

TERM ONE

PRIMARY THREE

ENGLISH THEMATIC LESSON NOTES

Lesson	Theme	Our sub county / Division
	Sub Theme	Name and location of our sub county
	Content	Revision of vocabulary from P2 (Nouns)
		<p>Examples : door , window , cupboard , desk , table , book box, pencil , tin , tree, blackboard.</p> <ul style="list-style-type: none"> - These are examples of nouns. - What is a nouns - A noun is a naming word. - A noun is a naming word. <p>Listening , speaking , reading , writing</p> <p>Underline nouns in the given sentences</p> <ol style="list-style-type: none"> 1. This is a book 2. The pencil is very long 3. He is a tall boy 4. I am sitting on the chair 5. My umbrella is new. 6. The bottle is on the table 7. She is using a red pen 8. His bag is torn. 9. Your sweater is torn. 10.He is cleaning the blackboard
Lesson	Theme	Our Sub – county / Division
	Sub – Theme	Name and location of our Sub – county
	Lesson content	<p>Types of nouns</p> <ul style="list-style-type: none"> - Proper Nouns - Common Nouns

	<p>Skill Evaluation activity</p> <p>Lesson Evaluation</p> <p>Evaluation activity</p>	<p>- A noun is a naming word Listening , speaking, reading, writing Underline nouns in the given sentences</p> <ol style="list-style-type: none"> 1. This is a book 2. The pencil is very long. 3. He is a tall boy. 4. I am sitting on the chair. 5. My umbrella is new. 6. The bottle is on the table. 7. She is using a red pen. 8. His bag is torn. 9. Your sweater is torn. 10.He s cleaning the blackboard. <p>- Countable and incountable nouns are the two classes of common nouns. - Countable nouns: These are things that we can count. Examples . Book, stones, pencil , tables, boys, sticks room etc. Un – countable nouns. - These are things that we cant count. Example - Water , sugar, sand, milk, salt etc. Complete the table correctly.</p> <table border="1" data-bbox="667 1105 2003 1446"> <thead> <tr> <th data-bbox="667 1105 1335 1149">Ten countable nouns</th> <th data-bbox="1335 1105 2003 1149">Five un – countable nouns</th> </tr> </thead> <tbody> <tr> <td data-bbox="667 1149 1335 1193">1</td> <td data-bbox="1335 1149 2003 1193">1</td> </tr> <tr> <td data-bbox="667 1193 1335 1237">2</td> <td data-bbox="1335 1193 2003 1237">2</td> </tr> <tr> <td data-bbox="667 1237 1335 1281">3</td> <td data-bbox="1335 1237 2003 1281">5</td> </tr> <tr> <td data-bbox="667 1281 1335 1325">4</td> <td data-bbox="1335 1281 2003 1325">4</td> </tr> <tr> <td data-bbox="667 1325 1335 1369">5</td> <td data-bbox="1335 1325 2003 1369">5</td> </tr> <tr> <td data-bbox="667 1369 1335 1412">6</td> <td data-bbox="1335 1369 2003 1412"></td> </tr> <tr> <td data-bbox="667 1412 1335 1446">7</td> <td data-bbox="1335 1412 2003 1446"></td> </tr> </tbody> </table>	Ten countable nouns	Five un – countable nouns	1	1	2	2	3	5	4	4	5	5	6		7	
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Lesson	Theme	Our Sub – county / Division	
	Sub Theme	Name and location of our sub – county	
	Lesson content	<p><u>Collective Nouns</u></p> <ul style="list-style-type: none"> - A collective noun is a name given to a collective / group of people / things take as one. - These nouns are always found n pairs. - Examples - A gang of thieves - A herd of cattle - A bunch of bananas - A pack of wolves - A team of players - A trouple of dancers - A swarm of bees - A choir of singers - A band of musicians - A pride of elephants - A crew of sailors - A troop of monkeys - A bunch/ bouquet of flowers - A board director - A bench of bishops / magistrates - A congregation of worshippers. - A heap stone , books, soil, sand etc. - An army of soldiers - A flock of birds / sheep 	

	<p>Skill Evaluation Activity 1</p> <p>Lesson Evaluation</p>	<ul style="list-style-type: none"> - A Staff of servants / teachers - A litter of puppies / kittens / piglets etc - A party of friends etc. <p>Listening , speaking , reading , writing</p> <p>Fill in the correct word</p> <ol style="list-style-type: none"> 1. A herd of _____ 2. A choir of _____ 3. A crew of _____ 4. A bench of _____ 5. A litter of _____ 6. A _____ of birds 7. A _____ of bananas 8. A _____ of teacher. 9. A _____ player . 																
Lesson	Theme	Our Sub – County / Division																
	Sub - Theme	Name and location of our sub – county																
	Lesson content	<p>Gender (Male and Female)</p> <p>Examples</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Male</td> <td style="width: 50%;">Female</td> </tr> <tr> <td>Man</td> <td>woman</td> </tr> <tr> <td>Boy</td> <td>girl</td> </tr> <tr> <td>Husband</td> <td>wife</td> </tr> <tr> <td>Nephew</td> <td>niece</td> </tr> <tr> <td>Monitor</td> <td>monitress</td> </tr> <tr> <td>Widow</td> <td>widower</td> </tr> <tr> <td>Gentlemen</td> <td>lady</td> </tr> </table>	Male	Female	Man	woman	Boy	girl	Husband	wife	Nephew	niece	Monitor	monitress	Widow	widower	Gentlemen	lady
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		Waiter Wizard Father Prince Brother Brother - in – law He Son Landlord Sir Poet Actor Bachelor Fill in the missing words Male Man Actor _____ _____ Sir He _____ _____ Prince _____	waitress witch mother princess sister sister – in – law she daughter landlady madam poetess actress spinster etc Female _____ _____ daughter lady _____ _____ mother widower _____ Wife
	Lesson activity		
	Lesson Evaluation		
Lesson	Theme	Our Sub – county / Division	
	Sub – Theme	Name and location of our Sub – county	
	Lesson content	Gender (Male and female)	

	<p>Skills. Evaluation Activity 1</p> <p>Lesson Evaluation</p>	<p>Animals and birds</p> <p>Examples</p> <table border="0"> <tr> <td>Male</td> <td>Female</td> </tr> <tr> <td>Boar</td> <td>sow</td> </tr> <tr> <td>Ram</td> <td>ewe</td> </tr> <tr> <td>Leopard</td> <td>leopardess</td> </tr> <tr> <td>Bull</td> <td>cow</td> </tr> <tr> <td>Dog</td> <td>bitch</td> </tr> <tr> <td>Lion</td> <td>lioness</td> </tr> <tr> <td>Buck</td> <td>doe</td> </tr> <tr> <td>Tiger</td> <td>tigress</td> </tr> <tr> <td>He goat</td> <td>she goat</td> </tr> <tr> <td>Bear</td> <td>she bear</td> </tr> <tr> <td>Wolf</td> <td>she – wolf</td> </tr> </table> <p>Listening, speaking, reading , writing</p> <p>Complete the table</p> <table border="0"> <thead> <tr> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>Boer</td> <td>_____</td> </tr> <tr> <td>Raw</td> <td>_____</td> </tr> <tr> <td>Leopard</td> <td>_____</td> </tr> <tr> <td>Bull</td> <td>_____</td> </tr> <tr> <td>Dog</td> <td>_____</td> </tr> <tr> <td>Lion</td> <td>_____</td> </tr> <tr> <td>Buck</td> <td>_____</td> </tr> <tr> <td>Bull</td> <td>_____</td> </tr> <tr> <td>Drake</td> <td>_____</td> </tr> <tr> <td>He goat</td> <td>_____</td> </tr> <tr> <td>Stallion</td> <td>_____</td> </tr> </tbody> </table>	Male	Female	Boar	sow	Ram	ewe	Leopard	leopardess	Bull	cow	Dog	bitch	Lion	lioness	Buck	doe	Tiger	tigress	He goat	she goat	Bear	she bear	Wolf	she – wolf	Male	Female	Boer	_____	Raw	_____	Leopard	_____	Bull	_____	Dog	_____	Lion	_____	Buck	_____	Bull	_____	Drake	_____	He goat	_____	Stallion	_____
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Lesson	Theme	(Lower class work)																																																

	Sub theme	Our sub county
		Name and location of our sub county
		<p>Articles</p> <p>A, an, and the</p> <p>A is used before nouns that begin with consonants and these nouns must be singular. Ie a baby a monkey etc</p> <p><u>An</u> . an is used before nouns that begin with "an"</p> <p>Eg <u>an</u> insect <u>an</u> owl.</p> <p>Lule eats <u>an</u> egg.</p> <p>Note: Some words don't start with vowel letters but when pronounced seem to start with vowel sounds. Hour such beg in with an article <u>an</u> eg <u>an</u> hour.</p> <p>Exercise</p> <p>Fill in the gaps with a or <u>an</u>.</p> <ol style="list-style-type: none"> 1. There is _____ umbrella on the table 2. Sam met them _____ year ago 3. The supervisors waited for less than _____ hour 4. Joel eats _____ egg everyday. 5. The teacher asked me whether I have ever seen _____ ghost. 6. She wants to buy _____ ruler and _____ inkpot 7. Get me _____ glass of milk 8. _____ old man was seated next to the door <p>Article "the "</p> <p>The article the is used both on uncountable and uncountable nouns. It points out nouns that you are eg Here is the boy who stole my book</p> <p>Has she done al the questions</p> <p>She took the ruler which was on my desk</p> <p>The water is the glass</p>

	Nouns	<p>Fill in the blank spaces with “a””an” the where</p> <ol style="list-style-type: none"> 1. We must help _____ poor and _____ sick. 2. Can I have _____ cup of black coffee? 3. Do you want _____ card and _____ envelope? 4. There is _____ dog in front of _____ old house 5. Sam is _____ smallest boy in _____ class 6. _____ sun rises in _____ East. <p>Arranging words in alphabetical order. Vocabulary – glass , tree leaf stem root mouth, Betty eye nose hand leg John Sarah Dorothy</p>
Lesson	Theme	Our sub – county / Division
	Sub – Theme	Nouns (after articles a, an and the)
	Lesson content	<p>Arranging word in alphabetical order. Vocabulary – class, tree, leaf, stem, root , month, Betty, eye, nose hand, leg, john, sarah, Dorothy .</p>
	Skill Evaluation Activity	<p>Listening , speaking , reading , writing. Arrange the following words in alphabetical order</p> <ol style="list-style-type: none"> 1. Horse, Camel, Lion, Ox, Donkey. 2. Desk , Table, Stool, Chair, Bench 3. Woman , boy, girl, man, child. 4. Water , milk, soda, tea, coffee 5. Pen, chalk, ruler, duster. 6. Saucer, jug, cup, bowl, plate. 7. White , brown, red, green, yellow 8. Mango, orange, grape, apple, pineapple 9. Alice , Annet Allan, Angella 10. Volleyball , swimming, cricket, hockey, netball 11. Dog , ram, buck, drake, tiger, boar.
	Lesson Evaluation	

Lesson	Theme	Our Sub – County / Division.
	Sub Theme	Name and location of our Sub – county / Division.
Lesson content Skills Evaluation Activity		<p>Nouns Vocabulary.</p> <p>Teacher will guide pupils on how to change.</p> <p>Arrange words in alphabetical order. E.g bush, bell, bird, board, band.</p> <p>Listening , speaking, Reading , writing.</p> <p>Arrange these words in alphabetical order.</p> <ol style="list-style-type: none"> 1. Meat, Mouse , Mug, Map, Milk 2. Road, race, rung, rise, read. 3. Girl, goal, geese, gun, gate. 4. Bull, bank, beef, book, bite 5. Seed , sow, sing, sand, sun 6. Leaf , lung, loose, lamp , little. 7. Puppy, pite , pail, peace, pot 8. Deaf, dull, dam, dish, doll. 9. Needle, nail, nose, nice, null. 10. Tick, turn, tool, tomato, tea.
Lesson Evaluation		
Lesson	Theme	Our Sub – county / Division
	Sub – Theme	Nouns
Lesson content Skill Evaluation Activity		<p>Vocabulary</p> <p>Teacher will guide pupils on how to arrange words alphabetically</p> <p>Arranging words n ABC order. (The first two letters are the same) eg blown, blind, bleat, blue, black.</p> <p>Listening , speaking , reading,</p> <p>Arrange these words alphabetically.</p> <ol style="list-style-type: none"> 1. Tree, trace, true, trip, trolley.

	Lesson Evaluation	<ol style="list-style-type: none"> 2. Floor , fleet, fly, flue, flag 3. Dress, drum, draw, drink, drop 4. Slipper, slum, sleep, slap, slow 5. Club, climb, clean, close, clan, church 6. Stem, stole, stamp, stung , still 7. Shut, share, show, ship, she 8. Group, grind , grade, grunt, greedy 9. Gold, silver, wood, copper, iron, zinc. 10.Crue, crow, crack, create, crisis
Lesson	Theme	Our sub – county / Division
	Sub – Theme	Nouns - Odd man out
	Lesson content	Finding odd man out. (Underline the words which do not fit in group) eg – chair, stool , table, bench.
	Skill Evaluation Activity	<ul style="list-style-type: none"> - Lemon , avocados, orange, mango - Uganda , Kenya, Sudan, Nairobi Listening , speaking, reading , writing Underline the odd words
	Lesson Evaluation	<ol style="list-style-type: none"> 1. Paper , sugar, ruler, pencil, pen 2. Table , chair , bed, bed, stool, cup 3. Henry , Paul, Richard, Jane, Tom 4. Happy , eat, drink, write, throw 5. Bread, milk, water, coffee, tea 6. Gold , silver, wood, copper, iron 7. Dog, monkey, cat, rabbit, parrot 8. Gentleman , doctor, farmer, plumber, tailor 9. Alice, Annet, Annita, Allan, Angella 10.Young , Sweet, read, tall , good
Lesson	Theme	Our Sub – County / Division
	Sub - Theme	Nouns – Making little words from the table.

	<p>Lesson content</p> <p>Skills Evaluation Activity</p> <p>Lesson Evaluation</p>	<p>Making little words from big ones Eg stone – one , to, tone. - Sold - old , so - Harvest – vest - Classroom - class, ass, room.</p> <p>Listening , speaking , Reading, writing. Find the little words from the big one</p> <ol style="list-style-type: none"> 1. Headmaster _____ 2. Rain bow _____ 3. Children _____ 4. Evening _____ 5. Weed _____ 6. Father _____ 7. Because _____ 8. What _____ 9. Must _____ 10. Today _____ 11. Game _____ 12. Teacher _____ 13. Railway _____ 14. Monkey _____ 15. Choice _____ 16. Soldier _____ 17. Firewood _____ 18. Garden _____ 19. Cold _____ 20. Season _____
Lesson	Theme	Our Sub – County / Division
	Sub – Theme	Name and location of our Sub – county / Division
	Lesson Content	Vocabulary

	Sub - Theme	Commands – Substitution tables.				
	Lesson Content Skill Evaluation activity	Substitutional tables. Listening, speaking, reading, writing. Make correct sentences from the table.				
		To go to	The office Our classroom The kitchen The church		Turn left and go straight. Turn right & go straight. Go straight and turn left Go straight and turn right.	
		1 , 2 , 3 , 4 , 5,				
		The	School Shop Market School garden Hospital	Is on the	Left hand side of Right hand side of	The road The mosque The church Our home
	Lesson Evaluation	1, 2 , 3 , 4 , 5				
Lesson	Theme	Our sub – county / division				
	Sub - theme	Requests and Refusals				
	Lesson content	Vocabrary – lend, borrow. Teacher will introduce the lesson by use of comments. Revisions of command ie. Stand up , go out, come in borrow, lend on, May				
	Skill	Listening , reading , writing , speaking May I borrow your book please ?				

	Evaluation Activity	Yes, you may No, I am sorry, I am using it. May I come in please? Yes you may. Can is used when asking for permission. Can you have a seat? Can I come in ? Make five requests using can or may.																						
Lesson	Theme	Our sub – county / division																						
	Sub – Theme	Requests and refusals.																						
	Lesson content	Teacher guides pupils on how to use the given structures. May I have a pencil please? Yes, you may. Can I borrow your book please? No you cant Listening , speaking , Reading , writing.																						
	Evaluation activity	<table border="1"> <tr> <td>May</td> <td>I have</td> <td>a</td> <td>Rulers</td> <td>Please?</td> </tr> <tr> <td></td> <td>I borrow</td> <td rowspan="2">Some</td> <td>Tea</td> <td></td> </tr> <tr> <td></td> <td>We have</td> <td>Pencil</td> <td></td> </tr> <tr> <td>Can</td> <td>We borrow</td> <td></td> <td>Juice book</td> <td></td> </tr> </table>				May	I have	a	Rulers	Please?		I borrow	Some	Tea			We have	Pencil		Can	We borrow		Juice book	
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	Lesson evaluation	Can I have a pencil , please? May we borrow. Some books, please? Listening , speaking , reading , writing. Make ten correct requests from the table below.																						
		<table border="1"> <tr> <td>May</td> <td>I have</td> <td>a</td> <td>Juice</td> <td rowspan="3">Please?</td> </tr> <tr> <td rowspan="2">Can</td> <td>We borrow</td> <td rowspan="2">some</td> <td>Pencil</td> </tr> <tr> <td>I borrow</td> <td>Toilet</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Rubber pen</td> </tr> </table>				May	I have	a	Juice	Please?	Can	We borrow	some	Pencil	I borrow	Toilet				Rubber pen				
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Lesson	Theme	Our Sub – county / Division																						
	Sub – Theme	Request and refusals.																						

	<p>Lesson content</p> <p>Skill</p> <p>Evaluation activity</p> <p>Evaluation activity</p>	<p>A teacher will guide pupils on how develop language related to the dialogue. A dialogue s a talk two or more people</p> <p>Borrowing a pencil</p> <p>Mugisha : Good Morning , Opio</p> <p>Opio : Good morning to you.</p> <p>Mugisha : I cant find my pencil can I borrow your spare pencil, please ?</p> <p>Opio : yes you may</p> <p>Listening , Speaking, reading , writing.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. How many people are in the dialogue? 2. What is the tittle of the dialogue? 3. Who are the people talking ? 4. What couldn't Mugisha find? 5. When did the conversation take place? 6. Whom did Mugisha borrow a pencil from? 7. Give the opposite of the word. Borrow.
Lesson	Theme	Our sub – county / division
	Sub theme	Request and Refusals
	<p>Lesson content</p> <p>Skills Evaluation activity</p>	<p>Reading and writing</p> <p>Read the story entitled “KITUYI ASKS FOR A PEN” (MK primary English book 3 pg)</p> <p>Listening , speaking , reading, writing.</p> <p>Answer these questions in full sentences.</p> <ol style="list-style-type: none"> 1. How old is Kituyi? 2. In which class is Kituyi? 3. Why was Kituyi not writing? 4. What happened to her pen? 5. From whom did Kituyi borrow a pen? 6. What was wrong with Kituy's bag? 7. Who lent Kituyi a pen? 8. Which school does Kituyi go to?

	Lesson Evaluation	9. How many pens did Nyanzi have? 10. What is the title of the story?
Lesson	Theme	Our sub county / division
	Sub theme	Name and location of our sub county / division
	Lesson content	Requests and refusals. Topical questions / Exercise Choose the correct word from the box complete the sentences. Please , borrow , yes you may , pencil, I am sorry, lent, can, I use . lend , one thank you , borrowed. 1. May I borrow your book ____? 2. _____, you may. 3. Apollo didn't have a pencil , so she ____ from Amoot. 4. Busingye is kind. He _____ Mugizi a book. 5. When she lends you a book, say" _____" 6. Bbaale _____ me your coat, please said Bua. 7. When I asked for a banana , mother said "you may have _____" 8. Mugisha didn't lend me his pen. He said _____, I am using it. 9. I asked Ouma if I could use his pen. Yes you ____ use it. 10. May I come in, _____? 11. May I have a _____, please 12. _____ a young baby walk?
	Lesson Evaluation	
	Theme	Nouns
	Sub theme content	Singular and plural (Vocabulary) Forming plurals by adding "es" Dish – dishes Glass – glasses Match – matches Hero – heroes
	Skills Evaluation	Tomato – tomatoes

	<p>activity</p> <p>Lesson Evaluation.</p>	<p>Listening , speaking, reading , writing. Complete this table correctly.</p> <table border="0"> <thead> <tr> <th data-bbox="667 256 1024 293">Singular</th> <th data-bbox="1045 256 1192 293">Plural</th> </tr> </thead> <tbody> <tr> <td data-bbox="667 302 1024 339">Branch</td> <td data-bbox="1045 302 1192 339">branches</td> </tr> <tr> <td data-bbox="667 347 1024 384">Cross</td> <td data-bbox="1045 347 1192 384">_____</td> </tr> <tr> <td data-bbox="667 393 1024 430">Glass</td> <td data-bbox="1045 393 1192 430">_____</td> </tr> <tr> <td data-bbox="667 438 1024 475">Tomato</td> <td data-bbox="1045 438 1192 475">_____</td> </tr> <tr> <td data-bbox="667 483 1024 521">Mosquito</td> <td data-bbox="1045 483 1192 521">_____</td> </tr> <tr> <td data-bbox="667 529 1024 566">Coach</td> <td data-bbox="1045 529 1192 566">_____</td> </tr> <tr> <td data-bbox="667 574 1024 612">Bench</td> <td data-bbox="1045 574 1192 612">_____</td> </tr> <tr> <td data-bbox="667 620 1024 657">Dress</td> <td data-bbox="1045 620 1192 657">_____</td> </tr> <tr> <td data-bbox="667 665 1024 703">Cargo</td> <td data-bbox="1045 665 1192 703">_____</td> </tr> <tr> <td data-bbox="667 711 1024 748">Dish</td> <td data-bbox="1045 711 1192 748">_____</td> </tr> <tr> <td data-bbox="667 756 1024 794">Fox</td> <td data-bbox="1045 756 1192 794">_____</td> </tr> <tr> <td data-bbox="667 802 1024 839">Branch</td> <td data-bbox="1045 802 1192 839">_____</td> </tr> <tr> <td data-bbox="667 847 1024 885">Potato</td> <td data-bbox="1045 847 1192 885">_____</td> </tr> </tbody> </table>	Singular	Plural	Branch	branches	Cross	_____	Glass	_____	Tomato	_____	Mosquito	_____	Coach	_____	Bench	_____	Dress	_____	Cargo	_____	Dish	_____	Fox	_____	Branch	_____	Potato	_____
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	<p>Sub theme</p> <p>Skills Evaluation Activity</p>	<p>Singular and plural Forming plurals by adding - “ies” Factory - Factories. Community - Communities Story - Stories Listening, speaking , reading , writing Complete this table correctly.</p> <table border="0"> <thead> <tr> <th data-bbox="667 1159 1024 1196">Singular</th> <th data-bbox="1045 1159 1192 1196">plural.</th> </tr> </thead> <tbody> <tr> <td data-bbox="667 1205 1024 1242">Puppy</td> <td data-bbox="1045 1205 1192 1242">_____</td> </tr> <tr> <td data-bbox="667 1250 1024 1287">Lorry</td> <td data-bbox="1045 1250 1192 1287">_____</td> </tr> <tr> <td data-bbox="667 1295 1024 1333">Baby</td> <td data-bbox="1045 1295 1192 1333">_____</td> </tr> <tr> <td data-bbox="667 1341 1024 1378">Party</td> <td data-bbox="1045 1341 1192 1378">_____</td> </tr> <tr> <td data-bbox="667 1386 1024 1424">Factory</td> <td data-bbox="1045 1386 1192 1424">_____</td> </tr> <tr> <td data-bbox="667 1432 1024 1469">Study</td> <td data-bbox="1045 1432 1192 1469">_____</td> </tr> </tbody> </table>	Singular	plural.	Puppy	_____	Lorry	_____	Baby	_____	Party	_____	Factory	_____	Study	_____														
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Study	_____																													

	Lesson Evaluation	Family _____ University _____ Story _____ Butterfly _____ Body _____ City _____ Society _____ Enemy _____ Library _____
	Theme	Nouns
	Sub theme content	Singular and plural. Forming plurals by adding “ves” Knife Knives Shelf Shelves Calf calves Listening, speaking, reading, writing. Give the plural of these words
	Skills Evaluation activity	Leaf _____ thief _____ Calf _____ Shelf _____ Loaf _____ Wolf _____ Half _____ Life _____ Wife _____ Hoof _____
	Theme	Nouns
	Sub - theme	Singular and plural Forming plural by adding “S” Singular plural Chair chairs Book books Pencil pencils Sister – in – law sisters – in – law Listening , speaking , reading , reading , writing.
	Skills Evaluation	

	activity Lesson evaluation	Write the plurals of these words <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Singular</td> <td style="width: 50%; text-align: right;">Plural</td> </tr> <tr> <td>Chair</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>Table</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>Book</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>Rubber</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>Ruler</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>Boy</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>Girl</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>Day</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>Window</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>Brother - in - law</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>Sister - in - law</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>Head - of state</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>Head - of - department</td> <td style="text-align: right;">_____</td> </tr> </table>	Singular	Plural	Chair	_____	Table	_____	Book	_____	Rubber	_____	Ruler	_____	Boy	_____	Girl	_____	Day	_____	Window	_____	Brother - in - law	_____	Sister - in - law	_____	Head - of state	_____	Head - of - department	_____
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	Theme	Nouns																												
	Sub - theme Skills	Singular and plural Nouns whose plural form is the same as singular. <table style="width: 100%; border: none;"> <tr> <td>Food</td> <td>food</td> </tr> <tr> <td>Water</td> <td>water</td> </tr> <tr> <td>Dust</td> <td>dust</td> </tr> <tr> <td>Luggage</td> <td>luggage</td> </tr> <tr> <td colspan="2">Listening, speaking, reading, writing.</td> </tr> <tr> <td>Singular</td> <td style="text-align: right;">Plural</td> </tr> <tr> <td>Wood</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>Dozen</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>Luggage</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>Flour</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>Milk</td> <td style="text-align: right;">_____</td> </tr> </table>	Food	food	Water	water	Dust	dust	Luggage	luggage	Listening, speaking, reading, writing.		Singular	Plural	Wood	_____	Dozen	_____	Luggage	_____	Flour	_____	Milk	_____						
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	Lesson Evaluation	Food _____ Equipment _____ Timber _____ Bread _____ Soap _____ Butter _____ Money _____ Property _____ Deer _____ Juice _____
	Theme	Nouns
	Sub – theme	Singular and plural
	Content Skills Evaluation activity Lesson Evaluation.	Nouns whose plural form does not follow any of the rules above. Child children Ox Oxen Mouse mice Listening , speaking , reading, writing. Singular Plural Child _____ Man _____ Tooth _____ Goose _____ Ox _____ Woman _____ Foot _____ Mouse _____ Louse _____
	Theme	Nouns
	Sub – theme	Singular and plural

	<p>Content</p> <p>Skill</p> <p>Evaluation exercise</p> <p>Lesson Evaluation</p>	<p>I We she they I am we are</p> <p>My Our you him them he they</p> <p>Us has me have your their ours</p> <p>Are is her them</p> <p>It self - themselves - himself , themselves , myself , our selves</p> <p>Listening , speaking , reading, writing.</p> <p>Complete the table correctly</p> <table border="0"> <thead> <tr> <th data-bbox="667 472 1010 506">Singular</th> <th data-bbox="1010 472 2007 506">Plural</th> </tr> </thead> <tbody> <tr><td data-bbox="667 513 1010 547">I</td><td data-bbox="1010 513 2007 547">_____</td></tr> <tr><td data-bbox="667 553 1010 587">He</td><td data-bbox="1010 553 2007 587">_____</td></tr> <tr><td data-bbox="667 594 1010 628">My</td><td data-bbox="1010 594 2007 628">_____</td></tr> <tr><td data-bbox="667 634 1010 669">It</td><td data-bbox="1010 634 2007 669">_____</td></tr> <tr><td data-bbox="667 675 1010 709">Iam</td><td data-bbox="1010 675 2007 709">_____</td></tr> <tr><td data-bbox="667 716 1010 750">She</td><td data-bbox="1010 716 2007 750">_____</td></tr> <tr><td data-bbox="667 756 1010 790">Me</td><td data-bbox="1010 756 2007 790">_____</td></tr> <tr><td data-bbox="667 797 1010 831">Has</td><td data-bbox="1010 797 2007 831">_____</td></tr> <tr><td data-bbox="667 837 1010 872">Was</td><td data-bbox="1010 837 2007 872">_____</td></tr> <tr><td data-bbox="667 878 1010 912">Mine</td><td data-bbox="1010 878 2007 912">_____</td></tr> <tr><td data-bbox="667 919 1010 953">You</td><td data-bbox="1010 919 2007 953">_____</td></tr> <tr><td data-bbox="667 959 1010 993">Myself</td><td data-bbox="1010 959 2007 993">_____</td></tr> <tr><td data-bbox="667 1000 1010 1034">Itself</td><td data-bbox="1010 1000 2007 1034">_____</td></tr> <tr><td data-bbox="667 1040 1010 1075">Himself</td><td data-bbox="1010 1040 2007 1075">_____</td></tr> </tbody> </table>	Singular	Plural	I	_____	He	_____	My	_____	It	_____	Iam	_____	She	_____	Me	_____	Has	_____	Was	_____	Mine	_____	You	_____	Myself	_____	Itself	_____	Himself	_____
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	Theme	Nouns																														
	Sub – theme	Singular and plural																														
	Content	<p>Changing sentences from singular to plural.</p> <p>Eg</p> <p>I am coming today</p> <p>We are coming today.</p> <p>She is watching him.</p>																														

	<p>Skills Evaluation activity</p> <p>Lesson Evaluation</p>	<p>They are watching them. Listening , reading, writing, speaking Change these sentences to plural</p> <ol style="list-style-type: none"> 1. This man is a thief 2. She lost her pen yesterday. 3. I am learning English now. 4. My book was stolen. 5. He bought a loaf of bread from the bakery. 6. This lady is ever smart. 7. The child looked at the little white mouse 8. The shelf was opened by the chief. 9. She can sing very well. 10.I did that sum by myself.
	<p>Theme</p>	<p>Nouns</p>
	<p>Sub – theme</p> <p>Skills Evaluation Activity</p>	<p>Structures Use of has and have Has – its used in singular – he / she / the boy Have – its used in plural – they , we and also with I and you. Eg The child has long hair . They have forgotten their books Where has Mary gone at this time? Listening , speaking , reading , writing Fill in the gaps with has or have</p> <ol style="list-style-type: none"> 1. I _____ a good pen. 2. Your teacher _____ punished the boy. 3. We _____ lost our books. 4. The bird made a nice nest. 5. _____ she gone to school today? 6. Those flowers _____ a good smell. 7. Who _____ broken this cup?

	Evaluation activity	8. I _____ done my work and he _____ done his 9. She to sweep this room. 10.They _____ to arrange the furniture.
	Theme	Nouns
	Sub – theme	Structures: “these is “ and “There are”
	Content Skills Evaluation activity Lesson evaluation	There is – its used in singular There are – its used in plural There is some water in the kettle There are some books on the desk. Listening, speaking, reading , writing. Fill in the blanks with “There is” or “There are” 1. _____ are many flowers in the garden. 2. _____ no teacher in our classroom. 3. _____ a chair near the table 4. _____ nobody with a pen. 5. _____ six buses in the garage. 6. _____ many books in the library. 7. _____ a bird in the cage. 8. _____ many children in our school. 9. _____ three knives on the table. 10. _____ a map on the wall. 11. _____ a dog in the house 12. _____ 850 pupils at our school.
	Theme	Nouns
	Sub – theme	Article
	Content	“Some ” and “Any” Some is used to mean little left. Any is used if there’s nothing left also in questions and negative statements. Listening, reading, writing speaking.

	<p>Skills Evaluation activity</p> <p>Lesson Evaluation</p>	<p>Use some or any in these sentences</p> <ol style="list-style-type: none"> 1. The child does not drink _____ milk. 2. There is _____ coffee in the jug 3. There are _____ children in the classroom 4. He doesn't want _____ food 5. There is _____ dust on the chair 6. Is there _____ water in the jug? 7. Are there _____ flowers in the garden? 8. There are _____ monkeys on the branch of the tree. 9. Do you know _____ body here? 10. _____ thing is better than nothing. 11. There isn't _____ letter from him.
	Theme	Nouns
	Sub – theme	Reading and writing
	<p>Content Skills</p> <p>Lesson Evaluation</p>	<p>Reading and writing</p> <p>Story titled : “my sister’s wedding party ”.</p> <p>Listening , speaking , reading writing</p> <ol style="list-style-type: none"> 1. When was Sarah’s sisters wedding? 2. Who went to the party? 3. What did Sarah’s sister give the bride? 4. What was the colour of the bride’s dress 5. What did Sarah eat? 6. Who did Sarah dance with? 7. Give the opposite of these words 8. Aunts _____ b) beautiful _____ c) Sister _____
	Theme	Pronouns
	Sub – theme	Types of pronouns
	Contents	<p>- What is a pronoun?</p> <p>A pronoun is a word that takes place of a noun eg he, she , it etc.</p>

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson Evaluation</p>	<p>- Types of pronouns</p> <p>a) Subject pronouns</p> <p>b) Possessive pronouns</p> <p>c) Object pronouns</p> <p>d) Reflexive pronouns</p> <p>e) Interrogative pronouns.</p> <p>f) Relative pronouns</p> <p>- Subject pronouns</p> <p>These are pronouns used to begin a sentence. Eg He, she , it , they , we .</p> <p>- He is used on male people while she is used on female eg.</p> <p>Tom us a good boy.</p> <p>He is a good boy.</p> <p>The actor is sleeping.</p> <p>He is sleeping.</p> <p>Listening, speaking , reading , writing</p> <p>Replace the underlined nouns with a correct pronoun.</p> <ol style="list-style-type: none"> 1. <u>The man</u> took poison but did not die. 2. <u>His uncle</u> has just gone to Nairobi. 3. <u>My father</u> works in a bank. 4. <u>The bridegroom</u> is more handsome than the best man. 5. <u>The waiter</u> served us with a lot of food. 6. <u>Mr. Mubiru</u> is the richest man in our village. 7. <u>His son</u> is a lecturer at Makerere University. 8. <u>That Headmaster</u> will address us next week. 9. <u>That gentleman</u> is very smart. 10. <u>The king</u> is very sick.
	Theme	Pronouns
	Sub – theme	Types of pronouns
	Content	<p>Subject pronouns</p> <p>She is used on female people. Eg the nurse is sleeping. She is sleeping.</p>

	Evaluation activity	<p>My mother is tall. She is tall. Replace the underlined noun with a correct pronoun.</p> <ol style="list-style-type: none"> 1. <u>The bride</u> is happier than her sister. 2. <u>My sister</u> died of cancer. 3. <u>Mrs Mutebi</u> has five children. 4. <u>My mother</u> is a teacher at Mengo primary school. 5. <u>The actress</u> has a beautiful dress. 6. <u>The queen</u> will meet all woman leader tomorrow. 7. <u>Her daughter</u> is my class mate . 8. <u>My aunt</u> is a mid wife at Mulago hospital. 9. <u>That lady</u> is unkind. 10. <u>My grandmother</u> is very old .
	Lesson evaluation.	
	Theme	Pronouns
	Sub – theme	Types of pronouns.
	Evaluation activity	<p>Pronouns WE eg <u>John and I</u> will go to school. We shall go to school tomorrow. b) My aunt and I went to Nairobi last week. We went to Nairobi last week. Replace the underlined nouns with a pronoun.</p> <ol style="list-style-type: none"> 1. <u>The baby</u> and I ate food. 2. <u>My friend and I</u> will buy ice cream from the super market. 3. <u>Rose and I</u> go to school every day. 4. <u>My father and I</u> will pay shs. 2000 for the concert. 5. <u>Lule and I</u> will not play football.
	Lesson Evaluation	
	Theme	Pronouns
	Sub – theme	Types of nouns
	Contents	<p>Subject pronouns <u>it</u> and <u>they</u>.</p> <ul style="list-style-type: none"> - It is used in singular and on. Objects that don't talk. Eg <u>the goat</u> is eating grass. - It is eating grass.

	<p>Evaluation activity</p> <p>Lesson Evaluation</p>	<p>- They is used in plural. <u>Oranges , mangoes , and apples</u> . They are fruits Replace the underlined nouns with a correct pronouns.</p> <ul style="list-style-type: none"> - <u>The baby</u> cried so loudly last night. - <u>Hens, ducks ,and turkeys</u> are domestic birds. - <u>The bird has</u> four nestlings. - <u>Cars buses and lorries</u> are means of transport. - <u>A fish</u> lives in water - <u>Circus , stratus , nimbus and cumulus</u> are types of clouds. - <u>That cat</u> has lovely kittens. - <u>A lion</u> is a very brave animals
	Theme	Pronouns
	Sub – theme	Types of pronouns
	<p>Content</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Possessive pronouns Hers, mine , his, yours, theirs, its also , Mary’s , Peter’s etc. eg That is mary’s bag. It is hers. Those are my books they are mine. Fill in the gaps with a correct possessive pronoun.</p> <ol style="list-style-type: none"> 1. This book belongs to me it is _____. 2. John bought a new shirt. It is _____. 3. They are our pencils. They are _____. 4. I have finished my work. It is _____. 5. Take the bag to Mary. It is _____ 6. These are their clothes. They are _____. 7. Give me this pen. It is _____. 8. These are our toys. These toys are _____ 9. That dog has a beautiful puppy . it is _____

	Theme	Pronouns
	Sub – theme	Reflexive pronouns
	Content	These are pronouns used to show emphasis eg themselves, myself, himself, yourself, herself , himself, yourself , itself , ourselves. 1. I made that doll by myself . 2. The goat fed the kid by itself.
	Skills	Listening , speaking , reading, writing
	Evaluation activity	Complete these sentences with a correct reflexive pronouns. Complete these sentences with a correct reflexive pronouns. 1. I can work out the sum by _____. 2. Jane arranged the seats for _____ 3. They carried the cupboard by _____ 4. Do you sometimes talk to _____? 5. He made a nice doll by _____. 6. Jane had a great holiday. She enjoyed _____ 7. Ben hurt _____ while he was running . 8. That bird built the nest by _____. 9. You must have done this work by _____ 10.I made a beautiful doll for _____.
	Lessons	
	Evaluation	
	Theme	Pronouns
	Sub – theme	Interrogative pronouns
	Content	These are pronouns that are used to ask questions eg who , what , when, which, whose, why, when Which – belongings (things) Who – people Where – places When – time Why – reason
	Skills	Listening , speaking , reading , writing
	Evaluation	Complete these sentences by adding the right questioning word.

	activity	<ol style="list-style-type: none"> 1. _____ of these pens do you like best? 2. _____ is your name? 3. _____ is your class teacher ? 4. _____ is the boy doing in the picture 4? 5. _____ is standing between Peter and allen? 6. _____ of these books belongs to you? 7. _____ time is it now? 8. _____ is the date today? 9. _____ are you going to town? 10. _____ teacher is on duty today? 11. _____ is that girl over there ? 12. _____ are you wearing a sweater?
	Theme	Pronouns
		Relative pronouns
	<p>Content</p> <p>Evaluation exercise</p>	<p>These are pronouns that can be used as Conjunctions. Conjunctions are joining words Eg. Who, when, where , which, whom, whose, etc. We use who as a relative pronoun when we are talking about people instead of him, her, and them. Eg I went to see my cousin. He is sick. I went to see my cousin who is sick. Join the sentences using -----who-----</p> <ol style="list-style-type: none"> 1. Here is the girl. She is an orphan. 2. That is the policeman. He shot the mad man. 3. Here is the lady. She lost a child. 4. I spoke to the man. He came from Kenya. 5. There comes the boy. He is our timekeeper. 6. Eddie is the boy. He stole the money. 7. Here comes the lady. She teaches mathematics. 8. I want to call my friend. She stays net door. 9. We saw the Girl Guide. She saved the boy from danger.

	Lesson evaluation	10. Herbert is the boy. He is very playful.
	Theme	Pronouns
	Content	Relative pronouns Those used “es” joining words eg whom – used for people. That is the teacher. I was telling you about. That is the teacher whom I was telling you about. Listening, speaking, reading, writing.
	Skills Evaluation activity	Join the sentences using ----- whom ----- <ol style="list-style-type: none"> 1. That is the man. I met him on the way. 2. Here is the soldier . I talked to him for help 3. Here is the woman. I wanted to talk to her. 4. There comes the man. I spoke to him on phone. 5. Here is the girl. I sent her to the market. 6. There is the policeman. I gave him the watch I found. 7. That is the boy. I was telling you about that boy. 8. There comes the baby. I was going to meet her. 9. This is the child. I went to look for her 10. This is the driver. We drove with him to Kisoro
	Lesson evaluation	The use of ----- which----- Which is used for things Akello is writing a letter. It is very long. Akello is writing a letter which is very long. Evaluation activity
	Lesson Evaluation	<ol style="list-style-type: none"> 1. Mugenyi found the key. It was lost. 1. Here is the girl. She is an orphan 2. That is the policeman. He spot the madman 3. Here is the lady. She lost a child. 4. I spoke to the man. He is our timekeeper 5. Eddie is the boy. He stole the money.

		<p>6. Here comes the lady. she teaches mathematics</p> <p>7. I want to call my friend . She stays next door.</p> <p>8. We saw the girl guide. She saved the boy from danger.</p> <p>9. Herbert is the boy. He is very playful.</p>
	Theme	Pronouns
	Content	Relative pronouns
	Skills	<p>The use of “whom”</p> <p>“whom is used for people.</p> <ol style="list-style-type: none"> 1. That is the teacher. I was telling you about That is the teacher. I was telling you about. 2. This is the girl. I shared food with her This is the girl with whom I shared food. <p>Listening , specking, reading, writing</p>
	Theme	Pronouns
	Sub – theme	Relative pronouns
	<p>Content</p> <p>Evaluation activity</p> <p>Lesson</p>	<p>Use to which</p> <p>Which is used for things.</p> <p>Akello is writing a letter. It is very long.</p> <p>Listening , speaking, reading , writing.</p> <p>Join these sentences using -----which -----</p> <ol style="list-style-type: none"> 1. Mugenyi found the key . it was lost. 2. She told me a story. It was very exciting. 3. Here is a picture. Musa drew it. 4. He is reading a book. She borrowed it from the library. 5. Sarah is wearing a dress. It has short sleeves. 6. This is the house. Jack built it. 7. Tom has a camera. His mother bought it for him. 8. Anne is eating a mango. She bought it from the market. 9. They are doing their homework. <p>It is very easy.</p>

	evaluation	
Lesson	Theme	Pronouns
	Sub – theme	Relative Pronouns
	Lesson content Skills Evaluation activity Lesson evaluation	Relative pronons. Whose – issued mostly for people and belongings eg. Here is the boy. His bag stolen . Here is the boy whose bag was stolen Listening, speaking , reading , writing. Join these sentences using -----whose ----- 1. I met a man. His son is a doctor. 2. That is the lady. Her house was burnt . 3. This is the boy. His father died. 4. The police man spoke to the woman. Her bag was stolen. 5. I met a man. His brother knows you. 6. Here comes the stranger. Her luggage is very heavy. 7. Here comes the teacher. Her child is sick 8. There is the girl. Her mother is teacher. 9. I saw a man. His can had an accident. 10.Here is the boy. His leg was
Lesson	Theme	Our Sub – county / Division
	Sub – Theme	Physical features of our sub – county / Division.
	Content Skills Lesson activity	Vocabulary - River , hill , valley, pond. Mountain, fish, graze, well, spring, along , up the , down the cross from. 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) Listening , speaking , reading, writing

	<p>Lesson evaluation</p> <p>Lesson evaluation</p>	<ol style="list-style-type: none"> 1. Listen and write <ul style="list-style-type: none"> - Valley, pond mountain, pring 2. Use the following words ina sentence. <ul style="list-style-type: none"> - Fish - Spring - Along - Cross from. 3. Answer correctly <ul style="list-style-type: none"> - Where do we get water from? (hill, spring) - Where do we find a valley? (below the hill, east) - Is the -----(hill, valley) near the -----(lake, river)
	Theme	Requests and Refusals
	<p>Sub – theme</p> <p>Lesson activity</p>	<p>Topical questions / exercise.</p> <p>Choose the correct word from the box to complete the sentences.</p> <p>Please , borrow, yes, you , may, pencil, I am sorry, lent, can I use, lend , one thank you, borrowed.</p> <ol style="list-style-type: none"> 1. May I borrow your book _____? 2. _____, you may. 3. Apollo didn't have a pencil, so he _____ from Amooti. 4. Busingye is kind. He _____Mugizi a book. 5. When he leands you a book, say “ _____” 6. Bbaale _____me your coat, please said Bua. 7. When I asked for a banana, mother said “you may have_____. 8. Mugisha didn't lend me his pen. He said _____ I am using it. 9. I asked Ouma if I could use his pen. Yes you _____use it. 10. May I come in _____? 11. May I have a _____please. 12. _____a young baby walk?
	Theme	Our sub – county / Division.

	Sub – theme	Physical features of our sub – county
	Content	A story about physical features.
	Evaluation activity	<p style="text-align: center;"><u>BUKINDA VILLAGE</u></p> <p>Long ago, people from Bukinda Sub – County were hard working. The men used to go hunting animals from forests. Women used to grow crops like millet, Sorghum, irish potatoes , onions on the top of hills.</p> <p>Young boys would go fishing from L. Bunyonyo and sell the fish to earn activity. Every Saturday young children would collect fire wood from forests. They used to enjoy eating fruits like barriers and passion fruits which grew in forests. They would gather around rivers, lakes and swim which was a very interesting game in the sub – county. People in this place used to protect rivers, lakes, swaps, mountains and they lived a happy life.</p> <p>Questions.</p> <ol style="list-style-type: none"> 1. From which sub – county is the writer? 2. What do men do in Bukinda Sub – county ? 3. Give the work of woman in this sub – county. 4. Write down three crops grown in Bukinda sub – county. 5. What / write down two activities done in Bukinda sub county. 6. When do young children collect fire wood from the forest. 7. What interesting game do young boys like to do ? 8. What features were protected in Bukinda village? 9. What is the title of the story
	Lesson evaluation	
Lesson	Theme	Our sub – county / Division
	Sub – theme	Occupation
	Content	Vocabulary <ul style="list-style-type: none"> - Chairperson, Secretary , office , parish , leader, policeman, farmer , doctor, fishmonger, tailor , a teacher, baker etc. (Ref: MK primary Bk 3 page 86 - 87)
	Skills	Listening , speaking, reading , writing.
	Lesson activity	Pupils will do an exercise in MK primary BK 3 page 87.(Answering given question) <ol style="list-style-type: none"> 1. Eg A person who makes furniture

		2. Spelling exercise 3. Sentence construction
Lesson	Theme	Our sub – county / Division
	Sub – theme	Occupations
	Content	Analogies Example
	Lesson activity	<ol style="list-style-type: none"> 1. Teacher is to pupils as doctor is to patient. 2. Hot is to hotter as bad is to worse. 3. Fruits is to dish as flower is to vase 4. Husband is to wife as lion is to lioness. 5. Feathers are to birds as scales are to fish. Put in suitable words in the spaces to complete these analogies. <ol style="list-style-type: none"> 1. Madam is to woman as sir is to _____ 2. Old is to young as cheap is to _____. 3. Father is to _____ as mother is to daughter. 4. Inside is to outside as _____ is to stand. 5. East is to west as south is to _____ 6. Day is to _____ as month is to year. 7. Fingers are to _____ as toes are to foot. 8. _____ is to smell as tongue is to taste. 9. _____ is to sty as horse is to stable. 10. Food is to hungry as drink is to _____ 11. Artist is to _____ as author is to book. 12. One is to single as two is to _____ 13. Actor is to actress as _____ is to poetess. 14. Mosque is to _____ as church is to Christians 15. Owl is to owl as duckling is to _____ 16. Calf is to cow as _____ is to lion. 17. Photograph is to studio as _____ is to diary. 18. _____ is to sheep as beef is to cow.

	Lesson evaluation	<p>19. Man is to woman as bachelor is to _____</p> <p>20. Pen is to _____ as bell is to write.</p> <p>21. Optician is to eye as _____ is to teeth.</p> <p>22. Lion is to den as _____ is to stable. etc</p>
Lesson	Theme	Our Sub – county / Division
	Sub – theme	Occupations
	Content	Vocabulary
	Skills	<ul style="list-style-type: none"> - Milk man - Herbalist - Journalist - Shepherd - Photographer - Author - Librarian - Plumber - Electrician
	Lesson activity	Listening, speaking , reading , writing
	Lesson evaluation	<p>Who I am?</p> <ol style="list-style-type: none"> 1. I look after sheep? _____ 2. I write articles for newspapers / magazines _____ 3. I catch fish from a lake or river _____ 4. I repair and fit water piper _____ 5. I am in charge of the library _____ 6. I sell medicines and ointments _____ 7. I take photographs _____ 8. I sell herbs. I am a _____
	Theme	Our sub – county / Division
	Sub – theme	Occupation
	Content	<p>Work places</p> <p>Examples : Hospital , bank , airport , dairy , studio, bus park, garage, post office, butcher,</p>

	Skills Evaluation activity	school, kitchen, police station, workshop, saloon, barber's shop. Listening , speaking, reading , writing. Complete the sentences correctly
	Lesson evaluation	<ol style="list-style-type: none"> 1. A place where milk is sold _____ 2. A place where aeroplanes land and take off _____ 3. A place where books are sold from _____ 4. A place where furniture is made from _____ 5. A place where we take photographs from _____ 6. A place where meat is sold from _____ 7. A place we books are kept _____
Lesson	Theme	LIVELIHOOD IN OUR SUB COUNTY / DIVISION
	Sub theme	Occupations of people in our sub – county / Division and their importance.
	Content	Vocabulary
	Skills	Examples : Bricks, fishermen, dance, sew, drum, weaver, cook, carpenter , play, sell, secretary, teacher, butcher, tailor, neatening, brewing, herbalist etc.
	Evaluation activity	Listening, speaking, reading , writing. Complete the sentences correctly.
	Lesson evaluation	<ol style="list-style-type: none"> 1. A person who drives a car is a _____ 2. A person who shaves or trims men's beards is a _____ 3. A person who grows or sells flowers is a _____ 4. A person who stitches clothes is a _____ 5. A person who collects money and gives tickets is a _____ 6. A person who repairs cars and buses is a _____ 7. A person who sells herbs is a _____ 8. A person who makes furniture is a _____ 9. A place where meat is sold is a _____ 10. A person who types is a _____ 11. A person who catches fish is a _____
Lesson	Theme	Livelihood in our sub – county / division.
	Sub – theme	Occupations of people in our sub – county / division

	<p>Lesson Content</p> <p>Skills Evaluation activity</p> <p>Lesson evaluation</p>	<p>Vocabulary</p> <p>Milk man , photographer, herbalist , librarian, shepherds, journalist, glazier, chemist, baker, chef, artist, author, sculptor , plumber, mechanic, herdsman, hair dresser .</p> <p>Listening, speaking, reading, writing.</p> <p>What am I?</p> <ol style="list-style-type: none"> 1. I look after sheep. I am a _____ 2. I write articles for newspapers or magazines. I am a _____ 3. I catch fish from a lake or river. I am a _____ 4. I repair and fit water pipes. So I am a _____ 5. I am in charge of a library. I am a _____ 6. I sell medicines and ointments. I am a _____ 7. I take photographs . I am a _____ 8. I sell herbs, so I am a _____ 9. I plait and treat women’s hair. I am a _____ 10.I make bread. I am a _____ 11.I repair people’s cars . I am a _____
	<p>Theme</p>	<p>Livelihood in our sub – county / division</p>
	<p>Sub- theme</p>	<p>Occupation</p>
	<p>Lesson content</p> <p>Skills Evaluation activity</p>	<p>Vocabulary</p> <p>Work place.</p> <p>Hospital , bank , airport , dairy, factory, office, hotel, garage,, studio, post office, school, bus park , game park, work shop, barber’s shop, salon, market, confectionary, taxi park, bookshop.</p> <p>Listening , speaking , reading, and writing</p> <p>Complete these sentences correctly.</p> <ol style="list-style-type: none"> 1. A place where milk is sold is a _____ 2. A place where aeroplanes land and take off is a _____ 3. A place where books are sold from is a _____ 4. A place where furniture is made from a _____ 5. A place where we take photographs from is a _____

	Lesson evaluation	<p>6. A place where meat is sold from is a ____</p> <p>7. A place where books are kept is a ____</p> <p>8. A place where letters are posted through is a ____</p> <p>9. A place where buses park is known as a ____</p> <p>10. A place where wild animals are kept is a ____</p> <p>11. A place where people buy and sell things is a ____</p>
	Theme	Livelihood in our sub – county
	Sub – theme	Occupations. Guided composition
	Lesson content	Guided composition entitled ABAD DAY FOR OMONDI PRIMARY ENGLISH Book 3 Pg 92
	Evaluation activity	Pupils will answer questions using the text book
	Theme	Livelihood in our sub – county
	Sub – theme	Occupations – Reading and writing.
	Lesson content	A dialogue – Teachers Resource book Pg 30
	Evaluation activity	<p>Ntulume : Why do you think is more useful in our sub – county; a doctor or a mechanic?</p> <p>Nsumbi : A doctor is more useful than a mechanic.</p> <p>Ntulume : Why do you say so?</p> <p>Nsumbi : A doctor treats people when they are sick.</p> <p>Ntulume: Yes , but a mechanic is than a teacher.</p> <p>Suluma : What about a builder and a teacher?</p> <p>Ntulume : A builder is better because he builds our houses.</p> <p>Perry: A teacher is the best because he teaches all of them</p> <p>Siima: Listen to me; All occupations are important. Reciting, Role playing.</p>
	Theme	Livelihood in our sub – county
	Sub – theme	Occupation
	Evaluation activity	<ol style="list-style-type: none"> 1. How many are involved in the dialogue? 2. Why is a doctor more useful than a teacher? 3. Who said “A teacher is the best”? 4. Who is a mechanic?

	Lesson evaluation	5. What do you want to become in future?
	Theme	Livelihood in our sun - county
	Sub – theme	Occupation
	Lesson content	Comprehension – Reading and writing . (Mk Bk 3 Pg 90)
	Skills	Speaking , reading, writing , listening
	Evaluation exercise	Questions <ol style="list-style-type: none"> 1. Who had very long hair? 2. Who never wanted to cut his hair short? 3. Where did Topaco ask Asiimwe to go with him? 4. What did Asiimwe see on the chart? 5. How many hair styles did Asiimwe like? 6. Who laughed at Asiimwe ? 7. Did Topaco cut off his hair? 8. Give the title of the story?
	Lesson evaluation	
	Theme	Livelihood in our sub – county / division
	Sub – theme	Occupations – analogies
	Content	Analogies Structures. <ul style="list-style-type: none"> - Teacher is to pupils as doctors is to _____ - Fruits is to dish as flower is to _____. - Hot is to hotter as ____ is to worse - Food is to hungry as water is to _____
	Skills	
	Evaluation activity.	Listening , speaking, reading, writing Complete the following. <ol style="list-style-type: none"> 1. Husband is to wife as lion is to _____ 2. Fruits is to dish as _____ is to worse 3. Feathers are to birds as scales are to _____

	Lesson evaluation	<p>4. Man is to woman as sir is to _____</p> <p>5. Run is to worse as _____ is to frog.</p> <p>6. Old is to young as cheap is to _____</p> <p>7. Father is to _____ as mother is to daughter .</p> <p>8. Inside is to outside as sit is to _____</p> <p>9. East is to _____ as south is to North.</p> <p>10. Day is to _____ as moth is to _____</p> <p>11. One is to many as knife is to _____</p> <p>12. A dentist is to teeth as a herbalist is to _____</p>
	Theme	Livelihood in our sub – county / division
	Sub – theme	Occupations
	Content	A jumbled story.
	Life skills	Re – arrange sentences to form a good story.
	Evaluation activity	<ul style="list-style-type: none"> - He sells the milk from cows and gets money. - He is a happy man. - He has animals like cows , goats and sheep - He grows crops and keeps animals.
	Lesson evaluation	Mr. Asimwe is a farmer.
		Listening , Reading , Writing, speaking
		Arranging in correct order to form a good story
	Theme	Livelihood in our sub – county / Division
	Sub - theme	Occupations
	Lesson content	<u>Testing exercise</u>
	Skills	Listening , speaking , writing, reading
	Evaluation activity	<u>Give one word for the underlined group of words</u>
	Theme	Livelihood in our sub – county

	Sub – theme	Occupations
	<p>Content Skills Evaluation activity</p> <p>Lesson evaluation</p>	<p>Give one word for the underlined group of words Listening , speaking, reading , writing.</p> <p>Give one word for the underlined group of words</p> <ol style="list-style-type: none"> 1. I met a man who flies an aeroplane. 2. I left my book in the place where they are kept 3. His sister treats sick people. 4. My uncle repairs people’s cars 5. My mother is a person who teaches pupils. 6. We all work in a place where money is kept safely 7. That man fought with a person who sells herbs. 8. Benches , chairs , tables, cup board are made by _____ 9. I saw my friend entering a place where photographs are taken. 10. We are going to place where buses park.
	Theme	Livelihood in our sub – county
	<p>Lesson evaluation</p> <p>Skills</p> <p>Evaluation activity.</p> <p>Skills Evaluation activity</p>	<p>Social services and their importance. Vocabulary Social services are things provided to people to by the Government. Examples Education , health, communication, transport, water supply, security. Aeroplane, train, water , lorry , taxi, telephone , television , hospital, clinic, police, treat etc. Listening, speaking, reading, writing. Choose the correct words from the brackets.</p> <ol style="list-style-type: none"> 1. A person who flies an aeroplane is a _____(cook , pilot) 2. One who works in a hospital is a _____(teacher , doctor) 3. Everyday I use a _____ to go to school. (television , taxi) 4. When I fall sick, I go to the _____(school, hospital)

	Lesson evaluation	<p>5. We use a _____ for watching news. (lorry, television)</p> <p>6. I go to a _____ for treatment. (police , hospital)</p> <p>7. The _____ keeps law and order. (clinic, police)</p> <p>8. A _____ is a means of communication. (hospital, telephone)</p> <p>9. A nurse _____ sick people(teacher, treats)</p> <p>10.We use a _____ for transport. (clinic , lorry)</p>
Lesson	Theme	Livelihood in our sub – county / Division
	Sub – theme	Social services and their importance
	<p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Vocabulary</p> <p>Listening, speaking, reading, writing.</p> <p>Write the letters correctly to form a correct word.</p> <p>1. Nairt _____</p> <p>2. Yrorl _____</p> <p>3. Aitx _____</p> <p>4. Cnilci _____</p> <p>5. Arpleone _____</p> <p>6. Artew _____</p> <p>Use the words in simple sentences.</p> <p>7. Train _____</p> <p>8. Television _____</p> <p>9. Hospital _____</p> <p>10.Lorry _____</p> <p>11.Telephone _____</p> <p>12.police</p>
Lesson	Theme	Livelihood in our sub- county / Division
	Sub – county	Social service and their importance
	Lesson content	<p>Vocabulary</p> <p>Teaching , treating the sick, praying, driving , building, transport.</p>

	Skills Evaluation activity	Listening , speaking reading, writing Write a paragraph describing an activity Teaching or any other. Use the guiding words
	Lesson evaluation	Teachers , classes, text book, chalk, school ,pupils
Lesson	Theme	Livelihood in our sub – county / Division
	Sub – theme	Numbers
	Lesson content	Number words Cardinal number from 1 – 100
	Skills	Listening, speaking, reading, writing. Write these numbers in words
	Evaluation activity	31 ___ 32 ___ 33 ___ 34 ___ 35 ___ 36 ___ 37 ___ 38 ___ 39 ___ 40 ___ 41 ___ 42 ___ 43 ___ 44 45 ___ 46 ___ 47 ___ 48 ___ 49 ___ 50 ___ 51 ___ 52 ___ 53 ___ 54 ___ 55 ___ 56 ___ 57 ___ 58 ___ 59 ___
	Lesson evaluation	
Lesson	Theme	Livelihood in our sub – county / Division
	Sub – theme	Structures
	Lesson content	How many -----are there? (Chairs , books) Who has ten apples? May has ten apples.
	Skills	Listening, speaking, reading, writing.
	Evaluation activity	Answering these questions in full sentences 1. How many cups are there on the trays in picture 3 ? 2. How many beads are on strings in picture 6? 3. How many sticks are there in picture4? 4. How many oranges are there in picture 5? 5. How many pencils are there in picture 8? 6. How many bananas are there in picture 10?
	Lesson	

	evaluation	7. How many mangoes are there in picture 7?
	Theme	Livelihood in our sub – county / Division.
	Lesson content	Numbers – structures
	Skills	Which number comes immediately before?
		Which number comes immediately before number five?
	Evaluation activity	Listening , reading , writing.
		Activity
		1. Which number comes immediately before nine?
		2. Which number comes immediately before fifteen?
		3. Which number comes immediately before twenty one?
		4. Which number comes immediately before number thirty two?
		5. Which number comes immediately before thirty seven?
		6. Which number comes immediately before forty five?
	Lesson evaluation	7. Which number comes immediately before number ten?
		8. Which number comes immediately before number fifty ?
	Theme	Livelihood in our sub – county / Division
	Sub – theme	Number words - structures.
	Lesson content	Which number comes immediately –after?
	Skills	Which number comes immediately after number twenty?
		Listening, speaking , reading, writing .
	Evaluation activity	Answer these questions correctly in full sentences.
		1. Which number comes immediately after number ten?
		2. Which number comes immediately after number thirteen?
		3. Which number comes immediately after number twenty?
		4. Which number comes immediately after thirty two?
		5. Which number comes immediately after number fifty ?
		6. Which number comes immediately after number sixty six?
		7. Which number comes immediately after number thirty seven?
		8. Which numbers comes immediately after number forty one?
		9. Which number comes immediately after number forty one ?

		10. Which number comes immediately after number thirty eight?
	Theme	Livelihood in our sub – county / Division.
	Sub – theme	Reading and writing
	Lesson content	Reading the story entitled “ AT THE MARKET ” (Mk primary English Bk 3 Pg 21 – 22)
	Skills	Listening , writing , reading
	Evaluation activity	Answer these questions in full sentences
	Evaluation activity	Answer these questions in full sentences 1. Who took tomatoes to the market? 2. How many heaps to tomatoes were in a heap at cost 250/= 3. How many heaps of tomatoes did Kidega have? 4. Why did many buyers come to buy his tomatoes? 5. What did kidega want to buy? 6. Did he buy the school uniform to his daughter ? 7. Give the titles of the story. 8. Write the opposites of these words. a) Buy _____ b) Happy _____ c) Daughter _____
	Theme	Livelihood in our sub – county / division
	Sub – theme	Number – structures -----between ----?
	Lesson content	Structure -----between ----? Which number comes between eight and ten?
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Answer these questions in full sentences 1. Which number comes between number six and eight? 2. Which number comes between thirteen and fifteen? 3. Which number comes between thirty six and thirty eight? 4. Which number comes between thirty nine and forty one? 5. Which number comes between seventeen and nineteen? 6. Which number comes between twenty four and twenty two?

	Lesson evaluation	7. Which number comes between four and six? 8. Which number comes between thirty six and thirty eight? 9. Which number comes between ten and twelve? 10. Which number comes between fifteen and seventeen?												
Lesson	Theme	Livelihood in our sub – county / Division												
	Sub – theme	Testing exercise												
	Lesson content	Testing exercise												
	Skills	Listening , writing , speaking, reading Study John’s performance and answer that following in full sentences.												
		<table border="1"> <thead> <tr> <th>English</th> <th>Literacy</th> <th>Reading</th> <th>Maths</th> <th>Re</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>72</td> <td>48</td> <td>95</td> <td>60</td> <td>395</td> </tr> </tbody> </table>	English	Literacy	Reading	Maths	Re	Total	60	72	48	95	60	395
English	Literacy	Reading	Maths	Re	Total									
60	72	48	95	60	395									
	Lesson evaluation	<p>Question</p> <ol style="list-style-type: none"> In which subject did he get the highest mark? What was john’s worst subject? How many subjects did john do? What did John got in literacy? In which subjects did he get the same marks? How many marks did he fail to get in Maths? Write these figures in words. a) 60_____ b) 72_____ c) 95_____ 48_____ Find his total marks Is John a girl or a boy/ How many subjects are presented on the table? 												
Lesson	Theme	Livelihood in our sub – county / Division												
	Sub – theme	Numbers – Ordinals												
	Lesson content	Numbers ordinals.												
	Skills	1 st – first 2 nd second 3 rd third 4 th fourth 5 th fifth 8 th eight												
	Evaluation	Listening , speaking , reading, writing												
	Lesson	21_____ 22_____ 23_____ 24 _____ 25_____ 26_____ 27_____ 28_____ 29_____												

	evaluation																									
	Theme	Numbers																								
	Content	Number words Ordinals Days of the week.																								
		<table border="1"> <tr> <td>Sunday</td> <td>First</td> <td>Thursday</td> <td>Fifth</td> </tr> <tr> <td>Monday</td> <td>Second</td> <td>Friday</td> <td>Sixth</td> </tr> <tr> <td>Tuesday</td> <td>Third</td> <td>Saturday</td> <td>Seventh</td> </tr> <tr> <td>Wednesday</td> <td>Fourth</td> <td></td> <td></td> </tr> </table>	Sunday	First	Thursday	Fifth	Monday	Second	Friday	Sixth	Tuesday	Third	Saturday	Seventh	Wednesday	Fourth										
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Monday	Second	Friday	Sixth																							
Tuesday	Third	Saturday	Seventh																							
Wednesday	Fourth																									
	Skills	Skills ; speaking , reading , writing , listening Questions																								
	Lesson evaluation	<ol style="list-style-type: none"> 1. Which is the first day of the of the week? 2. Which is the second day of the week? 3. Which is the third day of the week? 4. Which is the fourth day of the week? 5. Which is the sixth day of the week? 6. Which is the seventh day of the week? 7. How many days are there in a week? 																								
	Theme	Numbers																								
	Sub – theme	Number words																								
	Content	Ordinals. Months of the year.																								
	Skills	<table> <tr> <td>January</td> <td>first</td> <td>February</td> <td>second</td> <td>March</td> <td>third</td> </tr> <tr> <td>April</td> <td>fourth</td> <td>May</td> <td>fifth</td> <td>june</td> <td>sixth</td> </tr> <tr> <td>July</td> <td>seventh</td> <td>August</td> <td>eight</td> <td>September</td> <td>ninth</td> </tr> <tr> <td>October</td> <td>tenth</td> <td>November</td> <td>eleventh</td> <td>December</td> <td>twelfth</td> </tr> </table>	January	first	February	second	March	third	April	fourth	May	fifth	june	sixth	July	seventh	August	eight	September	ninth	October	tenth	November	eleventh	December	twelfth
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April	fourth	May	fifth	june	sixth																					
July	seventh	August	eight	September	ninth																					
October	tenth	November	eleventh	December	twelfth																					
	Evaluation activity	Listening , reading , writing, speaking. Answering these questions correctly																								
		<ol style="list-style-type: none"> 1. Which is the first month of the year? 2. Which is the second month of the year? 																								

	Lesson evaluation	<ol style="list-style-type: none"> 3. Which is the third month of the year 4. Which is the fourth month of the year? 5. Which is the fifth month of the year? 6. Which is the sixth month of the year? 7. Which is the seventh month of the year? 8. Which is the eighth month of the year? 9. Which is the ninth month of the year? 10. Which is the tenth month of the year? 11. Which is the eleventh month of the year? 12. Which is the twelfth month of the year?
	Theme	Numbers
	Sub – theme	Number words
	Content	Reading and writing Study Mr. Latigo’s family tree First born - Joy Second born – John Third born – Dora Fourth born – Tom Bob – fifth born (last born)
	Skills	Listening , speaking, reading , writing
	Evaluation activity	<ol style="list-style-type: none"> 1. Who is Mr. Latingo’s wife? 2. Who is the first born in Mr. Latigo’s family? 3. Who is the third born in Mr. Latigo’s family? 4. Who is the fourth born in Mr Latigo’s family? 5. How many children does Mr. Latigo have? 6. Who is the last born in this family? 7. How many people are they altogether in this family? 8. Who is the head of this family? 9. How many sons does Mr.Latigo have? 10.How many daughter does Mr. Latigo have?
	Lesson evaluation	

	Theme	Numbers
	Sub – theme	Ordinals
	Content	Topical questions Use the correct form of the words in the brackets to complete the sentences a) English is the _____ lesson on the time table (three) b) Oboth comes _____ in the register. (seven)
	Evaluation activity	Use the correct form of the words in brackets to complete the sentences below. a) June is the _____ month of the year. (six) b) Tom took the _____ position in end of February examinations (twelve) c) Science is the _____ lesson on the time table (one) d) Yellow is the _____ colour on the Uganda flag (two) e) Our teacher came _____ in the race last week. (five) f) Ali was the _____ pupil to arrive at school yesterday. (twenty) g) The _____ number is said to be unlucky. (thirteen) h) December is the _____ month of the year. (twelve) i) Sanyu is the _____ child in Nyakaana’s family (three) j) The colour of the _____ car was blue. (eighteen) k) Waiswa is the _____ boy in the register (thirty one) l) Rose comes _____ in Mr Lules family. (one)
	Lesson evaluation	
	Theme	Livelihood in our sub – county / Division
	Sub – theme	Challenges in our environment through human activities
	Content	Vocabulary Graze, build, burn, cover , plant , boil, throw, slash, make (verbs) Nouns. Rubbish , bridge , mud, storm, mosquito, pit, accident, police post Conjunction because ----(revision) Eg I cannot go to school because the bridge broke down.
	Skills Evaluation activity	Listening, speaking, reading, writing Listen and write a) Build Make Boil Rubbish

	Lesson evaluation	Sheep _____ Bird _____ Frog _____ Dog _____ Leopard _____ Eagle _____ Hen _____	Rabbit _____ Goat _____ Lion _____ Duck _____ Owl _____ Elephant _____
	Theme	Our environment in our sub – county / Division	
	Sub – county	Composition of soil , water , air, dead plant, animals, particles of rocks,	
	Lesson evaluation	<p><u>Animals</u> Animals and their sounds A cat - _____ A Bull _____ A Frog _____ A pig _____ A Man _____ A Rat _____ A cow _____ A Monkey _____ A donkey _____ A Hen _____ An Owl _____ A Baby _____ An Elephant _____ A Donkey _____</p>	
	Theme	Our environment in our sub – county / Division	
	Sub – theme	Composition of soil, water, air , dead plant, animals, particles of rocks.	
	Skills	<p><u>Animals and their homes.</u> A pig – sty. A spider – web A parrot – cage A nun – Covent A soldier – barracks A prisoner – cell A king – palace A horse – stable</p>	
	Evaluation activity	<p>A lion – den A sheep – fold A mouse – hole</p>	

		<p>A bee – bee hive etc. Listening, speaking, reading, writing. Write down the homes of these creatures</p> <p>A dog _____ A soldier _____ A lion _____ A pig _____ A bee _____ A spider _____ A nun _____ A bird _____ A cow _____ A Sheep _____ A Snail _____ A man _____ A King _____ A Horse _____ A domestic _____ A mouse _____ A prisoner _____ A rabbit _____ A Fish _____ A parrot _____</p>
	Lesson evaluation	
	Theme	Our environment in our sub – county / Division.
	Sub – theme	Composition of soil , water , air , animals, dead plants and particles of rocks.
	Content	Conjunction
	Skills	Conjunctions are joining words Conjunction ----- and -----
	Evaluation activity	<p>a) We saw a lion. We saw a tiger. We saw a lion and a tiger.</p> <p>b) A goat is a domestic animal. A dog is a domestic animal. A goat and a dog are domestic animals</p> <p>Listening, reading, writing, speaking. Join these sentences using ----- and ---</p> <ol style="list-style-type: none"> 1. We saw a monkey. We saw a leopard. 2. A duck is a bird. A turkey is a bird. 3. Joan is my sister. Alice is my sister. 4. Come in . sit down. 5. John likes posho. John likes beans. 6. Get the duster . clean the blackboard. 7. Mary paid the shopkeeper. She left the shop. 8. Tom was absent yesterday. Sam was absent yesterday. 9. I went to town. Bought a school bag. 10. Allan was very hungry. Robert was very hungry.
	Lesson evaluation	
	Theme	Our environment in our sub – county / Division
	Sub – theme	Conjunction -----Both-----

	<p>Content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>A cat is a pet. A dog is a pet. Both a cat and a dog are pets Ducks lay eggs. Hens lay eggs. Both ducks and hens lay eggs. Listening, speaking, reading, writing. Re- write these sentences beginning with ---- Both-----</p> <ol style="list-style-type: none"> 1. Mum will go to town. Daddy will go to town. 2. Joy has come late. Dora has come late. 3. Alex is a bright boy. Ivan is a bright boy. 4. Kabanda was absent yesterday. Kyazze was absent yesterday. 5. Tom is very smart. Allan is very smart. 6. Betty is a beautiful girl. Her friend is also beautiful. 7. Atim is sick. Her sister is also sick. 8. John is a tall boy. Amos is a tall boy.
	Theme	Our environment in our sub – county / Division
	Sub – theme	Composition of soil , water air , dead plants, animals, particles of rocks.
	<p>Content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson</p>	<p>Conjunction ----- because -----</p> <p>The dog is barking. It is hungry. The dog is barking because it is hungry. The dog is barking because it is hungry. Listening, speaking, reading, writing. Join these sentences using -----because -----</p> <ol style="list-style-type: none"> 1. He washed his shirt. It was dirty. 2. Kato is crying. He is hungry . 3. Rose got a new book. This one is full. 4. My teacher was angry. I came late. 5. He doesn't like lemons. They are sour. 6. Tom is swearing. It is very hot. 7. She got a new dress. The old one torn. 8. I must do that sum again . My answering.

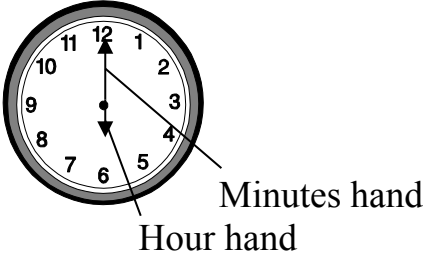
	evaluation	9. John is drinking some water. He is thirsty. 10.Mummy gave me a present. I passed the exams.
	Theme	Our environment in our sub – county /Division
	Sub – theme	Composition of soil, water, air, dead plant, animals, particles of rocks.
	Content	<u>Jumbled story</u> Arrange these sentences in order to form a correct story. a) As she was digging, she saw a snake. b) She went to her garden. c) Yesterday, Nalule woke u early. d) She ht it on the head with a hoe. e) She dressed up and got her hoe.
	Skills	Listening, speaking, reaching, writing.
	Evaluation activity	Re- arrange these sentences in order to form correct stories. a) The bird flew down and ate all seeds. b) He decided to give it something to eat. c) One day, Alex saw a bird on a tree. d) So he put some seeds under the tree. e) It told him that it was hungry.
	Lesson	1) One of the animals was a lion.
	Evaluation	2) At the Zoo, they saw many animals. 3) Nakato was frightened to see a lion. 4) Last week, Nakato’s class went on a trip. 5) They visited the Zoo.
	Theme	Our environment in our sub – county / Division
	Sub – theme	Composition of soil, water air , dead plants, animals, particles of rocks
	Content	Animals
	Evaluation activity	Reading and writing Read the dialogue below and answer questions that follow in full sentences. A VISIT TO THE ZOO Agaba: Birabwa, did you visit the Zoo, last Friday?











	Lesson evaluation	<p>Birabwa: Yes, I did. Agaba: Which animals did you see? Birabwa: I saw a kob . Buffalo, a donkey and many others. Agaba: Mulisa told me that he saw a Zebra. Birabwa : Yes, I saw a Zebra too. Agaba: Which animal is bigger than a Zebra? Birabwa : A buffalo is bigger than a Zebra but an elephant is the biggest of them all Agaba: I must visit the Zoo next month. Birabwa : it is a good place to visit</p> <p>Questions</p> <ol style="list-style-type: none"> 1. How many people are in the dialogue? 2. Who are the people speaking? 3. Which animals did Birabwa see? 4. Who saw a Zebra? 5. Which animal is bigger than a Zebra? 6. Who was the first to talk? 7. What is the title of the dialogue? 8. Which animal is the biggest of all? 9. When will Agaba visit the Zoo?
	Theme	Our environment in our sub – county /Division
	Sub – theme	Composition of soil, water, air, dead plant, animals, particles of rocks.
	Content Skills Evaluation activity	<p>Topical question</p> <p>Give one word for the underlined group of words.</p> <ol style="list-style-type: none"> 1. The young dog is in the kennel. (puppy) 2. The female pig is very fat. (sow) 3. Ben destroyed the home of a bird. (nest) <p>Listening, speaking, reading, writing.</p> <p>Give one word for the underlined group of words</p> <ol style="list-style-type: none"> 1. The <u>female sheep</u> is very fat. 2. The <u>home of a cow</u> was destroyed by wind.





	Lesson evaluation	<p>3. The <u>male rabbit</u> is in the hutch.</p> <p>4. There are many <u>young dogs</u> in the kennel.</p> <p>5. I met <u>a man who catches fish from lakes</u></p> <p>6. My father does not eat <u>meat from a sheep</u>.</p> <p>7. She works in <u>a place where milk is sold from</u>.</p> <p>8. The <u>young pig</u> grunts very loudly</p> <p>9. The <u>female lion</u> chased a hyena from the bush.</p> <p>10. Alex is as playful as <u>young cats</u></p>
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content	Vocabulary
	Skills	Wind, rain, hungry, flood, sunny, windy ,cloudy, rainy.
	Evaluation	Hot , cold umbrella, rainbow, hail stones, thunder, stars, crops, season, lightning,
	exercise	harvesting, Listening, speaking, reading, writing. Make sentences using each of the words below.
	Lesson evaluation	<p>a) Rainbow</p> <p>b) Harvesting</p> <p>c) Cloudy</p> <p>d) Umbrella</p> <p>e) Season</p> <p>f) Crops</p> <p>g) Sunny</p>
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment
		Structures
		What is the weather today?
		It is_____ (cloudy, Sunny)
		Is it cold now? Yes, it is. No it is not.
		What do we wear on a rainy weather?


	Evaluation activity	We wear jackets / sweater on a rainy day. Why are you wearing a sweater? I am wearing a sweater because it is cold.
	Lesson evaluation	Answer these questions in full sentences. 1. Why is Sam wearing a vest? 2. Why is Tom using an umbrella? 3. Why are the clothes on the line? 4. Why is Alupo putting on gumboots? 5. Why is Jane wearing a sweater? 6. Why is the boy standing under a tree?
	Lesson evaluation	7. Why is Ben wearing a coat? 8. Why is Joel sweating?
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content	Weather Reading and writing Story : Seasons in Uganda. (Mk Pg 9) - Dry and wet season - Activities carried out in each season. - What people wear on different types of weather.
	Skill Evaluation activity	(a rainbow , has seven colours) Listening , speaking, reading, writing. Questions 1. What are the two seasons in Uganda? 2. What do farmers do in the rainy season? 3. Why are heavy storms bad to farmers? 4. When do we see a rainbow? 5. When do farmers harvest crops? 6. What shows that it is a rainy season?
	Lesson	7. What should you wear on a rainy day?

	evaluation	8. How many colours does a rainbow have?
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content	Guided composition Choose the words from the box to complete the story. [Sweater ____, Sunday, Prayed, church, early, cold]
	Skills	On ____ Jane got up _____. It was a ____ morning, she bathed, dressed and put on her _____. Then she went to _____ and _____
	Evaluation activity	Listening, speaking, reading, writing, Choose the word from the box to complete the story. Farmer, plant, season, dry, rained, gumboot, umbrella Bwengye didn't go to school on Friday that day it _____ all the morning. His teacher asked him why he did not use an _____. Bwengye did not have an umbrella but had a pair of _____.
	Lesson evaluation	The teacher told the class that the rainy ____ is a busy time. This is when farmers ____ their crops with enough rain, crops grow well. He said farmers harvest their crops during the _____ season. This is when there is no rain. The seeds can dry well Bwengye wants to be a _____ when he grows up.
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content	Time and calendar Vocabulary
	Skills	O'clock, minutes, early, after, dates, half past, days, hours, a quarter past, weeks, months of the year. Listening, speaking, reading, writing
	Evaluation activity	1. Write these words in full. O'clock _____ hr _____ Min _____ 2. How many months are there in year? 3. Complete the following. 1 hour = _____ Minutes

	Lesson evaluation	$\frac{1}{2}$ an hour = _____ minutes $\frac{1}{4}$ an hour = _____ minutes 1 day = _____ hours 1 week = _____ days 2 weeks = _____ days
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content	Telling time using a clock face How does a clock look like? It has two hands The long hand is the minutes hand The short hand is the hour hand We tell time in hours and minutes.
	Evaluation activity	 <p>Minutes hand Hour hand</p>
	Lesson evaluation	Complete these sentences 1. We can tell the time using a _____ 2. The clock face has _____ hands. 3. The short hand is known a _____ 4. The long hand is known as a _____ 5. The short hand shows hours and the long hand shows _____ 6. We tell the time using hours and _____ 7. 1 hour = _____ Minutes 1 day = _____ hours 8. A part from the clock , what else tells you time?
	Theme	Our environment in our sub – county /Division

	Sub – theme	Natural causes of changes in the environment.
	Content	<p>Telling time hours and minutes</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>It is five minutes past eight o'clock</p> </div> <div style="text-align: center;">  <p>It is twenty minutes past ten o'clock</p> </div> </div> <p>Listening, speaking, reading, writing What time is it?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>it is ___ minutes past twelve O'clock</p> </div> <div style="text-align: center;">  </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	<p>Content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Telling time in hours</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>it is nine O'clock</p> </div> <div style="text-align: center;">  <p>it is two o'clock</p> </div> </div> <p>Listening , speaking, reading, writing</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>it is _____ o'clock</p> </div> <div style="text-align: center;">  <p>it is _____ o'clock</p> </div> </div>

	Lesson evaluation	 it is _____ o'clock  it is _____ o'clock
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content Skills Evaluation activity	Time and calendar Structures. What time do you have lunch ? I have lunch at one o'clock. At what time do you go to bed? I go to bed at nine o'clock. At what time does she go to school? She goes to school at seven o'clock. Listening , speaking , reading , writing. Answer the questions  <ol style="list-style-type: none"> 1. at what time does Mary go to school?  <ol style="list-style-type: none"> 2. at what time does John go back home from school?

	Lesson evaluation	 <p>3. at what time does Sam wash the clothes? 4. At what time do you get up? 5. At what time do you take break fast? 6. At what time does Ali go to bed? 7. At what time do you pray?</p>																					
	Theme	Our environment in our sub – county /Division																					
	Sub – theme	Natural causes of changes in the environment.																					
	<p>Content</p> <p>Skills</p>	<p>The calendar Features on a calendar . - Days , months, dates, public holidays The calendar</p> <p style="text-align: center;">MARCH 2004</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>SUN</th> <th>MON</th> <th>TUE</th> <th>WED</th> <th>THUR</th> <th>FRI</th> <th>SAT</th> </tr> </thead> <tbody> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> </tr> </tbody> </table>	SUN	MON	TUE	WED	THUR	FRI	SAT		1	2	3	4	5	6	7	8	9	10	11	12	13
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14	15	16	17	18	19	20																	
21	22	23	24	25	26	27																	
28	29	30	31																				
	Evaluation activity	<p>8 = women's Day</p> <p>Listening , speaking , reading , writing</p> <p>Study the calendar and answer the questions that follow.</p> <ol style="list-style-type: none"> 1. How may days does this month have? 2. On which day does this month begin? 3. Which month is shown on the calendar? 4. On which day did the month end? 5. List the dates of all Thursday in this month. 6. How many Saturday s are in this month? 7. Why is 8th March a public holiday? 8. How many public holidays were in this month? 9. How many times will Musa attend Juma prayers? 																					
	Lesson evaluation																						
	Theme	Our environment in our sub – county /Division																					
	Sub – theme	Natural causes of changes in the environment.																					
	Content	<p>Time and the calendar</p> <p>Months and their days</p> <ol style="list-style-type: none"> a. Months which have 31 days . <ul style="list-style-type: none"> January March May July August October December b. Months which have 30 days <ul style="list-style-type: none"> April 																					
	Skills																						

	Evaluation activity	<p>June September November</p> <p>c. February has 28 or 29.</p> <p>Listening, speaking, reading, writing.</p> <p>Answer the following questions</p> <p>i. How many months are in a year?</p> <p>ii. List the months which have 31 days.</p> <p>iii. List the months which have 30 days.</p> <p>iv. How many days has February?</p>
	Lesson evaluation	
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content	<p>A rhyme</p> <p>Thirty days have September. April, June and November.</p> <p>All the rest have thirty one, except February alone, which has 28 day in an ordinary year.</p> <p>And 29 days in each leap year.</p> <p>Listening , speaking, reading, writing.</p>
	Skills	
	Evaluation activity	<p>Read the rhyme and answer the questions that follow in full sentences</p> <ol style="list-style-type: none"> 1. What is the rhyme about? 2. How many months have thirty days? 3. Which months has the shortest name? 4. Write down any two months with 31 days? 5. Which month jhas less than 30 days? 6. In which month do we celebrate Christmas? 7. Which month begin with letter O? 8. How many months are there in year?
	Lesson evaluation	
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content	The school timetable

		<ul style="list-style-type: none"> - Features on a timetable. Time , subjects, days of the week activities , intervals (break, lunch) (games assembly etc) - Reading a timetable <p style="text-align: center;"><u>P. 3 TIME TABLE FOR TERM 1, 2010</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">7:30 8:30</td> <td style="text-align: center;">8:30 9:30</td> <td style="text-align: center;">9:30 10:30</td> <td style="text-align: center;">10:30 11:00</td> </tr> <tr> <td>Mon</td> <td>English</td> <td>Maths</td> <td>Oral literature</td> <td>B</td> </tr> <tr> <td>Tue</td> <td>Literacy I</td> <td>Literacy II</td> <td>P.E</td> <td>R</td> </tr> <tr> <td>Wed</td> <td>Maths</td> <td>RE</td> <td>Library</td> <td>E</td> </tr> <tr> <td>Thur</td> <td>Comp</td> <td>English</td> <td>Maths</td> <td>A</td> </tr> <tr> <td>Fri</td> <td>English</td> <td>Maths</td> <td>Assembly</td> <td>k</td> </tr> </table> <ol style="list-style-type: none"> 1. Which is the first lesson on Monday? 2. How many times do you learn R.E? 3. On which day do you have assembly? <p>Study the timetable and answer questions that follow in full sentences</p> <ol style="list-style-type: none"> 1. What lesson do pupils have first on Monday ? 2. On which day do they have an assembly? 3. At what time do they go for break? 4. On which days do they learn computer? 5. How many times do they learn English? 6. Which is the second lesson on Tuesday? 7. Which is the third lesson on Thursday ? 8. Which class uses the timetable? 9. Write these words in full form <ol style="list-style-type: none"> a) R.E b) P.E 		7:30 8:30	8:30 9:30	9:30 10:30	10:30 11:00	Mon	English	Maths	Oral literature	B	Tue	Literacy I	Literacy II	P.E	R	Wed	Maths	RE	Library	E	Thur	Comp	English	Maths	A	Fri	English	Maths	Assembly	k
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	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content	The school timetable The poem titled “the timetable” (Ref. Mk English Bk 3 pg 36)
	Skills	Listening , speaking, reading, writing
	Evaluation activity	Read the poem and answer the questions that follow in full sentences. 1. What begins the writers day? 2. How long are the activities? 3. When does he buy pancakes? 4. What marks the beginning of each lesson? 5. When does the writer go for assembly?
	Lesson evaluation	
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content	Reading and writing Read the story titled (Gimei learns about the timetable)
	Lesson activity	(Ref. Mk English bk3 Pg. 36) Read the story and answer the questions that follow in full sentences 1. In which class is Gimei? 2. Write down other places where a timetable is used. 3. How long does a lesson take? 4. When does Gimei begin lessons? 5. When does Gimei have lunch?
	Lesson evaluation	6. What does Gimei do at 4:30Pm? 7. When does Gimei have break?

	Theme	Our environment in our sub – county /Division																														
	Sub – theme	Natural causes of changes in the environment.																														
	Content	<p>Guided composition</p> <p>Choose the words in the box to complete the sentences every morning I wake up at six o'clock. I brush my _____, wash the face and wash the plates.</p> <p>My sister prepares _____. After my work , I dress up quickly then I take my _____.</p> <p>After tea I _____my school. I _____always the _____first to reach _____. My teacher_____happy with me . at the _____of the year she said I _____get a present.</p>																														
	Lesson evaluation	School, get, teeth, is, end, walk, shall, to, am, breakfast.																														
	Theme	Our environment in our sub – county /Division																														
	Sub – theme	Natural causes of changes in the environment.																														
	Content	<p>Topical questions</p> <p>Study Namuli’s timetables at home and answer the questions in full sentences</p> <p style="text-align: center;">NAMULI’S TIMETABLE</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>5:00 6:00</th> <th>6:00 7:00</th> <th>7:00 8:00</th> <th>8:00 9:00</th> </tr> </thead> <tbody> <tr> <td>Mon</td> <td>Fetching water</td> <td>Washing plates</td> <td>Homework</td> <td>Supper</td> </tr> <tr> <td>Tue</td> <td>Collecting fire wood</td> <td>Helping mother</td> <td>Homework</td> <td>Supper</td> </tr> <tr> <td>Wed</td> <td>Cookng</td> <td>Homework</td> <td>Reading stories</td> <td>Supper</td> </tr> <tr> <td>Thur</td> <td>Washing plates</td> <td>Ironing clothes</td> <td>Homework</td> <td>Supper</td> </tr> <tr> <td>Fri</td> <td>Cooking</td> <td>Home work</td> <td>Ironing clothes</td> <td>Supper</td> </tr> </tbody> </table> <p>1. Whose timetable is this?</p>		5:00 6:00	6:00 7:00	7:00 8:00	8:00 9:00	Mon	Fetching water	Washing plates	Homework	Supper	Tue	Collecting fire wood	Helping mother	Homework	Supper	Wed	Cookng	Homework	Reading stories	Supper	Thur	Washing plates	Ironing clothes	Homework	Supper	Fri	Cooking	Home work	Ironing clothes	Supper
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	Lesson evaluation	<ol style="list-style-type: none"> 2. At what time does Namuli fetch water on Monday? 3. When does Namuli do homework on Friday? 4. At what time does Namuli wash plates on Thursday? 5. When does Namuli cook on Friday? 6. What activity does Namuli do lastly every day? 7. How many times does Namuli fetch water a week? 8. What does Namuli do at seven o'clock on Wednesday? 9. Does Namuli iron clothes on Wednesday? 10. Which activity does Namuli do first on Friday?
	Theme	Environment and weather in our sub – county / Division.
	Sub – theme	Air and the sun
	Content	Vocabulary Examples. Air, sun, move, wind, dry, wash, heat, warm, blow, break, fall, rise, set, roof, house, clean, etc
	Skills	Listening , speaking, reading, writing.
	Evaluation activity	Listen and write . <ol style="list-style-type: none"> 1. Write the letters correctly words. <ol style="list-style-type: none"> a. Nus - b. Iar – c. Krbea – d. Ehouse – e. Nclae – 2. Use the words in simple sentences <ol style="list-style-type: none"> a. Move - b. Roof – c. Rise- d. Warm- e. Clean –
	Lesson evaluation	

		f. Set- g. Wind
	Theme	Environment and weather in our sub – county / Division.
	Sub – theme	Daily activities
	Content	Present continuous tense Defining verb. A verb is a naming word. Examples of verbs Move , dance, clap, jump, climb, swim, touch, walk, beat, eat, do etc, Types of verbs
	Evaluation activity	<ul style="list-style-type: none"> a. Regular verbs – they don't end with “ed” in past tense. b. Irregular verbs – they end with “ed” in past tense.
	Lesson evaluation	Underline verbs in these sentences <ol style="list-style-type: none"> 1. The boy is smoking a cigarette 2. The sun is shining brightly 3. The children build a kennel. 4. His uncle sold all his cows 5. The teacher is explaining the words 6. Some flowers grow well in the garden. 7. They have stolen my book 8. The ducks swam in the pond 9. Alex is riding a bicycle 10. The leaves are falling off the tree.
	Theme	Environment and weather in our sub – county / Division.
	Sub – theme	Daily activities
	Content	The present continuous tense is used for an action that is still going on. It is used with “ing” eg come – coming. Move – moving

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>N.B . The present continuous tense with verbs that end with letter “e” (except with – see / be/ agree).</p> <p>Eg. Shake - shaking hide – hiding love - loving</p> <p>Wake – waking make – making weave weaving</p> <p>Listening , speaking, reading, writing</p> <p>Put the verbs in brackets into present continuous tense</p> <ol style="list-style-type: none"> 1. The boy is _____ a bicycle. (ride) 2. Tom is _____ up now.(wake) 3. The policemen are _____ the thieves (chase) 4. She is _____ a nice basket(weak) 5. They are _____ now. (move) 6. He is _____ the goats behind. (tie) 7. Rose is _____ a nice doll. (make) 8. They are _____ us behind. (leave) 9. They are _____ the mango tree. (shake) 10.The dog is _____ the little boy. (bite)
	Theme	Environment and weather in our sub – county / Division.
	Sub – theme	Daily activities
	Lesson activity	<p>Verbs that double their last letter eg.</p> <p>Sit – sitting</p> <p>Clap – clapping</p> <p>Swim – swimming</p> <p>Begin – beginning</p> <p>Cut – cutting</p> <p>Hit – hitting</p> <p>Set – setting</p> <p>Shut – shutting</p> <p>Drop – dropping</p>

	Lesson evaluation.	<p>Listening , speaking, reading, writing</p> <ol style="list-style-type: none"> 1. Change the given verbs to present continuous tense 2. Fill in the gaps with the correct form of the word in brackets <ol style="list-style-type: none"> 1. The girls are _____ now (swim) 2. She is _____ the table. (set) 3. Who is _____ in the garden. (dig) 4. They are _____ to school. (run) 5. He is _____ while laughing (clap) <ol style="list-style-type: none"> 3. Change the sentences to present continuous <ol style="list-style-type: none"> 1. The priest gave us money. 2. She was hit by a running car. 3. They dropped the subject at the moment. 4. Musa put the ruler under his desk 						
	Theme	Environment and weather in our sub – county / Division.						
	Sub – theme	Daily activities						
	Content	<p>Regular verbs that end with “ed” / “ied” in the past tense</p> <p>Examples : copy - copied</p> <p>Hurry –</p> <p>Carry –</p> <p>Cry –</p> <p>Clap-</p> <p>Drop – dropped</p> <p>Show - showed</p> <p>Sew sewed</p> <p>Listening , speaking, reading, writing.</p> <p>Topical questions about tenses.</p> <ol style="list-style-type: none"> 1. Topical questions about tenses. 1 – 6 2. Change the verbs / complete the table below. <table data-bbox="655 1364 2016 1448"> <tr> <td>Verb</td> <td>Present continuous</td> <td>Past tense</td> </tr> <tr> <td>Hurry</td> <td>hurrying</td> <td>hurried</td> </tr> </table>	Verb	Present continuous	Past tense	Hurry	hurrying	hurried
Verb	Present continuous	Past tense						
Hurry	hurrying	hurried						

	Lesson evaluation	Move _____ Touch _____ Walk _____ _____ crying _____ _____ stying _____ Lead _____ Leading _____ _____ hoped _____
	Theme	Environment and weather in our sub – county / Division.
	Sub – theme	Short forms (contractions)
	Content	The word contraction means to become smaller
	Skills	Examples. Not – n’t Is not – isn’t Must not - must n’t Should not - shouldn’t Has not – hasn’t Do not – don’t
	Evaluation activity	Listening , speaking , writing, reading Write these words in short form. Was not - _____ Have not _____ Did not _____ Can not _____ Shall not _____ Does not _____ Are not _____ Were not _____
	Lesson evaluation	Will not _____ Could _____ Should not _____

Lesson evaluation		<p>Complete these below</p> <p>Do _____ go _____ comes. She ----- we ----- it ----- They----- you----- you----- It ----- he ----- they-----</p> <p>3. Peter _____ to school everyday. (go) 4. He _____ quickly. (walk) 5. Molly _____ in that chair weekly.(sit) 6. The dog _____ in the morning. (bark)</p>
	Theme	Environment and weather in our sub – county / Division.
	Sub – theme	The present simple tense . (Every day tense). (Use of always)
Skills Lesson activity	Content	<p>Vocabulary . Sit , jump, walk, clap, wake, bathe, Kick, hear, fetch , dress, bite, burn, hide etc</p> <p>Structure I always go to school. They always go to school We always go to school</p> <p>With the third person - He always goes to school. - She always brushes her teeth.</p> <p>Listening , speaking, reading, writing</p> <p>1. Write down three sentences in the present simple tense. 2. Choose the correct word from the table and complete these sentences</p> <p>Wash, milk, hide, sit, wake up, play, dig, stand, go</p> <p>1. I always _____ in the garden. 2. I always _____ early. 3. We always _____ the cows. 4. I always _____ the ball with my friends.</p>

	Lesson evaluation	<p>5. They always _____ behind the cupboard</p> <p>6. I always _____ on a good chair in the classroom.</p> <p>7. I always _____ up when the teacher calls my name.</p> <p>8. I always _____ plates after lunch.</p> <p>9. Farmers always _____ crops in the dry season</p> <p>10.They always _____ to school early.</p>
	Theme	Environment and weather in our sub – county / Division.
	Sub – theme	Daily activities
	Content	Structures . Use of always, some times & never
	Skills	<p>Example</p> <ol style="list-style-type: none"> 1. I always walk to school. 2. I always go to the market. 3. I always wash plates. 4. I sometimes wear a jacket. 5. I sometimes go to bed late.
	Evaluation activity.	<p>Listening , speaking , reading, writing</p> <p>Complete the sentences. Choose correct words from the table.</p> <p>Wash wake up stand sit hide play milk dig</p> <ol style="list-style-type: none"> 1. I always _____ in the garden. 2. I always _____ early . 3. I always _____ the cows. 4. I always _____ the ball with my friends. 5. I always _____ behind the cupboard. 6. I always _____ on a good chair in the classroom 7. I always _____ up when the teacher calls my name.
	Lesson evaluation.	<p>Burn , go, listen, wake, drink, bathe, collect, jump play</p> <ol style="list-style-type: none"> 8. I sometimes _____ to music . 9. I sometimes _____ to church. 10.I sometimes _____ rubbish. 11.I sometimes _____ cold water

		12.I sometimes _____ milk. 13.I sometimes _____ up late.
	Theme	Environment and weather in our sub – county / Division.
	Sub – theme	Daily activities
	Content	Jumbled story . Example
	Skills	Re- arrange sentences to form a good story <ul style="list-style-type: none"> - We do it from home. - The teacher mark the work - Then we do corrections - Every evening our teacher gives us work.
	Evaluation activity	Listening , speaking, reading, writing Arrange these sentences to form a correct story. <ol style="list-style-type: none"> 1. As he was digging , he saw a snake. 2. He went to her garden. 3. Yesterday Musisi woke up early. 4. Hit it on the head with a hoe 5. She dressed up and got her hoe c) The waved to his dear old wife d) And started up the engine. e) He drove out of the garage f) He got into his car. g) Mr. Musoke opened the door of the garage.

SIR APOLLO KAGGWA SCHOOLS

ENGLISH LESSON NOTES FOR P.3

TERM II 2010

Theme	Living things															
Sub-theme	Animals in our sub-county															
Content	Vocabulary (new words) Nest, forest, zoo, bird, monkey, elephant, lion, giraffe, hyena, kennel, hen, turkey, holes, eagle, kite, duck, kraal etc.															
Skills	Listening, speaking, reading and writing															
Evaluation exercise	Make meaningful sentences using each of the words below: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">(a) Nest</td> <td style="width: 50%;">(f) hyena</td> </tr> <tr> <td>(b) Monkey</td> <td>(g) elephant</td> </tr> <tr> <td>(c) Eagle</td> <td>(h) forest</td> </tr> <tr> <td>(d) Giraffe</td> <td>(i) zoo</td> </tr> <tr> <td>(e) Kennel</td> <td>(j) lion</td> </tr> </table>	(a) Nest	(f) hyena	(b) Monkey	(g) elephant	(c) Eagle	(h) forest	(d) Giraffe	(i) zoo	(e) Kennel	(j) lion					
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Lesson evaluation																
Theme	Living things															
Sub-theme	Animals in our sub-county															
Content	Structures: Where was the.....? Where was the bird? The bird was in the nest <u>Animals and their homes.</u> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Cow – kraal</td> <td style="width: 33%;">termite – anthill</td> <td style="width: 33%;">sheep – pen fold</td> </tr> <tr> <td>Pig – sty</td> <td>rabbit – hutch</td> <td>snake – grass</td> </tr> <tr> <td>Lion – den</td> <td>dog – kennel</td> <td>goat –</td> </tr> <tr> <td>Bird – nest</td> <td>parrot – cage</td> <td>horse – stable</td> </tr> <tr> <td>A bee – bee hive</td> <td>a spider – web</td> <td>a snail – shell</td> </tr> </table>	Cow – kraal	termite – anthill	sheep – pen fold	Pig – sty	rabbit – hutch	snake – grass	Lion – den	dog – kennel	goat –	Bird – nest	parrot – cage	horse – stable	A bee – bee hive	a spider – web	a snail – shell
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Bird – nest	parrot – cage	horse – stable														
A bee – bee hive	a spider – web	a snail – shell														

	Etc.
Skills	Listening, speaking, reading and writing
Evaluation exercise	<p><u>Write down the homes of these animals</u></p> <p>a dog _____ a horse _____</p> <p>a pig _____ a snail _____</p> <p>a sheep _____ a lion _____</p> <p>a bee _____ a cow _____</p> <p>a mouse _____ a parrot _____</p> <p>a man _____ a bird _____</p>
Lesson evaluation	
Theme	Living things
Sub-theme	Animals in our sub-county/division
Content	<p><u>Animals and their sounds</u></p> <p>a dog – barks an elephant – trumpets</p> <p>a snake – hisses a bull – bellows</p> <p>a monkey – chatters a rat – squeaks</p> <p>a sheep – bleats a donkey – brays</p> <p>a lion – roars a cat – purrs</p> <p>a pig – grunts a duck – quacks</p> <p>an owl – hoots a bird – whistles/sings</p> <p>a frog – croaks a hen – clucks</p> <p>a horse – neighs a cock - crows</p>
Skills	Listening, speaking, reading and writing
Evaluation exercise	<p><u>Write the animal sounds</u></p> <p>A pig _____ a monkey _____</p>

	<p>A lion _____ a hen _____</p> <p>A sheep _____ a cat _____</p> <p>A donkey _____ a bull _____</p> <p>An elephant _____ a snake _____</p> <p>A horse _____ a duck _____</p>
Lesson evaluation	
Theme	Living things
Sub-theme	Animals in our sub-county/division
Content	<p><u>Animals and their young ones</u></p> <p>Dog – puppy cat – kitten pig – piglet</p> <p>Cow – calf frog – tadpole owl – owlet</p> <p>Goat – kid duck – duckling eagle – eaglet</p> <p>Lion – cub sheep – lamb elephant – calf</p> <p>Leopard – cub tiger – cub butterfly – caterpillar</p> <p>Rabbit – rack/bunny horse - foal</p>
Evaluation exercise	<p><u>Give one word for the underlined group of words</u></p> <ol style="list-style-type: none"> The young dog is in the kennel The female pig gave birth to four <u>young ones</u> The <u>young goat</u> is very fat There are some is very fat There are some <u>young cows</u> in the kraal The <u>young lion</u> is in the den. The cat and its <u>young ones</u> made a lot of noise Most of the chicks were eaten up by the <u>young eagle</u> The sheep and its <u>young ones</u> looked very strong

	<p>A monkey is small. An elephant is big</p> <p>Which animals is bigger than a kob?</p> <p>a) A zebra is bigger than a kob</p> <p>b) A buffalo is bigger than a kob</p> <p>Which animal is faster? Which animals is slower?</p>
Skills	Listening, speaking, reading and writing
Evaluation exercise	<p>Choose the correct word from the box to complete the sentences (Ref. MK Primary Eng. Bk.3 pg 70)</p> <ol style="list-style-type: none"> 1. A cat is _____ than a hen (slower, faster) 2. An eagle is _____ than a parrot. (bigger, smaller) 3. A chameleon is _____ than a cow. (slow, slower) 4. A dog is _____ than a goat. (fast, faster) etc <p>Exercise B:</p> <p>Draw and name some animals and birds. (Ref. MK Bk.3 Pg. 65 & 69)</p>
Theme	Living things
Sub-theme	Oral literature
Content	Recite the poem. At the National Park (Ref. MK Primary Eng Bk.3 pg 71)
Skills	Listening, speaking, reading and writing
Evaluation exercise	<ol style="list-style-type: none"> 1. Which place did the poet visit? 2. What did the poet see? 3. Which animal is the biggest in the national park? 4. Which animal is the tallest in the national park? 5. How many stanzas does the poem have? 6. What is the title of the poem?

	<p>7. Which birds are spying?</p> <p>8. How many lines does the poem have?</p>
Lesson evaluation	
Theme	Living things
Sub-theme	Oral literature
Content	Read the dialogue and answer questions that follow: (A VISIT TO THE ZOO) Mk. Pg. 70
Skills	Listening, speaking, reading and writing
Evaluation exercise	<ol style="list-style-type: none"> 1. How many people are in the dialogue? 2. Who are the people talking in the dialogue? 3. When did Birabwa visit the zoo? 4. Which animals did Birabwa see? 5. Who saw a zebra? 6. Who was the first to talk? 7. When will Agaba visit the zoo? 8. Give the title of the dialogue 9. Which animal is the biggest of all?
Lesson evaluation	
Theme	Living things
Sub-theme	Animals in our sub-county/division
Content	<p>Reading and writing</p> <p>Read the story titled: AT THE ZOO (Ref. MK. Primary Eng. Bk.3 pg. 72)</p>
Skills	Listening, speaking, reading and writing
Evaluation exercise	<ol style="list-style-type: none"> 1. What is a zoo?

	<ol style="list-style-type: none"> 2. Why are animals kept in cages? 3. Which is the most beautiful bird? 4. When did the pupils visit the zoo? 5. Which animals live in water? 6. Give the title of the story. 7. Write down any two big animals they saw.
Lesson evaluation	
Theme	Living things
Sub-theme	Position
Content	<p>Vocabulary (new words)</p> <p>Left, right, at, near, opposite, into, down, out of, against, along, across, up, over, from etc.</p>
Skills	Listening, speaking, reading and writing
Evaluation exercise	<p><u>Fill in the gaps with a correct preposition</u></p> <ol style="list-style-type: none"> 1. Tom leaned _____ the wall of the classroom 2. The dustbin is full _____ rubbish 3. Her baby is suffering _____ malaria 4. P.3 boys shouted _____ the mad man last night 5. Put the water _____ the bucket 6. John went _____ the river by boat 7. The bird is flying _____ the tree 8. The children are walking _____ the road 9. Our school is _____ the petrol station 10. The rat went out _____ the hole and ran away
Lesson evaluation	
Theme	Living things

Sub-theme	Position			
Content	<p><u>Some words with their correct prepositions</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> good } look } at shout } laugh } </td> <td style="width: 33%; vertical-align: top;"> similar } prefer } talk } add } to married } point } go } listen } invite } </td> <td style="width: 33%; vertical-align: top;"> famous } wait } fit } for sorry } ask } </td> </tr> </table>	good } look } at shout } laugh }	similar } prefer } talk } add } to married } point } go } listen } invite }	famous } wait } fit } for sorry } ask }
good } look } at shout } laugh }	similar } prefer } talk } add } to married } point } go } listen } invite }	famous } wait } fit } for sorry } ask }		
Skills	Listening, speaking, reading and writing			
Evaluation exercise	<p><u>Fill in the gaps with a correct preposition</u></p> <ol style="list-style-type: none"> 1. Mary is good _____ English 2. I talked _____ the man who came from Kasubi. 3. I have been waiting _____ you since morning 4. Don't listen _____ what he says 5. It is always bad to laugh _____ lame people 6. They only invited a few people _____ their party. 7. My sister is married _____ a doctor 8. Mummy looked _____ me with a smiling face 9. Ben is leaning _____ the broken desk 10. Tom prefers watching movies _____ cartoons. 			
Lesson evaluation				
Theme	Living things			

Sub-theme	Position						
Content	<p><u>Other prepositions are:</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> ashamed accused proud afraid fond died capable sure tired full invite </td> <td style="width: 33%; vertical-align: top;"> borrow differ suffer subtract escape </td> <td style="width: 33%; vertical-align: top;"> believe interested from agree quarrel satisfied crowded </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">} of</td> <td style="text-align: center; vertical-align: middle;">} from</td> <td style="text-align: center; vertical-align: middle;">} in } with</td> </tr> </table>	ashamed accused proud afraid fond died capable sure tired full invite	borrow differ suffer subtract escape	believe interested from agree quarrel satisfied crowded	} of	} from	} in } with
ashamed accused proud afraid fond died capable sure tired full invite	borrow differ suffer subtract escape	believe interested from agree quarrel satisfied crowded					
} of	} from	} in } with					
Skills	Listening, speaking, reading and writing						
Evaluation exercise	<p><u>Fill in the gaps with a correct preposition</u></p> <ol style="list-style-type: none"> 1. She is not interested _____ learning. 2. That basket is full _____ mangoes 3. Girls are afraid _____ dogs 4. Joan always quarrels _____ her neighbour 5. Babies always depend _____ milk 6. We all believe _____ God 7. My uncle died _____ malaria 8. I hope you will agree _____ my susggestion 9. The girl escaped _____ school yesterday 10. My sister is fond _____ eating sweets 						
Lesson evaluation							

Theme	Living things
Sub-theme	<p>Position</p> <p><u>Structures:</u></p> <p>Where is the? (pen, ball)</p> <p>Put the ball under the chair</p> <p>Is the ball under the table?</p> <p>No, it isn't</p> <p>Where are the books and the pencils?</p> <p>The pencils are in the tin and the books are on the shelves</p>
Skills	Listening, speaking, reading and writing
Evaluation exercise	<p>A. Make correct questions from the table</p> <p>B. Make sentences from the substititional table. (Ref. MK Bk.3 pg 52)</p>
Theme	Living things
Sub-theme	Position
Content	<p><u>Structures</u></p> <p>What is _____doing?</p> <p>What is she doing?</p> <p>She is riding down the road</p> <p>What is paul doing?</p> <p>He is walking along the road</p>
Skills	Listening, speaking, reading and writing
Evaluation exercise	Study the pictures and complete the given sentenecees about them. (Ref. MK Primary English pg. 53-54)
Lesson evaluation	
Theme	Living things

Sub-theme	Position
Content	Oral literature Read the dialogue titled: “RIDING ALONG THE ROAD”
Skills	Listening, speaking, reading and writing
Evaluation exercise	<ol style="list-style-type: none"> 1. Who are the people conversing? 2. What is the colour of Isaiah’s bicycle? 3. Who was knocked by the car? 4. How many people are active (talking) in the dialogue? 5. Give the title of the dialogue 6. Who is conversing with Nambi? 7. Is Isaiah riding so fast? 8. Write down the opposites of these words a) A friend_____ b) careful _____ c) down d) fast
Theme	Living things
Sub-theme	Position
Content	Reading and writing Read the story titled “MY SCHOOL”
Skills	Listening, speaking, reading and writing
Evaluation exercise	<p><u>Read the story and answer questions that follow in full sentences.</u></p> <ol style="list-style-type: none"> 1. Where is the school? 2. What are the pupils doing? 3. What are the boys doing? 4. Where is the teacher? 5. What is the teacher doing?

	<p>6. Who are the people walking along the road?</p> <p>7. What are the girls playing with?</p> <p>8. What is the title of the story?</p>
Lesson evaluation	
Theme	Living things
Sub-theme	Community
Content	Revision of school, shop, market, mosque, butcher's garden, hospital, church, town, bank, garage, borehole, crops, bush etc.
Skills	Listening, speaking, reading and writing
Evaluation exercise	<p><u>Give one word for the underlined group of words</u></p> <p>1. He built the house <u>where moslems workshop from</u></p> <p>2. My brother works in a <u>place where meat is sold from</u></p> <p>3. All the <u>plants grown by man</u> were destroyed</p> <p>4. I met a <u>man who repairs vehicles</u></p> <p>5. She works in a <u>place where money is kept safely.</u></p> <p>6. We visited the <u>place where aeroplanes land and take off</u></p> <p>7. The <u>man who bakes bread</u> was knocked down.</p> <p>8. Where is the <u>building where christians worship from?</u></p>
Lesson evaluation	
Theme	Living things
Sub-theme	Community
Content	<p>Adjectives are words used to describe nouns e.g. many, full, old, tall, few, large, new, wide, narrow, smooth, fat, thin, small etc.</p> <p>A <u>tall</u> trees a <u>smooth</u> floor an <u>easy</u> test</p> <p>A <u>beautiful</u> girl a <u>handsome</u> boy a <u>narrow</u> road</p>

Skills	Listening, speaking, reading and writing
Evaluation exercise	<p><u>Fill in the gaps with suitable adjectives</u></p> <p>1. a _____ boy 8) a _____ chair</p> <p>2. a _____ road 9) a _____ shirt</p> <p>3. a _____ knife 10) a _____ stone</p> <p>4. a _____ flower 11) an _____ story</p> <p>5. a _____ dress 12) a _____ snake</p> <p>6. an _____ bottle 13) a _____ street</p> <p>7. a _____ stick 14) a _____ floor</p>
Lesson evaluation	
Theme	Living things
Sub-theme	Community
Content	<p>Adjectives</p> <p>Underline the adjectives in these sentences</p> <p>a) The teacher gave us an <u>easy</u> test.</p> <p>b) There were <u>many</u> bottles on the wall</p> <p>Note: Few, little, many and much are adjectives of quantity also numbers ten one three etc.</p> <p><u>Underline the adjectives in these sentences.</u></p> <p>1. The farmer sold some fat cows.</p> <p>2. Our teacher killed a poisonous snake</p> <p>3. We drank some sweet juice</p> <p>4. John is a clever boy</p> <p>5. Tom told us an interesting story</p> <p>6. There are many pupils in our school</p> <p>7. My white dress is torn</p>

	<p>8. Two small girls were knocked down by a car</p> <p>9. The headmaster punished the stubborn boys</p> <p>10. A big lorry was packed outside the school</p>
Lesson evaluation	
Theme	Living things
Sub-theme	Community
Content	<p>Structures:</p> <ol style="list-style-type: none"> 1. There's a _____ church. (big, large) 2. There are _____ schools in our division. (many/few) 3. This chair is new and the other one is _____. (old, young)
Skills	Listening, speaking, reading and writing
Evaluation exercise	<p><u>Choose the correct words from the brackets to complete these sentences.</u></p> <ol style="list-style-type: none"> 1. Ali climbed a _____ tree. (long, tall) 2. He planted _____ flowers near his house. (narrow, beautiful) 3. The sky looks _____ today. (rough, clear) 4. Okello has a _____ cupboard of cups in his room. (full, empty) 5. There is a _____ woman standing at the corner of the house. (new, short) 6. We always pray in a _____ church. (large, rough) 7. There is a _____ borehole in our school. (thin, new) 8. I met a _____ man walking near his house. (large, fat) 9. He sat on a _____ chair. (full, smooth)
Lesson evaluation	

Theme	Living things																																			
Sub-theme	Community																																			
Content	<p><u>Comparing adjectives</u></p> <table border="0"> <tr> <td><u>Positive</u></td> <td><u>comparative</u></td> <td><u>superlative</u></td> </tr> <tr> <td>Cheap</td> <td>cheaper</td> <td>cheapest</td> </tr> <tr> <td>Strong</td> <td>stronger</td> <td>strongest</td> </tr> <tr> <td>High</td> <td>higher</td> <td>highest</td> </tr> <tr> <td>Sharp</td> <td>sharper</td> <td>sharpest</td> </tr> <tr> <td>Great</td> <td>greater</td> <td>greatest</td> </tr> </table>			<u>Positive</u>	<u>comparative</u>	<u>superlative</u>	Cheap	cheaper	cheapest	Strong	stronger	strongest	High	higher	highest	Sharp	sharper	sharpest	Great	greater	greatest															
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Content	<p><u>Adjectives that end with letter Y</u></p> <table border="0"> <thead> <tr> <th><u>Positive</u></th> <th><u>comparative</u></th> <th><u>superlative</u></th> </tr> </thead> <tbody> <tr> <td>Pretty</td> <td>prettier</td> <td>prettiest</td> </tr> <tr> <td>Lazy</td> <td>lazier</td> <td>laziest</td> </tr> <tr> <td>Happy</td> <td>happier</td> <td>happiest</td> </tr> </tbody> </table>	<u>Positive</u>	<u>comparative</u>	<u>superlative</u>	Pretty	prettier	prettiest	Lazy	lazier	laziest	Happy	happier	happiest																					
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	Comfortable	_____	_____
	Difficult	_____	_____
	Handsome	_____	_____
	Useful	_____	_____
Theme	Living things		
Sub-theme	Community		
Content	<p><u>Structures</u></p> <p>Joining sentences using:.....than.....</p> <p>a) Haliima is smart. Joyce is smarter. <u>Joyce is smarter than Haliima</u></p> <p>b) A bottle is smooth. A mirror is smoother. <u>A mirror is smoother than a bottle.</u></p>		
Skills	Listening, speaking, reading and writing		
Evaluation exercise	<p>Join these sentences using:.....than.....</p> <ol style="list-style-type: none"> 1. James is fast. Andrew is faster 2. A lizard is slow. A tortoise is slower 3. The red pencil is long. The yellow pencil is longer 4. Marvin is tall. Moses is taller 5. Joan is clever. Jemima is cleverer 6. The bride is short. The bridegroom is shorter 7. This box is heavy. That box is heavier 		

	<p>8. A dog is small. A rat is smaller</p> <p>9. A mango is sweet. An apple is sweeter</p>
Lesson evaluation	
Theme	Living things
Sub-theme	Community
Content	<p><u>Similes</u></p> <p>a) As easy as abc d) as good as gold</p> <p>b) As sweet as honey e) as hot as fire</p> <p>c) As blind as a bat f) as cold as ice</p>
Skills	Listening, speaking, reading and writing
Evaluation exercise	<p><u>Complete these similes correctly</u></p> <p>1. As sweet as _____ 9. As dry as a _____</p> <p>2. As hungry as a _____ 10. As safe as a _____</p> <p>3. As black as _____ 11. As white as _____</p> <p>4. As cold as _____ 12. As silent as a _____</p> <p>5. As green as _____ 13. As sharp as a _____</p> <p>6. As happy as a _____ 14. As soft as _____</p> <p>7. As easy as _____</p> <p>8. As light as a _____</p>
Lesson evaluation	
Theme	Living things
Sub-theme	Community
Content	Testing exercise
Skills	Listening, speaking, reading and writing
Evaluation exercise	Fill in the gaps with a correct form of the word in brackets.

	<ol style="list-style-type: none"> 1. Both boys read well but Dan is the _____ reader. (good) 2. English is _____ difficult than Maths. (much) 3. Matama is the _____ girl of the three sisters. (ugly) 4. The bride was _____ than the bridegroom. (happy) 5. This coat is _____ than that one. (cheap) 6. What is the _____ news? (late) 7. Today is _____ than yesterday. (hot) 8. Betty is _____ than her elder sister. (clever) 9. November was the _____ month of the year. (wet) 10. My uniform is _____ than yours. (dirty) 11. Jane chose the _____ dress in the shop. (expensive) 12. Kato is always _____ at school. (busy)
Lesson evaluation	
Theme	Living things
Sub-theme	Community
Content	<p>Reading and writing</p> <p>Read the story titled: "Makoy's village". (MK Bk.3 pg 63)</p>
Skills	Listening, speaking, reading and writing
Evaluation	<p>Read the story and answer the questions that follow in full sentences.</p> <ol style="list-style-type: none"> 1. In which village does Makoyi live? 2. Who sent Makoyi to the butcher's for meat? 3. Which is the next trading centre to Buwesi? 4. What type of buildings are found in Buwesa? 5. Who broke down the old buildings in Magale trading

	<p>centre?</p> <p>6. Which trading centre has many new buildings?</p> <p>7. What is the title of the story?</p> <p>8. What do people do in the trading centre?</p>
Theme	Living things
Sub-theme	<p>Community</p> <p>Opposites new – young late – early</p> <p>good – bad weak – strong rich – poor</p> <p>happy – sad stop – start dirty – clean</p> <p>kind – cruel foolish – wise here – there</p> <p>thin – fat big – small sweet – sour/bitter</p>
Skills	Listening, speaking, reading and writing
Evaluation exercise	<p><u>Give the opposites of these words.</u></p> <p>1. small _____ happy _____</p> <p>2. weak _____ weak _____</p> <p>3. ugly _____ thin _____</p> <p>4. near _____ dirty _____</p> <p>5. up _____ smart _____</p> <p>6. rich _____ absent _____</p>
Lesson evaluation	
Them	Living things
Sub-theme	Community
Content	<p>Opposites</p> <p>Give the opposite of the underlined words in the exercise</p> <p>1. I was <u>late</u> yesterday but I am _____ today</p>

	2. The <u>rich</u> people must help the _____ ones
Skills	Listening, speaking, reading and writing
Evaluation exercise	<p><u>Write the opposites of the underlined words in the sentences below:</u></p> <ol style="list-style-type: none"> 1. <u>Stop</u> reading and _____ writing. 2. Your handwriting is <u>good</u> but mine is _____ 3. There wasn't any <u>cold</u> or _____ water in the bathroom. 4. The <u>rich</u> people must help the _____ ones. 5. Her clothes are <u>dirty</u> but mine are _____ 6. <u>Give</u> me your bicycle and _____ mine. 7. tell them to come here and not to go _____. 8. Some balls are <u>hard</u> but others are _____ 9. Joseph is <u>present</u> but Andrew is _____ 10. I was <u>late</u> yesterday but I am _____ today.
Lesson evaluation	
Theme	Living things
Sub-theme	<p>Community</p> <p>Opposites</p> <p>Some opposites are made by adding certain letters at the beginning (prefixes)</p> <p>A. <u>words making their opposites by adding "un"</u></p> <p>happy _____ common _____ suitable _____</p> <p>kind _____ pleasant _____ screw _____</p> <p>fold _____ friendly _____ comfortable _____</p> <p>healthy _____ wise _____ steady _____</p>

	<p>B. <u>words making their opposites by adding “dis”</u></p> <p>agree _____ appear _____ obedient _____</p> <p>obey _____ advantage _____ believe _____</p> <p>like _____ honest _____ continue _____</p> <p>order _____ connect _____ allow _____</p>
Lesson evaluation	
Theme	Living things
Sub-theme	Community
Content	<p>Opposites</p> <p>Words making their opposites by adding “in”</p>
Evaluation exercise	<p>Complete – incomplete</p> <p>Correct _____</p> <p>Capable _____</p> <p>Secure _____</p> <p>Direct _____</p> <p>Dependent _____</p> <p>Sufficient _____</p> <p>“im”</p> <p>Movable _____</p> <p>Patient _____</p> <p>Polite _____</p> <p>Pure _____</p> <p>Possible _____</p> <p>Perfect _____</p>
Lesson evaluation	

Theme	Punctuation
Sub-theme	Punctuation marks
Content	<p>What are punctuation marks?</p> <p>These are marks used to make clear the sense of reading and writing e.g. comma (,) a full stop (.) an exclamation mark (!) a question mark (?) an apostrophe(')</p> <p>A. a comma (,)</p> <p>Its used to show a slight pause /rest</p> <p>Its also used to separate words or items in a sentence e.g. gold, iron and lead are minerals.</p> <p>B. a full stop(.)</p> <p>Its used to end a sentence</p>
Evaluation exercise	<p>Put a comma, fullstop or capital letters where necessary</p> <ol style="list-style-type: none"> 1. john has gone to nairobi 2. the day today is tuesday 3. ben is shorter than peter 4. hens ducks and turkeys lay eggs 5. mr. mutebi is a kind man 6. kampala is know for her beauty 7. there are five eggs on the tray 8. december is the last month of the year 9. lemons apples and oranges are fruits
Theme	Punctuation
Sub-theme	Punctuation marks
Content	<p>A question mark</p> <p>A question mark is placed at the end of a questioning statement.</p>

	Questions usually begin with questioning words e.g. who, why where, what, whom, why, do, did etc.
Skills	Listening, speaking, reading and writing
Evaluation exercise	<p>Complete these sentences by adding the right questioning word.</p> <ol style="list-style-type: none"> 1. _____ is the day today? 2. _____ much is that dress? 3. _____ are you going to town? 4. _____ bag is that? 5. _____ I borrow your pencil, please? 6. _____ is your class teacher? 7. _____ children are in P.3?
Lesson evaluation	
Theme	Punctuation
Sub-theme	Punctuation marks
Content	<p>Capital letters – These are used at the beginning of every sentence.</p> <p>Proper nouns also begin with capital letters.</p> <p>What are proper nouns?</p> <p>Proper nouns are particular names of people, places or things</p>
Skills	Listening, speaking, reading and writing
Evaluation exercise	<p><u>Re-write these sentences putting capital letters, question marks and full stops where necessary.</u></p> <ol style="list-style-type: none"> 1. april is the fourth month of the year 2. how many days are there in a week 3. mr. lukwago is going to jinja 4. alice, suzan betty and joy are sisters

	<p>5. today is thursday</p> <p>6. sam bob and dan are brothers</p> <p>7. why are you wearing a sweater</p> <p>8. the stranger had a very big luggage</p> <p>9. where do you live</p> <p>10. may i have a book please</p>
Lesson evaluation	
Theme	Punctuation
Sub-theme	Use of punctuation marks
Content	<p><u>Use of an apostrophe</u></p> <p>Its used with a noun to show ownership or belonging</p> <p>Sarah's dress is new</p> <p>Rule 1</p> <p>In case of one thing or person the apostrophe is put before "s"</p>
Skills	Listening, speaking, reading and writing
Evaluation exercise	<p>Re-write these sentences using an apostrophe correctly.</p> <ol style="list-style-type: none"> 1. The girls dress is torn 2. Toms shirt is white in colour 3. This kettles lid is broken 4. That dogs kennel is large 5. Our teachers child is sick 6. Bens books is missing 7. This childs face is not good 8. The bishops gown has nice colours 9. The old mans beard is grey

	10. The lays purse was snatched
Lesson evaluation	
Theme	Punctuation
Sub-theme	Punctuation marks
Content	<p>Use of an apostrophe</p> <p>Its used to write contractions or short forms e.g</p> <p>that is ('s) that's she is – she's</p> <p>not – n't eng</p> <p>will not – won't is not – isn't</p> <p>are – ('re)</p> <p>there are – there're you are – you're</p> <p>have ('ve) you have – you've</p> <p>Remember the apostrophe stands for the o, i, ha, and a which are left out in the above.</p>
Evaluation exercise	<p><u>Re-write these sentences replacing the underlined word with a correct short form.</u></p> <ol style="list-style-type: none"> 1. I think <u>that is</u> a lovely dress 2. I can guess <u>what is</u> in the box. 3. He <u>doesnot</u> like playing tennis. 4. I wonder <u>who is</u> going to the party tonight. 5. <u>It is</u> not raining now. 6. <u>how is</u> your brother now? 7. <u>They have</u> drawn nice pictures. 8. <u>I am</u> locking the door. 9. We can't work when <u>there is</u> noise in the room. 10. <u>We are</u> playing football

Lesson evaluation	
Theme	Living things
Sub-theme	Plants in our sub-county
Lesson content	<p>Vocabulary</p> <p>Sisal, maize, yam, swamp, dry, garden, water, tins, flower, roots, stem, leaf/leaves, flower, seed, food, fule, medicine, money, decorate, hoe, tool, panga, slasher, plant, plough, weeds, water, store etc.</p>
Skills	Listening, speaking, reading and writing
Evaluation activity	<p>A. <u>Fill In the missing letters</u></p> <p>1. s__sal 2. ma__ze 3. y__m</p> <p>4. sw__mp 5. ti__ 6. fl__wer</p> <p>B. <u>Write the letters correctly to form a word.</u></p> <p>1. ryd _____ 2. toor _____ 3. Ofod _____</p> <p>4. dees _____ 5. Pnla _____ 6. Edwe _____</p> <p>C. <u>Use the following words in a sentence</u></p> <p>seed water</p> <p>fuel store</p> <p>medicine plough etc.</p> <p>money</p> <p>panga</p>
Lesson evaluation	
Theme	Living things
Sub-theme	Plants in our sub-county
Lesson content	<p>a) plants and their habitats</p> <p>e.g. sisal - papyrus, rice - swamp, maize, beans, - garden</p>

	<p>trees – forests</p> <p>b) Structures:</p> <ol style="list-style-type: none"> 1. Who planted maize in the garden? Mary planted..... 2. Where did she plant.....? 3. What did Musa plant in the?
Skills	Listening, speaking, reading and writing
Evaluation activity	<p>Choose a correct word from the brackets to complete the sentences.</p> <ol style="list-style-type: none"> 1. Who planted _____ (flowers, sisal, maize) in the _____ (garden, swamp)? 2. Janet planted _____ (flowers, sisal, maize) in the _____ (garden, swamp) 3. (He, she, they) _____ planted _____ (flowers, sisal, cactus) in the _____ (garden, swamp) 4. What did _____ (she, he, they, you) do? 5. (He, she, they, I) _____ planted (maize, sisal,yams) 6. Where did _____ (he, she, they, we, you) plant? 7. _____(he, she, they, we I) planted _____ (maize, sisal, yams) in the _____ (tins, swamp, garden)
Theme	Living things
Sub-theme	Tenses
Lesson content	<p>Past simple tense</p> <p>a) Forming verbs in past simple tense with irregular verbs</p> <p>Examples</p> <p>Take – took, fly – flew, get – got, come – came, write – wrote, choose – chose, eat – ate, go – went, teach – taught, catch – caught, buy – bought, read – read, run – ran etc</p>

Skills	Listening, speaking, reading and writing
Evaluation activity	<p>a) <u>Write the given words in past tense</u></p> <p>1. Take _____ 2. Write _____ 3. Teach - _____</p> <p>4. Read _____ 5. Teach - _____ 6. Catch - _____</p> <p>7. go - _____</p> <p>b) Write the past tense of the word in brackets to complete the sentences.</p> <p>1. Musa _____ on the mat last night. (sit)</p> <p>2. The old man _____ his leg yesterday. (break)</p> <p>3. David _____ a pencil yesterday. (buy)</p> <p>4. His house _____ fire last night. (catch)</p> <p>5. The _____ to school by bus. (come)</p> <p>6. She _____ the baby with her. (take)</p> <p>7. Oliva _____ in her book neatly. (write)</p>
Lesson evaluation	
Theme	Living things
Sub-theme	Tenses
Lesson content	<p>Forming verbs in pas simple tense which add”ed”. (regular)</p> <p>Examples: wash – washed, touch – touched, brush – brushed, kick – kicked, borrow – borrowed, use – used, play – played, talk – talked, greet – greeted, rain – rained, knock – knocked, touch – touched etc.</p> <p>b) kill – killed, dress – dressed, mop – mopped, clap – clapped, drop – dropped etc</p>
Skills	Listening, speaking, reading and writing
Evaluation activity	<p>a) Copy and complete the table below: -</p> <p>brush -</p>

	<p>kick –</p> <p>borrow – borrowed</p> <p>talk –</p> <p>touch – touched etc.</p> <p>b) Change the words in brackets to past tense and complete the sentences.</p> <p>1. They _____ their clothes yesterday. (wash)</p> <p>2. She _____ when the visitor came in. (clap)</p> <p>3. They were all smartly _____. (dress)</p> <p>4. It _____ cats and dogs. (rain)</p> <p>5. Musa _____ the headmaster loudly. (greet)</p> <p>6. The thief was _____ by the police. (kill)</p> <p>7. Musa was _____ down by a vehicle. (knock)</p> <p>8 – 10</p>
Lesson evaluation	
Theme	
Sub-theme	<p>Tenses</p> <p>The past simple tense</p>
Lesson content	<p>Forming verbs in past simple tense by dropping “y” and adding “ied”.</p> <p><u>Examples:</u></p> <p>carry – carried copy - copied</p> <p>cry – cried hurry – hurried etc.</p> <p>marry – married</p> <p>bury – buried</p> <p>worry - worried</p>

Skills	Listening, speaking, reading and writing												
Evaluation activity	<p>a) Complete the table below:</p> <ol style="list-style-type: none"> 1. carry - _____ 2. _____ - married 3. _____ - copied 4. Bury - _____ 5. Worry - _____ 6. _____ - hurried <p>b) Use the correct form of the word in brackets to complete the sentences</p> <ol style="list-style-type: none"> 7. Molly _____ the baby yesterday. (carry) 8. He _____ his father last month. (bury) 9. You _____ us so much last night. (worry) 10. They _____ the thief alive. (bury) 11. Her baby _____ loudly last night. (cry) 12. Oliver was _____ to a rich man. (marry) 												
Lesson evaluation													
Theme	Living things												
Sub-theme	Plants in our sub-county												
Lesson content	<p>Use of 'was' and 'were'</p> <p>'were' is used in plural.</p> <p><u>Examples</u></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">I</td> <td rowspan="4" style="font-size: 3em; vertical-align: middle;">}</td> <td rowspan="4" style="text-align: center;">was</td> <td style="text-align: center;">They</td> <td rowspan="4" style="font-size: 3em; vertical-align: middle;">}</td> <td rowspan="4" style="text-align: center;">were</td> </tr> <tr> <td style="text-align: center;">He</td> <td style="text-align: center;">We</td> </tr> <tr> <td style="text-align: center;">She</td> <td style="text-align: center;">You</td> </tr> <tr> <td style="text-align: center;">It</td> <td></td> </tr> </table>	I	}	was	They	}	were	He	We	She	You	It	
I	}	was			They			}	were				
He					We								
She					You								
It													

	<ul style="list-style-type: none"> - I <u>was</u> coming home - He <u>was</u> playing football - They <u>were</u> all asleep when the thief broke in. - You <u>were</u> shouting from inside
Skills	Listening, speaking, reading and writing
Evaluation activity	<p>Write 'was' or 'were' in the gaps below: -</p> <ol style="list-style-type: none"> 1. There _____ a film show in our school. 2. There _____ monkeys in the forest. 3. He _____ the only man in the field. 4. We _____ coming to see you. 5. You _____ counting my dresses yesterday. 6. There _____ a man in the store 7. There _____ many flowers in the garden 8. You _____ going home in the afternoon. 9. We _____ going for the party. 10. I _____ doing my homework.
Lesson evaluation	
Theme	Living things
Sub-theme	Plants in our sub-county
Lesson content	<p>Past simple tense</p> <p>Jumbled story</p> <p>Arrange these sentences to form a correct story.</p> <ol style="list-style-type: none"> a) As she was digging, she saw a snake. b) She went to her garden. c) Yesterday, Namusisi woke up early.

	<p>d) She hit it on the head with a hoe.</p> <p>e) She dressed up and got her hoe.</p>
Skills	Listening, speaking, reading and writing
Evaluation activity	<p>Arrange these sentences in order to form a correct story.</p> <p>I. When I kept it, she thanked me. My mother bough for me a toy car. Then she told me to keep it well. It was my birthday. I was very happy to get a toy car.</p> <p>II. Then waved to his dear old wife. And started up the engine. He drove out of the garage. He got into his car. Mr. Musoke opened the garage doors.</p> <p>III. Soon he was asleep. He woke up when it was already morning. He went straight to bed. After supper John's mother said good night to him. He jumped into his bed.</p>
Lesson evaluation	
Theme	Living things
Sub-theme	Plants in our sub-county
Lesson content	<p>Dialogue:</p> <p>Lokapel: Good morning Akol. What are you doing there?</p> <p>Akol: I am preparing my garden for planting</p> <p>Lokapel: What are you going to plant then?</p> <p>Akol: I am going to plant maize & bean seeds</p> <p>Lokapel: How are you going to plant them?</p> <p>Akol: I am going to plant them in straight rows. The rows will be three feet apart.</p> <p>Lokapel: Okay! When the plants begin to grow, look after them carefully and take away any weeds.</p> <p>Akol: Thank you very much for the advice.</p> <p>Lokapel: You are welcome</p>

Skills	Listening, speaking, reading and writing
Evaluation activity	Questions: <ol style="list-style-type: none">1. How many people are talking in the dialogue?2. At what time were these people talking?3. Who was preparing the garden?4. What was Akol going to plant?5. How was Akol going to plant maize and beans?6. How long will the rows be from each other?7. What are weeds?8. Who advised Akol?9. Use the following words in a sentence:<ul style="list-style-type: none">- Preparing- Planting
Lesson evaluation	
Theme	Living things
Sub-theme	Plants in our sub-county
Lesson content	Poem Plants plants plants Plants are useful Home for birds and animals, for example care for plants, plants are good. Oh plants, plants, plants Food from plants Fruits from plants Firewood from plants

	<p>Protect plants, plants are good</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the poem about? 2. Give four things got from plants 3. Where do birds and animals live? 4. Why do you think plants are good? 5. Write down two uses of domestic birds. 6. How many stanzas has the poem? 7. How many lines has the poem? 																
Lesson evaluation																	
Theme	Tenses																
Sub-theme	Tenses with irregular verbs																
Lesson content	<p>Future simple tense</p> <p>Use of 'will' and 'shall'</p> <table style="margin-left: 40px;"> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">She</td> <td rowspan="4" style="font-size: 3em; vertical-align: middle;">}</td> <td rowspan="4" style="padding: 0 10px;">will</td> <td style="border-right: 1px solid black; padding-right: 10px;">I</td> <td rowspan="2" style="font-size: 3em; vertical-align: middle;">}</td> <td rowspan="2" style="padding: 0 10px;">shall</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">He</td> <td style="border-right: 1px solid black; padding-right: 10px;">we</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">They</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">It</td> <td></td> <td></td> <td></td> </tr> </table> <p style="margin-left: 40px;">- What will Musa do tomorrow?</p> <p>He will construct the house.</p> <p style="margin-left: 40px;">- Will she go to town tomorrow?</p> <p>She will not / Yes, she will</p>	She	}	will	I	}	shall	He	we	They				It			
She	}	will			I			}	shall								
He					we												
They																	
It																	
Skills	Listening, speaking, reading and writing																
Evaluation activity	<p>Fill in 'will' or 'shall' in the gaps below:</p> <ol style="list-style-type: none"> 1. _____ go to the market tomorrow 																

	<p>2. She _____ go to the mosque tomorrow</p> <p>3. What _____ Mulungi do next week?</p> <p>4. Tumwine _____ go to town next week</p> <p>5. _____ Aisha do that work by herself?</p> <p>Form correct sentences from the table below:</p> <table border="1" data-bbox="500 506 1391 867"> <tr> <td>I</td> <td>Will</td> <td>Go to church</td> <td>Next week</td> </tr> <tr> <td>He</td> <td>Shall</td> <td>Wash the plates</td> <td>Tomorrow</td> </tr> <tr> <td>We</td> <td></td> <td>Mop the house</td> <td>Next</td> </tr> <tr> <td>She</td> <td></td> <td>Fetch water</td> <td>Friday</td> </tr> <tr> <td>They</td> <td></td> <td></td> <td></td> </tr> </table>	I	Will	Go to church	Next week	He	Shall	Wash the plates	Tomorrow	We		Mop the house	Next	She		Fetch water	Friday	They			
I	Will	Go to church	Next week																		
He	Shall	Wash the plates	Tomorrow																		
We		Mop the house	Next																		
She		Fetch water	Friday																		
They																					
Theme	Living things																				
Sub-theme	Plants in our sub-county																				
Lesson content	<p>Dialogue:</p> <p>Read the dialogue below:</p> <p>Asiimwe: What are you doing here Kugonza</p> <p>Kugonza: I'm waiting for Natasha</p> <p style="padding-left: 40px;">She is lying under a mango tree</p> <p>Asiimwe: What is the matter with her?</p> <p>Kugonza: She has pain in the stomach</p> <p>Asiimwe: I know why she has pain in her stomach. She drank unboiled water.</p> <p>Kugonza: What shall I do to help her?</p> <p>Asiimwe: Take her to Dr. Magembe's clinic. He will treat her.</p>																				
Skills	Listening, speaking, reading and writing																				
Evaluation activity	Questions:																				

	<ol style="list-style-type: none"> 1. Who are the people talking in the dialogue? 2. How many people are speaking? 3. Who was the first to speak? 4. Where is Natasha lying? 5. What is wrong with Natasha? 6. Who drank unboiled water? 7. What will Kugonza do to help her? 8. – 10
Lesson evaluation	
Theme	Conjunctions
Sub-theme	Structures
Content	<p>Use of Both</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Peter is fat. Tom is fat Both Peter and Tom are fat 2. Rose is a smart girl. Teo is a smart girl too. Both Rose and Teo are smart girls 3. Hens lay eggs. Ducks lay eggs Both hens and ducks lay eggs
Evaluation activity	<p>Join these sentences using:.....both.....</p> <ol style="list-style-type: none"> 1. Mum will go to town. daddy will go to town. 2. Joy has come late. Dorah has come late. 3. Betty is a beautiful girl. Her friend is also beautiful. 4. Tom is very smart. Allan is very smart. 5. Alex is a bright boy. Ivan is a bright boy.

	<p>6. Cats are pets. Dogs are pets.</p> <p>7. Ducks lay eggs. Hens lay eggs.</p> <p>8. Kato was absent yesterday. Kyazze was absent yesterday.</p> <p>9. Cows are domestic animals. Goats are domestic animals.</p>
Lesson evaluation	
Theme	Living things
Sub-theme	Conjunctions
Content	<p>Using: as.....as.....</p> <p>Examples:</p> <ul style="list-style-type: none"> - Peter is tall. Ali is tall Peter is as tall as Ali - Henry is clever. His sister is also clever. Henry is as clever as his sister.
Skills	Listening, speaking, reading and writing
Lesson activity	<ol style="list-style-type: none"> 1. Joan is smart. Joyce is smart 2. You are lazy. Your friend is also lazy. 3. John is tall. Amos is tall 4. This tea is hot. The fire is also hot. 5. Musa is short. Isaac is also short. 6. That girl is beautiful. Her mother is also beautiful. 7. That food is cold. Ice is also cold. 8. You are playful. The kitten is also playful. 9. Peter is bright. Ben is bright 10. The old man was happy. The king was also happy

Lesson evaluation	
Theme	Living things
Sub-theme	Use of too.....to....
Content	<p>Use of too.....to....</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. The lady is big. She cannot sit on that small chair. 2. The lady is too big to sit on that small chair. 3. The boy is too young to cross the road by himself. 4. The boy is too old to remain in this class. 5. Ritah is too dirty to go inside the house.
Skills	Listening, speaking, reading and writing
Evaluation activity	<p>Join the sentences using:..... too.....to.....</p> <ol style="list-style-type: none"> 1. Olive is young. She cannot go to school by her own. 2. The lady is old. She cannot carry the luggage by herself. 3. The boy is very lazy. He cannot mop that house. 4. The animal is very fierce. It can not stay with other animals. 5. The class is very dirty. We can not study from there. 6. The weather is very bad. Children ca not go outside. 7. The tea is hot. The baby cannot take it. 8. Alex is still very weak. He cannot stand by himself. 9. Dorothy is very fat. She cannot fit in that skirt.
Lesson evaluation	
Theme	Living things

Sub-theme	Conjunctions
Content	<p>Use of prefer:..... to.....</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. I like meat more than fish I prefer meat to fish 2. I like eating posho more than rice. I prefer eating posho to rice 3. I like soda more than water I prefer soda to water
Skills	Listening, speaking, reading and writing
Evaluation activity	<p>Re-write these sentences using prefer.....to.....</p> <ol style="list-style-type: none"> 1. I like chicken more than meat. 2. Mary likes eating rice more than posho. 3. Arnold likes watching movies more than cartoons. 4. I like chocolate more than biscuits 5. He likes apples more than lemons 6. Hellen likes reading more than writing. 7. I like singing more than dancing 8. Joy likes play netball more than volleyball 9. My mother likes eating bananas more than cassava 10. Our teacher likes cakes more than cookies
Lesson evaluation	
Theme	Living things
Sub-theme	Conjunctions
Content	<p>Use of so.....that.....</p> <p>It is used to make emphasis. It is used on both negative and</p>

	<p>affirmative statements.</p> <p>Negative statements are those that have the word <u>not</u></p> <p>Example: Nasser is very fat. He cannot ran fast.</p> <p>b) He is strong. He lifted the table. He is so strong that he lifted the table.</p>
Evaluation activity	<p>Join the sentences using:....so.....that.....</p> <ol style="list-style-type: none"> 1. The room is noisy. We cannot revise our notes. 2. Sarah's mother is very old. She can not walk by herself 3. She woke up late. She missed the bus. 4. The man was very short. Everyone wanted to look at him. 5. The weather was very hot. James put off his coat. 6. The journey was very long. We had to arrive late. 7. The sandals were expensive. Daddy couldn't buy them. 8. My grandfather was a kind man. Everyone liked him. 9. Kiwuka is very clever. He will not repeat P.3. 10. He runs very fast. You cannot catch him.
Theme	Living things
Sub-theme	Conjunctions
Content	<p>Use of:.....but.....</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Rose fell down. Rose didn't cry. Rose fell down but didn't cry. 2. He dropped the pen. The pen didn't break. He dropped the pen but didn't break.
Skills	Listening, speaking, reading and writing

<p>Evaluation activity</p>	<p>Join these sentences using:.....but.....</p> <ol style="list-style-type: none"> 1. The man is poor. The man is honest 2. We asked him to help us. He didn't do anything. 3. Agnes worked hard. She failed the exams. 4. The car is old. It works very well. 5. Our class is small. Our class is tidy. 6. The woman fell off the bus. She wasn't hurt. 7. I dropped the glass. The glass did not break. 8. He was knocked by the car. He did not die. 9. Fire destroyed the factory. No lives were hurt. 10. Ben looked everywhere for his cap. He could not find it.
<p>Lesson evaluation</p>	
<p>Sub-theme</p>	<p>Saving resources and concept of resources</p>
<p>Content</p>	<p>Vocabulary</p> <p>Time, firewood, money, bank, bag, waste, box, plant, need, bundle, charcoal, save.</p>
<p>Skills</p>	<p>Listening, speaking, reading and writing</p>
<p>Evaluation activity</p>	<p>Fill in the missing letters</p> <ol style="list-style-type: none"> 1. b__nk 2. m__n__y 3. b__g 4. b__x 5. pl__ __t 6. b__ndl__ <p>Make sentences using these words</p> <ol style="list-style-type: none"> 7. Time _____ 8. Charcoal _____ 9. Firewood _____ 10. Save _____

Theme	Managing resources in our division/subcountry
Sub-theme	Saving resources and concept of resources
Lesson content	Structures: examples Do you have enough firewood? Yes, I do Do you have enough charcoal? No, we don't have
Skills	Listening, speaking, reading and writing
Evaluation activity	Use these structures in a sentence 1. How much.....? 2. How many? 3.
Lesson evaluation	
Theme	Managing resources in our division/sub-county
Sub-theme	Spending resources
Lesson content	Structures
Theme	Managing resources in our division/county
Sub-theme	Saving resources and concept of resources
Lesson content	Structures: - Where.....do/does....., he/she get.....money/charcoal? - He/she/they/we/I have.....money, charcoal, firewood in the box, store, basket. - What are you.....(buying/selling)? - I am/we are selling/buying(sweets/books)

	- He/she they is/are buying/selling (books, pens, sweets)
Evaluation activity	Use the given structures correctly. <ol style="list-style-type: none"> 1. Where _____ she get water from (do/does) 2. He gets _____ from the market. (food/water) 3. What _____ you selling? (is, are) 4. I am _____ sugar from the shop. (buying/selling) 5. Where do _____ get milk from? (he/we)
Lesson evaluation	
Theme	Resources in our division/sub-county
Sub-theme	Spending resources
Lesson content	Vocabulary: <p>Sugar, books, buy, sell, sweets, pancakes, pencils, soap, salt, pens, cost, much, many, money, shillings, some, any etc.</p>
Skills	Self awareness, decision making, assertiveness, critical thinking
Evaluation activity	(i) Spelling exercise <p>a) sugar b) cost, c) pancakes, d) resource</p> <p>(ii) Make correct sentences using these words <p>a) Salt b) soap c) much d) some e) many</p> </p>
Lesson evaluation	
Theme	Managing resources in our division/sub-county
Sub-theme	Spending resources
Lesson content	Structures: <ul style="list-style-type: none"> - What are you.....(buying/selling?) - I am/we are buying/selling (sweets, books) - How much/many (sugar, sweets, books pens) do you

	<p>want?</p> <p>- i/we/they/he/she want/wants.....(quality of items)</p>
Evaluation activity	<p>Fill in the correct words from the brackets.</p> <ol style="list-style-type: none"> 1. What are you.....? (digging, selling)? 2. She..... buying some sugar. (is, are) 3. He..... some milk. (want, wants) 4. How..... money do you have? (many, much) 5. There..... any sugar in the bowl. (aren't, isn't) 6. How..... Kilos of meat do you want? (many, much)
Lesson evaluation	
Theme	Managing resources in our division/subcounty
Sub-theme	Spending resources
Skills	Self confidence, self awareness
Lesson content	<p>Situational game:</p> <p>Mr. Omoit: Hullo Collins, I am a shopkeeper selling milk, beans and sugar</p> <p>Collins: What type of money do you use for buying and selling?</p> <p>Mr. Omoit: I use Uganda currency notes and coins</p> <p>Sanyu: Do you keep you money in the shop?</p> <p>Mr. Omoit: Oh no, I save my money and take it to the bank.</p>
Evaluation activity	<ol style="list-style-type: none"> a) Recite and act the game b) Answer these questions in full sentences. <ol style="list-style-type: none"> 1. How many people are taking part in the game? 2. Who sells in the shop? 3. What currency does Mr. Omoit use?

	<p>4. Where does Mr. Omoit keep his money?</p> <p>5. What do we call a person who sells in a shop?</p>
Lesson evaluation	
Theme	Managing resources in our division/sub-county
Sub-theme	Occupations
Skills	Listening, speaking, reading and writing
Lesson content	<p>Vocabulary: Occupation is work done by a particular person example: builder, teacher, judge, barber, lawyer, singer, painter, hair dresser, dentist, oculist, cobbler, conductor, fisherman, fish monger, tailor etc.</p>
Evaluation activity	<p>Fill in the correct words.</p> <ol style="list-style-type: none"> 1. A treats sick people 2. The..... made my dress neatly 3. The..... promised to mend my shoes by Friday 4. The has a nice salon 5. Paul took his painful tooth to the..... 6. That is the who painted our house. 7. That..... Catches a lot of fish every day. 8. The Trims my brother's hair well.
Lesson evaluation	
Teme	Managing resources in our Division/sub-county
Sub-theme	Occupations
Skills	Listening, speaking, reading and writing
Lesson content	<p>Vocabulary:</p> <p>Milkman, herbalist, shepherd, journalist, author, photographer, glazier, chef, baker, postman, librarian, mechanic, nurse, butcher, postman, florist, carpenter, oculist, clothier, fruiterer,</p>

	iron monger, plumber, lawyer, milliner etc.
Evaluation activity	<p>Fill in correct words</p> <ol style="list-style-type: none"> 1. A _____ works in a school 2. A _____ sells meat 3. A _____ repairs vehicles 4. A _____ works in the library 5. A _____ treats our eyes 6. An _____ writes books 7. A _____ takes photographs 8. A _____ connects and repairs water pipes
Lesson evaluation	
Theme	Managing resources in our division/sub-county
Sub-theme	Occupations
Lesson content	<p>Work places:</p> <p>Hospital, office, school, saloon, garden, market, garage, studio, post office, workshop, butchers, factory, bus park, dairy</p>
Evaluation activity	<p>Fill in the correct words</p> <ol style="list-style-type: none"> 1. A is a place where milk is sold 2. Mum sent me to a To buy bread 3. He is in the repairing cars 4. Ruth has gone to the to buy food 5. Jimmy is in the taking photographs 6. The carpenter is in his..... Making furniture 7. Joan has gone to the for treatment 8. The farmer is in his garden.....
Lesson evaluation	

Theme	Managing resources in our Division/sub-county
Sub-theme	Occupations
Skills	Listening, speaking, reading and writing
Lesson content	A bad day for Omondi (guided composition)
Evaluation activity	Use the words given to complete the composition correctly. (MK Primary English pupil's Book 3 page 92)
Lesson	Theme
Sub-theme	Spending resources
Lesson content	Story: Asimwe cuts his hair (Mk. Bk.3 pg.90)
Evaluation	Answer the questions in full sentences: <ol style="list-style-type: none"> 1) Who had long hair? 2) Where did Topaco want to go? 3) Why did Topaco go to the barber? 4) What did Asimwe look at? 5) Who decided to have his hair cut?
Lesson evaluation	
Theme	Managing resources in our division/sub-county
Sub-theme	Spending resources: Dialogue
Skills	Speaking, listening, reading, writing
Lesson content	Dialogue: A Fish monger (MK. Bk.3 page 91)
Evaluation activity	Answer questions about the dialogue in full sentences
Lesson evaluation	
Theme	Managing resources in our division/sub-county
Sub-theme	Spending resources – analogies
Skills	Speaking, listening, reading, writing
Lesson	Analogies
Content	Examples: <ol style="list-style-type: none"> 1. Teacher is to pupil as doctor is to..... 2. East is to West as North is to South.

	<ol style="list-style-type: none"> 3. Fingers are to hands as toes are to foot 4. Flock is to sheep as herd is to cattle 5. Artist is to picture as author is to book 6. one is to single as two is to double. 7. Pen is to write as bell is to ring etc.
Evaluation exercise	<p>Fill in the correct words to complete the sentences</p> <ol style="list-style-type: none"> 1. Bark is to dog as..... is to lion 2. Day is toas month is to year 3. Calf is to cow as cub is to 4. Landlord is to tenant as..... Is to customer 5. To smell as tongue is to taste 6. Boy is toas girls to guide 7. Oculist is to eyes as dentist is to.... 8. Man is to As bird is to sing.
Lesson evaluation	
Theme	Managing resources in our division/sub-county
Sub-theme	Occupations
Skills	Speaking, listening, reading, writing
Lesson content	Revision exercises (MK Bk. 3 pg 92-3)
Evaluation activity	<ol style="list-style-type: none"> (a) Fill in the missing letters to complete the given words correctly. (MK. Bk.3 page 92) (b) Choose the correct words to complete the sentences (MK. Bk.3 pg 93) (c) Use correct words to complete the sentence (MK. Bk. 3 pg 93)
Lesson evaluation	
Theme	Keeping peace in our sub-county/division
Sub-theme	Living in peace with others
Lesson content	<p>Vocabulary:</p> <p>Rules, play, work, share, give, sorry, excuse, fight, steal, friend, sing, dance, visit, greet, abuse, beat</p>
Skills	Speaking, listening, reading, writing
Evaluation activity	<p>Write the words correctly:</p> <ol style="list-style-type: none"> (a) nsig _____ (b) laest _____ (c) tegre _____

	<p>(d) aypl _____ (e) tivis _____ write sentences using the given words correctly</p> <p>(f) give (g) fight (h) share (i) sorry (j) work</p>
Lesson evaluation	
Theme	Keeping peace in our sub-county/division
Sub-theme	Living in peace with others
Lesson notes	<p>Vocabulary:</p> <p>Home, clothes, school, clean, play, food, water, drink, eat, hospital, pen, books, medicine, father, pencil, mother</p>
Lesson activity	<p>Listen and write</p> <ol style="list-style-type: none"> 1. mother 2. drink 3. name 4. eat 5. clothes 6. play 7. pencil 8. A child has a right to clean environment. 9. Mulago is the biggest government hospital in Uganda 10. My name has seven letters 11. We drink boiled water at school 12. We need water, clothes, school fees, water and food. 13. I have a pen and five books in my shelf 14. A father heads a home 15. My mother and father protect me at home
Lesson evaluation	
Theme	Keeping peace in our sub-county/division
Sub-theme	Living in peace with others

Lesson content	Vocabulary: wash, mop, peel, sweep, work, slash, wear, share, cook, bathe, milk, read, eat, “the”, “a”, “an”,
Lesson activity	<p>1. Fill in the missing letters to form a correct word</p> <p>(a) was ____ (b) c__o__</p> <p>(c) b__th (d) w__ _r</p> <p>(e) r__a__ (f) m__l__</p> <p>(g) sh__r__</p> <p>2. Write the words below in order to form a correct sentence/question</p> <p>(h) you your when do wash clothes?</p> <p>(i) knows Jane to how and wash sweep</p> <p>(j) cook The cooking is food</p> <p>(k) black The cat our drank milk</p>
Lesson evaluation	
Theme	Keeping peace in our sub-county/division
Sub-theme	Living in peace with others
Lesson content	<p>Structures:</p> <ul style="list-style-type: none"> - May I play/work/share/sing with you please? Yes, you may, No I am sorry - You should never beat/abuse/fight/push your friend. - What do you like? <p>I like sweeping/playing/dancing</p> <p>- What don't you like?</p> <p>I don't like stealing/beating/abusing</p> <p>.....(he/she/I)..... like/likes/don't like/likes/doesn't like playing, sharing, fighting, stealing)</p>
Skills	Speaking, listening, reading, writing
Lesson activity	<p>Children will give responses to the given structures.</p> <p>1. May I work with you please?</p>

	<ol style="list-style-type: none"> 2. What do you like? 3. Does Mary like dancing? 4. What don't you like? 5. Don't you like stealing? 6. Do young children like working? 7. Can I borrow your shoes please? 8. May I come in please
Lesson evaluation	
Theme	Keeping peace in our sub-county/division
Sub-theme	Child rights, needs and their importance
Lesson content	<p>Structures:</p> <p>- What do you/we do everyday?</p> <p>I / we / they..... (eat, drink, read, write) everyday.</p> <p>- What does....mother, father, teacher do everyday?</p> <p>(mother, father, teacher) teaches, cleans, teaches everyday</p> <p>- What is..... your father's/mother's name?</p> <p>My mother's/father's name is.....</p> <p>My/his/her name is</p>
Skills	Speaking, listening, reading, writing
Lesson activity	<p>Use the words in the brackets correctly to complete the sentences.</p> <ol style="list-style-type: none"> 1. I always ____ water for grandmother (fetch) 2. Mr. Olimi ____ his cow every evening. (milk) 3. father always ____ up early. (wake) 4. Dogs sometimes ____ at visitors. (bark) 5. Everyday he ____ pictures. (draw) 6. We never ____ in dirty water. (bathe) 7. The teacher ____ on the blackboard everyday. (write) 8. the girls sometimes ____ the rubbish. (burn) 9. Maria ____ to town everyday. (go) 10. Kasubi sometimes ____ a car. (drive)
Theme	Keeping peace and security in our sub-county/division
Sub-theme	Likes and dislikes

Lesson content	<p>Vocabulary:</p> <p>Revision of kinds of food; carrots, cassava, beans</p> <p>New vocabulary: sweet, cake, bun, sports, watering</p>															
Skills	Speaking, listening, reading, writing															
	<p>Structures:</p> <p>- Do you like bananas?</p> <p>Yes, I do / No, I don't</p>															
Lesson activity	<p>Make five correct sentences from this table below:</p> <table border="1" data-bbox="500 716 1044 1312"> <tr> <td>Derrick</td> <td>Likes</td> <td>Games and sports</td> </tr> <tr> <td>Our teacher</td> <td>Does not like</td> <td>Eating cakes and buns</td> </tr> <tr> <td>My friend</td> <td></td> <td>Wearing a watch</td> </tr> <tr> <td>She</td> <td></td> <td>Eating cassava</td> </tr> <tr> <td></td> <td></td> <td>Watering the crops</td> </tr> </table> <p>Revision:</p> <p>Join these sentences using..."because".....</p> <ol style="list-style-type: none"> 1. We like cows. They give us milk. 2. pupils like their teachers. They teach them. 3. okello does not like games and sports. They make him very tired. <p>Join sentences using:.....but.....</p> <ol style="list-style-type: none"> 4. I like a bun. I don't like a cake. 5. Joan likes watering plants. Molly likes games <p>Answer these questions orally:</p> <ol style="list-style-type: none"> 1. Does Mwesigye like beans or peas? 	Derrick	Likes	Games and sports	Our teacher	Does not like	Eating cakes and buns	My friend		Wearing a watch	She		Eating cassava			Watering the crops
Derrick	Likes	Games and sports														
Our teacher	Does not like	Eating cakes and buns														
My friend		Wearing a watch														
She		Eating cassava														
		Watering the crops														

	<p>2. Does Ian like cakes or samosas? 3. Does Acham like oranges or lemons</p>
Theme	Keeping in our sub-county/division
Lesson content	<p>Read the story titled</p> <p>KEEPING A HEALTHY BODY</p>
Skills	Speaking, listening, reading, writing
Lesson activity	<p>Read the story below and answer the questions in full sentences.</p> <p>Mukama and Kusiima are brothers</p> <p>Mukama is a small and weak boy</p> <p>Kusiima is a health boy. Kusiima likes doing exercises and goes for games everyday.</p> <p>He likes eating fruits because they have vitamins. The vitamins keep him healthy and strong. Mukama is very weak. He doesn't like doing exercises. He is weak. He doesn't like eating fruits but likes cakes because they are sweet.</p> <p>Mukama also needs vitamins to become healthy and strong.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Who are the two brothers 2. Who likes games? 3. Who doesn't like fruits but likes cakes? 4. Who likes eating fruits? 5. Who doesn't like doing exercises? 6. What is the use of vitamins in the body?
Theme	Keeping peace in our sub-county/division
Sub-theme	<p>Akiiki – Abili look! What is that woma wearing on her head?</p> <p>Abili: It is called a veil?</p> <p>Akiiki: What does she do?</p> <p>Abili: She is a nun. She works in a Catholic church</p> <p>Akiiki: I see, she covers herself like a Moslem.</p>

	<p>Abili: Oh yes, but the ones who work in the mosque are called Imams. Imams lead prayers in the mosque.</p> <p>Akiiki: Imams? Both men and women?</p> <p>Abili: No, only men. Women don't lead prayers in a mosque.</p> <p>Akiiki: Thank you Abili.</p> <p>Abili: You are welcome</p>
Skills	Speaking, listening, reading, writing
Lesson activity	<p>Answering the questions about the conversation in full sentences:</p> <ol style="list-style-type: none"> 1. How many people are conversing? 2. where does a nun work? 3. what does a nun wear on her head? 4. can a woman lead prayers in a mosque? 5. who leads prayers in a mosque? 6. who was thanked? 7. make words using the given sounds 8. 'ur _____ 9. oe _____ 9. que _____ 10 ri _____
Lesson evaluation	
Theme	Keeping peace in our sub-county/division
Sub-theme	<p>Story:</p> <p>Read the story and answer questions about it in full sentences.</p> <p>Once upon a time, there lived..... (Ministry of Education and sports)</p>
Lesson activity	<p>Teachers' resource book pg 69</p> <ul style="list-style-type: none"> - children reading the story on pg 69 - Answer the questions about the story in full sentence <ol style="list-style-type: none"> 1. From the story, whom did the child live with? 2. who locked the child in the house? 3. who saw the child almost dying? 4. who reported the case to police? 5. why was the father not taken to police?
Lesson evaluation	
Theme	Basic health and sanitation

Sub-theme	Vocabulary: bathing, polishing shoes, cutting hair, cutting finger nails
Evaluation activity	<p>1. Make sentences using the given words Bathing, cutting hair, polishing shoes, cutting finger nails</p> <p>2. Revision of possessive pronouns; hers, mine, his, yours, theirs, its, also, Mary's, Peter's -</p>
Theme	Basic health and sanitation
Sub-theme	Vocabulary: bathing, polishing shoes, cutting hair, cutting finger nails
Evaluation activity	<p>1. Make sentences using the given words Bathing, cutting hair, polishing shoes, cutting finger nails</p> <p>2. Revision of possessive pronouns; hers, mine, his, yours, theirs, its, also, Mary's, Peter's – That is Mary's bag. It is hers. Those are my books they are mine.</p> <p>Fill in the gaps with a correct possessive pronoun.</p> <ol style="list-style-type: none"> 1. This book belongs to me. It is 2. that is your tin of shoe polish. It is..... 3. that is his comb. It is..... 4. these are shoes. They belong to them. They are.... 5. these are our toys. These toys are.....
Evaluation activity	
Theme	Basic health and hygiene
Sub-theme	Basic health and hygiene
Lesson content	<p>Structures:</p> <p>Whose----- is this?</p> <p>Towel, toothbrush, basin, soap</p> <ul style="list-style-type: none"> - It's Mary's towel. It belongs to her. Its hers. - Whose tooth brushes are these? They are ours. - This is my uniform and that is hers. - Those are your pairs of shoes. They belong to you. They are yours.
Skills	Speaking, listening, reading, writing
Lesson activity	Use the correct form of the words in brackets to fill the blank

	<p>spaces</p> <ol style="list-style-type: none"> 1. This is _____ piece of soap. It is _____ (me) 2. These are _____ shoes. They are _____. (you) 3. this is _____ tooth paste. It is _____. (he) 4. these are _____ tooth brushes. They are _____. (we) 5. these are _____ dresses. They are _____. (she) <p>Match the following activities with items used.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Bathing</td> <td style="width: 50%;">slasher</td> </tr> <tr> <td>Ironing</td> <td>sponge</td> </tr> <tr> <td>Slashing</td> <td>flat iron</td> </tr> <tr> <td>Washing</td> <td>broom</td> </tr> <tr> <td>Sweeping</td> <td>soap</td> </tr> </table>	Bathing	slasher	Ironing	sponge	Slashing	flat iron	Washing	broom	Sweeping	soap
Bathing	slasher										
Ironing	sponge										
Slashing	flat iron										
Washing	broom										
Sweeping	soap										
Skills	Speaking, listening, reading, writing										
Lesson evaluation											
Theme	Peace and security in our sub-county/division										
Sub-theme	Basic health and sanitation										
Skills	Speaking, listening, reading, writing										
Lesson content	Story: Nina the smart girl										
Lesson activity	Read the story below and answer questions about it in full sentence (MK primary English Course Bk.3 pg. 101 – 102)										
Theme	Keeping peace and security in our sub-county										
Sub-theme	Basic health and sanitation										
Skills	Speaking, listening, reading, writing										
Lesson content	Poems and dialogue about sanitation dialogue: whose shoes are they? (Mk. Primary English Bk.3 pg 101)										
Theme	Peace and security in our sub-county/division										
Sub-theme	Basic health and sanitation										
Lesson content	Jumbled story										

	<p>Example: Arrange the sentences to form a correct story.</p> <ul style="list-style-type: none"> - I put it on the wire to dry - I went to the tap and got water - I was running and I fell down - I washed it - My shirt got dirty
Skills	Speaking, listening, reading, writing
Evaluation activity	<p>Arrange the sentences to form a good story.</p> <ul style="list-style-type: none"> a) As she was digging, she saw a snake b) She went to her garden c) Yesterday, Nalule woke up early d) She hit it on the head with a hoe e) She dressed up and got her hoe <p>2(a) The bird flew down and ate all seeds</p> <ul style="list-style-type: none"> b) He decided to give it something to eat c) One day, Alex saw a bird on a tree d) So he put some seeds under the tree. e) It told him that it was hungry.
Theme	Peace and security in our sub-county/division
Sub-theme	Basic health and sanitation
Lesson content	<p>Guided composition</p> <ul style="list-style-type: none"> - Vocabulary - Spellings - Articulation
Skills	Speaking, listening, reading, writing
Evaluation activity	<p>‘Good children’</p> <p>Choose the correct word from the table and fill in the blank spaces</p> <p>Soap, hair, clean, iron, bathe, shoes, nail cutter, sweep etc.</p> <p>We are good children in primary three.</p> <p>Good children look _____ all the time.</p> <p>We need water and _____ to have a bath.</p> <p>Bathing helps us to be clean and healthy.</p>

	<p>We cut our _____ with a pair of scissors and we use a _____ to cut our finger nails. Our _____ are always clean. We polish them with shoe polish and a brush. We are always smart because we wash our uniforms and _____ them. Before we go to school, we _____ our rooms with a broom. We are good children in primary three.</p>
Lesson evaluation	
Theme	Keeping peace in our sub-county/division
Sub-theme	Basic health and sanitation
Skills	Speaking, listening, reading, writing
Lesson content	<p>Guided writing</p> <p>Letter interpretation</p> <p style="text-align: right;">Sir Apollo Mengo P/s, P.O. Box 28560, Kampala, Uganda. 6th May 2006</p> <p>Dear daddy,</p> <p>How are you? How is home? I have written this letter so that you may buy me an umbrella because it rains every morning and my books get wet. The umbrella will also protect me when the sun is on the sky around 1:00p.m. when walking from class back home.</p> <p>I shall be very happy if you buy me an umbrella.</p> <p>Your son Wasswa Travor</p> <p>Answer the questions about the letter in full sentences.</p>

	<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. Who wrote the letter? 2. When was the letter written? 3. In which school is Wasswa Travor? 4. Why did he write the letter? 5. Give the opposite of these words. Morning _____ buy _____ Honey _____ 6. Why does the writer need an umbrella? 7. To whom was the letter written?
Theme	Keeping peace in our sub-county
Sub-theme	Letter writing
Content	<p>Guided writing</p> <ul style="list-style-type: none"> - Reading - Interpretation - Gap filling
Evaluation activity	<p>Complete the letter below using the correct words from the brackets</p> <p style="text-align: right;">Kampala Pri-School, P.O. Box 30199, 30th June, 2006</p> <p>Dear Anne,</p> <p>Will you _____ (not come, come) to my birthday on Saturday? My mother says she will _____ (take, not take) us out.</p> <p>I hope you will _____ (have, had) a nice time so please _____ (come, go) early so that I can _____ (show,</p>

	shows) you around our _____ (farm, book).
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SIR APOLLO KAGGWA SCHOOLS

ENGLISH LESSON NOTESFOR P.3

TERM III 2010

Lesson	Theme Sub-theme Skills Lesson content Evaluation activity	Culture and gender in our division/sub-county. Customs in our division/sub-county Self awareness, effective communication, assertiveness Vocabulary: Sing, wear, greet, food, cry, pray, kneel, dance, happy, sad, pain, sick (1) Spelling exercise a) kneel (b) wear (c) greet (d) pray (2) Make sentences using: - happy, sad, cry, dance
Lesson	Theme Sub-theme Skills Lesson content	Culture and gender in our sub-county/division. Customs in our division/sub-county Self awareness, effective communication, assertiveness.
	Evaluation activity	Use the given structures correctly. 1. What did Mary.....(done, do) 2. Ali..... his father yesterday. (greet) 3. Did John.....in morning? (pray) 4. Did Rose.....? (cry) No.....

	Lesson evaluation	<p>Yes,.....</p> <p>5. What did Joan.....? (write)</p> <p>6. Peter a nice shirt last week. (wear)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Culture and gender in our division/sub-county</p> <p>Gender</p> <p>Self awareness, assertiveness, effective communication</p> <p>Vocabulary:</p> <p>Share, work, help, same, different, beat, kids, slap, eat, cake, milk, hungry wash, cook, mop, wash</p> <p>(a) Fill in the missing letters to complete the words correctly.</p> <p>(1) s__m (4) b__ __t</p> <p>(2) sl__p (5) wo __k</p> <p>(3) c__ __k (6) s__as__</p> <p>(b) Make correct sentences using:</p> <ol style="list-style-type: none"> 1. different 2. milk 3. was 4. hungry
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p>	<p>Culture and gender in our division/sub-county</p> <p>Gender</p> <p>Effective communication, creative thinking, self awareness, decision making.</p>

	Lesson evaluation	<p>razor blade)</p> <p>(2) People are called patients. (sick, well)</p> <p>(3) The doctor told me to take two..... everyday. (tablets, medicine)</p> <p>(4) Juma is wearing a black pair of.....</p> <p>(5) A nurse uses a and a needle to give an injection. (drum, syringe)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Culture and gender in our division/sub-county.</p> <p>Ways of promoting and preserving culture.</p> <p>Effective communication, creative thinking, self awareness, decision making.</p> <p>Structures:</p> <ul style="list-style-type: none"> - Never share (needles, safety pins, razor blades) <p>You/he/she should always take (medicine/tablets) when you/he/she is/are sick.</p> <ul style="list-style-type: none"> - He/she/they/we/I can play a (drum/piano but I /she/we/they/he cannot play/blow a (flute/drum) <p>Fill in the gaps with correct words.</p> <p>(1) Never share..... (stones, needles)</p> <p>(2) My sister was..... When she was sick. (medicine, pencils)</p> <p>(3) Miremebe can play a (bicycle, piano)</p> <p>(4) The doctor told me to take twoevery morning. (tablets, sodas)</p> <p>(5) He cut himself with a(safety pin, razor blade)</p>

Lesson	Theme Sub-theme Skills Lesson content Evaluation activity Lesson evaluation	Culture and gender in our division/sub-county Relationships Vocabulary: Teachers, pupils, parents monitor, family sister, cousin, brother, nephew, uncle, aunt, son, first born. Types of families: i.e. Nuclear family – parents and their biological children. - Extended family – parents, their children and other relatives. A written exercise in the MK pupil's Book 3 on page 141.
Lesson	Theme Sub-theme Lesson content Evaluation activity	Culture and gender in our division/sub-county Relationships Structures: <ul style="list-style-type: none"> - How many have you? I have six..... (brothers/sisters) - How many brothers does he have? He has four brothers. - Who is your little sister? - What position do you hold in the family? Answer the given questions in full sentences. <ol style="list-style-type: none"> (1) How many sisters do you have? (2) How many brothers does Mary have? (3) What position does Peter hold in the family? (4) How old is your eldest brother? (5) What is the name of your last born?

	Lesson evaluation	(6) How many members are in your family?
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Culture and gender in our division/sub-county</p> <p>Relationships</p> <p>Critical thinking, self awareness, appreciation, effective thinking</p> <p>Mr. and Mrs. Opio’s family tree (MK pupils’ Book 3 page 142-3)</p> <p>Answer the given questions in full sentences.</p> <p>(MK pupils’ book 3 page 142-3)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Culture and gender in our division/sub-county</p> <p>Relationships</p> <p>Self awareness, appreciation, creative thinking</p> <p>Poem – The son of my father (MK Bk.3 page 144)</p> <p>Answer the given questions in full sentences</p> <p>(1) What do you call your father’s daughter?</p> <p>(2) Who is a brother?</p> <p>(3) How many stanzas does the poem have?</p> <p>(4) Who is a cousin?</p> <p>(5) Who is happy?</p> <p>(6) Write the opposites of;</p> <p>(i) Uncle (ii) nephew</p>

Lesson	Theme Sub-theme Skills Lesson content Evaluation activity Lesson evaluation	Culture and gender in our division/sub-county Relationships Critical thinking, self awareness, appreciation Story – Mr. Muwanga and family (MK Bk.3 pg 144) Answer the given questions in full sentences. (MK pupil’s Book 3 page 145)
Lesson	Theme Sub-theme Skills Lesson content Evaluation activity Lesson evaluation	Culture and gender in our division/sub-county Relationships Critical thinking, appreciation, self awareness Guided composition (MK Bk. 3 page 145) Use the given words to fill in the gaps and complete the composition correctly.
Lesson	Theme Sub-theme Skills Lesson content	Culture and gender in our division/sub-county Relationships Self awareness, critical thinking, appreciation Jumbled story: <ul style="list-style-type: none"> - She feared to go there alone. - Jane got a stick and killed it.

	<p>Evaluation activity</p> <p>Lesson evaluation</p>	<ul style="list-style-type: none"> - Mother sent Halima to the well to fetch water. - As they walked to the well, they saw a snake. - Halima called her friend Jane to escort her. <p>The sentences below are in wrong order. Re-arrange them in correct order to make a correct story.</p>
<p>Lesson</p>	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p>	<p>Culture and gender in our division/sub-county</p> <p>Tenses of irregular verbs</p> <p>Effective thinking, assertiveness, self awareness</p> <p>Vocabulary:</p> <p>Note: Irregular verbs are which don't add ed in the past form.</p> <p>e.g. present - past</p> <p>hear - heard</p> <p>throw - threw</p> <p>dig - dug</p> <p>read - read</p> <p>draw - drew</p> <p>spell - spelt</p> <p>drink - drank</p> <p>tell - told</p> <p>drive - drove</p> <p>leave - left</p> <p>cost - cost</p> <p>pay - paid</p> <p>lose - lost</p>

Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Culture and gender in our division/sub-county</p> <p>Future simple tense</p> <p>Self esteem, assertiveness, self confidence</p> <p>Dialogue – (MK. Bk.3 page 168)</p> <p>Answer the given questions in full sentences.</p> <p>(1) How many people are taking part in the dialogue?</p> <p>(2) Who was waiting for Natasha?</p> <p>(3) Where was Natasha?</p> <p>(4) What was the matter with Natasha?</p> <p>(5) Who were the people taking part in the dialogue?</p> <p>(6) What is the name of the doctor mentioned in the dialogue?</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p> <p>Evaluation activity</p>	<p>Culture and gender in our division/sub-county</p> <p>Future simple tense</p> <p>Reading, writing</p> <p>Story – Mr. Kintu’s glasses (MK. Pg. 168 – 9)</p> <p>Answer the questions in full sentences.</p> <p>(1) Whom did the two pupils meet?</p> <p>(2) Why was Mr. Kintu sad?</p> <p>(3) What dropped from Mr. Kintu’s handkerchief?</p> <p>(4) Who saw the glasses?</p> <p>(5) Why was Mr. Kintu not going to give a reward to the little girl?</p>

	Lesson evaluation	(6) What is the title of the story?
Lesson	Theme Sub-theme Skills Lesson content Evaluation activity Lesson evaluation	Culture and gender in our division/sub-county Reading, writing, self confidence, assertiveness Testing exercise (revision exercise) (MK. p/s Book 3 page 169 – 70) Written exercises on page 169 - 170
Lesson	Theme Sub-theme Skills Lesson content	Culture and gender in our sub-county/division Present perfect tense Listening, speaking, reading, writing Helping verbs used in this tense are has and have . <u>Examples:</u> do - done speak - spoken take - taken shake - shaken eat - eaten hide - hidden drive - driven rote - rotten

I
 we
 they
 you

} have

he

	Evaluation activity	<p>catch - caught</p> <p>teach - taught</p> <p>fight - fought</p> <p>bring - brought</p> <p>buy - bought</p> <p>leave - left</p> <p>read - read</p> <p>feel - felt</p> <p>sleep - slept</p> <p>shut - shut</p> <p>weep - wept</p> <p>spell - spelt</p> <p>burst - burst</p> <p>lay - laid</p> <p>drop - dropped etc.</p> <p><u>Fill in the gaps with the correct form of the words in brackets.</u></p> <ol style="list-style-type: none">1. Mr. Mubiru has _____ us science. (teach)2. My father has _____ a new car. (buy)3. The children have _____ the words correctly. (spell)4. The monitor has _____ the news papers. (read)5. The headmaster has _____ for Jinja. (leave)6. Nalule has _____ all the dishes. (drop)7. My sister has _____ us good news. (bring)8. Joseph has _____ the classroom. (sweep)
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	Lesson evaluation	<p>9. She has _____ a good idea. (think)</p> <p>10. I have not _____ the windows. (close)</p>																																																
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Culture and gender in our sub-county/division.</p> <p>Other verbs</p> <p>Examples:</p> <table border="0"> <thead> <tr> <th><u>Present tense</u></th> <th><u>Past tense</u></th> <th><u>Past participle</u></th> </tr> </thead> <tbody> <tr> <td>Begin</td> <td>began</td> <td>begun</td> </tr> <tr> <td>Ring</td> <td>rang</td> <td>rung</td> </tr> <tr> <td>Sing</td> <td>sang</td> <td>sung</td> </tr> <tr> <td>Strike</td> <td>struck</td> <td>struck</td> </tr> <tr> <td>Dig</td> <td>dug</td> <td>dug</td> </tr> <tr> <td>Swim</td> <td>swam</td> <td>swum</td> </tr> <tr> <td>Drink</td> <td>drank</td> <td>drunk</td> </tr> <tr> <td>Fight</td> <td>fought</td> <td>fought</td> </tr> <tr> <td>Buy</td> <td>bought</td> <td>bought</td> </tr> <tr> <td>Think</td> <td>thought</td> <td>thought</td> </tr> <tr> <td>Teach</td> <td>taught</td> <td>taught</td> </tr> <tr> <td>Catch</td> <td>caught</td> <td>caught</td> </tr> <tr> <td>Cut</td> <td>cut</td> <td>cut</td> </tr> <tr> <td>Put</td> <td>put</td> <td>put</td> </tr> <tr> <td>Burst</td> <td>burst</td> <td>burst</td> </tr> </tbody> </table>	<u>Present tense</u>	<u>Past tense</u>	<u>Past participle</u>	Begin	began	begun	Ring	rang	rung	Sing	sang	sung	Strike	struck	struck	Dig	dug	dug	Swim	swam	swum	Drink	drank	drunk	Fight	fought	fought	Buy	bought	bought	Think	thought	thought	Teach	taught	taught	Catch	caught	caught	Cut	cut	cut	Put	put	put	Burst	burst	burst
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Hurt	hurt	hurt															
Spin	span	spun															
Lay	laid	laid															
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Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Culture and gender in our sub-county/division.</p> <p>Picture story</p> <p>Activities at home & working at the farm.</p> <p>Listening, speaking, reading, writing</p> <p>Study the pictures and write sentences about them.</p> <p>A. What is he/she doing?</p> <ol style="list-style-type: none"> 1. (painting) 2. (washing) 3. (sweeping) 4. (cooking) 5. (washing) <p>B. Okia spends his holidays at his uncle’s home in Palisa.</p> <p>Write four sentences about what Okia is doing. Use words in the box below.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Planting</td> <td>uprooting</td> <td>feeding</td> <td>collecting</td> </tr> </table>	Planting	uprooting	feeding	collecting											
Planting	uprooting	feeding	collecting														

	Lesson evaluation	<p>7. Slow _____</p> <p>8. Month _____</p> <p>9. Bright _____</p> <p>10. Year _____</p> <p>11. Equal _____</p> <p>12. Kind _____</p> <p>13. Immediate _____</p> <p>14. Brave _____</p> <p>15. Soft _____</p> <p>16. Brief _____ etc.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Culture and gender in our sub-county/division.</p> <p>Adverbs</p> <p>Adverbs of time</p> <p>These are adverbs that tell when an action is done i.e. early, lately, now, tomorrow, yesterday, evening, soon, before, after, today, since, already.</p> <p>Structures:</p> <p>She lost her bag <u>yesterday</u></p> <p>The bell has <u>already</u> gone.</p> <p>Listening, speaking, reading, writing</p> <p>Make sentences using each of the words below.</p> <p>1. Early –</p> <p>2. Yesterday –</p>

	Lesson evaluation	<p>3. Today –</p> <p>4. Already –</p> <p>5. Since –</p> <p>6. Now –</p> <p>7. Before –</p> <p>8. Late -</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Culture and gender in our sub-county/division.</p> <p>Adverbs</p> <p>Adverbs of place</p> <p>These are adverbs which tell us where an action is done from e.g. I kept the bag <u>there</u>.</p> <p>Come <u>here</u> and sit down.</p> <p>Other examples:</p> <p>Where, every where, nowhere, any where</p> <p>Listening, speaking, reading, writing</p> <p>Underline the adverbs in these sentences.</p> <ol style="list-style-type: none"> 1. The man died from there. 2. Why did you go there? 3. Open that door quickly 4. They have cleaned everywhere. 5. The match was played well. 6. Sara shouted loudly, “the car is here!

	Lesson evaluation	<p>7. He ate his breakfast and then ran quickly.</p> <p>8. I saw Jane yesterday and I shall see her again tomorrow.</p> <p>9. Simon returned my pen unhappily.</p>
Lesson	Theme Sub-theme Lesson content	<p>Culture and gender in our sub-county/division.</p> <p>Adverbs</p> <p>Formation of adverbs</p> <p>Other adverbs can be formed by adding</p> <p><u>Note:</u> To the adjectives that end with 'y', drop y and put (ily)</p> <p>Examples:</p> <p>noisy - noisily</p> <p>happy - happily</p> <p>easy - easily</p> <p>busy - busily</p> <p>heavy - heavily</p> <p>Adjectives that end with letter 'e' as adverbs e.g.</p> <p>late - lately</p> <p>love - lovely</p> <p>wide - widely</p> <p>polite - politely</p> <p>nice - nicely</p>

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>safe - safely</p> <p>listening, speaking, reading, writing</p> <p><u>Fill in the spaces with the correct form of the word in brackets.</u></p> <ol style="list-style-type: none"> 1. The sun was shinning _____ . (bright) 2. We kept your pen _____ (safe) 3. The door was _____ open. (wide) 4. He _____ welcomed me to his home. (happy) 5. She was _____ dressed yesterday. (nice) 6. He was hurt very _____. (bad) 7. You must spell your name _____. (correct) 8. It rained _____ that night. (rain) 9. They put on uniforms and looked _____ (love) 10. They did those sums _____ (quick)
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Culture and gender in our sub-county/division.</p> <p>Adverbs</p> <p>Topical questions</p> <ol style="list-style-type: none"> 1. The sun was shinning _____ (bright) 2. When he got his money, he smiled _____ (happy) 3. The door opened _____ and the queen entered. (sudden) 4. Osman writes _____. (bed) 5. The cows graze _____ (day) 6. He washed the plates _____ (careful)

	Lesson evaluation	<p>7. He was hurt very _____ (bad)</p> <p>8. You must spell your words _____. (correct)</p> <p>9. I can't hear you _____, please. (clear)</p> <p>10. We shall do the sums _____. (patient)</p> <p>11. Hellen asked for permission _____. (polite)</p> <p>12. All newspapers are published _____ (week)</p> <p>13. You must not sleep _____. (sound)</p> <p>14. The school team played well and won the game _____ (easy)</p> <p>15. He ate his food _____ (early)</p> <p>16. He _____ arranged the clothes in the suit case. (neat)</p> <p>17. Daddy punished the young _____ (bad)</p> <p>18. It rained very _____ last week. (heavy)</p> <p>19. We should talk _____ to one another. (polite)</p> <p>20. Money is kept _____ in the bank. (safe)</p> <p>21. Kato _____ stood up and went out. (quick)</p> <p>22. The old lady walked _____ across the river. (slow)</p> <p>23. P.3 pupils did the English exercise _____ today. (quite)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Health in our sub-county/division.</p> <p>Disease vectors</p> <p><u>Vocabulary:</u></p> <p>a) Mosquito, rat, louse/lice, cockroach, housefly, flea, bed-bug</p> <p>Vectors are living organisms/animals which cause diseases.</p>

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p><u>Examples of vectors:</u></p> <p>Mosquitoes, rats, lice, cockroaches, housefly, fly, bed-bug, dog, tsetse fly</p> <p><u>Diseases include:</u></p> <table border="0"> <tr> <td><u>Animal</u></td> <td></td> <td><u>diseases</u></td> </tr> <tr> <td>mosquito</td> <td></td> <td>malaria</td> </tr> <tr> <td>rat</td> <td></td> <td>plague</td> </tr> <tr> <td>lice</td> <td></td> <td></td> </tr> <tr> <td>cockroaches</td> <td>-</td> <td></td> </tr> <tr> <td>house fly</td> <td>-</td> <td></td> </tr> <tr> <td>flea</td> <td>-</td> <td></td> </tr> <tr> <td>bed bug</td> <td>-</td> <td></td> </tr> <tr> <td>dog</td> <td>-</td> <td></td> </tr> </table> <p>listening, speaking, reading, writing</p> <p>a) What are vectors?</p> <p>b) Write down eight examples of vectors</p> <p>c) Complete the table below</p> <table border="0"> <tr> <td>Animal</td> <td>-</td> <td>diseases</td> </tr> <tr> <td>Mosquito</td> <td>-</td> <td>-----</td> </tr> <tr> <td>Rat</td> <td>-</td> <td>-----</td> </tr> <tr> <td>etc</td> <td></td> <td></td> </tr> </table>	<u>Animal</u>		<u>diseases</u>	mosquito		malaria	rat		plague	lice			cockroaches	-		house fly	-		flea	-		bed bug	-		dog	-		Animal	-	diseases	Mosquito	-	-----	Rat	-	-----	etc		
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Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Health in our sub-county/division</p> <p>Disease vectors</p> <p>Vocabulary:</p> <p>Cut, slash, sweep, food, feaces, clean, keep, flies, fingers, cover, malaria, shut, mosquito net, latrine,</p>																																							

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>toilet etc.</p> <p>Listening, speaking, reading, writing</p> <ol style="list-style-type: none"> 1. Fill in the missing letters 2. Arrange letters to form a correct word. 3. Use the words in a sentence
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Evaluation activity</p>	<p>Health in our sub-county/division</p> <p>Disease vectors</p> <p>What we should do to prevent diseases</p> <ul style="list-style-type: none"> - Wash hands after visiting the toilet/latrine - Boil the water and cover it. - Spray mosquitoes - Sleep under a mosquito net - Smoke the toilet - Cut bushes around our compounds - Shut windows early - Burn the dust bins <p>Structures:</p> <p>What do you do everyday?</p> <p>I / we clean the house.....</p> <p>What does she/he/it.....?</p> <p>He cleans the house.....</p> <ol style="list-style-type: none"> a) Write down measures that should be taken to prevent diseases.

	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Accidents</p> <p>Vocabulary</p> <p><u>New vocabulary:</u></p> <p>Bleeding, injury, injured, hurt, cut, bite, pain, snake, dog, bite, break, broke, wound, knock, plaster, fall off, knife, bicycle, scissor, snake bite, syringe, needle, bandage, tablets etc.</p> <p>Listening, speaking, reading, writing</p> <ol style="list-style-type: none"> 1. Spelling exercise 2. Fill in the missing letters 3. Write the letters properly to form a correct word. 4. Use the vocabulary to make simple sentences
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Accidents</p> <p>Structures:</p> <p>What is the matter with you/him/her</p> <ul style="list-style-type: none"> - I cut my finger. I am suffering from malaria. I have hurt my finger. - What is the matter with Joseph? He has fallen off the bicycle. <p>Listening, speaking, reading, writing</p> <p>Study the pictures (MK Bk.3 pgs 158 – 160)</p> <ol style="list-style-type: none"> 1. What is the matter with Paul? 2. What is the matter with Anna? 3. “ “ “ Mdly?

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>I hate to see people in pain</p> <p>I hate to see people in accidents</p> <p>I hate to see somebody getting hurt</p> <p>When a friend is cut or burnt</p> <p>It makes me sad</p> <p>Accidents are bad</p> <ul style="list-style-type: none"> - We should be careful when using tools at home. - We should be careful at school while playing. - On the way to school or work. - All we need is care and safety. - We must care <p>Listening, speaking, reading, writing</p> <ol style="list-style-type: none"> 1. What is the poem about? 2. Who hates to see people in pain? 3. Write down three examples of accidents that we are likely to get. 4. How many lines has the poem? 5. How many stanzas has the poem?
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p>	<p>Accidents</p> <p>Comprehension</p> <p>Reading and writing</p> <p>Read the stories titled “YASABA”</p> <p>Listening, speaking, reading, writing</p>

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Listening, speaking, reading, writing</p> <ol style="list-style-type: none"> 1. Who climbed the tree? 2. What did Alex step on? 3. What happened to Alex when he stepped on a dry branch? 4. Why did Alex cry loudly? 5. Who took Alex to the clinic? 6. What is the title of the story? 7. What lesson did Alex learn? 8. Was Alex a careful boy? 9. How did Alex's father feel?
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Health in our sub-county</p> <p>Accidents</p> <p>Testing exercise</p> <p>Revision exercise on accidents</p> <p>Reading, writing</p> <p><u>Complete the sentences using the correct form of words in brackets.</u></p> <ol style="list-style-type: none"> 1. Rukuba was _____ by a dog last night. (bite) 2. Kato _____ when he fell from the roof. (cry) 3. The girl is _____ a tree now. (climb) 4. Noah has injured himself. He is _____ (bleed) 5. Anek _____ herself with a knife when she was peeling potatoes. (to cut)

	Lesson evaluation	8. Kneeling 9. Standing 10. Putting																													
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Health in our sub-county/division</p> <p>Direction</p> <p>Turn to.....</p> <p>Tell the direction</p> <p>Direction to the church, dinning hall, play centre, new plot</p> <p>What do you do to go to the kitchen?</p> <p>Listening, speaking, reading, writing</p> <p>Make correct sentences from the table.</p> <table border="1" data-bbox="513 1056 1383 1333"> <tr> <td>To go to</td> <td>the office</td> <td>turn left and go straight</td> </tr> <tr> <td></td> <td>our classroom</td> <td>turn right and go straight</td> </tr> <tr> <td></td> <td>the kitchen</td> <td>go straight and turn left</td> </tr> <tr> <td></td> <td>the church</td> <td>go straight and turn right</td> </tr> </table> <table border="1" data-bbox="513 1402 1393 1885"> <tr> <td>The</td> <td>school</td> <td rowspan="2">left hand side of</td> <td>the road</td> </tr> <tr> <td></td> <td>shop</td> <td rowspan="2">right hand side of</td> <td>the mosque</td> </tr> <tr> <td></td> <td>market</td> <td rowspan="3">of</td> <td>the church</td> </tr> <tr> <td></td> <td>school garden</td> <td rowspan="2">our home</td> </tr> <tr> <td></td> <td>hospital</td> </tr> </table>	To go to	the office	turn left and go straight		our classroom	turn right and go straight		the kitchen	go straight and turn left		the church	go straight and turn right	The	school	left hand side of	the road		shop	right hand side of	the mosque		market	of	the church		school garden	our home		hospital
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	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Health in our division / sub-county</p> <p>Dialogue</p> <p>The dialogue titled:</p> <p>Aminah directs Mr. Kintu</p> <p>Listening, speaking, reading, writing</p> <p>Reading and acting the dialogue</p> <p><u>Aminah directs Mr. Kintu</u></p> <p>Mr. Kintu: Excuse me little girl. Good morning to you</p> <p>Aminah: Good morning sir, may I help you?</p> <p>Mr. Kintu: Oh yes, will you please direct me to the headteacher’s office?</p> <p>Aminah: Yes please. Hm..... go straight up those steps. You will see P.4A right in front of you. Turn to your left hand side and the second door is the headteacher’s office.</p> <p>Mr. Kintu: Good. Thank you very much</p> <p>Aminah: It is my pleasure, sir</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p>	<p>Health in our sub-county / division</p> <p>Guided composition</p> <p>Reading the guides composition</p> <p>“Joan and Joel go to school”.</p> <p>Listening, speaking, reading, writing</p>

	<p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Refer to MK primary English Bk.3 pg. 121</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Basic technology in our sub-county/division.</p> <p>Making things from artificial materials.</p> <p>Vocabulary: toy, bicycle, car, flower, candle, bag, wear, decoration, beads, hat, sell, buy for</p> <p>listening, speaking, reading, writing</p> <p>make sentences using each of the words below:</p> <p>a) bicycle f) sell b) flower g) wear c) car h) toy d) beads e) buy</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p>	<p>Basic technology in our sub-county/division.</p> <p>Concept of technology</p> <p>Structures: What will you use to make (mat, doll, toy, car, ball) I / we shall use..... (banana fibre/wire) to make (mat, doll, ball, toy car) What will (Musa/Mary use to make.....(mat, toy car, ball, hat) They will use.....(banana fibres, leaves, wire) to make a</p>

	<p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>mat, toy car, ball etc.</p> <p>Draw and name some examples of crafts and materials used to make them.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Basic technology in our subcounty/division.</p> <p>Concept of technology</p> <p>Vocabulary:</p> <p>Banana leaf, plastic, straw, wire, heavy, light, size, colour, fibre, palm leaves, bard, weight, small, long, short, big, good, texture.</p> <p>Listening, speaking, reading, writing</p> <p>Make sentences using each of the words below:</p> <ul style="list-style-type: none"> a) colour b) banana c) palm leaves d) good e) fibre f) plastic g) small h) straw
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Basic technology in our sub-county/division</p> <p>Processing and making things from natural materials.</p> <p>Vocabulary:</p> <p>Swamp, food, mat, rope, bush, garden, play, clay, pot,</p>

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>cut, weave, tie, juice</p> <p>Listening, speaking, reading, writing</p> <p><u>Fill in the missing letters.</u></p> <p>a) fo__d f) m__t</p> <p>b) b__sh g) juic__</p> <p>c) gard__n h) pl__y</p> <p>d) sw__mp i) rop__</p> <p>e) cl__y</p>
<p>Lesson</p>	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Basic Technology in our sub-county/division</p> <p>Processing and making things from natural materials.</p> <p>Structures:</p> <p>(Musa/Sarah) will make a (pot, mat/rope) using.....(clay/banana fibre/sisal)</p> <p>2. What will you make?</p> <p>I / we shall make a (pot/mat/rope)</p> <p>3. What will she/he/they make?</p> <p>She/he will make a pot/mat/rope</p> <p>4. Where will you get the clay?</p> <p>I shall get it from the swamp</p> <p>Listening, reading, writing, speaking</p> <p><u>Fill in the gaps with a correct form of the words in brackets.</u></p>

	Lesson evaluation	<p>5. Why will Ben make the hats?</p> <p>6. Why will Sam make the toy car?</p> <p>7. Why will mummy collect palm leaves?</p> <p>8. Why will the teacher buy sisal?</p>									
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Food</p> <p>Vocabulary</p> <p>New words</p> <p>Weeds, cobs of corn, plants, garden, market, bush, forest, farmer, shop, some and any</p> <p>New actions:</p> <p>Grow, hoe, weed, grow (dig), harvest</p> <p>Listening, speaking, reading, writing,</p> <p>Make sentences using each of the words below:</p> <table border="0"> <tr> <td>garden</td> <td>any</td> <td>shop</td> </tr> <tr> <td>farmer</td> <td>bush</td> <td>harvest</td> </tr> <tr> <td>some</td> <td>crops</td> <td>weeds</td> </tr> </table>	garden	any	shop	farmer	bush	harvest	some	crops	weeds
garden	any	shop									
farmer	bush	harvest									
some	crops	weeds									
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Food</p> <p>Structures</p> <p>Show me some.....beans, potatoes, mangoes</p> <p>Here are some.....</p> <p>Count ten beans</p> <p>Are there any beans in the tin?</p> <p>Yes, there are some</p>									

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>No, there aren't any</p> <p>Is there any water in the tin?</p> <p>No. there isn't any.</p> <p>Listening, speaking, reading, writing</p> <p>Study the pictures and answer the questions below:</p> <ol style="list-style-type: none"> 1. Are there any beans in the tin in picture 3? 2. Are there any eggs on the tray in picture 6? 3. Is there any chicken on the plate in picture 4? 4. Is there any milk in the jug in picture 5? 5. Is there any rice in the basket in picture 6? 6. Is there any water in the glass in picture 2? 7. Is there any food on the plate in picture 4? 																														
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Food</p> <p>Structures</p> <p>Make sentences from the substitutitional table below:</p> <table border="1" data-bbox="513 1331 1383 1745"> <tr> <td>There is</td> <td></td> <td>water</td> <td></td> <td>the garden</td> </tr> <tr> <td></td> <td>some</td> <td>beans</td> <td></td> <td>the sack</td> </tr> <tr> <td>There are</td> <td></td> <td>milk</td> <td>in</td> <td>the basket</td> </tr> <tr> <td></td> <td></td> <td>juice</td> <td></td> <td>the jug</td> </tr> <tr> <td></td> <td></td> <td>yams</td> <td></td> <td>the glass</td> </tr> <tr> <td></td> <td></td> <td>potatoes</td> <td></td> <td></td> </tr> </table> <p>There are some yams in the sack.</p> <p><u>With negatives:</u></p>	There is		water		the garden		some	beans		the sack	There are		milk	in	the basket			juice		the jug			yams		the glass			potatoes		
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		<p>b) She put a straw in the pocket.</p> <p>c) She threw the empty packet in the dustbin.</p> <p>d) Jane took a packet of splash from the box.</p> <p>e) She opened the packet.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Food</p> <p>Reading and writing</p> <p>Read stories titled:</p> <p>a) Good food (MK Primary English Bk.3 pg.111)</p> <p>b) Feeling fine</p> <p>c) The lazy Hare</p> <p>Listening, speaking, reading, writing</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. What does good food give us? 2. Name some fruits which protect us from diseases 3. Why should a person eat meat and eggs? 4. What other kinds of food should people eat? 5. Why is salt added to food? 6. What should you drink after a meal? 7. What must you eat to get a balanced diet? 8. What is the title of the story?
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Food</p> <p>Guided composition</p> <p>Choose the correct words from the box below to complete the guided composition</p> <p>(Ref. MK. Pr. Eng. Bk.3 English 113)</p>

	Evaluation activity Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Transport</p> <p>Vocabulary</p> <p>Revision, donkey, oxen, tax</p> <p>New words:</p> <p>Conductor, pump, flat, tyre, puncture, passenger, on foot, speed, cart etc.</p> <p>Commands:</p> <p>Get on, get off the.....car, bus, train, plane, tie on, put on, loading off, off loading.</p> <p>Listening, speaking, reading and writing</p> <p><u>Fill in the missing letters.</u></p> <p>a) c__nd__ctor f) donk__y j) tax__</p> <p>b) fl__t g) sp__ __d k) transp__rt</p> <p>c) p__mp h) ca__t</p> <p>d) tyr__ i) p__ncture</p> <p>e) pas__eng__r</p> <p>Draw and name means of transport used on land.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Transport</p> <p>Structures:</p> <p>Get on the _____ (bus / train)</p> <p>What is he doing? He is getting on the bus etc.</p> <p>What did he do? He got off the train</p> <p>Speaking, listening, reading, writing</p> <p>Study the pictures on pages 149 – 150 and answer the</p>

	Lesson evaluation	<p>questions below:</p> <ol style="list-style-type: none"> 1. How does George come to school? 2. How does Maria come to school? 3. How does Ali come to school? 4. How does Moses come to school? 5. How does Mercy come to school? 6. How does Adam come to school? 7. What is Anguzu doing? 8. Who is getting on the plane? 9. Who is getting on they donkey?
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Transport</p> <p>Structures:</p> <p>Make sentences from the substitutional table</p> <p>Listening, speaking, reading, writing</p> <p>(Ref. MK Bk. 3 page 151)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Transport</p> <p>Reading and writing</p> <p>Read the story titled: - Asaba's Bicycle Gets A Flat Tyre". (MK Primary English Bk.3 pg. 154)</p> <p>Listening, speaking, reading, writing</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Which school does Asaba go to? 2. How does Asaba go to school?

	Lesson evaluation	<p>3. Where does Asaba live?</p> <p>4. What did Asaba’s uncle buy for him?</p> <p>5. What happened to Asaba’s bicycle?</p> <p>6. Who helped Asaba to repair his bicycle?</p> <p>7. What was the use of the pump?</p> <p>8. Give the title of the story.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Energy in our sub-county / division</p> <p>Sources of energy</p> <p>Vocabulary: bulb, buy, store, charcoal, fridge, firewood, petrol, diesel, cook, sell, paraffin, kite</p> <p><u>Use of “some” and “any”</u></p> <p>Listening, speaking, reading, writing</p> <p>1. Write the words correctly.</p> <p>a) dgetfri b) tkie (c) seledi</p> <p>d) kcoo e) yub</p> <p>2. Use the given words to make correct sentences.</p> <p>f) firewood</p> <p>g) sell</p> <p>h) store</p> <p>Use some or any to fill in the gaps correctly.</p> <p>(i) Is there _____ salt in the food?</p> <p>(ii) There is _____ sugar in the tin.</p> <p>(iii) There aren’t _____ beans in the tin.</p> <p>(iv) There are _____ fish in the basket.</p> <p>(v) There isn’t _____ water in the pot.</p>

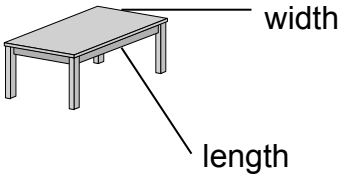
	Lesson evaluation	
Lesson	Theme Sub-theme Lesson content Skills Evaluation activity	Energy in our sub-county/division Sources of energy Structures: Revision on tenses Present continuous What are.....selling/buying/carrying? We are buying/selling firewood/charcoal Past simple tense Ali / May.....bought.....bought (sold paraffin / firewood/charcoal/bulb/fridge) Future simple tense: Ali/May.....bought / sold Listening, speaking, reading, writing <u>Fill in the blank spaces using the correct form of the word in brackets.</u> 1. Alice and Mary are _____ food. (eat) 2. Father is _____ for Christmas. (shop) 3. Grandfather is _____ under the tree. (sit) 4. They are _____ a heavy bag. (lift) 5. The children are _____ in a river. (swim) 6. Everyday I _____ the bell ringing. (hearing) 7. Mummy and I shall _____ millet tomorrow. (grinding) 8. They will _____ the cake at the party. (eating)

	Lesson evaluation	<p>9. We _____ to Jinja yesterday. (go)</p> <p>10. The little girl _____ her hair in the morning. (comb)</p> <p>11. Dan _____ firewood last evening. (collect)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Energy in our sub-county/division</p> <p>Ways of saving energy</p> <p>Vocabulary: switch on / off, blow off, cover, light, box, match, stick, candle, water, torch, switch (n), low, high.</p> <p>Revision on opposite e.g. low / high</p> <p>switch on – switch off, good - bad, small – bad, long – short</p> <p>listening, speaking, reading, writing</p> <p><u>listen and write</u></p> <ol style="list-style-type: none"> 1. Always switch off machines after use. 2. My friend fire helps you in cooking, ironing and lighting. 3. Solar energy is the power from the sun. 4. Sarah bought a red torch. 5. She bough a match box from that shop. <p><u>Give the opposite of the given words.</u></p> <p>good –</p> <p>switch on –</p> <p>long –</p> <p>buy –</p> <p>smooth –</p> <p>ugly –</p>

	Lesson evaluation	bottom - absent – outside -
Lesson	Theme Sub-theme Lesson content Skills Evaluation activity Lesson evaluation	
Lesson	Theme	Energy in our sub-county/division

	<p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Ways of saving energy</p> <p>Revision of past simple tense</p> <p>May/Sarah/David switched on/switched off</p> <p>Blew off the candle/light</p> <p>What did He/she/they/we do</p> <p>We/she/they.....switched off/blew off the light/candle.</p> <p>Listening, speaking, reading, writing</p> <p>Children will answer the following questions: -</p> <ol style="list-style-type: none"> 1. Who switched on the light? 2. Did Jane blow off the candle? 3. Who switched off the light? 4. What did he do? 5. What did they/you/he do?
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Energy in our sub-county/division</p> <p>Ways of saving energy</p> <p>Vocabulary: warm, burn, fire, socket, plant, kill, hurt, warm, danger, alarm, report, comparison, small, big, tall, short</p> <p>Listening, speaking, reading, writing</p> <p><u>Fill in the missing letters:</u></p> <p>w___m b___rn fir___ sock___t</p> <p>pla___t hu___ sm___ll b___g</p> <p>ta___ sh___t</p> <p><u>Use the given words to make correct sentences:</u></p>

		(a) burn (b) short (c) blunt (d) kill (e) tall (f) fire
	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Energy in our sub-county/division</p> <p>Ways of saving energy</p> <p>Structure: future tenses</p> <p>What will..... (you/she/he/they) do when in danger? i/we/shall.....(make an alarm/report) for help</p> <p>Comparison:</p> <p>A.....(dog, rabbit/rat) is.....(smaller/bigger than a.....(cow/pig)</p> <p>Which.....bird/insectis..... Smaller /bigger / fatter than a.....hen/duck/pigeon.</p> <p>Listening, speaking, reading, writing</p> <p>Answer the questions sensibly using “true” or “false”</p> <ol style="list-style-type: none"> 1. I shall make an alarm when I’m in danger. 2. A dog is bigger than a cow. 3. We have to report wrong doers to our elders. <p>Use of correct form of the words in brackets to complete the sentences.</p> <ol style="list-style-type: none"> 4. A rabbit is _____ than a goat. (small) 5. A giraffe is _____ than a goat. (tall) 6. A buffalo is _____ than an elephant. (big) <p>Arrange the following words to make correct sentences.</p> <ol style="list-style-type: none"> 7. Zebra / big / animal / is / A / a 8. Beautiful / ostrich / bird / An / is a

		<p>How tall is the?</p> <p>How tall is she / he?</p> <p>For people, animals, objects</p> <p>It is Tall</p> <p>How far did she jump?</p> <p>She jumped five centimetres</p> <p>How tall is Allan?</p> 
	Skills	Listening, speaking, reading, writing
	Lesson activity	<p>Taking measurements of different objects and children</p> <p>The table iscm</p> <p>Allan is tall</p> <p>She is tall</p> <p>The blackboard's length is _____ and width is _____</p> <p>Taking records</p>
	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Energy in our sub-county / division</p> <p>Measuring</p> <p>Dialogue</p> <p>Measuring our desks</p>
	Skills	Listening, speaking, reading, writing
	Lesson activity	<p>Reading the dialogue</p> <p>Answering questions about the dialogue (the dialogue is in UPEC Bk. 3 2nd edition pg. 72)</p>

	Lesson evaluation										
Lesson	Theme Sub-theme Content	Energy in our sub-county Measuring Story "A DE LA"									
	Skills	Listening, speaking, reading, writing									
	Lesson activity	<ul style="list-style-type: none"> - Children reading the story "Adela" - Children answer questions about the story in full sentences (UPEC Bk. 3 pg 73) 									
	Lesson evaluation										
Lesson	Theme Sub-theme Content	Energy in our sub county / division Measuring self testing exercise Testing exercise <ul style="list-style-type: none"> - Practicing for sports day - Activities they do when practicing for sports day - Sack race - High jump - Football - Rope skipping - Short lilies - Long races - Egg race - Candle race - Bottle filling - Long jump 									
	Skills	Listening, speaking, reading, writing									
	Lesson activity	<p>Exercise:</p> <p>Study the table below and answer the questions that follow in full sentences.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Name</th> <th style="width: 33%;">High jump</th> <th style="width: 33%;">Long jump</th> </tr> </thead> <tbody> <tr> <td>Sarah</td> <td>1m 2cm</td> <td>1m 86cm</td> </tr> <tr> <td>John</td> <td>1m 2cm</td> <td>2m</td> </tr> </tbody> </table>	Name	High jump	Long jump	Sarah	1m 2cm	1m 86cm	John	1m 2cm	2m
Name	High jump	Long jump									
Sarah	1m 2cm	1m 86cm									
John	1m 2cm	2m									

		<table border="1"> <tr> <td>Aman</td> <td>1m</td> <td>1cm</td> <td>1m</td> <td>7cm</td> </tr> <tr> <td>Alex</td> <td>1m</td> <td>4cm</td> <td>1m</td> <td></td> </tr> </table> <p>Questions:</p> <ol style="list-style-type: none"> 1. How high did John jump? 2. How did Aman jump? 3. How far did Alex jump? 4. Who won in high jump? 5. How high did Sarah jump? 6. How many pupils participated in high jum? 	Aman	1m	1cm	1m	7cm	Alex	1m	4cm	1m	
Aman	1m	1cm	1m	7cm								
Alex	1m	4cm	1m									
	Lesson evaluation											
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Content</p>	<p>Energy in our sub-county</p> <p>Conjunctions used in pairs either.....or.....</p> <p>Either is used to refer to only two persons or objects</p> <ul style="list-style-type: none"> - Peter will come. Sarah will come. <p>Either Peter or Sarah will come</p> <ul style="list-style-type: none"> - I can eat matooke. I can eat posho <p>I can eat either matooke or posho</p>										
	Skills	Listening, speaking, reading, writing										
	Evaluation activity	<p>Use either and or in these sentences.</p> <ol style="list-style-type: none"> 1. Take _____ a banana _____ an orange 2. You either go out _____ keep quiet. 3. Either Mary _____ her friends beat the girl. 4. _____ James _____ Paul is telling her. 5. I can use _____ a pencil _____ a pen. 6. _____ my father _____ my mother will come to 										

		<p>school.</p> <p>7. _____ John _____ Jane has taken the book.</p> <p>8. They were going _____ to the hospital _____ to the market.</p> <p>9. The man may _____ be a dentist _____ an optician</p> <p>10. Either Abel _____ Fred is absent.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson</p> <p>Content</p>	<p>Energy in our sub-county / division</p> <p>Vocabulary (shopping)</p> <p>New words</p> <p>change, shillings, money, price, notes, watch, play, paid, buy, litre, bring, price, list, sell, sold, how, much, shopping list, how, many, grocery, grocer, taker, bakery, confectioner etc.</p>
	Skills	Listening, speaking, reading, writing
	Evaluation activity	<p>Fill in the missing letters:</p> <p>1. W__tc__ 2. L__t__e 3. S__ap</p> <p>4. gr__c__ry 5. Bak__ __y</p> <p>Use these words in a sentence.</p> <p>6. shillings</p> <p>7. money</p> <p>8. notes</p> <p>9. change</p> <p>10. shopping list</p>
	Lesson activity	
Lesson	<p>Theme</p> <p>Sub-theme</p>	<p>Energy in our sub-county / division</p> <p>Shopping</p>

	Lesson content	<p>Structures:</p> <p>Do you have some..... Please?</p> <p>Yes / have some</p> <p>Use of much and many</p> <p>(a) How much milk do you want?</p> <p>I want three litres of milk.</p> <p>(b) How many books do you want?</p> <p>I want five dozens of books</p>
	Skills	Listening, speaking, reading, writing
	Evaluation activity	<p>Use “much” or “many” in these sentences:</p> <ol style="list-style-type: none"> 1. There is _____ food in the store. 2. How _____ teachers are in your class? 3. May I know how _____ you earn? 4. Here is _____ milk in the jug. 5. How _____ books do you need? 6. There are _____ words on this chart. 7. Our school has _____ classes. 8. _____ fish is in that lake. 9. How _____ do you pay for a car? 10. There _____ dishes of sauce on the party.
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson</p> <p>Content</p>	<p>Energy in our sub-county /division</p> <p>Vocabulary (shopping)</p> <p>New words:</p> <p>Change, shillings, money, price, notes, watch, play, paid, buy, litre, bring, price, list, sell, sold, how, much, shopping list, how many, grocery, grocer, taker, bakery, confectioners etch.</p>

	Skills	Listening, speaking, reading, writing
	Evaluation activity	<p>Fill in the missing letters:</p> <p>1. w__tc__ 2. L__t__e 3. S__op</p> <p>4. gr__c__ry 3. Bak__ __y</p> <p>Use these words in a sentence.</p> <p>6. shillings</p> <p>7. money</p> <p>8. Notes</p> <p>9. change</p> <p>10. shopping list</p>
	Lesson activity	
Lesson	<p>theme</p> <p>sub-theme</p> <p>lesson content</p>	<p>Energy in our sub-county / division</p> <p>Shopping</p> <p>Structures: examples</p> <p>A pair of trousers</p> <p>A packet of biscuits</p>
	Skills	Listening, speaking, reading, writing
	Evaluation activity	<p>Fill in the correct words</p> <p>1. A loaf of _____</p> <p>2. A tin of _____</p> <p>3. A bottle of _____</p> <p>4. A crate of _____</p> <p>5. A litre of _____</p> <p>6. A carton of _____</p> <p>7. A kilogram of _____</p>

		<p>8. I went to the market and bought a kilo of _____</p> <p>9. May I have a _____ of bread</p> <p>10. Here is a _____ of drinking water.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson</p> <p>Content</p>	<p>Energy in our sub-county / division</p> <p>Shopping</p> <p>Rhyme / situational game</p> <p>Blessing: What is the matter miracle?</p> <p>Miracle: I am not feeling well</p> <p>Blessing: Are you sick?</p> <p>Miracle: Yes, I am. I think I have Malaria. There are many mosquitoes around our home.</p> <p>Purity: You should always sleep under a mosquito net</p> <p>Blessing: Do you clean your compound and burry all the rubbish?</p> <p>Miracle: I always, but from today I am going to keep clean</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. How many people are acting the game? 2. Who spoke first? 3. Why did Miracle suffer from malaria? 4. Why should we sleep under a mosquito net? 5. Write the title of the game 6. Write the opposites of these: <ol style="list-style-type: none"> (a) Clean (b) Today
	Lesson evaluation	

Lesson	Theme	Energy in our sub-county / division
	Sub-theme	Shopping
	Lesson	Structures:
	Content	<ul style="list-style-type: none"> - How much money did you pay for.....? - How much did Mukwasi pay for soap? <p>He paid four hundred shillings for soap</p>
	Skills	Listening, speaking, reading, writing
	Evaluation activity	MK primary English pupils' Bk.3 pg. 135
	Lesson evaluation	
Lesson	Theme	Energy in our sub-county / division
	Sub-theme	Shopping
	Lesson content	<p>Structures:</p> <p>How much change did.....get?</p> <p>Lukema had 1000. He bought one litre of milk for 800 shillings. He got 200 shillings as change</p>
	Skills	Listening, speaking, reading, writing
	Evaluation activity	MK primary English Bk.3 pg. 137
	Lesson evaluation	
Lesson	Theme	Energy in our sub-county/division
	Sub-theme	Shopping
	Lesson content	<p>A story entitled Jane and Aisha go shopping.</p> <p>The shopping list</p> <ul style="list-style-type: none"> (i) What did Mr. Jumba want the children to buy? (ii) Who were sent to the grocery?
	Skills	Listening, speaking, reading, writing
	Evaluation activity	MK Primary English Bk. 3 pg. 139

	Lesson evaluation														
Lesson	Theme Sub-theme Lesson content	Energy in our subcounty / division Shopping – self testing exercise Choose the correct word from the brackets to complete the sentences.													
	Evaluation activity	MK Primary English Bk. 3 pg. 140													
	Lesson evaluation														
Lesson	Theme Sub-theme Lesson content	Energy in our sub-county / division Shopping Guided composition “Atwooki goes shopping”													
	Skills	Listening, speaking, reading, writing													
	Evaluation activity	<p>Choose the correct words from the table.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>litre</td> <td>shillings</td> <td>buy</td> <td>change</td> </tr> <tr> <td>any</td> <td>shopkeeper</td> <td>list</td> <td></td> </tr> </table> <p>on Saturday evening, Atwoki went to Masinde town. she wanted to _____ some presents for her daughter.</p> <p>Atwoki had a piece of paper in her bag.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Groundnuts 1400/=</td> <td rowspan="4" style="vertical-align: middle;">Shopping list</td> </tr> <tr> <td>Cooking oil 1000/=</td> </tr> <tr> <td>Sugar 1000/=</td> </tr> <tr> <td>A loaf of bread 700/=</td> </tr> </table> <p>When she reached the shop, she asked the _____</p> <p>Atwoki: Do you have _____ cooking oil, please?</p> <p>Shopkeeper: Yes, I do. How much would you like?</p> <p>Atwoki: One _____. How much is it?</p> <p>Shopkeeper: It costs one thousand shillings</p> <p>Atwoki gave the shopkeeper five thousand shillings. The</p>	litre	shillings	buy	change	any	shopkeeper	list		Groundnuts 1400/=	Shopping list	Cooking oil 1000/=	Sugar 1000/=	A loaf of bread 700/=
litre	shillings	buy	change												
any	shopkeeper	list													
Groundnuts 1400/=	Shopping list														
Cooking oil 1000/=															
Sugar 1000/=															
A loaf of bread 700/=															

		shopkeeper gave her the items and _____ of one thousand shillings.
	Lesson evaluation	
Lesson	Theme Sub-theme Lesson content	Energy in our sub-county / division Word building The word “where can be joined to some words and form longer words e.g. somewhere, anywhere, everywhere, nowhere
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Use the following words to form sentences <ol style="list-style-type: none"> 1. Somewhere 2. Anywhere 3. Everywhere 4. Nowhere <p>Complete the sentences below using anywhere, nowhere, somewhere, everywhere.</p> <ol style="list-style-type: none"> 5. I checked _____ in the house but I couldn't find my pen. 6. I told him to hide _____ 7. You aren't going _____ with my shoes. 8. I went _____ for help. 9. Do you know _____ we can get soap?
	Lesson evaluation	
Lesson	Theme Sub-theme Lesson content	Energy in our sub-county / division Word building Body It can be joined to every, some, no, any Jill knocked at the door but nobody answered.
	Skills	Listening, speaking, reading, writing

	Evaluation activity	<p>Use the words below to make meaningful sentences everybody, nobody, somebody, anybody</p> <p>Complete the sentences below using the following words: - Everybody, anybody, somebody, nobody</p> <ol style="list-style-type: none"> _____ should go out. Did you call _____ for me? I came with _____ here. Call _____ here.
	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Energy in our sub-county/division</p> <p>Word building</p> <p>Use of “Thing”</p> <p>It can be used to words like any, some, no every, i.e. everything, nothing, anything, something.</p> <p>Anything: can be used in asking questions Have you done anything to him?</p> <p>Something: is used in telling sentences There is something in that box</p>
	Skills	Listening, speaking, reading, writing
	Evaluation activity	<p>Use the words below to make meaningful sentences:</p> <ol style="list-style-type: none"> Anything Nothing Something Everything <p>Complete the sentences below:</p> <ol style="list-style-type: none"> I don't have _____ for you. Did you check _____? I have _____ to say.

		8. Pick _____ from the cupboard.
	Lesson evaluation	
Lesson	Theme Sub-theme Lesson content	Energy in our sub-county / division Word building The word <u>ever</u> can be joined to who, how, when, where, what and which i.e. whichever, whenever, whatever, however, whoever You can visit us whenever you like.
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Use the words below to make sentences 1. whichever, 2. whenever, 3. whatever, 4. however, 5. whoever Complete the sentences below. 1. _____ you feel hungry, eat fruits. 2. Tell us _____ you think. 3. Call me _____ is ready.
	Lesson evaluation	

SIR APOLLO KAGGWA SCHOOLS

ENGLISH LESSON NOTESFOR P.3

TERM III 2010

Lesson	Theme	Culture and gender in our division/sub-county.
	Sub-theme	Customs in our division/sub-county
	Skills	Self awareness, effective communication, assertiveness
	Lesson content	Vocabulary: Sing, wear, greet, food, cry, pray, kneel, dance, happy, sad, pain, sick
	Evaluation activity	(1) Spelling exercise

		<p>a) kneel (b) wear (c) greet (d) pray</p> <p>(2) Make sentences using:</p> <p>- happy, sad, cry, dance</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p>	<p>Culture and gender in our sub-county/division.</p> <p>Customs in our division/sub-county</p> <p>Self awareness, effective communication, assertiveness.</p>
	<p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Use the given structures correctly.</p> <p>7. What did Mary.....(done, do)</p> <p>8. Ali..... his father yesterday. (greet)</p> <p>9. Did John.....in morning? (pray)</p> <p>10. Did Rose.....? (cry)</p> <p>No.....</p> <p>Yes,.....</p> <p>11. What did Joan.....? (write)</p> <p>12. Peter a nice shirt last week. (wear)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p> <p>Evaluation activity</p>	<p>Culture and gender in our division/sub-county</p> <p>Gender</p> <p>Self awareness, assertiveness, effective communication</p> <p>Vocabulary:</p> <p>Share, work, help, same, different, beat, kids, slap, eat, cake, milk, hungry wash, cook, mop, wash</p> <p>(a) Fill in the missing letters to complete the words correctly.</p> <p>(4) s__m (4) b__ __t</p>

	Lesson evaluation	<p>(5) sl__p (5) wo __k</p> <p>(6) c__ __k (6) s__as__</p> <p>(b) Make correct sentences using:</p> <ol style="list-style-type: none"> 1. different 2. milk 3. was 4. hungry
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p>	<p>Culture and gender in our division/sub-county</p> <p>Gender</p> <p>Effective communication, creative thinking, self awareness, decision making.</p> <p>Structures:</p> <ul style="list-style-type: none"> - Why did (he/she/they run away from.....(school/home) - He/she they ran away from (school/home) because the (teacher, mother, father kicked/slapped/beat him/her) - Why was/were he/she/they beaten/kicked/slapped? - Who..... (slapped/kicked/beat.....him/her them. <p>Answer the questions correctly.</p> <p>(6) Why did she run away from home? (her father beat her)</p> <p>(7) Why was she slapped? (abused her sister)</p> <p>(8) Why were they crying? (their mother died)</p> <p>(9) Why did Paul fall down? (Tom kicked him)</p>

	Lesson evaluation	(10) Why were the girls punished? (They were playing in the classroom)
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Culture and gender in our division/sub-county.</p> <p>Ways of promoting and preserving culture</p> <p>Effective communication, creative thinking, self awareness, decision making.</p> <p>Vocabulary:</p> <p>Sing, dance, play, blow, flute, drum, sick, medicine, needles, razorblade, syringe, safety pins, scissors, tablets, children</p> <p>(c) Spell the words correctly.</p> <p>2) flute 2) needles 3) drum 4) blow</p> <p>(d) Complete these sentences correctly.</p> <p>(6) Dorah cut her finger with a.....(safety pin, razor blade)</p> <p>(7) People are called patients. (sick, well)</p> <p>(8) The doctor told me to take two..... everyday. (tablets, medicine)</p> <p>(9) Juma is wearing a black pair of.....</p> <p>(10) A nurse uses a and a needle to give an injection. (drum, syringe)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p>	<p>Culture and gender in our division/sub-county.</p> <p>Ways of promoting and preserving culture.</p> <p>Effective communication, creative thinking, self awareness, decision making.</p> <p>Structures:</p>

	<p>Lesson content</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<ul style="list-style-type: none"> - Never share (needles, safety pins, razor blades) <p>You/he/she should always take (medicine/tablets) when you/he/she is/are sick.</p> <ul style="list-style-type: none"> - He/she/they/we/I can play a (drum/piano but I /she/we/they/he cannot play/blow a (flute/drum) <p>Fill in the gaps with correct words.</p> <p>(6) Never share..... (stones, needles)</p> <p>(7) My sister was..... When she was sick. (medicine, pencils)</p> <p>(8) Miremebe can play a (bicycle, piano)</p> <p>(9) The doctor told me to take twoevery morning. (tablets, sodas)</p> <p>(10) He cut himself with a(safety pin, razor blade)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Culture and gender in our division/sub-county</p> <p>Relationships</p> <p>Vocabulary:</p> <p>Teachers, pupils, parents monitor, family sister, cousin, brother, nephew, uncle, aunt, son, first born.</p> <p>Types of families:</p> <p>i.e. Nuclear family – parents and their biological children.</p> <p>- Extended family – parents, their children and other relatives.</p> <p>A written exercise in the MK pupil’s Book 3 on page 141.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p>	<p>Culture and gender in our division/sub-county</p> <p>Relationships</p>

	Lesson content	<p>Structures:</p> <ul style="list-style-type: none"> - How many have you? I have six..... (brothers/sisters) - How many brothers does he have? He has four brothers. - Who is your little sister? - What position do you hold in the family? <p>Answer the given questions in full sentences.</p> <p>(7) How many sisters do you have?</p> <p>(8) How many brothers does Mary have?</p> <p>(9) What position does Peter hold in the family?</p> <p>(10) How old is your eldest brother?</p> <p>(11) What is the name of your last born?</p> <p>(12) How many members are in your family?</p>
	Evaluation activity	
	Lesson evaluation	
Lesson	Theme	
	Sub-theme	Culture and gender in our division/sub-county
	Skills	Relationships
	Lesson content	Critical thinking, self awareness, appreciation, effective thinking
	Evaluation activity	Mr. and Mrs. Opio’s family tree (MK pupils’ Book 3 page 142-3)
	Lesson evaluation	Answer the given questions in full sentences. (MK pupils’ book 3 page 142-3)
Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	Relationships

	Skills	Self awareness, appreciation, creative thinking
	Lesson content	Poem – The son of my father (MK Bk.3 page 144)
	Evaluation activity	Answer the given questions in full sentences (7) What do you call your father’s daughter? (8) Who is a brother? (9) How many stanzas does the poem have? (10) Who is a cousin? (11) Who is happy? (12) Write the opposites of; (ii) Uncle (ii) nephew
	Lesson evaluation	
Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	Relationships
	Skills	Critical thinking, self awareness, appreciation
	Lesson content	Story – Mr. Muwanga and family (MK Bk.3 pg 144)
	Evaluation activity	Answer the given questions in full sentences. (MK pupil’s Book 3 page 145)
	Lesson evaluation	
Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	Relationships
	Skills	Critical thinking, appreciation, self awareness

	Lesson content	Guided composition (MK Bk. 3 page 145)
	Evaluation activity	Use the given words to fill in the gaps and complete the composition correctly.
	Lesson evaluation	
Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	Relationships
	Skills	Self awareness, critical thinking, appreciation
	Lesson content	Jumbled story: <ul style="list-style-type: none"> - She feared to go there alone. - Jane got a stick and killed it. - Mother sent Halima to the well to fetch water. - As they walked to the well, they saw a snake. - Halima called her friend Jane to escort her.
	Evaluation activity	The sentences below are in wrong order. Re-arrange them in correct order to make a correct story.
	Lesson evaluation	
Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	Tenses of irregular verbs
	Skills	Effective thinking, assertiveness, self awareness
	Lesson content	Vocabulary: Note: Irregular verbs are which don't add ed in the past form. e.g. present - past

	Evaluation activity	<p>hear - heard throw - threw dig - dug read - read draw - drew spell - spelt drink - drank tell - told drive - drove leave - left cost - cost pay - paid lose - lost buy - bought</p> <p>(c) Write the past form of the given words.</p> <p>6. bring 6. catch 7. ride 7. sleep 8. fight 8. sweep 9. sing 9. swim 10. see 10. Speak</p> <p>(d) Use the correct form of the given words to fill in the gaps.</p> <p>11. The farmer..... in his garden yesterday. (dig) 12. We milk tea last morning. (drink) 13. Peter..... the books in the book shelf. (keep) 14. Joanita..... the sweetest cake. (choose)</p>
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	Lesson evaluation	15. The pupils.....matooke and meat last Friday. (eat)																																																
Lesson	Theme Sub-theme Skills Lesson content Evaluation activity	Culture and gender in our division/sub-county Tenses of irregular verbs Self awareness, effective thinking, appreciation Irregular verbs: <table data-bbox="568 714 941 1575"> <thead> <tr> <th>Present</th> <th></th> <th>past</th> </tr> </thead> <tbody> <tr> <td>13. know</td> <td>-</td> <td>knew</td> </tr> <tr> <td>14. put</td> <td>-</td> <td>put</td> </tr> <tr> <td>15. feed</td> <td>-</td> <td>fed</td> </tr> <tr> <td>16. bite</td> <td>-</td> <td>bit</td> </tr> <tr> <td>17. tear</td> <td>-</td> <td>tore</td> </tr> <tr> <td>18. wear</td> <td>-</td> <td>wore</td> </tr> <tr> <td>19. hang</td> <td>-</td> <td>hung</td> </tr> <tr> <td>20. lie</td> <td>-</td> <td>lied</td> </tr> <tr> <td>21. beat</td> <td>-</td> <td>beat</td> </tr> <tr> <td>22. cut</td> <td>-</td> <td>cut</td> </tr> <tr> <td>23. hurt</td> <td>-</td> <td>hurt</td> </tr> <tr> <td>24. shut</td> <td>-</td> <td>shut</td> </tr> </tbody> </table> Write the past simple tense <table data-bbox="552 1659 974 1848"> <thead> <tr> <th>present</th> <th></th> <th>past</th> </tr> </thead> <tbody> <tr> <td>11. tear</td> <td>_____</td> <td></td> </tr> <tr> <td>12. rise</td> <td>_____</td> <td></td> </tr> </tbody> </table>	Present		past	13. know	-	knew	14. put	-	put	15. feed	-	fed	16. bite	-	bit	17. tear	-	tore	18. wear	-	wore	19. hang	-	hung	20. lie	-	lied	21. beat	-	beat	22. cut	-	cut	23. hurt	-	hurt	24. shut	-	shut	present		past	11. tear	_____		12. rise	_____	
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11. tear	_____																																																	
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	Lesson evaluation	<p>13.wear _____</p> <p>14.break _____</p> <p>15.steal _____</p> <p>16.ring _____</p> <p>Fill in the gaps with the correct form of the words in brackets.</p> <p>17.Second term..... on 25th May 2010. (begin)</p> <p>18.The baby The milk last night. (drink)</p> <p>19.The headmaster.....for Nairobi yesterday. (leave)</p> <p>20.A snake..... Sarah yesterday. (bite)</p>														
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Evaluation activity</p>	<p>Culture and gender in our sub-county/division</p> <p>Tenses of the irregular verbs</p> <p>Future simple tense (MK BK.3 page 167-8)</p> <ul style="list-style-type: none"> - What will he do? - What will she do? - Namuli will go to school next week. <p> <table style="display: inline-table; border: none; vertical-align: middle;"> <tr> <td style="padding-right: 10px;">I</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="padding-right: 20px;">shall</td> <td style="padding-right: 10px;">she</td> <td rowspan="5" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="5" style="padding-left: 20px;">will</td> </tr> <tr> <td>We</td> <td>he</td> </tr> <tr> <td></td> <td>it</td> </tr> <tr> <td></td> <td>they</td> </tr> <tr> <td></td> <td>you</td> </tr> </table> </p> <ul style="list-style-type: none"> - Shall we sweep the room tomorrow? <p>Yes, we shall</p> <p>No, we shan't</p> <p>Fill in the gaps with the correct form of the words in</p>	I	}	shall	she	}	will	We	he		it		they		you
I	}	shall	she			}			will							
We			he													
	it															
	they															
	you															

	Lesson evaluation	<p>brackets.</p> <p>11. John willto town next Monday. (go)</p> <p>12. We shall..... The books to the library tomorrow. (take)</p> <p>13. I to the headmaster next week. (talk)</p> <p>14. Mrs. Mukiibi oranges from the market next Tuesday. (buy)</p> <p>15. Will you.....on your way home tomorrow? (pick)</p> <p>16. Babirye and Nakato will..... Their aunt tomorrow. (visit)</p> <p>17. It..... heavily tonight. (rain)</p> <p>18. The pupils.....a science test next Friday. (do)</p> <p>19. Shall we..... the compound tomorrow? (sweep)</p> <p>20. Imy books next Sunday. (revise)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p> <p>Evaluation activity</p>	<p>Culture and gender in our division/sub-county</p> <p>Future simple tense</p> <p>Self esteem, assertiveness, self confidence</p> <p>Dialogue – (MK. Bk.3 page 168)</p> <p>Answer the given questions in full sentences.</p> <p>(7) How many people are taking part in the dialogue?</p> <p>(8) Who was waiting for Natasha?</p> <p>(9) Where was Natasha?</p> <p>(10) What was the matter with Natasha?</p> <p>(11) Who were the people taking part in the dialogue?</p> <p>(12) What is the name of the doctor mentioned in the</p>

	Lesson evaluation	dialogue?
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Culture and gender in our division/sub-county</p> <p>Future simple tense</p> <p>Reading, writing</p> <p>Story – Mr. Kintu’s glasses (MK. Pg. 168 – 9)</p> <p>Answer the questions in full sentences.</p> <p>(7) Whom did the two pupils meet?</p> <p>(8) Why was Mr. Kintu sad?</p> <p>(9) What dropped from Mr. Kintu’s handkerchief?</p> <p>(10) Who saw the glasses?</p> <p>(11) Why was Mr. Kintu not going to give a reward to the little girl?</p> <p>(12) What is the title of the story?</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Culture and gender in our division/sub-county</p> <p>Reading, writing, self confidence, assertiveness</p> <p>Testing exercise (revision exercise)</p> <p>(MK. p/s Book 3 page 169 – 70)</p> <p>Written exercises on page 169 - 170</p>

Lesson	Theme Sub-theme Skills Lesson content Evaluation activity	Culture and gender in our sub-county/division Present perfect tense Listening, speaking, reading, writing Helping verbs used in this tense are has and have . <u>Examples:</u> do - done speak - spoken take - taken shake - shaken eat - eaten hide - hidden drive - driven rote - rotten drive - driven forgive - forgiven choose - chosen <div style="display: flex; align-items: center; gap: 10px;"> <div style="display: flex; flex-direction: column; gap: 5px;"> I we they you </div> <div style="font-size: 3em;">}</div> have </div> <div style="display: flex; align-items: center; gap: 10px;"> <div style="display: flex; flex-direction: column; gap: 5px;"> he she it </div> <div style="font-size: 3em;">}</div> has </div> (c) Write the present perfect tense of the following: - 5. Steal 5. forgive 6. Choose 6. raise 7. Drive 8. Hide (d) Fill in the gaps with the correct form of the words in brackets. 7. Ritah has my pen. (take) 8. The headmaster has to the pupils. (speak)
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	Lesson evaluation	<p>9. The children have..... The mango tree. (shake)</p> <p>10. Why have..... My food? (eat)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p>	<p>Culture and gender in our division/sub-county</p> <p>Present perfect tense</p> <p>Listening, speaking, reading, writing</p> <p>Verbs whose past simple and present perfect form are the same.</p> <p><u>Examples:</u></p> <p>keep - kept</p> <p>clap - clapped</p> <p>sweep - swept</p> <p>think - thought</p> <p>catch - caught</p> <p>teach - taught</p> <p>fight - fought</p> <p>bring - brought</p> <p>buy - bought</p> <p>leave - left</p> <p>read - read</p> <p>feel - felt</p> <p>sleep - slept</p> <p>shut - shut</p> <p>weep - wept</p> <p>spell - spelt</p>

	Evaluation activity	<p>burst - burst</p> <p>lay - laid</p> <p>drop - dropped etc.</p> <p><u>Fill in the gaps with the correct form of the words in brackets.</u></p> <p>11. Mr. Mubiru has _____ us science. (teach)</p> <p>12. My father has _____ a new car. (buy)</p> <p>13. The children have _____ the words correctly. (spell)</p> <p>14. The monitor has _____ the news papers. (read)</p> <p>15. The headmaster has _____ for Jinja. (leave)</p> <p>16. Nalule has _____ all the dishes. (drop)</p> <p>17. My sister has _____ us good news. (bring)</p> <p>18. Joseph has _____ the classroom. (sweep)</p> <p>19. She has _____ a good idea. (think)</p> <p>20. I have not _____ the windows. (close)</p>									
Lesson	Lesson evaluation	<p>Culture and gender in our sub-county/division.</p> <p>Other verbs</p> <p>Examples:</p> <table><thead><tr><th><u>Present tense</u></th><th><u>Past tense</u></th><th><u>Past participle</u></th></tr></thead><tbody><tr><td>Begin</td><td>began</td><td>begun</td></tr><tr><td>Ring</td><td>rang</td><td>rung</td></tr></tbody></table>	<u>Present tense</u>	<u>Past tense</u>	<u>Past participle</u>	Begin	began	begun	Ring	rang	rung
<u>Present tense</u>	<u>Past tense</u>	<u>Past participle</u>									
Begin	began	begun									
Ring	rang	rung									

		<p>Sing sang sung</p> <p>Strike struck struck</p> <p>Dig dug dug</p> <p>Swim swam swum</p> <p>Drink drank drunk</p> <p>Fight fought fought</p> <p>Buy bought bought</p> <p>Think thought thought</p> <p>Teach taught taught</p> <p>Catch caught caught</p> <p>Cut cut cut</p> <p>Put put put</p> <p>Burst burst burst</p> <p>Hurt hurt hurt</p> <p>Spin span spun</p> <p>Lay laid laid</p> <p>Lie lied lied</p> <p>Lie lay lain</p>
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Copying and completing the table given
	Lesson evaluation	
Lesson	Theme	Culture and gender in our sub-county/division.
	Sub-theme	Picture story
	Lesson content	Activities at home & working at the farm.

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Listening, speaking, reading, writing</p> <p>Study the pictures and write sentences about them.</p> <p>C. What is he/she doing?</p> <p>6. (painting)</p> <p>7. (washing)</p> <p>8. (sweeping)</p> <p>9. (cooking)</p> <p>10..... (washing)</p> <p>D. Okia spends his holidays at his uncle’s home in Palisa.</p> <p>Write four sentences about what Okia is doing. Use words in the box below.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> Planting uprooting feeding collecting </div>
<p>Lesson</p>	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Culture and gender in our sub-county/division.</p> <p>Adverbs</p> <p>Adverbs are words that explain more about a verb.</p> <p>Types of adverbs:</p> <ul style="list-style-type: none"> - Adverbs of manner - Adverbs of place - Adverbs of time <p>b) Adverbs of manner</p> <p>These tell how an action is done. They are formed by adding “ly” to an adjective.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Sweet – sweetly, soft - softly, loud – loudly

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<ul style="list-style-type: none">- Quite - quietly, quick - quickly, slow – slowly- Hurry – hurriedly <p>Structures:</p> <ul style="list-style-type: none">3) The dog barks <u>loudly</u>4) He speaks <u>softly</u>. <p>Listening, speaking, reading, writing</p> <p>Change the following words to the correct adverbs.</p> <ul style="list-style-type: none">17. Deep _____18. Loud _____19. Quiet _____20. Proper _____21. Correct _____22. Sudden _____23. Slow _____24. Month _____25. Bright _____26. Year _____27. Equal _____28. Kind _____29. Immediate _____30. Brave _____31. Soft _____32. Brief _____ etc.
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Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Culture and gender in our sub-county/division.</p> <p>Adverbs</p> <p>Adverbs of time</p> <p>These are adverbs that tell when an action is done i.e. early, lately, now, tomorrow, yesterday, evening, soon, before, after, today, since, already.</p> <p>Structures:</p> <p>She lost her bag <u>yesterday</u></p> <p>The bell has <u>already</u> gone.</p> <p>Listening, speaking, reading, writing</p> <p>Make sentences using each of the words below.</p> <p>9. Early –</p> <p>10. Yesterday –</p> <p>11. Today –</p> <p>12. Already –</p> <p>13. Since –</p> <p>14. Now –</p> <p>15. Before –</p> <p>16. Late -</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Culture and gender in our sub-county/division.</p> <p>Adverbs</p> <p>Adverbs of place</p> <p>These are adverbs which tell us where an action is done from e.g. I kept the bag <u>there</u>.</p>

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Come <u>here</u> and sit down.</p> <p>Other examples:</p> <p>Where, every where, nowhere, any where</p> <p>Listening, speaking, reading, writing</p> <p>Underline the adverbs in these sentences.</p> <p>10. The man died from there.</p> <p>11. Why did you go there?</p> <p>12. Open that door quickly</p> <p>13. They have cleaned everywhere.</p> <p>14. The match was played well.</p> <p>15. Sara shouted loudly, “the car is here!</p> <p>16. He ate his breakfast and then ran quickly.</p> <p>17. I saw Jane yesterday and I shall see her again tomorrow.</p> <p>18. Simon returned my pen unhappily.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Culture and gender in our sub-county/division.</p> <p>Adverbs</p> <p>Formation of adverbs</p> <p>Other adverbs can be formed by adding</p> <p><u>Note:</u> To the adjectives that end with ‘y’, drop y and put (ily)</p>

		<p>Examples:</p> <p>noisy - noisily</p> <p>happy - happily</p> <p>easy - easily</p> <p>busy - busily</p> <p>heavy - heavily</p> <p>Adjectives that end with letter 'e' as adverbs e.g.</p> <p>late - lately</p> <p>love - lovely</p> <p>wide - widely</p> <p>polite - politely</p> <p>nice - nicely</p> <p>safe - safely</p> <p>Skills</p> <p>listening, speaking, reading, writing</p> <p>Evaluation activity</p> <p><u>Fill in the spaces with the correct form of the word in brackets.</u></p> <p>11. The sun was shining _____. (bright)</p> <p>12. We kept your pen _____ (safe)</p> <p>13. The door was _____ open. (wide)</p> <p>14. He _____ welcomed me to his home. (happy)</p> <p>15. She was _____ dressed yesterday. (nice)</p> <p>16. He was hurt very _____. (bad)</p> <p>17. You must spell your name _____. (correct)</p> <p>18. It rained _____ that night. (rain)</p>
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	Lesson evaluation	<p>19. They put on uniforms and looked _____ (love)</p> <p>20. They did those sums _____ (quick)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Culture and gender in our sub-county/division.</p> <p>Adverbs</p> <p>Topical questions</p> <p>24. The sun was shining _____ (bright)</p> <p>25. When he got his money, he smiled _____ (happy)</p> <p>26. The door opened _____ and the queen entered. (sudden)</p> <p>27. Osman writes _____. (bed)</p> <p>28. The cows graze _____ (day)</p> <p>29. He washed the plates _____ (careful)</p> <p>30. He was hurt very _____ (bad)</p> <p>31. You must spell your words _____. (correct)</p> <p>32. I can't hear you _____, please. (clear)</p> <p>33. We shall do the sums _____. (patient)</p> <p>34. Hellen asked for permission _____. (polite)</p> <p>35. All newspapers are published _____ (week)</p> <p>36. You must not sleep _____. (sound)</p> <p>37. The school team played well and won the game _____ (easy)</p> <p>38. He ate his food _____ (early)</p> <p>39. He _____ arranged the clothes in the suit case. (neat)</p>

		<p>40. Daddy punished the young _____ (bad)</p> <p>41. It rained very _____ last week. (heavy)</p> <p>42. We should talk _____ to one another. (polite)</p> <p>43. Money is kept _____ in the bank. (safe)</p> <p>44. Kato _____ stood up and went out. (quick)</p> <p>45. The old lady walked _____ across the river. (slow)</p> <p>46. P.3 pupils did the English exercise _____ today. (quite)</p>																
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Health in our sub-county/division.</p> <p>Disease vectors</p> <p><u>Vocabulary:</u></p> <p>b) Mosquito, rat, louse/lice, cockroach, housefly, flea, bed-bug</p> <p>Vectors are living organisms/animals which cause diseases.</p> <p><u>Examples of vectors:</u></p> <p>Mosquitoes, rats, lice, cockroaches, housefly, fly, bed-bug, dog, tsetse fly</p> <p><u>Diseases include:</u></p> <table data-bbox="511 1360 1136 1879"> <thead> <tr> <th><u>Animal</u></th> <th><u>diseases</u></th> </tr> </thead> <tbody> <tr> <td>mosquito</td> <td>malaria</td> </tr> <tr> <td>rat</td> <td>plague</td> </tr> <tr> <td>lice</td> <td></td> </tr> <tr> <td>cockroaches</td> <td>-</td> </tr> <tr> <td>house fly</td> <td>-</td> </tr> <tr> <td>flea</td> <td>-</td> </tr> <tr> <td>bed bug</td> <td>-</td> </tr> </tbody> </table>	<u>Animal</u>	<u>diseases</u>	mosquito	malaria	rat	plague	lice		cockroaches	-	house fly	-	flea	-	bed bug	-
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	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>dog -</p> <p>listening, speaking, reading, writing</p> <p>d) What are vectors?</p> <p>e) Write down eight examples of vectors</p> <p>f) Complete the table below</p> <table> <tr> <td>Animal</td> <td>-</td> <td>diseases</td> </tr> <tr> <td>Mosquito</td> <td>-</td> <td>-----</td> </tr> <tr> <td>Rat</td> <td>-</td> <td>-----</td> </tr> <tr> <td>etc</td> <td></td> <td></td> </tr> </table>	Animal	-	diseases	Mosquito	-	-----	Rat	-	-----	etc		
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Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Health in our sub-county/division</p> <p>Disease vectors</p> <p>What we should do to prevent diseases</p>												

	<p>Evaluation activity</p> <p>Lesson evaluation</p>	<ul style="list-style-type: none"> - Wash hands after visiting the toilet/latrine - Boil the water and cover it. - Spray mosquitoes - Sleep under a mosquito net - Smoke the toilet - Cut bushes around our compounds - Shut windows early - Burn the dust bins <p>Structures:</p> <p>What do you do everyday?</p> <p>I / we clean the house.....</p> <p>What does she/he/it.....?</p> <p>He cleans the house.....</p> <p>c) Write down measures that should be taken to prevent diseases.</p> <p>d) What do you do everyday?</p> <p>5. I / we..... (clean, sweep, close, brush.....)</p> <p>6. What do they do every day?</p> <p>7. What does he/she do daily?</p> <p>She/he.....</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Health in our sub-county/division</p> <p>Disease vectors</p> <p><u>HIV/AIDS</u></p> <p>HIV – Human Immuno Virus</p> <p>AIDS – Acquired Immune Deffeciency Syndrome</p>

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p><u>Vocabulary:</u></p> <p>Sharp, share, eat, help, care, medicine, patient, gloves, take, shave, needle, towel, comb, razorblade, syringe.</p> <p>Listening, speaking, reading, writing</p> <p>C. <u>Fill in the missing letters.</u></p> <p>5. sh__rp 2. e__t 3. med__ci__e</p> <p>8. co__b 5. gl__ves 6. n__ __dle</p> <p>D. <u>Arrange the letters to form a correct word.</u></p> <p>7. keta__ 8. twelve 9. reca</p> <p>10. book</p> <p>C. <u>Choose a correct word from the brackets to complete the sentences.</u></p> <p>6. A needle is a _____ object. (sharp, needle)</p> <p>7. We use a _____ to comb our hair (needle, comb)</p> <p>8. We should not play with _____ objects. (sharp, gloves)</p> <p>9. We take _____ when we are sick. (medicine, gloves)</p> <p>10. It is very dangerous to play with _____ objects. (gloves, sharp)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Health in our sub-county/division.</p> <p>Diseases spread by vectors</p> <p><u>Causes and spread of AIDS.</u></p> <ul style="list-style-type: none"> • Having unprotected sex with an infected person.

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<ul style="list-style-type: none"> • Sharing sharp objects <p><u>How to control the spread of AIDS.</u></p> <ul style="list-style-type: none"> • Go for a blood test • Avoid having sex • Don't play with sharp objects • Taking medicine • Feeding well (balanced diet) • Use gloves when caring for them <p><u>Caring for AIDS patients</u></p> <ul style="list-style-type: none"> • Show them love. • Help them in all aspects <p>Listening, speaking, reading, writing</p> <ul style="list-style-type: none"> - Oral work (discussion) - Copying down given aspects
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Accidents</p> <p>Vocabulary</p> <p><u>New vocabulary:</u></p> <p>Bleeding, injury, injured, hurt, cut, bite, pain, snake, dog, bite, break, broke, wound, knock, plaster, fall off, knife, bicycle, scissor, snake bite, syringe, needle, bandage, tablets etc.</p> <p>Listening, speaking, reading, writing</p> <ol style="list-style-type: none"> 5. Spelling exercise 6. Fill in the missing letters 7. Write the letters properly to form a correct word.

	Lesson evaluation	8. Use the vocabulary to make simple sentences				
Lesson	Theme	Accidents				
	Sub-theme	Structures:				
	Lesson content	What is the matter with you/him/her				
	Skills	<ul style="list-style-type: none"> - I cut my finger. I am suffering from malaria. I have hurt my finger. - What is the matter with Joseph? He has fallen off the bicycle. <p>Listening, speaking, reading, writing</p>				
	Evaluation activity	<p>Study the pictures (MK Bk.3 pgs 158 – 160)</p> <p>8. What is the matter with Paul?</p> <p>9. What is the matter with Anna?</p> <p>10. “ “ “ Mdly?</p> <p>11. “ “ Alice?</p> <p>12. “ “ Jack and Musa?</p> <p>13. Why are you crying?</p> <p>14. Why is she crying? She has cut her finger etc.</p>				
	Lesson evaluation					
Lesson	Theme	Accidents				
	Sub-theme	Structures				
	Lesson content	Make sentences from the table below.				
		He		knocked		a knife
			was	bitten		fire

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<table border="1" data-bbox="516 163 1372 508"> <tr> <td data-bbox="516 163 690 508">She</td> <td data-bbox="690 163 820 508"></td> <td data-bbox="820 163 998 508">hit struck cut burnt</td> <td data-bbox="998 163 1172 508">by</td> <td data-bbox="1172 163 1372 508">electricity a car a snake a hammer a dog</td> </tr> </table> <ul style="list-style-type: none"> - He was struck by electricity. - She was bitten by a snake <p>Listening, speaking, reading, writing</p> <p>Form correct sentences from the table below.</p>	She		hit struck cut burnt	by	electricity a car a snake a hammer a dog
She		hit struck cut burnt	by	electricity a car a snake a hammer a dog			
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Accidents</p> <p>Comprehension</p> <p>Poems</p> <p><u>Read the poem:</u></p> <p>I hate to see people in pain</p> <p>I hate to see people in accidents</p> <p>I hate to see somebody getting hurt</p> <p>When a friend is cut or burnt</p> <p>It makes me sad</p> <p>Accidents are bad</p> <ul style="list-style-type: none"> - We should be careful when using tools at home. - We should be careful at school while playing. - On the way to school or work. - All we need is care and safety. 					

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>- We must care</p> <p>Listening, speaking, reading, writing</p> <p>6. What is the poem about?</p> <p>7. Who hates to see people in pain?</p> <p>8. Write down three examples of accidents that we are likely to get.</p> <p>9. How many lines has the poem?</p> <p>10. How many stanzas has the poem?</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Accidents</p> <p>Comprehension</p> <p>Reading and writing</p> <p>Read the stories titled “YASABA”</p> <p>Listening, speaking, reading, writing</p> <p><u>Read the story below and answer questions that follow in full sentences.</u></p> <p>Yasaba wanted to cut her finger nails. She got a razor blade from the drawer. Yasaba was not careful. She accidentally cut herself and cried loudly. Mrs. Masaba heard her daughter crying. When she reached Yasaba’s room, she saw the little girl’s finger bleeding. What is the matter, Yasaba? I told you not to use a razor blade” Mrs. Masaba washed the girls finger and then put iodine and tied the finger with plaster. She said, “Next time learn to remember what you have been told.”</p> <p><u>Questions:</u></p> <p>9. Who had long nails?</p> <p>10. Where was the razor blade?</p>

	Lesson evaluation	<p>11. What happened to Yasaba?</p> <p>12. Whose finger was bleeding?</p> <p>13. Who was Yasaba's mother?</p> <p>14. How did Mrs. Masaba clean the wound?</p> <p>15. What made Yasaba cry?</p> <p>16. Give the opposites of these words:</p> <p>b) Careful _____ b) herself _____</p> <p>c) Remember _____ d) crying _____</p> <p>e) she _____</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Accidents</p> <p>Story</p> <p>Read the story titled</p> <p>“ALEX LEARNS A LESSON (Ref. MK. Bk.3 pg 163)</p> <p>Listening, speaking, reading, writing</p> <p>10. Who climbed the tree?</p> <p>11. What did Alex step on?</p> <p>12. What happened to Alex when he stepped on a dry branch?</p> <p>13. Why did Alex cry loudly?</p> <p>14. Who took Alex to the clinic?</p> <p>15. What is the title of the story?</p> <p>16. What lesson did Alex learn?</p> <p>17. Was Alex a careful boy?</p> <p>18. How did Alex's father feel?</p>

	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Health in our sub-county</p> <p>Accidents</p> <p>Testing exercise</p> <p>Revision exercise on accidents</p> <p>Reading, writing</p> <p><u>Complete the sentences using the correct form of words in brackets.</u></p> <p>11. Rukuba was _____ by a dog last night. (bite)</p> <p>12. Kato _____ when he fell from the roof. (cry)</p> <p>13. The girl is _____ a tree now. (climb)</p> <p>14. Noah has injured himself. He is _____ (bleed)</p> <p>15. Anek _____ herself with a knife when she was peeling potatoes. (to cut)</p> <p>16. Barongo fell off the motorcycle and _____ his right leg. (break)</p> <p>17. The nurse _____ musa's wound with a bandage. (cover)</p> <p>18. The small boy was _____ down by a bicycle. (knock)</p> <p>19. The teacher is _____ from malaria. (suffer)</p> <p>20. Lule's daughter _____ from a tree. (fall)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Health in our division/sub-county</p> <p>Vocabulary</p> <p>Along, look left, look right, turn right, towards, turn left</p>

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p><u>Examples:</u></p> <p>Tom is seated on the left hand side of the house.</p> <p>Simon is seated on the right hand side of John</p> <p>Listening, reading, speaking, writing</p> <p><u>Use the correct form of the words in brackets. Choose right hand side / left hand side.</u></p> <p>5. The trees are on the _____ of the road.</p> <p>6. The salon is on the _____ of the house.</p> <p>7. The flowers are on the _____ of the tree.</p> <p>8. She is standing on _____ of the school.</p> <p><u>Use these words in a sentence.</u></p> <p>6. a long _____</p> <p>7. towards _____</p> <p>8. turn right _____</p> <p>9. paths _____</p> <p>10. road _____</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Health in our sub-county/division</p> <p>Structures:</p> <p>Structures:</p> <p>Walk along the.....(road, path)</p> <p>What is she doing? They?</p> <p>Who seats on the leaf hand side of the classroom?</p> <p>Where is the nature corner?</p>

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Where is the petrol station?</p> <p>- The petrol station is on the right hand side of the road.</p> <p>Where is our school?</p> <p>Listening, speaking, reading, writing</p> <p><u>Complete the sentences.</u></p> <p>11. Where is the school?</p> <p>12. Where is the mosque?</p> <p>13. Where is the church?</p> <p>14. Where is the shop?</p> <p>15. Where is the kitchen?</p> <p><u>Use the given words in a sentence.</u></p> <p>16. Walking</p> <p>17. Sitting</p> <p>18. Kneeling</p> <p>19. Standing</p> <p>20. Putting</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p>	<p>Health in our sub-county/division</p> <p>Direction</p> <p>Turn to.....</p> <p>Tell the direction</p> <p>Direction to the church, dinning hall, play centre, new plot</p> <p>What do you do to go to the kitchen?</p> <p>Listening, speaking, reading, writing</p>

	<p>Evaluation activity</p>	<p>Make correct sentences from the table.</p> <table border="1" data-bbox="513 302 1383 579"> <tr> <td data-bbox="513 302 678 579">To go to</td> <td data-bbox="678 302 971 579"> the office our classroom the kitchen the church </td> <td data-bbox="971 302 1383 579"> turn left and go straight turn right and go straight go straight and turn left go straight and turn right </td> </tr> </table> <table border="1" data-bbox="513 646 1393 1129"> <tr> <td data-bbox="513 646 665 1129">The</td> <td data-bbox="665 646 889 1129"> school shop market school garden hospital </td> <td data-bbox="889 646 1146 1129"> left hand side of right hand side of </td> <td data-bbox="1146 646 1393 1129"> the road the mosque the church our home </td> </tr> </table>	To go to	the office our classroom the kitchen the church	turn left and go straight turn right and go straight go straight and turn left go straight and turn right	The	school shop market school garden hospital	left hand side of right hand side of	the road the mosque the church our home
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Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Health in our division / sub-county</p> <p>Dialogue</p> <p>The dialogue titled:</p> <p>Aminah directs Mr. Kintu</p> <p>Listening, speaking, reading, writing</p> <p>Reading and acting the dialogue</p> <p><u>Aminah directs Mr. Kintu</u></p> <p>Mr. Kintu: Excuse me little girl. Good morning to you</p> <p>Aminah: Good morning sir, may I help you?</p> <p>Mr. Kintu: Oh yes, will you please direct me to the</p>							

	Lesson evaluation	<p>g) flower g) wear</p> <p>h) car h) toy</p> <p>i) beads</p> <p>j) buy</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Basic technology in our sub-county/division.</p> <p>Concept of technology</p> <p>Structures:</p> <p>What will you use to make (mat, doll, toy, car, ball)</p> <p>I / we shall use..... (banana fibre/wire) to make (mat, doll, ball, toy car)</p> <p>What will (Musa/Mary use to make.....(mat, toy car, ball, hat)</p> <p>They will use.....(banana fibres, leaves, wire) to make a mat, toy car, ball etc.</p> <p>Draw and name some examples of crafts and materials used to make them.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p>	<p>Basic technology in our subcounty/division.</p> <p>Concept of technology</p> <p>Vocabulary:</p> <p>Banana leaf, plastic, straw, wire, heavy, light, size, colour, fibre, palm leaves, bard, weight, small, long, short, big, good, texture.</p> <p>Listening, speaking, reading, writing</p>

	<p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Make sentences using each of the words below:</p> <ul style="list-style-type: none"> i) colour j) banana k) palm leaves l) good m) fibre n) plastic o) small p) straw
<p>Lesson</p>	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Basic technology in our sub-county/division</p> <p>Processing and making things from natural materials.</p> <p>Vocabulary:</p> <p>Swamp, food, mat, rope, bush, garden, play, clay, pot, cut, weave, tie, juice</p> <p>Listening, speaking, reading, writing</p> <p><u>Fill in the missing letters.</u></p> <ul style="list-style-type: none"> a) fo__d f) m__t b) b__sh g) juic__ c) gard__n h) pl__y d) sw__mp i) rop__ e) cl__y

Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Basic Technology in our sub-county/division</p> <p>Processing and making things from natural materials.</p> <p>Structures:</p> <p>(Musa/Sarah) will make a (pot, mat/rope) using.....(clay/banana fibre/sisal)</p> <p>6. What will you make?</p> <p>I / we shall make a (pot/mat/rope)</p> <p>7. What will she/he/they make?</p> <p>She/he will make a pot/mat/rope</p> <p>8. Where will you get the clay?</p> <p>I shall get it from the swamp</p> <p>Listening, reading, writing, speaking</p> <p><u>Fill in the gaps with a correct form of the words in brackets.</u></p> <p>9. John and Mary will _____ a rope. (make)</p> <p>10. I shall _____ clay from the swamp. (get)</p> <p>11. Allen will _____ a mat tomorrow. (weave)</p> <p>12. We shall _____ those straws next week. (use)</p> <p>13. The baby will _____ its toy. (break)</p> <p>14. They will _____ their classroom with flowers. (decorate)</p> <p>15. I shall _____ the rope tomorrow. (skip)</p> <p>16. Tom will _____ that pot with water. (fill)</p>
Lesson	Theme	Basic technology in our sub-county/division

	<p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Making things from artificial materials</p> <p>Jama will make a toy car/candle.</p> <p>Why will Mary/Juma make a toy car/candle? for (selling, decoration, playing etc)</p> <p>He will make a toy car to play with.</p> <p>She will make flowers for decoration.</p> <p>They will make the beads for selling etc.</p> <p>Listening, reading, writing, speaking</p> <p><u>Answer these questions correctly.</u></p> <p>9. Why will Mary make a toy car? 10. Why shall I make a mat? 11. Why will you make the beads? 12. Why will Jane make the bags? 13. Why will Ben make the hats? 14. Why will Sam make the toy car? 15. Why will mummy collect palm leaves? 16. Why will the teacher buy sisal?</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Food</p> <p>Vocabulary</p> <p>New words</p> <p>Weeds, cobs of corn, plants, garden, market, bush, forest, farmer, shop, some and any</p> <p>New actions:</p> <p>Grow, hoe, weed, grow (dig), harvest</p>

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Listening, speaking, reading, writing,</p> <p>Make sentences using each of the words below:</p> <p>garden any shop</p> <p>farmer bush harvest</p> <p>some crops weeds</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Food</p> <p>Structures</p> <p>Show me some.....beans, potatoes, mangoes</p> <p>Here are some.....</p> <p>Count ten beans</p> <p>Are there any beans in the tin?</p> <p>Yes, there are some</p> <p>No, there aren't any</p> <p>Is there any water in the tin?</p> <p>No. there isn't any.</p> <p>Listening, speaking, reading, writing</p> <p>Study the pictures and answer the questions below:</p> <p>8. Are there any beans in the tin in picture 3?</p> <p>9. Are there any eggs on the tray in picture 6?</p> <p>10. Is there any chicken on the plate in picture 4?</p> <p>11. Is there any milk in the jug in picture 5?</p> <p>12. Is there any rice in the basket in picture 6?</p>

	Lesson evaluation	<p>13. Is there any water in the glass in picture 2?</p> <p>14. Is there any food on the plate in picture 4?</p>																																
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Food</p> <p>Structures</p> <p>Make sentences from the substitutitional table below:</p> <table border="1" data-bbox="513 577 1383 989"> <tr> <td>There is</td> <td rowspan="5">some</td> <td>water</td> <td rowspan="5">in</td> <td>the garden</td> </tr> <tr> <td rowspan="4">There are</td> <td>beans</td> <td>the sack</td> </tr> <tr> <td>milk</td> <td>the basket</td> </tr> <tr> <td>juice</td> <td>the jug</td> </tr> <tr> <td>yams</td> <td>the glass</td> </tr> <tr> <td>potatoes</td> <td></td> <td></td> </tr> </table> <p>There are some yams in the sack.</p> <p><u>With negatives:</u></p> <p>Make ten correct sentences from the table below:</p> <table border="1" data-bbox="513 1197 1372 1608"> <tr> <td>There isn't</td> <td rowspan="5">any</td> <td>juice</td> <td>in the glass</td> </tr> <tr> <td rowspan="4">There aren't</td> <td>bananas</td> <td>in the bottle</td> </tr> <tr> <td>milk</td> <td>in the jerrycan</td> </tr> <tr> <td>potatoes</td> <td>in the basket</td> </tr> <tr> <td>water</td> <td>on the plate</td> </tr> <tr> <td>food</td> <td>in the garden</td> </tr> </table> <p>There isn't any food in the basket.</p>	There is	some	water	in	the garden	There are	beans	the sack	milk	the basket	juice	the jug	yams	the glass	potatoes			There isn't	any	juice	in the glass	There aren't	bananas	in the bottle	milk	in the jerrycan	potatoes	in the basket	water	on the plate	food	in the garden
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Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Food</p> <p>Jumbled story</p> <p><u>Re-arrange these sentences in order to form correct stories.</u></p>																																

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>f) Okot went running and bought the eggs.</p> <p>g) Mother wanted to bake a cake.</p> <p>h) So she sent Okot to a nearby shop to buy some.</p> <p>i) But on his way back home, he fell and all the eggs got broken.</p> <p>j) She needed some eggs.</p> <p>Listening, speaking, reading, writing</p> <p><u>Arrange these sentences in order to form correct stories.</u></p> <p>f) The beef was bad</p> <p>g) The shopkeeper refunded his money.</p> <p>h) Tom went to the shop.</p> <p>i) He returned the beef to the shop.</p> <p>j) He bought a tin of beef.</p> <p>B.</p> <p>a) She drank all the splash.</p> <p>b) She put a straw in the pocket.</p> <p>c) She threw the empty packet in the dustbin.</p> <p>d) Jane took a packet of splash from the box.</p> <p>e) She opened the packet.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p>	<p>Food</p> <p>Reading and writing</p> <p>Read stories titled:</p> <p>e) Good food (MK Primary English Bk.3 pg.111)</p> <p>f) Feeling fine</p> <p>g) The lazy Hare</p> <p>Listening, speaking, reading, writing</p>

	<p>Evaluation activity</p> <p>Lesson evaluation</p>	<p><u>Questions:</u></p> <p>9. What does good food give us?</p> <p>10.Name some fruits which protect us from diseases</p> <p>11.Why should a person eat meat and eggs?</p> <p>12.What other kinds of food should people eat?</p> <p>13.Why is salt added to food?</p> <p>14.What should you drink after a meal?</p> <p>15.What must you eat to get a balanced diet?</p> <p>16.What is the title of the story?</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Food</p> <p>Guided composition</p> <p>Choose the correct words from the box below to complete the guided composition</p> <p>(Ref. MK. Pr. Eng. Bk.3 English 113)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p>	<p>Transport</p> <p>Vocabulary</p> <p>Revision, donkey, oxen, tax</p> <p>New words:</p> <p>Conductor, pump, flat, tyre, puncture, passenger, on foot, speed, cart etc.</p> <p>Commands:</p> <p>Get on, get off the.....car, bus, train, plane, tie on, put on, loading off, off loading.</p> <p>Listening, speaking, reading and writing</p>

	Evaluation activity	<p><u>Fill in the missing letters.</u></p> <p>f) c__nd__ctor f) donk__y j) tax__</p> <p>g) fl__t g) sp__ __d k) transp__rt</p> <p>h) p__mp h) ca__t</p> <p>i) tyr__ i) p__ncture</p> <p>j) pas__eng__r</p>
	Lesson evaluation	Draw and name means of transport used on land.
Lesson	Theme	Transport
	Sub-theme	Structures:
	Lesson content	Get on the _____ (bus / train)
		What is he doing? He is getting on the bus etc.
		What did he do? He got off the train
	Skills	Speaking, listening, reading, writing
	Evaluation activity	Study the pictures on pages 149 – 150 and answer the questions below:
		10. How does George come to school?
		11. How does Maria come to school?
		12. How does Ali come to school?
		13. How does Moses come to school?
		14. How does Mercy come to school?
		15. How does Adam come to school?
		16. What is Anguzu doing?
		17. Who is getting on the plane?
		18. Who is getting on they donkey?
	Lesson evaluation	
Lesson	Theme	Transport

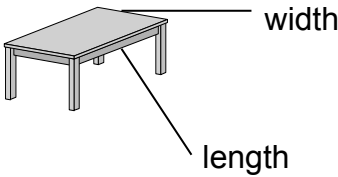
	<p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Structures:</p> <p>Make sentences from the substitutional table</p> <p>Listening, speaking, reading, writing</p> <p>(Ref. MK Bk. 3 page 151)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Transport</p> <p>Reading and writing</p> <p>Read the story titled: - Asaba's Bicycle Gets A Flat Tyre". (MK Primary English Bk.3 pg. 154)</p> <p>Listening, speaking, reading, writing</p> <p>Questions:</p> <p>9. Which school does Asaba go to?</p> <p>10. How does Asaba go to school?</p> <p>11. Where does Asaba live?</p> <p>12. What did Asaba's uncle buy for him?</p> <p>13. What happened to Asaba's bicycle?</p> <p>14. Who helped Asaba to repair his bicycle?</p> <p>15. What was the use of the pump?</p> <p>16. Give the title of the story.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Energy in our sub-county / division</p> <p>Sources of energy</p> <p>Vocabulary: bulb, buy, store, charcoal, fridge, firewood, petrol, diesel, cook, sell, paraffin, kite</p> <p><u>Use of "some" and "any"</u></p>

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Listening, speaking, reading, writing</p> <p>3. Write the words correctly.</p> <p>b) dgetfri b) tkie (c) seledi</p> <p>h) kcoo e) yub</p> <p>4. Use the given words to make correct sentences.</p> <p>f) firewood</p> <p>g) sell</p> <p>h) store</p> <p>Use some or any to fill in the gaps correctly.</p> <p>(vi) Is there _____ salt in the food?</p> <p>(vii) There is _____ sugar in the tin.</p> <p>(viii) There aren't _____ beans in the tin.</p> <p>(ix) There are _____ fish in the basket.</p> <p>(x) There isn't _____ water in the pot.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Energy in our sub-county/division</p> <p>Sources of energy</p> <p>Structures:</p> <p>Revision on tenses</p> <p>Present continuous</p> <p>What are.....selling/buying/carrying? We are buying/selling firewood/charcoal</p> <p>Past simple tense</p> <p>Ali / May.....bought.....bought (sold paraffin /</p>

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>firewood/charcoal/bulb/fridge)</p> <p>Future simple tense:</p> <p>Ali/May.....bought / sold</p> <p>Listening, speaking, reading, writing</p> <p><u>Fill in the blank spaces using the correct form of the word in brackets.</u></p> <p>12. Alice and Mary are _____ food. (eat)</p> <p>13. Father is _____ for Christmas. (shop)</p> <p>14. Grandfather is _____ under the tree. (sit)</p> <p>15. They are _____ a heavy bag. (lift)</p> <p>16. The children are _____ in a river. (swim)</p> <p>17. Everyday I _____ the bell ringing. (hearing)</p> <p>18. Mummy and I shall _____ millet tomorrow. (grinding)</p> <p>19. They will _____ the cake at the party. (eating)</p> <p>20. We _____ to Jinja yesterday. (go)</p> <p>21. The little girl _____ her hair in the morning. (comb)</p> <p>22. Dan _____ firewood last evening. (collect)</p>
<p>Lesson</p>	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Energy in our sub-county/division</p> <p>Ways of saving energy</p> <p>Vocabulary: switch on / off, blow off, cover, light, box, match, stick, candle, water, torch, switch (n), low, high.</p> <p>Revision on opposite e.g. low / high</p> <p>switch on – switch off, good - bad, small – bad,</p> <p>long – short</p>

	Lesson evaluation	<p>9. What did he do?</p> <p>10. What did they/you/he do?</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Energy in our sub-county/division</p> <p>Ways of saving energy</p> <p>Vocabulary: warm, burn, fire, socket, plant, kill, hurt, warm, danger, alarm, report, comparison, small, big, tall, short</p> <p>Listening, speaking, reading, writing</p> <p><u>Fill in the missing letters:</u></p> <p>w___m b___rn fir___ sock___t</p> <p>pla___t hu___ sm___ll b___g</p> <p>ta___ sh___t</p> <p><u>Use the given words to make correct sentences:</u></p> <p>(b) burn (b) short (c) blunt</p> <p>(d) kill (e) tall (f) fire</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Energy in our sub-county/division</p> <p>Ways of saving energy</p> <p>Structure: future tenses</p> <p>What will..... (you/she/he/they) do when in danger?</p> <p>i/we/shall.....(make an alarm/report) for help</p> <p>Comparison:</p> <p>A.....(dog, rabbit/rat) is.....(smaller/bigger than a.....(cow/pig)</p> <p>Which.....bird/insectis..... Smaller</p>

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>/bigger / fatter than a.....hen/duck/pigeon.</p> <p>Listening, speaking, reading, writing</p> <p>Answer the questions sensibly using “true” or “false”</p> <p>11. I shall make an alarm when I’m in danger.</p> <p>12. A dog is bigger than a cow.</p> <p>13. We have to report wrong doers to our elders.</p> <p>Use of correct form of the words in brackets to complete the sentences.</p> <p>14. A rabbit is _____ than a goat. (small)</p> <p>15. A giraffe is _____ than a goat. (tall)</p> <p>16. A buffalo is _____ than an elephant. (big)</p> <p>Arrange the following words to make correct sentences.</p> <p>17. Zebra / big / animal / is / A / a</p> <p>18. Beautiful / ostrich / bird / An / is a</p> <p>19. Is / A / snail / slower / than / a / fly</p> <p>20. Leopard / fast / is / A / animal / a</p>
Lesson	Theme content	<p>Energy in our sub-county/division</p> <p>Vocabulary: weighing scale, narrow, height wide – width, high, measure, meters – cloth litres – liquids (capacity) grams – weight</p> <p>Weight is the lightness or heaviness of an object.</p>
	Skills	Listening, speaking, reading, writing
	Content evaluation	<p>Fill in the gaps with the correct word from the brackets.</p> <p>9. The _____ of a bag of sugar is 50kilograms. (height, weight)</p>

	Lesson evaluation	<p>10. My father bought ten _____ of meat for a party. (centimeters, kilograms)</p> <p>11. A road is _____ but a path is narrow. (width, wide)</p> <p>12. My friend gave me two _____ of cloth to make a dress. (metres, width)</p> <p>13. What is the _____ of your friend. (height, high)</p> <p>14. The old woman walked along a _____ path. (narrow, high)</p> <p>15. Mwanbu uses a _____ to weigh of the desk.</p> <p>16. The teacher told Paul to _____ the length of the desk. (weigh, measure)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Content</p>	<p>Energy in our subcounty / division</p> <p>Measuring</p> <p>Structures</p> <p>How tall is the?</p> <p>How tall is she / he?</p> <p>For people, animals, objects</p> <p>It is Tall</p> <p>How far did she jump?</p> <p>She jumped five centimetres</p> <p>How tall is Allan?</p> 

	Skills	Listening, speaking, reading, writing
	Lesson activity	<p>Taking measurements of different objects and children</p> <p>The table iscm</p> <p>Allan is tall</p> <p>She is tall</p> <p>The blackboard's length is _____ and width is _____</p> <p>Taking records</p>
	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Energy in our sub-county / division</p> <p>Measuring</p> <p>Dialogue</p> <p>Measuring our desks</p>
	Skills	Listening, speaking, reading, writing
	Lesson activity	<p>Reading the dialogue</p> <p>Answering questions about the dialogue (the dialogue is in UPEC Bk. 3 2nd edition pg. 72)</p>
	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Content</p>	<p>Energy in our sub-county</p> <p>Measuring</p> <p>Story "A DE LA"</p>
	Skills	Listening, speaking, reading, writing
	Lesson activity	<ul style="list-style-type: none"> - Children reading the story "Adela" - Children answer questions about the story in full sentences (UPEC Bk. 3 pg 73)
	Lesson evaluation	
Lesson	Theme	Energy in our sub county / division

<p>Sub-theme</p> <p>Content</p>	<p>Measuring self testing exercise</p> <p>Testing exercise</p> <ul style="list-style-type: none"> - Practicing for sports day - Activities they do when practicing for sports day - Sack race - High jump - Football - Rope skipping - Short lilies - Long races - Egg race - Candle race - Bottle filling - Long jump 															
<p>Skills</p>	<p>Listening, speaking, reading, writing</p>															
<p>Lesson activity</p>	<p>Exercise:</p> <p>Study the table below and answer the questions that follow in full sentences.</p> <table border="1" data-bbox="513 1031 1390 1377"> <thead> <tr> <th>Name</th> <th>High jump</th> <th>Long jump</th> </tr> </thead> <tbody> <tr> <td>Sarah</td> <td>1m 2cm</td> <td>1m 86cm</td> </tr> <tr> <td>John</td> <td>1m 2cm</td> <td>2m</td> </tr> <tr> <td>Aman</td> <td>1m 1cm</td> <td>1m 7cm</td> </tr> <tr> <td>Alex</td> <td>1m 4cm</td> <td>1m</td> </tr> </tbody> </table> <p>Questions:</p> <ol style="list-style-type: none"> 7. How high did John jump? 8. How did Aman jump? 9. How far did Alex jump? 10. Who won in high jump? 11. How high did Sarah jump? 12. How many pupils participated in high jump? 	Name	High jump	Long jump	Sarah	1m 2cm	1m 86cm	John	1m 2cm	2m	Aman	1m 1cm	1m 7cm	Alex	1m 4cm	1m
Name	High jump	Long jump														
Sarah	1m 2cm	1m 86cm														
John	1m 2cm	2m														
Aman	1m 1cm	1m 7cm														
Alex	1m 4cm	1m														

	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Content</p>	<p>Energy in our sub-county</p> <p>Conjunctions used in pairs either.....or.....</p> <p>Either is used to refer to only two persons or objects</p> <ul style="list-style-type: none"> - Peter will come. Sarah will come. <p>Either Peter or Sarah will come</p> <ul style="list-style-type: none"> - I can eat matooke. I can eat posho <p>I can eat either matooke or posho</p>
	Skills	Listening, speaking, reading, writing
	Evaluation activity	<p>Use either and or in these sentences.</p> <p>11. Take _____ a banana _____ an orange</p> <p>12. You either go out _____ keep quiet.</p> <p>13. Either Mary _____ her friends beat the girl.</p> <p>14. _____ James _____ Paul is telling her.</p> <p>15. I can use _____ a pencil _____ a pen.</p> <p>16. _____ my father _____ my mother will come to school.</p> <p>17. _____ John _____ Jane has taken the book.</p> <p>18. They were going _____ to the hospital _____ to the market.</p> <p>19. The man may _____ be a dentist _____ an optician</p> <p>20. Either Abel _____ Fred is absent.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson</p> <p>Content</p>	<p>Energy in our sub-county / division</p> <p>Vocabulary (shopping)</p> <p>New words</p> <p>change, shillings, money, price, notes, watch, play, paid, buy, litre, bring, price, list, sell, sold, how, much, shopping list, how,</p>

		many, grocery, grocer, taker, bakery, confectioner etc.
	Skills	Listening, speaking, reading, writing
	Evaluation activity	<p>Fill in the missing letters:</p> <p>2. W__tc__ 2. L__t__e 3. S__ap</p> <p>4. gr__c__ry 5. Bak__ __y</p> <p>Use these words in a sentence.</p> <p>6. shillings</p> <p>7. money</p> <p>8. notes</p> <p>9. change</p> <p>10. shopping list</p>
	Lesson activity	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Energy in our sub-county / division</p> <p>Shopping</p> <p>Structures:</p> <p>Do you have some..... Please?</p> <p>Yes / have some</p> <p>Use of much and many</p> <p>(c) How much milk do you want?</p> <p>I want three litres of milk.</p> <p>(d) How many books do you want?</p> <p>I want five dozens of books</p>
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Use "much" or "many" in these sentences:

		<p>11. There is _____ food in the store.</p> <p>12. How _____ teachers are in your class?</p> <p>13. May I know how _____ you earn?</p> <p>14. Here is _____ milk in the jug.</p> <p>15. How _____ books do you need?</p> <p>16. There are _____ words on this chart.</p> <p>17. Our school has _____ classes.</p> <p>18. _____ fish is in that lake.</p> <p>19. How _____ do you pay for a car?</p> <p>20. There _____ dishes of sauce on the party.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson</p> <p>Content</p>	<p>Energy in our sub-county /division</p> <p>Vocabulary (shopping)</p> <p>New words:</p> <p>Change, shillings, money, price, notes, watch, play, paid, buy, litre, bring, price, list, sell, sold, how, much, shopping list, how many, grocery, grocer, taker, bakery, confectioners etc.</p>
	Skills	Listening, speaking, reading, writing
	Evaluation activity	<p>Fill in the missing letters:</p> <p>1. w__tc__ 2. L__t__e 3. S__op</p> <p>4. gr__c__ry 3. Bak__ __y</p> <p>Use these words in a sentence.</p> <p>6. shillings</p> <p>7. money</p> <p>8. Notes</p> <p>9. change</p> <p>10. shopping list</p>

	Lesson activity	
Lesson	theme sub-theme lesson content	Energy in our sub-county / division Shopping Structures: examples A pair of trousers A packet of biscuits
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Fill in the correct words 11. A loaf of _____ 12. A tin of _____ 13. A bottle of _____ 14. A crate of _____ 15. A litre of _____ 16. A carton of _____ 17. A kilogram of _____ 18. I went to the market and bought a kilo of _____ 19. May I have a _____ of bread 20. Here is a _____ of drinking water.
Lesson	Theme Sub-theme Lesson Content	Energy in our sub-county / division Shopping Rhyme / situational game Blessing: What is the matter miracle? Miracle: I am not feeling well Blessing: Are you sick? Miracle: Yes, I am. I think I have Malaria. There are many mosquitoes around our home.

		<p>Purity: You should always sleep under a mosquito net</p> <p>Blessing: Do you clean your compound and burry all the rubbish?</p> <p>Miracle: I always, but from today I am going to keep clean</p> <p>Questions:</p> <ol style="list-style-type: none"> 7. How many people are acting the game? 8. Who spoke first? 9. Why did Miracle suffer from malaria? 10. Why should we sleep under a mosquito net? 11. Write the title of the game 12. Write the opposites of these: <ul style="list-style-type: none"> (c) Clean (d) Today
	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson</p> <p>Content</p>	<p>Energy in our sub-county / division</p> <p>Shopping</p> <p>Structures:</p> <ul style="list-style-type: none"> - How much money did you pay for.....? - How much did Mukwasi pay for soap? <p>He paid four hundred shillings for soap</p>
	Skills	Listening, speaking, reading, writing
	Evaluation activity	MK primary English pupils' Bk.3 pg. 135
	Lesson evaluation	
Lesson	Theme	Energy in our sub-county / division

	Sub-theme	Shopping
	Lesson content	Structures: How much change did.....get? Lukema had 1000. He bought one litre of milk for 800 shillings. He got 200 shillings as change
	Skills	Listening, speaking, reading, writing
	Evaluation activity	MK primary English Bk.3 pg. 137
	Lesson evaluation	
Lesson	Theme	Energy in our sub-county/division
	Sub-theme	Shopping
	Lesson content	A story entitled Jane and Aisha go shopping. The shopping list (iii) What did Mr. Jumba want the children to buy? (iv) Who were sent to the grocery?
	Skills	Listening, speaking, reading, writing
	Evaluation activity	MK Primary English Bk. 3 pg. 139
	Lesson evaluation	
Lesson	Theme	Energy in our subcounty / division
	Sub-theme	Shopping – self testing exercise
	Lesson content	Choose the correct word from the brackets to complete the sentences.
	Evaluation activity	MK Primary English Bk. 3 pg. 140
	Lesson evaluation	
Lesson	Theme	Energy in our sub-county / division
	Sub-theme	Shopping
	Lesson content	Guided composition

		“Atwooki goes shopping”
	Skills	Listening, speaking, reading, writing
	Evaluation activity	<p>Choose the correct words from the table.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>litre shillings buy change</p> <p>any shopkeeper list</p> </div> <p>on Saturday evening, Atwoki went to Masinde town. she wanted to _____ some presents for her daughter.</p> <p>Atwoki had a piece of paper in her bag.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Groundnuts 1400/=</p> <p>Cooking oil 1000/=</p> <p>Sugar 1000/=</p> <p>A loaf of bread 700/=</p> </div> <p style="margin-left: 150px;">Shopping list</p> <p>When she reached the shop, she asked the _____</p> <p>Atwoki: Do you have _____ cooking oil, please?</p> <p>Shopkeeper: Yes, I do. How much would you like?</p> <p>Atwoki: One _____. How much is it?</p> <p>Shopkeeper: It costs one thousand shillings</p> <p>Atwoki gave the shopkeeper five thousand shillings. The shopkeeper gave her the items and _____ of one thousand shillings.</p>
	Lesson evaluation	
Lesson	Theme	Energy in our sub-county / division
	Sub-theme	Word building
	Lesson content	The word “where can be joined to some words and form longer words e.g. somewhere, anywhere, everywhere, nowhere
	Skills	Listening, speaking, reading, writing

	<p>Evaluation activity</p>	<p>Use the following words to form sentences</p> <p>10. Somewhere</p> <p>11. Anywhere</p> <p>12. Everywhere</p> <p>13. Nowhere</p> <p>Complete the sentences below using anywhere, nowhere, somewhere, everywhere.</p> <p>14. I checked _____ in the house but I couldn't find my pen.</p> <p>15. I told him to hide _____</p> <p>16. You aren't going _____ with my shoes.</p> <p>17. I went _____ for help.</p> <p>18. Do you know _____ we can get soap?</p>
	<p>Lesson evaluation</p>	
<p>Lesson</p>	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Energy in our sub-county / division</p> <p>Word building</p> <p>Body</p> <p>It can be joined to every, some, no, any</p> <p>Jill knocked at the door but nobody answered.</p>
	<p>Skills</p>	<p>Listening, speaking, reading, writing</p>
	<p>Evaluation activity</p>	<p>Use the words below to make meaningful sentences</p> <p>everybody, nobody, somebody, anybody</p> <p>Complete the sentences below using the following words: -</p> <p>Everybody, anybody, somebody, nobody</p> <p>5. _____ should go out.</p> <p>6. Did you call _____ for me?</p>

		<p>7. I came with _____ here.</p> <p>8. Call _____ here.</p>
	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Energy in our sub-county/division</p> <p>Word building</p> <p>Use of “Thing”</p> <p>It can be used to words like any, some, no every, i.e. everything, nothing, anything, something.</p> <p>Anything: can be used in asking questions</p> <p>Have you done anything to him?</p> <p>Something: is used in telling sentences</p> <p>There is something in that box</p>
	Skills	Listening, speaking, reading, writing
	Evaluation activity	<p>Use the words below to make meaningful sentences:</p> <p>9. Anything</p> <p>10. Nothing</p> <p>11. Something</p> <p>12. Everything</p> <p>Complete the sentences below:</p> <p>13. I don't have _____ for you.</p> <p>14. Did you check _____?</p> <p>15. I have _____ to say.</p> <p>16. Pick _____ from the cupboard.</p>
	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p>	<p>Energy in our sub-county / division</p> <p>Word building</p>

	Lesson content	The word <u>ever</u> can be joined to who, how, when, where, what and which i.e. whichever, whenever, whatever, however, whoever You can visit us whenever you like.
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Use the words below to make sentences 6. whichever, 7. whenever, 8. whatever, 9. however, 10. whoever Complete the sentences below. 4. _____ you feel hungry, eat fruits. 5. Tell us _____ you think. 6. Call me _____ is ready.
	Lesson evaluation	

THE END

THE END

SIR APOLLO KAGGWA SCHOOLS

THEMATIC SCHEMES OF WORK FOR P3 ENGLISH 2010

THEME 1: OUR SUB COUNTY.

Wk	Day	Lesson	Theme	Sub theme	Learning area.	Content	competences	Methods	Activities	Life skills	Inst. Material	Ref.
2	Monday	1	Our sub-county / division	Name and location of our sub - county	English	English revision of vocabulary from P2. (Nouns) Door, cupboard, book, table. a) Types of Nouns - Proper Nouns - Common Nouns. - Collective Nouns. b) Gender c) Articles d) Alphabet e) Odd man out	a) Read and spell the vocabulary. b) Use the vocabulary in simple sentences c) Identify the types of nouns. Give examples of each type of nouns.	Observation	-Spelling . -Sentences construction -Matching.	-Fluency. -Confidence -Articulation of words	Real objects. -Flash cards	Thematic curr. Pg. 9
	To Friday	To 10										
2	Mo	1	Our sub	Name and	English	Vocabulary	-spelling words .	-Whole word.	- Do -	Confidence	Chart	Thematic

	nda y & Tue sda y	To 4	county / division.	location of our Sub - county .		North , South, East, West, right , Opposite, Sunrise, sunset , above. Structures -What direction is the ---? -Where does the sun----?	-Matching words / sentences to cardinal points -Reciting rhymes .	-Look and say. -Phonic. -Electric -whole sentence.		Logical Reasoning	Showing Compass Cardinal Point -Sentence cards	Curr. 9
“	“	“	Our Sub – county / division	Name and location of our sub - county	English	Commands Turn---(East, West) -Iam turning to the –(North, right) -Do not turn— (Left, right) -Substitution table about direction.	-Respond to the commands. -Make sentences from the table	Discussion -Observation.	-Sentence construction. -Respond to command.	-Confidence -Self esteem	Classroom environme nt	Mk primary Eng. Bk 12
2	“	7 & 8		Request & refusals.	English	Structures <u>A dialogue</u> Borrowing a pencil.	-Read the dialogue. Act out dialogues. -Write down dialogues of their own choice.	Dramatization.	-Acting. -Reading -Writing	-Text books. -Classroom environment		Mk primary Eng. Pg 3
2	Fri day	9		Requests and refusal	English	Reading and writing. Read the story entitled Kituyi asks for a pen.	-read the given story correctly Answer the questions	Explanation -Discussion	-Listening. -Speaking. -Reading -Writing	Text books		Mk primary Eng BK 3
2	Fri day	10		Requests and refusals.	English	Reading and writing . testing exercise on the theme. a)Choose the correct word from the table. Please ,borrow, pencil, can , use. I,May I borrow your book---? --I came in please?	-Choose the correct words from the table to fill in the gaps.	-Explanation. -Discussion	-Writing -Reading.	Confidence -Self Esteem -Articulation of words		Pg 3

3	Monday	1 To 2	Our sub – county / division	Physical features of our sub country	Eng.	Vocabulary . -River, hills, valley, pond , Mountain, fish, well, spring, along up the , down the , a cross from. Structures -Where is the ---- (hill, valley) -The -- is in the -- - (East, West) -Is the ---(hill , valley) the --- spring, (Mountain, river)? -The ---is (along , across, up) the---- where do we get - --?(Fish, water)	-Name physical feature -Reading names of physical features -Spelling physical features. -Reply given structures.	-Division -Guided discovery. -Observation.	-Spelling -Reading - Articulation. - Logical reasoning.	A chart showing physical features.		Thematic Curr. Pg 10
3	Tuesday	3			English	A simple story about physical features.	-Read the given story correctly. -Answer the question.	-Discussion. -Explanation	-Reading and writing.	-Self esteem Text book	Text books.	Pg 27.
3	TU E TO W ED	4 To 6	Our sub – county / division.	People in our sub – county / division.	English	Vocabulary Chairperson , Secretary , office , parish, leader. Occupations. -Teacher -Secretary. -Policeman. -Milk Man. -Hair dresser. Etc. b) <u>Workplaces</u> -Hospitals -Office -Market -Hotels -Studio -Airport etc. Analogies	-Name different occupations. Give special names of people according to the work they do. -Match people and their work. -Name different places of work. -Spell the given vocabulary. -Use the vocabulary in simple sentences. -Read and pronounce Vocabulary	Discussion Group work method	-Naming Spelling. Sentence Construction . Matching	-Fluency -Articulation -Confidence	Real Objects . A chart showing people and their work.	Thematic curr. Pg 11 Mk Primary English Pg. 78 – 79 A simple guide n the study Pg.

						<p>-Teacher is to pupils as a doctor is to ---is to teeth as Secretary is to office.</p> <p>-Puppy is to as calf is to cow.</p> <p>-Go is to ---as come is to come.</p> <p>-Bread is to bakery as ___ is to garage.</p> <p>-Hot is to hotter as bad is to---</p> <p>-Fruit is to dish as flower is to---</p> <p>-Food is to hungry as water is to ----</p> <p>Topical questions</p> <p>One word for many.</p>	correctly.					74 - 75
4	MON To FRID	1 To 10	Nouns	Singular and plural	English	<p>-Singular and Plural.</p> <p>-Forming plurals by adding –es</p> <p>-Forming plurals by adding – ies.</p> <p>-Forming plurals by adding –ves.</p> <p>-Forming plurals by adding.</p> <p>- Nouns whose plural form doesn't follow any of the rules above.</p> <p>Changing from singular to Plural eg. I- We . This – These</p> <p>My – Our.</p> <p>-Changing</p>	<p>Spell the nouns correctly.</p> <p>-Form plurals of given nouns</p> <p>-Pronounce the words correctly.</p> <p>-Identify nouns without plurals.</p> <p>-Change sentences from singular to plural.</p>	<p>-whole word</p> <p>-Eclectic</p> <p>-whole sentence</p>	<p>-Spelling</p> <p>-Naming.</p> <p>- Pronouncing / reading.</p> <p>-Sentence construction.</p> <p>-Matching</p>	<p>-Accuracy</p> <p>-Confidence</p> <p>-Fluency</p> <p>-Creative thinking.</p>	<p>- Achrt showing plurals and singulars.</p>	Eng Aid BK 3 1 st Edition Pg.12

						sentences from singular to plural. -Use of has and have. -Use of this and these are. -Use of some and any.						
5	Mon To Tue	1 2 3	-do-	-do-	Comprehension (Reading and writing) My sister's wedding party	Read and answer the questions correctly.	Discussion					
	4	Pronoun	Types of pronouns.	-do-	A pronouns is a word used in a place of nouns Types of pronouns. -Subject pronouns nouns -Possession -Object -Reflexive -Interrogative -Relative Subject pronouns : He / She	-Give the meaning of a pronoun. -Identify the types of pronouns. -Replace the underlined words with pronouns	Discussion	-Naming -Matching -Identifying	-Do-	A chart showing pronouns. -Real Objects		
5	Thu To Fri	7 10	Pronouns	Types of pronouns with example -do-	Vocabulary they and it. 1. Subject pronouns , Orange, Mango and Lemon are fruits. They are fruits. A locust is a dangerous insect. It is a dangerous	-Identify the object pronouns in sentences. -Use possessive pronouns to show ownership. -Respond to the given command. Join sentences using given pronouns. -Make correct	-Demonstration. -Discussion -Explanation	-Listening -Reading -Speaking -Writing	-Self esteem -cards confidence of creative	Flash cards A chart of pronouns. Classroom environment		UPEC Bk 3 1 st Edition Pg 19 -20

					<p>insect.</p> <p>2.Possessive Pronouns (her , My, Mine , Ours, His, Yours, Their, its) Peter’s ,Mary That is Sarah’s book It is hers.</p> <p>4.Reflexible pronouns (Myself, herself, himself, itself, themselves) I met that doll my self.</p> <p>5.Relative Pronouns. (Can be used as conjunctions) -Persons , Who, Whom, that, things , which whose .</p> <p>6.Introgrative Pronouns(are used to ask questions eg. Why , what, which, whose , where etc.</p>	<p>sentences from different substitution tables.</p>						
6	Thu r	7 To 8	Liveliho od In our Sub county / Division	Occupations of people in our Sub county / Division an d their importance.	Eng.	Vocabulary Bricks, fish, dance, sew, drum, weave, cook, carpenter, play, sell, Secretary , teacher, butcher, tailoring, neatening, brewing	-Identify different activities . -Describing different activities of people. Role play people’s occupations Asking and answering	-Discussion . - Demonstration . -Role playing	- Dramatizing -Role - playing -Miming	-creative thinking. -critical thinking. -Effective communicatio n. -Self esteem -Appreciation	-Real objects -Flash cards A chart	Thematic Curr Pg.14

						<p>Structures -Who can— (Weave)? I / you can— (Weave but I / you) cannot —(sew a dress) Who makes (chairs)? The / a — (carpenter) makes---chairs.</p>	questions.					
9 To 10			A dialogue	-Do-	<p>A dialogue Ntulume : who do you think is more useful in our sub county? A doctor or a mechanic ? Nsumbi: A doctor is more useful than a mechanic. Ntulume: Why do you say so? Nsumbi:A doctor treats people when they are sick. Ntulume: Yes, but a mechanic is better than a teacher. Suluma: What about a builder and a Tr Ntulume: A builder is better because he builds. Perry: Atr is the best because he teaches all of them.</p>	<p>-Read the dialogue -Recite the dialogue.</p>	<p>-Group work -Role playing. -Written exercise.</p>	<p>-Confidence -Self esteem -sharing</p>	Blackboard		Teachers resource book Pg.30	

7	MON	1 & 2		Occupations of people in our Sub – county / division and their importance	Eng. -do-	<p><u>A story</u> Baba the trader Trs resource Pg29</p> <p>A jumbled story Re-arranging sentences to form a short story. -He Sells the milk from cows and gets money. -He is a happy man. He has animals like cows, goats and sheep. -He grows crop and keeps animals. -Mr Asimwe is a farmer. Correct order.</p>	<p>-Read the story and understand the story. -Answer the questions about the story.</p> <p>-Read the sentences fluently. -Arrange the sentences to form a good story.</p>	<p>-Discussion Explanation.</p> <p>-Discussion</p>	<p>-Reading -writing</p> <p>-do-</p>	<p>-creative thinking . -Problem solving -Co-operation</p> <p>-do-</p>	Text Bk	<p>Teacher’s Resource Bk Pg29</p> <p>Tr’s resources Bk 36</p>
7	TUE	3 TO 4		Social services and their importance.	Eng.	<p>-Social services are things provided to people by the government. Examples -Education, health, communication. -transport , water supply, security. <u>Vocabulary</u> -Aeroplane , train, water , lorry, taxi, telephone , television, hospital, clinic , police , treat etc. Structures</p>	<p>-Give the meaning of social services. -Construct sentences. -Make predictions of what they want to be in future. -Talk about what people can do to get money.</p>	<p>Discussion Explanation</p>	<p>-Naming - Constructing sentences</p>	<p>-Creative thinking. -Critical thinking. -Effective communication.</p>		A chart showing people and what they do.

						-A person who flies an aeroplane is a ---- (cook)Pilot -One who works in a hospital is a -- -(teacher, doctor) -Every day luse a ----to go to school. -When I fall sick, I go the ----- (school, hospital).						
	we d	5	-Do-		-Do-	Writing a paragraph describing an activity. Eg. Teaching , treating the sick praying etc.	-Write a paragraph describing an activity	Discussion	Reading Writing	-Problem solving. -Negotiation. -Effective communication.		
7	we d	6 TO 10	livelihood sub county	NUMBERS	English	Number words from one to a hundred. Adverbs – after and before Which number comes immediately after fifteen? What number comes before ten? Structures How many --- are there ? Who has the apple.	-Write the number words. -Identify the adverbs. -Arrange the numbers in the order of sequence.	-Discussion -Explanation	-Naming -Reading -Writing -Spelling.	-Creative thinking. -Critical thinking -Decision making	- flashcards A chart	UPEC Bk 3 2 nd edition Pg 7 Mk pri BK 3 Pg 11
F ri		-Do	-Do-	-Do-	-do-	Immediately before and immediately after Structures What number comes	-Use before in sentences appropriately. -Arrange numbers in ascending order.	- Demonstration . -Explanation -Discussion	-Do-	-Do-	-flash cat -Jig saws	Mk primary Eng Bk 3 Pg 15

						<p>immediately before twenty ? What number comes immediately after fifty two? Between Which number comes between number seven and number nine? What number comes between number twenty two and twenty two and twenty three ?</p>	<p>-Use after appropriately prepositions between appropriately</p>															
8	Mon	1 & 2	Livelihood in our sub county / Division.	Numbers	English	<p>Numbers Reading and writing Reading the stories titled At the market Amooti's farm.</p>	<p>-Read the given stories and answer the comprehension questions. Write meaningful sentences using number words.</p>	Guided discussion.	Reading Writing Answering	Creative thinking . -Decision making Tolerance.	-Flash cards -A chart -Jig saws	Mk primary English Bk 3 Pg 15										
					-Do-	<p>Reading and writing Study John's performance and answer question that follow.</p> <table border="1"> <thead> <tr> <th>e n g</th> <th>ss t</th> <th>R e a d</th> <th>m tc</th> <th>S ci</th> </tr> </thead> <tbody> <tr> <td>50%</td> <td>72%</td> <td>45%</td> <td>45%</td> <td>93%</td> </tr> </tbody> </table> <p>a)In which subject did he get the highest mark? What is John's worst subject? Numbers Ordinals</p>	e n g	ss t	R e a d	m tc	S ci	50%	72%	45%	45%	93%	<p>Study the given table correctly and answer questions about it. Read the ordinals Pronounce the words correctly.</p>	-Discussion -Explanation -Do-	- Do-	-Do-	Blackboard illustration Flash card	UPEC Bk 3 1st edition Pg 94
e n g	ss t	R e a d	m tc	S ci																		
50%	72%	45%	45%	93%																		

						Orders are numbers used to express order or show position. 1 st first 2 nd second 3 rd third 4 th fourth 5 th fifth 6 th sixth						
8	Tue	4	Number	Number words	Eng	Ordinals Days of the week Sunday 1 first Monday 2 second Tuesday 3 third Which is the fifth day of the week? Thursday is the fifth day of the week	Order the days of the week. Recite rhymes about the days of the week.	Discussion Explanation	Naming Reading Writing		A chart showing days of the week, months of the year.	Eng aid Bk 3 Pg 17
	Wed	5	-Do-	-Do-	-Do-	Months of the year. Number position January 1 first February 2 second March 3 third. Which is the first month of the year? January is the first of the year.	Order the months of the year. Complete the given structures correctly.	-Do-	-Do-			UPEC Bk 3 2 nd edition Pg 16 – 17.
			-Do-	-Do-	-Do-	Numbers Ordinals (Reading and writing)study Latigo’s family tree. First born – Joy Second born –John Third born – Dora Ordinals Testing exercise / Topical questions	Recite rhymes and poems. Read the sentences correctly .	-Do-	-Do-			UPEC Bk 3 1 st Edition Pg 32.

						about ordinal. English is the ___lesson on the time table. (three)						
8	Thr	Liv elih ood	Challeng es in the environm ent through human activities.	Eng	Vocabulary Graze, build, bush, cut, farm, cover, plant, plastic, rubbish, pit, brick make storm, mud, slash, bridge, police, spray, post, mosquito net.	-Reading different -Vocabulary. -Completing sentences.	-Explanation -Discussion.	_Reading. -Writing Written exercise.	-Coping with emotion -negotiation -Decision making	-Real objects -Flash cards		Thematic Cur. Pg 16

ENGLISH SCHEME OF WORK FOR P.3 TERM III 2010

Wk	Day	Lesson	Theme	Sub-theme	I/area	Content	Competences	Methods /techniques	Activities	Skills & values	Instruct materials	Ref	Rem
1		1	Culture and gender in our sub-county/division	Customs in our sub-county/division	English	Vocabulary: Sing, wear, greet, food, cry, pray, kraal, dance, happy, sad, pain, sick	- Articulation of words - Read the words correctly - Reading sentences correctly	Guided discussion Explanation	Loud reading Filling in correct missing letters	Self awareness Effective communication	Use of real objects	Primary schools curriculum for Uganda	

						mother, father).....kicked/slapped/beat).....(him/her) 2. Why was/were he/she/they (beaten/kicked/slapped)? 3. Who.....(slapped/kicked/beat)him/her/them)?			- Decision making				
		5	-do-	Ways of promoting and preserving culture	-do-	Vocabulary: Dance, sing, play, blow, flute, drum, sick, medicine, needles, razorblade, syringe, safety pins, scissors, tablets, children.	- Articulation of different words - Loud reading - Use the given words in a sentence	Loud reading Making sentences	-do-	-do-	-do-		
		6	-do-			Structures: - Never share (needles/razorblade/safety pins. - You/he/she should always take (medicine tablets) when you/he/she /are/ is sick. - I/we/se/he/they can play a (drum/piano) but I /he/she/they cannot (play/blow)a...(flute/whistle) Vocabulary: Teachers, pupils, monitor, parents, family, cousin,	- Use the given structures correctly - Writing patterns correctly - Develop language related to family and school	-do-	-do-	-do-	-do-		
			Culture and gender in our sub-	Relationships	English			Discussion	Naming Reading	Critical thinking	Family tree	MK Primary English pupils	

		7	county/division			brother/sister, first born, nephew, aunt, uncle, son Types of family	relationships. - Read the words correctly. - Construct meaningful sentences using the new words	Demonstration Explanation	Writing	Self awareness Appreciation Effective thinking	Text books	Bk.3 pg.141	
		8		Structures	-do-	Structures: 1. How manyhave you? I have six brothers/sister 2. How many brothers does he have? He has six brothers 3. Who is your little sister? What position do you hold in your family?	- Construct meaningful sentences using the given words - Name positions they hold in their families	Observation Question & answer	-do-	-do-	Text books	-do-	
2		1		Family tree	-do-	Study Mr. and Mrs. Opio family and answer questions that follow in full sentences Who is Mr. Opio's son? How old is Achen?	- Study the family tree of Mr. Opio and answer questions that follow in full sentences	Discussion Explanation	-do-	-do-	-do-	-do-	
		2	Culture and gender in our division/sub-county	Relationships	English	Rhymes about the topic Here is father Here here Mother mother	- Recite rhymes related to the topic	Imitation	Reciting Role playing	Creative thinking	Text books	MK Primary English Bk.3 Pg.143	

		3		-do-	-do-	Reading and writing Read the story titled Mr. Muwanga and family	- Read the given story and answer questions that follow in full sentences	Guided discussion Explanation	Reading Writing	Assertiveness -do-	-do-	UPEC	
		4	-do-	Jumbled story	-do-	Re-arrange these sentences in order to form a good story: 1. The sister was not inside. 2. At first there was no response 3. Mary woke up early in the morning. - She knocked at her sister's door. 4. Mary went to her sister's place	- Re-arrange the given sentences in order to form a correct story	-do-	Reading Re-arranging Writing	-do-	-do-	MK Primary English Bk.3 pg 144	
		5	-do-	Guided composition	-do-	Choose the correct word from the table to complete the sentences Mr. Matabi and his wife	- Read and complete the guided composition correctly	Guided discussion	-do-	-do-	-do-	MK Primary English Bk.3 pg 145	
		6	-do-	Composition	-do-	Write a composition titled "My family" Show i.e. How many brothers/sisters each one has? Who is the first born?	- Write about their families - Draw the family tree	-do-	-do- Drawing	-do-	-do-	UPEC Bk.3 pg.80 2 nd edition	
		7	Culture and gender in our sub-county/division	Tenses with regular verbs	English	Vocabulary: Irregular verbs are verbs which don't end with "ed" in past tense i.e. hear, hear, throw, dig, read, draw, spell, drink, sell, buy, tell, drive, keep, cost, pay, lose, leave, dream	- Read and spell the words correctly. - Pronounce the words well. - Complete the given table correctly - Use the verbs in the past and present simple tenses.	Discussion Explanation	Reading Spelling Writing	Effective thinking Assertiveness Self awareness	Chalkboard illustrations	English Aid Std 3	

		8		-do-	-do-	<p>Vocabulary: Irregular verbs ride – rode lie – lied know – knew put – put feed – fed hurt – hurt cut – cut beat – beat bite – bit tear – tore fall – fell rise – rose wear – wore</p>	<ul style="list-style-type: none"> - Read and spell the words correctly. - Give the past tense forms of the given verbs in all tenses - Use the verbs in all tenses 	-do-	-do-	-do-		A simple guide in the study of English Bk.3/4 pg. 16-17	
3		1		Future simple tense	-do-	<p>What will he do? What will she do? Namuli will go to school next week. (next, tomorrow)</p> <p>I } We } shall</p> <p>He } She } will It } They }</p> <p>Shall we sweep the compound tomorrow? No, we shan't. Yes, we shall</p>	<ul style="list-style-type: none"> - Use the future simple tense correctly. - Respond to the given questions and give appropriate answers. - Construct sentences in future simple tense orally. - Form questions in future simple tense and give correct responses 	-do-	-do-	-do-		MK Primary English Bk.3 pg. 167-8	
		2	Culture and gender in our sub-county/division	Future simple tense	English	<p>Read the dialogue below: Asimwe: What are you doing here Kugonza? Kugonza: I am waiting for Natasha, she is lying under that tree</p>	<ul style="list-style-type: none"> - Read the dialogue and answer questions about the dialogue in full sentences 	Dramatisation	Reciting Dramatizing	Confident Self esteem Assertiv	Text books	MK Primary English Bk.3 pg. 168	

						Asiimwe: What is the matter with her? Kugoza: She has pain in the stomach.				eness			
		3	Reading and writing	-do-	Read the story titled "Mr. Kintu's glasses"	- Read the story and answer questions that follow in full sentences	Silent reading	Reading Writing	-do-	-do-	-do-		
		4	Testing exercise	-do-	Use the words in brackets to fill in the blank spaces. Mr. Ariho..... use English every morning (teach)	- Use the given verbs correctly and fill in the gaps	Guided discussion	-do-	-do-	-do-	-do-		
		5	Present perfect tense	-do-	Helping verbs like has, have, are used in this tense – even has and have speak – spoken eat – eaten shake – shaken take – taken forgive – forgiven rise – risen hide – hidden rot – rotten do – done	- Read and pronounce the words correctly - Complete the given table correctly	Guided discussion	-do-	-do-	-do-	-do-		
		6		-do-	Writing verbs whose past tense and past simple participle form are the same. keep – kept leave – left sweep – swept cut – cut read – read feel – felt think – thought	- Read and spell the words whose past tense form is the same as the past participle	-do-	-do-	-do-	-do-	-do-		

		7	Culture and gender in our sub-county/division	Other verbs	English	Other verbs: Begin – began – begun Ring - rang – rung Sing – sang – sung Strike - struck – struck Dig – dug – dag	- Read and spell the words correctly - Complete the given sentences correctly	Guided explanation Discussion	Reading Spelling Writing	Effective thinking Creative thinking	A well written chart showing different verbs	A simple guide in the study of English Bk.3 pg. 16-18	
		8	-do-	Verbs used in pictures	-do-	Study the picture stories titled: A boy can cook food Activities at home Working at the farm	- Study the picture stories and answer questions in full sentences - Form picture stories of their own	Discussion Observation	-do-	-do-	-do-	Primary English pupils Bk.3 pg 172	
4		1	-di-	Adverbs	Adverbs	Adverbs Adverbs are words that explain more about a verb. Types of adverbs: - Adverbs of manner - Adverbs of place - Adverbs of time	- Define adverbs - Name the type of verbs - Underline adverbs given in a sentence	Guided discussion	-do-	-do-	-do-	Primary English pupils' Bk.3 pg. 172	
		2				Adverbs of manner - Those tell how an action is done. They are formed by adding "ly" to an adjective. Sweet – sweetly Soft – softly Loud – loudly Quiet – quietly Quick – quickly Slow – slowly The bride speaks softly.	- Name the types of adverbs - Form different adverbs by adding -ly - Use different adverbs in a sentence - Read adverbs correctly - Underline different adverbs in a sentence	Guided discussion Explanation	-do-	-do-	-do-		

		3	Culture and gender in our subcounty /division	Adverbs	English	Adverbs of time These are adverbs that tell when action is done i.e. early, lately, now, hurriedly, tomorrow, yesterday. Our teacher usually arrives early. Other adverbs formed by replay 'y' with i.e.: Heavy – heavily Busy – heavily Easy – easily Lazy – lazily	- Forming different adverbs from given adjectives - Read, spell and pronounce the words correctly. - Respond to the given commands	Explanation Discussion Demonstration	Reading Writing Naming	Creative thinking Self esteem	Use of real objects like the pupils	A simple guide in the study of English Bk. 3 pg. 30	
		4	-do-	-do-	-do-	Adverbs of place: These are adverbs that are formed where an action is done. I kept the book there. come here Other examples: where, everywhere, nowhere. There a adverb goes with a verb to tell how, where, when an action takes place.	- Construct sentences orally - Read, spell and pronounce the words correctly.	-do-	-do-	-do-	-do-	Junior English to Hydn Richards	
		5	-do-	-do-	-do-	Adverbs that end with "e" as adverbs Love Safe Polite We should talk politely to one another	- Use the adverbs formed in sentences - Respond to the given commands	-do-	-do-	-do-	-do-	A simple guide in the study of English Bk.3/4 pg. 30	
		6	Health in our sub-county/division	Disease Vectors	English	Vocabulary: Mosquito, rat, louse/lice, cockroach, housefly, flea, bed-bug, fly(n), too	- Read and spell the words properly. - Use the given words to make sentences	Discussion Explanation	Naming Reading Writing	Problem solving	Flash cards	Primary school curriculum for Uganda Pg. 47	

		7		-do-	-do-	Structures: What can you see? I / we can see a..... (rat, mosquito, fly) Show me a(rat, fly, louse) That / this is a ____ rat, fly, louse What are these/ those? These / those are..... (mosquitoes, houseflies / lice / bed bugs) Are these / those..... (fleas / mosquitoes / lice? Yes, they are No, they are not	- Read the given structures correctly - Give correct response	-do-	-do-	Critical reasoning	Chalkboard illustration	Primary school curriculum pg.47	
		8		Diseases spread by vectors	-do-	Vocabulary: Cut, slash, sweep, food, faeces, clean, keep, flies, fingers, cover, malaria, shut, mosquito, net, latrine, toilet etc.	- Read and spell the given structure properly - Use the given words to make sentences	Explanation	Reading Writing	Responsibility	Flash card	Primary school curriculum pg. 48	
5		1		-do-	-do-	Structures: Always: Wash hands after visiting the toilet/latrine Boil the water and cover it. Spray mosquitoes							
			Health in our sub-county/division	Diseases spread by vectors	English	Sleep under a mosquito net Smoke the toilet Cut compound bushes Shut windows early What do you do everyday? I / we / they.....(clean / sweep / cover /	- Read the structures correctly - Respond to the given commands	Discussion Explanation	Reading Writing	Problem solving	Chalkboard illustration	Primary school curriculum for Uganda pg.48	

					close....(teeth / house / toilet / window) everyday. Who.....(cleans / covers / cuts / sweeps / closes) the..... Teeth / toilet / house/ window, bushes) everyday. She / he.....(cleans / covers/ cuts / sweeps/ closes)....(teeth / food / house / windows) everyday.								
		2		HIV/AIDS	-do-	Vocabulary: Sharp, share, eat, help, care, medicine, patient, gloves, take, shave, needle, towel, comb, razorblade, syringe.	- Read and spell the given words correctly. - Use the given words to make sentences	-do-	-do-	Responsibility Problem solving	Flash cards	Primary school curriculum page 49	
		3				Care for AIDS patients but always wear gloves Never share...(needles/syringes/gloves/razorblades)	- Read the given structures correctly. - Fill in the missing words	Explanation Discussion	Reading Writing	Self reliance	Chalkboard illustration	Primary school curriculum for Uganda pg. 49	
		4	Accidents	Vocabulary	English	New vocabulary: Bleeding, injury, injured, hurt, cut, bite, pain, snake, dog bit, break, broke, to cover (wound), knock, plaster, fall off, fell	- Read and spell the new words correctly - Develop vocabulary related to accidents - Respond to the given command	-do-	-do-	Problem solving	-do-	MK primary English Bk.3 pg. 156	
		5		Structures		What is the matter with you or him or her? I cut my finger... I am suffering from....	- Use the structures to make meaningful sentences. - Identify some	Question and answer	Dramatisation	Effective communication	The first Aid box	MK primary English Bk.3 pg. 161	

					(snake bite, dog bite, malaria) What is the matter with him / Joseph? He has fallen off from his bicycle.	accidents / dangers that usually happen to them.							
		6		Listening and speaking	Read the poem titled oh! Accidents I hate to see people in pain	- Recite poems and rhymes about accidents	Imitation Role play	Reciting Acting	Creative thinking	Text books	MK Primary English Bk.3 pg. 161		
		7		Structures	Make sentences form table below	- Make correct sentences from the table. - Read the sentences aloud	Explanation	Reading Writing		-do-	-do-		
			Accidents	Reading	He was knocked a knife She struck by fire Hit electricity Bitten a car Cut a snake Burnt a hammer								
					English	Read the stories titled "ALEX LEARNS A LESSON" "YASABA"	- Read simple stories about accidents and answer questions that follow in full sentences	Silent reading	Reading Writing	Cooperation	Text books	MK Primary English Bk. 3 pg.162-3	
		8		Testing exercise	-do-	Revision exercise on accidents Complete the sentences using the correct form of the words in brackets Rukuba was ____ by a snake. (bite)							
6		1	Health in our sub-county	Accidents	English	Revision exercise on accidents Complete the sentences using the correct form of words	- Develop language used on accidents - Attempt the given exercises correctly	Silent reading	Reading Writing	Creative thinking	Text books	MK Primary English Bk. 3 pg.	

						in brackets 1. Rukuba was _____ by a dog (bite) 2. Kato _____ when he fell down from the roof. (cry)						163-164	
		2	Health in our sub-county/division	Direction	English	Vocabulary: Along, look left, look right, turn right, towards, turn left. Tom is seated on the left hand side of house Simon is seated on the right hand side of John	- Articulation of words - Construct sentences using the given vocabulary. - Follow the given commands appropriately	Observation Discussion	Naming Reading Writing	Creative thinking Self esteem	Classroom environment	UPEC 2 nd edition Pg.70 MK Primary English Bk.3 pg. 117	
		3	-do-	-do-	-do-	Structures: Walk along the(road, path) What is she doing? They etc Who seats on the left hand side of the classroom? Where is the nature corner? Where is the petrol station? The petrol station is on the right side of the road Where is our school?	- Construct sentences using the given structures. - Identify direction to which different offices within the school environment are. - Respond to the given commands	-do-	-do-	-do-	The school environment	MK Primary English Bk.3 pg120	
		4	-do-	-do-	-do-	Turn to..... Tell the direction Direction to the church, dinning hall, play centre, new plot What do you do to go to the kitchen? Study the given tables correctly Pg. 120	- Tell the direction of different places/rooms in the school environment - Study the given table	Observation	Touring the school environment	-do-	-do-	-do-	

		5	-do-	-do-	-do-	The dialogue titled Aminah directs Mr. Kintu	- Read and act simple dialogues on giving directions. - Develop language related to directions	Discussion Explanation	Reading Writing		Chalkboard illustrations	-do- Pg.131	
		6	-do-	Guided composition	-do-	Guided composition "Joan and Joel go to school.	- Complete the given composition with the correct given words	-do-	Reading Spelling Writing	-do-			
		7	Basic technology in our sub-county/division	Concept of technology	English	Vocabulary: Banana, leaf, plastic, straw, wire, heavy, light, size, colour, texture, fibre, palm, leaves, weight, small, long, short, big, good, bad	- Read the given vocabulary properly. - Spell the given vocabulary fluently. - Use the given vocabulary to make sentences	Discussion Explanation	Reading Spelling Writing	Creative thinking	Flash cards	Primary school curriculum for Uganda pg. 51	
		8	-do-	Processing and making things from natural materials		Vocabulary: Swamp, food, mat, rope, bush, juice, eat, play, garden, clay, pot, cut, weave, tie.	- Identifying sources of natural materials. - Describing how to make different things from natural materials	Discussion Explanation	Spelling Reading Writing	Critical thinking	-do-	Primary school curriculum for Uganda pg. 52	
7		1	-do-	Making things from artificial materials		Vocabulary: Toy, bicycle, car, flower, candle, bag, wear, decoration, beads, hat, sell, buy, for	- Read the given vocabulary. - Identify sources of artificial materials - Make sentences using the given vocabulary	-do-	-do-	Problem solving	-do-	Primary school curriculum for Uganda pg.53	
		2	Basic technology in our sub-county/division	Concept of technology	English	Structures: 1. What will you use to make(mat, doll, toy car, ball). i/we shall use.....(banana	- Read the given structures correctly. - Identify different materials they can use to make	Explanation Writing Weaving	Critical thinking	Reading	Chalkboard illustration Collection of local	Primary school curriculum for Uganda page 51	

						<p>fibre/wire) to make.... (mat, doll, ball, toy car) 2. What will....(Musa/Mary) use to make(mat, toy car, ball, hat)? He/she/they will use....(banana fibre, wire, leaves) to make a.... mat, toy car, ball. 3. Will you use....(palm leaves, wires) to make a....(mat, toy car)? Yes, I / we shall No, I/we shall not 4. Will he/she/they use.....(straws, wires) to make a(mat, toy car)? Yes, she/he/they will No, she/he/they will not. This is....(good/rough/short /small) but that is....(bad/smooth/long/ big).</p>	<p>crafts. - Compare the local materials to the modern technology i.e. clay – plastic etc. - Make some crafts using local materials. - Review the opposites learnt previously.</p>		<p>Problem solving Appreciation</p>	<p>Writing Weaving</p>	<p>material and example of crafts</p>		
		3	-do-	Processing and making things from natural materials	-do-	<p>Structures: 1. ----(Musa/Sarah) will make a....(pot/mat/rope) using....(clay/banana fibre/sisal). 2. What will you make I/we shall make a....(pot/mat/rope).</p>	<p>- Read the given structures carefully. - Complete the given structures correctly</p>	-do-	-do-	Self expression	-do-	Primary school curriculum for Uganda pg. 52	
				Basic technology in our sub-county/division		<p>3. What will she/he/they make? She/he/they will make a (pot/mat/rope) 4. Where will</p>							

						you/they/he/she/get.... (sisal/fibre/clay) to make a (rope/ball/pot) I / we shall get..... (sisal/fibre/clay) from.....(swamp/garde n/bush)							
			Basic technolog y in our sub- county/div ision			1. What will she/he/they make? She/he/they will make a (pot/mat/rope) 2. Where will you/they/he/she get.... (sisal/fibre/clay) to make a (rope/ball/pot) 3. I/we shall get....(sisal/fibre/clay) from....(swamp/garde n/bush)	- Give correct responses to the given commands	Discussion Demonstrat ion	Reading Modeling Creativity Appreciatio n	Pupils already made practical work Sisal, banana fibres clay etc	Primary curriculum Bk.3 pg.53		
		4	-do-	Making things from artificial materials		New structures: 1.... (Juma/Mary) will make a (toy car/beads/hat) 2. Why will....(Mary/Juma) make a....(toy car, candle, bag)? 3. She will make a....candle/beads for....(selling/play/de coration/wearing) 4. Why will....(you/she/he/the y) make a(toy car/bicycle/beads/flow ers for....(selling/decorati on/play) 5. He/she/they will make (bags/hats/beads/flowe rs)	- Read the given structures properly. - Give reasons as to why people make crafts	Discussion Explanation	Reading Writing	Creativit y Self expressi on	Collection of real objects Chalkboard illustration i.e. candles, beads, toys, hats, flowers, feathers etc	Primary school curricul um for Uganda pg. 53	

						for...(selling/decorati on/play)							
		5	Food	Vocabulary	English	New words: Weeds, cobs of corns, plants, garden, market, forests, bush, shop, some and any, farmer New actions: grow, how, weed, grow (dig), harvest	- Use the new words to construct meaningful sentences - Enrich their vocabulary about food	Discussion Explanation	Naming Drawing Reading Writing	Appre ciation	Nature corner	Mk primary English Bk.3 pg104	
		6	-do-	Structures	English	Show me some..... Beans, potatoes, mangoes, Here are some..... Count ten beans Here are Are there any beans in the tin? Yes, there are some No, there aren't any Is there any water in the tin? No, there isn't any Have you any salt please? No, I don't have any	- Complete the given structures correctly. - Construct meaningful sentences	Question and answer Discussion Explanation	Reading Writing Sorting	Critical thinking	Real objects	UPEC Bk.3 1 st edition pg.33-35 MK pr.Eng pg 104-105	
		7	-do-	-do-	-do-	Substitutional tables make correct sentences from the table below: There is water in the sack There are some beans in the pot milk in the jug cabbages on the plate meat in the basket oranges	- Make correct sentences from the table - Read and pronounce the words correctly - Identify countable and uncountable nouns.	Discussion Writing	Sharing Appreciation	B/B Illustrat ion	MK Pri/Eng Bk.3 pg. 110 – 110		
		8	FOOD	Jumbled story	English	Arrange these sentences in order. 1. Okot went running and bought the eggs. 2. Mother wanted to bake a cake	- Read the sentences correctly. - Arrange the given sentences in order.	Discussion Explanation	Reading Writing Sequencing	Appreciation Sharing role play	B/B illustration	Teacher's collection	

						<p>3. So she sent Okot to a nearby shop to buy some</p> <p>4. On his way back home, he fell and all the eggs got broken</p> <p>5. She needed some eggs</p>	<p>- Identify some activities they do at home</p>						
8	1	-do-	Reading and writing	-do-	<p>Read stories titled: - "good food" "Feeling fine" "the lazy hare"</p> <p>Use of salt: It makes the food tasty and our bones strong.</p> <p>Fruits (protective food)</p>	<p>- Read the given stories and answer questions.</p> <p>- Name some fruits they know</p> <p>- Give the use of different food into our bodies</p>	<p>Silent reading</p> <p>Guided discussion</p>	<p>Reading</p> <p>Writing</p> <p>Drawing</p> <p>Grouping</p>	<p>Creative thinking</p>	<p>Text books</p>	<p>MK Primary Eng. Bk.3 pg. 111</p>		
	2	Transport	Vocabulary	-do-	<p>Revision: donkey, oxen, taxi new words: conductor, passenger, pump, jump, flat, tyre, puncture, on foot, by air, speed, cart, pump etc.</p> <p>commands: get on, get off the....., car, bus, train, plane, tie on, put on</p>	<p>- Name the different types of transport</p> <p>- Use the new vocabulary to make meaningful sentences.</p> <p>- Develop language related to transport in his/her locality.</p> <p>- Draw and name means of transport</p>	<p>Discussion</p> <p>Explanation</p>	<p>Reading</p> <p>Writing</p> <p>Spelling</p>	<p>Creative thinking</p>	<p>Chalkboard illustrations</p>	<p>UPEC Bk.3 pg49</p> <p>MK primary Eng. Bk.3 pg 147-149</p>		
		Transport	Structures	English	<p>Get on the.....(bus/train)</p> <p>What is he doing?</p> <p>He is getting on the bus</p> <p>What did she do?</p> <p>She got on the bus</p> <p>Get off the bus/plane</p> <p>He got off the bus/plane</p> <p>Will you go by train?</p>	<p>- Mention different ways they use to come to school</p> <p>- Complete the given structures correctly.</p> <p>- Respond to the given commands correctly</p>	<p>Question and answer</p>	<p>Writing</p> <p>Drawing</p> <p>Acting</p>	<p>Appreciatn</p>	<p>Text books</p>	<p>MK Primary English Bk.3 pg. 150</p>		

					No, I won't How did you come to school? I came to school on foot							
		3		English	Make sentences from the substitutional table Matsiko is getting on the plane Maleyi off bus Opio train Kakai bicycle	- Form questions from the given table. - Make questions corresponding to the given questions - Write down sentences from the given table	Explanation Discussion	Reading Writing	Critical thinking Observation	Text books	MK Primary Eng. Bk.3 pg 151	
		4	Listening and speaking		Recite rhymes, poems and dialogues. I will make a train and go for a ride Lorry driver x 2 On my way to Entebbe	- Read the dialogue and the poem about the topic - Recite and act the rhymes correctly	Question and answer Imitation	Reciting	Sharing free communication	Text books	UPEC Bk.3 pg.77 1 st edtn MK Primary Eng. Bk3 pg 153	
		5	Reading and writing		Read the story titled "ASaba's bicycle gets a flat tyre".	- Pronounce the words properly - Read the story and answer questions that follow in full sentences	Silent reading	Reading Writing Spelling	Text books	MK Primary Eng. Pg. 154		
		6	Energy in our sub-county/division	Sources of energy	English Vocabulary: Bulb, buy, stove, charcoal, fridge, firewood, petrol, diesel, cook, sell, paraffin, kite Use of "some" and "any"	- Articulation of words - Explain the meaning of energy - Use some and any correctly - Use the given words in a sentence	Explanation Demonstration	Naming Reading Writing	Confidence Self esteem Critical thinking	Use of a chart of well drawn things that give energy	Primary school curriculum for Uganda pg.55	

9	1	-do-	-do-	-do-	Structures: Revision on tenses: Present continuous: What are you....(buying/carrying/selling)? I / we..... am a buying/selling/carrying)....(paraffin/firewood/charcoal) Past simple tense:(Ali/Mary).....(bought/sold)(paraffin/firewood/charcoal/bulb/fridge) Future simple tense(Ali/Mary)....bought/sold.....	- Use the given structures correctly. - Write the patterns correctly. - Read and spell words correctly	-do-	-do-	-do-	-do-	-do-		
	2	-do-	Ways of saving energy	-do-	Vocabulary: Switch on/off, blow off, cover, light, box, match stick, candle, water, torch, switch(n), low, high, Revision on opposite e.g. Low / high Switch on – switch off Good – bad Small – big Long – short	- Proper articulation of words - Use the given words in a sentence	-do-	-do-	-do-	-do-	-do-	-do-	-do-
	3	Energy in our subcounty /division	Ways of saving energy	English	Structures: Revision of the past simple tense(May/Sarah/David)..... switch on/switch off/blew off the....(light/candle) What did....(he/she/they/we do	- Use the given structures correctly. - Fill in the correct structures in the sentences	Discussion Explanation	Naming Reading Writing	Self awareness Effective communication Decision	Blackboard illustrations	Primary School curriculum for Uganda Bk.3 pg. 57		

						He/she/they....switch ed off/blew off the....(light/candle)				making		
		4				Vocabulary: Warm, burn, fire, socket, plant, kill, hurt, warm, danger, alarm, report Comparison: small, big, tall, short	- Read the words correctly - Use the given words in the sentences - Write the missing letters of the given words	-do-	-do-	-do-	-do-	-do-
		5				Structures: Future tense What will....(you/he/she/the y) do when in danger? (I/we) shall....(make an alarm/report) for help. Comparison: A....(dog/rabbit/rat) is.....(small/bigger) than a.....(cow/pig) Which.....bird/animal/ insect is.....smaller/bigger/f atter) than a....(hen/duck/pigeon)	- Use the given structures correctly. - Fill in the correct structures in the sentences	-do-	-do-	-do-	-do-	-do-
		6	Energy in our subcounty /division	Measuring	English	Vocabulary: Weighing scale, narrow, height Wide – width, high, measure Meter – cloth Litres – liquids (capacity) Grams – weight (define it)	- Read and pronounce the new words correctly - Identify items that are measured in metres, litres and kilograms - Measure the length and width of different objects within the classroom	Demonstration Explanation	Measuring Reading Writing Recording	Effective thinking Self awareness	Desks Books Rulers Chairs	UPEC Bk.3 2 nd edition pg.72

		7	-do-	-do-	-do-	Structures: How tall is the.....? How tall is she/he? For people, animals, objects It is.....tall He/she is..... Tall How far did she jump? She jumped 5 centimetres How tall is Allan?	- Measure the height, length and width of different objects. - Complete the given structures correctly. - Tell the height of friends	Demonstration	-do-	-do-	-do-	-dio-	
		8	-do-	-do-	-do-	Weighing: Use different weighing scale to weigh different objects Weight is the heaviness or lightness of an object Take records: Mukasa weighs 40kgs. Ali weighs 35kgs Who is heavier?	- Identify different weighing scales. - Weigh themselves and take records	-do-	-do-	-do-	-do-	-do-	
9		1	-do-	-do-	-do-	Read the dialogue and answer questions that follow. Title: Measuring our desks	- Read and act simple dialogues related to the topic	-do-	-do-	-do-	-do-	-do-	
			-do-	-do-	-do-	Read the story titled "ADELA"	- Read the story and answer questions that follow in full sentences	-do-	-do-	-do-	-do-	-do-	
		2	Energy in our subcounty	Measuring Self testing exercise	English	Testing exercise: Practicing for sports day Study the table below and answer questions that follow in full sentences:	- Study the given table carefully - Mention different activities they do when practicing for sports day. - Tell how high and far different pupils jump.	Discussion Explanation	Reading Writing Naming	Decision making Coping with emotions	Chalkboard illustration	UPEC Bk.3 pg. 72 – 73 2 nd edition Mk primary Eng. Bk.3	

		3	-do-	Conjunctions	-do-	Conjunctions used in pairs (too..to) (so---that) (either....or) in between each pair usually there are some words. Ritah is hort. She cannot touch the roof. Ritah is too short to touch the roof.	- Re-write the sentences using the given conjunctions correctly. - Read the sentences loudly	Guided discussion	-do-	-do-	-do-	A simple guide in the study of Eng. Bk.3/4 pg. 39-40	
		4		Correlative conjunctions	-do-	So.....that The nurse is very rude. Everyone fears her The nurse is so rude that everyone fears her Note: It is used on both negative and affirmative	- Join the given sentences correctly - Read the sentences correctly	-do-	-do-	-do-	-do-		
		5			-do-	(Either....or....) Either is used to refer to only two persons or objects Peter will come. Sarah will come Either Peter or Sarah will come	- Re-write the sentences using the given conjunctions correctly	-fo-	-do-	-do-	-do-	-do-	
		6	Energy in our sub county/division	Shopping	English	Vocabulary: Change, shillings, money, price, notes New words: Watch, play, paid, buy, litre, bring, price list, sell, sold, how, much, shopping list, how , many, grocery, grocer, taker, bakery, confectioner, confectionery etc	- Construct meaningful sentences using the new words. - Develop language related to shopping - Make a shopping list of their own	Discussion Explanation Reading	Naming Writing Reading	Creative thinking Self esteem Confidence	Our shop	UPEC Bk.3 Mk Bk.3	

		7		Structures	-do-	Structures: Do you have some....please? Yes, I have some. Use of <u>much</u> and <u>many</u> (a) How much milk do you want? I want three litres of milk (b) How many books do you want? I want five dozens of books please	- Complete the given structures correctly - Use much and many in sentences correctly.	-do-	-do-	-do-	-do-	-do-	
		8		-do-	-do-	Structures: A pair of A packet of A loaf of..... A tin of..... A bottle of..... A crate of..... A litre of A carton of A kilogram of.....	- Develop language related to shopping - Identify items sold in pairs, packets etc. - Play games (what I am) - Complete the given statements	-do-	-do-	-do-	-do-	-do-	
10		1	Energy in our subcounty /division	Shopping	English	Recite rhymes related to the topic i.e. where are going my little goat To the market x 2 My first time at the shop	- Recite rhymes related to the topic - Find out how many shilling coins make up a note.	Imitation	Reciting	Creative thinking Self awareness	Coins and shillings	MK primary English Bk.3 pg. 136-137	
		2	-do-		-do-	Structures: How much money did you pay for.....? How much did Mukwasi pay for soap? He paid four hundred shillings for soap. Study the pictures and answer questions that	- Study the given pictures and answer questions that follow in full sentences	Discussion Questions and answer	Reading and writing	-do-	-do-	-do-	

						follow in full sentences							
		3	-do-			How much would you like? I would like..... How many..... would you like? Study Mr. Odongo's shop and answer questions that follow in full sentences	- Study Mr. Odongo's shop correctly. - Identify items they would like from this shop. - Complete the given structures correctly	-do-	-do-	-do-	-do-	-do-	
		4	-do-	Shopping		Read the story titled: Jane and Aisha go shopping The shopping list (i) What did Mr. Jumba want the children to buy? (ii) Who were sent to the grocery?	- Read the story and answer questions that follow in full sentences. - Study the given price list and identify items written on it.	Guided reading	-do-	-do-	-do-	-do-	
		5		Testing exercise	-do-	Choose the correct word from the brackets to complete the sentences What is the of the pen? (price, sell) Juma bought two..... of cooking oil. (kilograms / litres)	- Use the given words in the brackets to fill the gaps correctly. - Read the given sentences correctly.	Discussion Explanation	-do-	-do-	-do-	-do-	
		6	Energy in our subcounty /division	Shopping	English	Guided composition titled: Atwooki goes shopping	- Choose the correct word from the table and complete the given composition	Discussion Explanation	Naming Reading Writing	Creative thinking Critical thinking	Blackboard illustrations	MK Primary English Bk.3	
		7	-do-	Word building	-do-	The word "where" can be joined to some words and form longer words e.g. somewhere, anywhere, everywhere, nowhere We looked	- Read the longer words correctly. - Use the longer words in sentences - Pronounce the words correctly.	Question and answer	Naming Reading Writing	Self esteem	-do-	-do-	

						everywhere for the lost hammer							
		8	-do-	-do-	-do-	Body: It can be joined to every, some, no, any, etc. Jill, knocked at the door but nobody answered	- To read the longer words correctly. - Use the longer words in sentences correctly.	Explanation	-do-	-do-	-do-		
11		1	-do-	-do-	-do-	Use of "thing" It can be joined to words like any, some, no, every, i.e. anything, something, nothing, everything, Anything can be used in asking statement. Have you done anything to him? Something: is used in telling sentences. There is something in that box.	- Use longer words correctly in sentences. - Pronounce the words well. - Respect to the given command	-do-	-do-	-do-	-do-	Junior Haydn Richards Bk.2 pg.81	
		2	-do-	-do-	-do-	The word ever can be joined to who, how, when, where, what and which i.e. Whichever, whatever, whenever, however, whoever You can visit us whenever you like	- Use the words in sentences correctly	-do-	-do-	-do-	-do-	-do-	MK Primary English Bk.3 pg. 141

END