merab made beautiful necklaces from ..... She wanted to sell them to women in her village.</p> <p>Merab's friend Rahma, made .....from artificial material. She wanted to use the flowers for .....during her birthday party.</p> <p>Namutebi made a .....for her grandfather and a .....for her grandmother.</p>
ACTIVITY 2	<p><b>Rearrange the words to form correct sentences</b></p> <ol style="list-style-type: none"><li>1. flower tin The in the is.</li><li>2. Tamale bicycle riding a is.</li><li>3. hat a wearing is old man The.</li></ol>

	4. use we flowers decoration for. 5. making is She from a necklace beads.										
<b>ACTIVITY 3</b>	<p><b>Read the sentences below and use them to answer the questions that follow.</b></p> <ol style="list-style-type: none"> <li>1. Kamya will make candles for lighting.</li> <li>2. Grandmother will make necklaces for wearing.</li> <li>3. Apio will make a ball for playing.</li> <li>4. Kezia will make mats for selling.</li> <li>5. Rehema will make flowers for decoration.</li> <li>6. Hassan will make ropes for tying animals.</li> <li>7. Baguma will make a bag for carrying things.</li> </ol> <p><b>Answer the questions correctly.</b></p> <ol style="list-style-type: none"> <li>1. Why will Kezia make mats?</li> <li>2. Why will Rehema make flowers?</li> <li>3. Why will Kamya make candles?</li> <li>4. Why will Baguma make a bag?</li> <li>5. Why will grandmother make necklaces?</li> <li>6. Why will Apio make a ball?</li> <li>7. Why will Hassan make ropes?</li> </ol>										
<b>ACTIVITY 4</b>	<p><b>Make correct questions from table A and find their answers in table B.</b></p> <p><b>Table A</b></p> <table border="1"> <tr> <td>Why will</td> <td>you he she they</td> <td>make</td> <td>brooms? candles? beads? a carpet? bags? hats? a toy bicycle? flowers?</td> </tr> </table> <p><b>Table B</b></p> <table border="1"> <tr> <td>I We She He They</td> <td>shall <hr/>will</td> <td>make</td> <td>brooms candles balls a carpet bags hats a toy bicycle flowers</td> <td>for</td> <td>sweeping. selling. playing. sitting on. carrying things. wearing. playing.</td> </tr> </table>	Why will	you he she they	make	brooms? candles? beads? a carpet? bags? hats? a toy bicycle? flowers?	I We She He They	shall <hr/> will	make	brooms candles balls a carpet bags hats a toy bicycle flowers	for	sweeping. selling. playing. sitting on. carrying things. wearing. playing.
Why will	you he she they	make	brooms? candles? beads? a carpet? bags? hats? a toy bicycle? flowers?								
I We She He They	shall <hr/> will	make	brooms candles balls a carpet bags hats a toy bicycle flowers	for	sweeping. selling. playing. sitting on. carrying things. wearing. playing.						

						decoration.
<b>ACTIVITY 5</b>	<b>Study the advertisement and answer the questions.</b>					
	<b><u>Art and Crafts Show</u></b>					
	Where: Kitto Primary School.					
	Date: Monday 15 <sup>th</sup> August, 2020					
	Entrance: Adults. 5000/=					
	Children-free					
	EVERYBODY IS WELCOME					
	MUSINGUZI RONALD (DIRECTOR OF STUDIES)					
	<b>Answer the questions in full sentences.</b>					
	<ol style="list-style-type: none"> <li>1. What is the advertisement about?</li> <li>2. Where will the show take place?</li> <li>3. How much will the adults pay for the show?</li> <li>4. When will the show take place?</li> <li>5. Who wrote the advertisement?</li> </ol>					
	<b>Well done!</b>					
<b>HEALTH TIP</b>	<b>REMEMBER TO ALWAYS COVER YOUR MOUTH AND NOSE WITH A TISSUE WHEN YOU COUGH OR SNEEZE OR USE THE INSIDE OF YOUR ELBOW.</b>					
<b>SAFETY TIP</b>	<b>As you stay at home some people may hurt you by beating, using abusive language and bad touches that make you unhappy, report this immediately to your parents or any other adult you trust at home.</b>					

## ENERGY IN OUR SUB-COUNTY/DIVISION

### LESSON ONE

#### SOURCES OF ENERGY

##### HELLO LEARNER, YOU ARE WELCOME TO THIS LESSON.

In this lesson you are going to.

- Learn new words. (Bulb, stove, charcoal, fridge, firewood, diesel, petrol, cook, buy, sell, kite, paraffin)
- Read a story and answer the questions about it.
- Use “some” or “any” in sentences.
- Make sentences using the Present Continuous tense, Past simple tense and future simple tense.
- Study a dialogue and answer questions about it.

**Now get your exercise book and pencil ready with you before you start the lesson.**



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ACTIVITY	WHAT TO DO
ACTIVITY 1	<p><b>Read the story and answer questions about it in full sentences.</b></p> <p>The rich man</p> <p>Okello is a rich man. He has a beautiful house in the village. He drives a car which uses diesel. His wife uses a stove to cook food. She buys paraffin from the petrol station. They also have a fridge in the house. They use the fridge to keep milk and meat. Okello also makes ice which he sells to the children in the village.</p> <p><b>Answer the questions correctly.</b></p> <ol style="list-style-type: none"><li>1. Who is the rich man?</li><li>2. What does Okello’s wife use to cook food?</li><li>3. Where does she buy paraffin from?</li></ol>

	<p>4. Where do they keep milk and meat?        5. Give the title of the story.</p>																				
<b>ACTIVITY 2</b>	<p>(First explain when we use 'some' and 'any')  <b>Use "some" or "any" to fill in the gaps.</b>        Examples        There is <u>some</u> firewood in the store.        She didn't have <u>any</u> milk to sell.</p> <ol style="list-style-type: none"> <li>1. May I have ..... food please?</li> <li>2. Isn't there ..... diesel in the petrol station?</li> <li>3. I shall buy ..... bulbs for lighting.</li> <li>4. There isn't ..... paraffin in the stove.</li> <li>5. Do you have ..... drinking water in the fridge?</li> <li>6. Harriet sold ..... firewood.</li> <li>7. There isn't ..... petrol in the car.</li> </ol>																				
<b>ACTIVITY 3</b>	<p><b>Form correct sentences from the table below.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; width: 25%;">I</td> <td style="padding: 5px;">am</td> <td style="padding: 5px;">selling</td> <td style="padding: 5px;">stoves.</td> </tr> <tr> <td style="padding: 5px;">We</td> <td style="padding: 5px;">are</td> <td style="padding: 5px;">buying</td> <td style="padding: 5px;">petrol.</td> </tr> <tr> <td></td> <td></td> <td style="padding: 5px;">carrying</td> <td style="padding: 5px;">bulbs.</td> </tr> <tr> <td></td> <td></td> <td></td> <td style="padding: 5px;">firewood.</td> </tr> <tr> <td></td> <td></td> <td></td> <td style="padding: 5px;">paraffin.</td> </tr> </table>	I	am	selling	stoves.	We	are	buying	petrol.			carrying	bulbs.				firewood.				paraffin.
I	am	selling	stoves.																		
We	are	buying	petrol.																		
		carrying	bulbs.																		
			firewood.																		
			paraffin.																		
<b>ACTIVITY 4</b>	<p><b>Read the sentences and answer the questions that follow in full sentences.</b></p> <ol style="list-style-type: none"> <li>1. Lubwama bought bulbs yesterday.</li> <li>2. Josephine carried some food yesterday.</li> <li>3. Sarah sold some firewood yesterday.</li> <li>4. Hassan bought some diesel last evening.</li> <li>5. Nabasa sold charcoal last week.</li> </ol> <p><b>Answer the questions correctly.</b></p> <ol style="list-style-type: none"> <li>1. What did Nabasa sell last week?</li> <li>2. What did Josephine carry yesterday?</li> <li>3. What did Lubwama buy yesterday?</li> <li>4. What did Sarah sell yesterday?</li> <li>5. What did Hassan buy last evening?</li> </ol>																				

**ACTIVITY 5**

**Study the conversation below and answer the questions about it.**



- Teacher : Children, what will you do when you reach home?  
Ketra : I shall go to the market to buy some food.  
Festo and Julie : We shall collect firewood from the bush.  
Eron : I shall buy paraffin from the petrol station.  
Teacher : What will your brothers do?  
Baguma : They will fetch water from the well.  
Adong : My brother will make fire using paraffin.

**Answer the questions correctly.**

1. What will Ketra do when she reaches home?
2. Who will buy paraffin from the petrol station?
3. What will Adong's brother do?
4. Who will collect firewood from the bush?

**SAFETY TIP**

During this COVID-19 period while you are at home, it is good for you to do work like cooking, cleaning, washing clothes but your parents or older brothers and sisters should protect you from work that harms your health or interferes with your learning.

## LESSON TWO

### WAYS OF SAVING ENERGY

Dear learner, in this lesson you are going to :

- read and spell new words.
- Study pictures and read sentences about them.
- Read and give opposites of words.
- learn making sentences using the given structures.
- Read a story and answer questions about it.

**Now get your exercise book and pencil ready with you.**



ACTIVITY	WHAT TO DO
ACTIVITY 1	<b>Read, spell and write down the following words.</b> Switch on/off, cover, match stick, torch, water, box, light, candle, low, high, blow off, switch.
ACTIVITY 2	<b>Study the pictures and read sentences about them.</b>  She is switching on the light.  We use a torch to give us light.  He is blowing out the candle.  Always cover drinking water when boiling it.

<b>ACTIVITY 3</b>	<p><b>Read and give the opposites of these words.</b></p> <p><b>Example</b></p> <p>good – <u>bad</u> switch on – <u>switch off</u></p> <p>1. long - ..... 5. low - .....      2. sell - ..... 6. early - .....      3. inside - ..... 7. small - .....      4. clean - ..... 8. light - .....      5. beautiful - ..... 10. come - .....</p>														
<b>ACTIVITY 4</b>	<p><b>Study the table below and use it to answer the questions that follow.</b></p> <table border="1" data-bbox="314 586 1441 900"> <thead> <tr> <th>Name</th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td>Namale</td> <td>blew out the candle.</td> </tr> <tr> <td>Oundo</td> <td>switched on the light.</td> </tr> <tr> <td>Kemirembe</td> <td>blew out the fire.</td> </tr> <tr> <td>Chemutai</td> <td>switched on the television.</td> </tr> <tr> <td>Mbonye</td> <td>switched on the phone.</td> </tr> <tr> <td>Kisala</td> <td>switched on the radio.</td> </tr> </tbody> </table> <p><b>Example</b></p> <p>Who switched on the television?  <u>Chemutai switched on the television.</u></p> <p><u>He switched on the television.</u></p> <p><b>Answer the questions correctly.</b></p> <ol style="list-style-type: none"> <li>1. Who switched on the radio?</li> <li>2. Who blew out the candle?</li> <li>3. Who switched on the phone?</li> <li>4. Who blew out the fire?</li> <li>5. Who switched on the light?</li> </ol>	Name	Activity	Namale	blew out the candle.	Oundo	switched on the light.	Kemirembe	blew out the fire.	Chemutai	switched on the television.	Mbonye	switched on the phone.	Kisala	switched on the radio.
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<b>ACTIVITY 5</b>	<p><b>Read the story and answer the questions about it.</b></p> <p><b>Shopping</b></p> <p>One day, mother was very busy with work at home. She wanted to buy many items from different places. She decided to send her children to buy items for her.</p> <p>Angella was given money to buy a candle and a matchbox from the shop. Rodney was sent to the shop to buy a torch. She wanted to use the torch at night when it is dark. Kato and Wasswa were given some money to buy paraffin from the petrol station. Kizza was sent to buy charcoal from the market. Later, the children returned back home. They had everything their mother wanted. She was very happy with the children.</p> <p><b>Answer the questions in full sentences.</b></p> <ol style="list-style-type: none"> <li>1. Who bought a candle and a matchbox?</li> <li>2. What did Kato and Wasswa buy from the petrol station?</li> <li>3. Who bought charcoal from the market?</li> <li>4. Who bought a torch from the shop?</li> </ol>														

## LESSON THREE

### DANGERS OF ENERGY AND WAYS OF AVOIDING THEM

#### HELLO LEARNER, YOU ARE WELCOME TO THIS LESSON

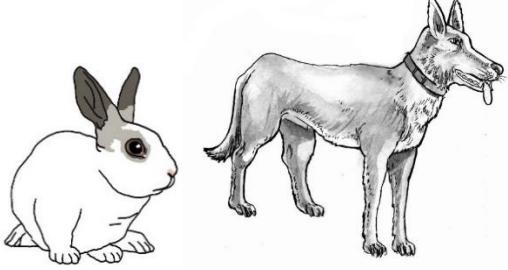
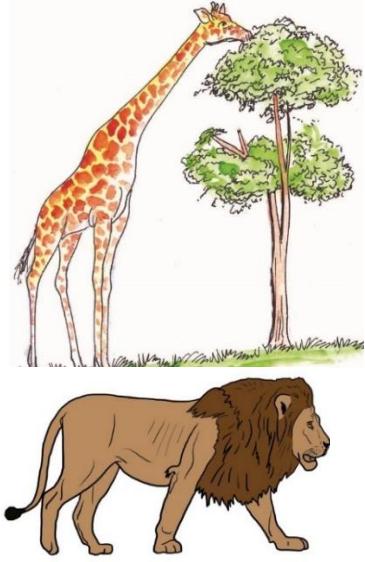
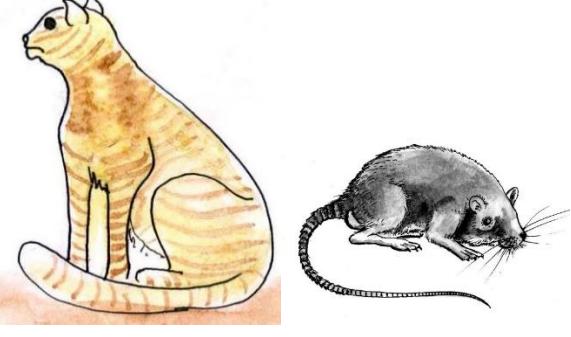
In this lesson you are going to:

- Read and spell new words.
- Make small words from the big words.
- Make sentences using the given structures.
- Read a passage and answer questions about it.

Now get your exercise book and pencil ready with you.



ACTIVITY	WHAT TO DO																									
ACTIVITY 1	<b>Read, spell and write down the following words.</b> danger, alarm, report, burn, fire, warn, socket, kill, warm, plant.																									
ACTIVITY 2	<b>Make small words from the big words</b> <b>Example:</b> <b>Swarm – arm – war</b>  1. plant - ..... 4. warn - ..... 2. danger - ..... 5. alarm - ..... ..... 3. report - ..... 6. kill - ..... .....																									
ACTIVITY 3	<b>Make correct sentences from the table below</b> <table border="1"><tr><td>I</td><td></td><td>call for help</td><td></td><td></td></tr><tr><td>We</td><td>shall</td><td>report</td><td></td><td></td></tr><tr><td>He</td><td></td><td>make an alarm</td><td></td><td></td></tr><tr><td>She</td><td>will</td><td>call the police</td><td>when</td><td></td></tr><tr><td>They</td><td></td><td>shout for help</td><td></td><td>in danger.</td></tr></table> <b>Example:</b> I shall report to the police when in danger.	I		call for help			We	shall	report			He		make an alarm			She	will	call the police	when		They		shout for help		in danger.
I		call for help																								
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They		shout for help		in danger.																						

<b>ACTIVITY 4</b>	<p><b>Study the pictures and read the sentences.</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>A dog is bigger than a rabbit. It is .....</b></p> </div> <div style="text-align: center;">  <p><b>An elephant is fatter than a zebra. It is .....</b></p> </div> </div>
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>A giraffe is taller than a lion. It is .....</b></p> </div> <div style="text-align: center;">  <p><b>A rat is smaller than a cat. It is .....</b></p> </div> </div>
<b>ACTIVITY 5</b>	<p><b>Read the passage and answer the questions that follow.</b></p> <p><b>Dangers of fire and electricity.</b></p> <div style="text-align: center;">  </div> <p><b>Electricity and fire are very useful in our homes. Electricity is also useful in hospitals</b></p>

	<p>and industries.</p> <p>In our homes, we use electricity for cooking, lighting and ironing clothes. We also use it radios, televisions and video players to watch films.</p> <p>In the industries and factories, electricity is used to run /operate machines.</p> <p>However, electricity can be bad to us when we do not use it carefully. For example, when you touch a live wire, electricity can shock and kill you. Electricity can burn homes, schools and markets when the wiring is not properly done. This can lead to loss of lives and property.</p> <p>We can avoid the dangers of electricity and fire in our homes as follows.</p> <p>You should not touch or play with any live wires. You must not touch any person or animal killed by electricity.</p> <p>You should not leave candles burning near clothes and beds at night. We should not keep diesel and petrol in our houses. It can catch fire and burn the house killing people.</p> <p><b>Answer the questions in full sentences.</b></p> <ol style="list-style-type: none"> <li>1. How is electricity useful in our homes?</li> <li>2. Why is it bad to touch live wires?</li> <li>3. What should you not leave burning near beds at night?</li> <li>4. Why is it bad to keep diesel and petrol in our houses?</li> <li>5. What must you not touch?</li> </ol> <p style="text-align: center;"><b>WELL DONE!</b></p>
<b>HEALTH TIP</b>	<b>If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.</b>