

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>	<ul style="list-style-type: none"> - Collective Nouns <p><u>Proper Nouns</u></p> <ul style="list-style-type: none"> - These are particular names of people, places and things. - Proper nouns begin with capital letters. Examples : Jane , Monday , Kampala, April, Mr. Mukasa , Jinja etc. <p>Listen , speaking , reading , writing , Complete the table below.</p> <table border="1"> <tr> <td>Days</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Months</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cities</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Countries</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Names of people</td> <td></td> <td></td> <td></td> </tr> </table>	Days				Months				Cities				Countries				Names of people			
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	Lesson content	<p><u>Common Nouns</u></p> <ul style="list-style-type: none"> - These are names given to all people, places and things of the same kind. They can either be plural or singular. <p>Examples. Women , boys, girls, birds, animals, tree, stones, desks, peoples etc.</p>																				
Lesson	Theme	Our sub county / Division																				
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	Lesson content	Revision of vocabulary from P.2 (Nouns)																				
		<p>Example 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? 																				

	<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 1448"> <thead> <tr> <th data-bbox="667 1105 1333 1149">Ten countable nouns</th> <th data-bbox="1333 1105 2003 1149">Five un – countable nouns</th> </tr> </thead> <tbody> <tr> <td data-bbox="667 1149 1333 1193">1</td> <td data-bbox="1333 1149 2003 1193">1</td> </tr> <tr> <td data-bbox="667 1193 1333 1237">2</td> <td data-bbox="1333 1193 2003 1237">2</td> </tr> <tr> <td data-bbox="667 1237 1333 1281">3</td> <td data-bbox="1333 1237 2003 1281">5</td> </tr> <tr> <td data-bbox="667 1281 1333 1325">4</td> <td data-bbox="1333 1281 2003 1325">4</td> </tr> <tr> <td data-bbox="667 1325 1333 1369">5</td> <td data-bbox="1333 1325 2003 1369">5</td> </tr> <tr> <td data-bbox="667 1369 1333 1412">6</td> <td data-bbox="1333 1369 2003 1412"></td> </tr> <tr> <td data-bbox="667 1412 1333 1448">7</td> <td data-bbox="1333 1412 2003 1448"></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"> <tr> <td>Male</td> <td>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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	Lesson activity	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	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)																																																

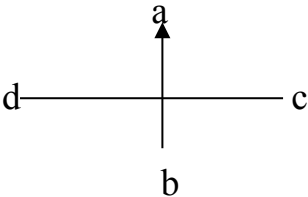
	Sub theme	Our sub county
		Name and location of our sub county
		<p>Articles</p> <p>A, an, and the</p> <p>A is used before nouns that begin with consonants and these nouns must be singular. Ie a baby a monkey etc</p> <p><u>An</u> . an is used before nouns that begin with "an"</p> <p>Eg <u>an</u> insect <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

	<p>Skills Evaluation activity</p> <p>Lesson Evaluation</p>	<p>North, South, East, west, right, opposite, sunrise, sunset, above, direction. Listening , speaking , reading , writing Name the cardinal points on a compass.</p>  <p>a _____ b _____ c _____ d _____</p> <p>fill in the correct letter.</p> <p>5. N ___r___h 6. ___a___t 7. Co___as___ 8. Su___et</p> <p>Use these words in a sentence</p> <p>9.. Above _____</p> <p>10. direction _____</p> <p>11. Sunrise _____</p>
Lesson	Theme	Our Sub – County / Division
	Sub - Theme	Name and location of our sub county
	<p>Lesson content</p> <p>Skills Evaluation activity</p> <p>Lesson Evaluation</p>	<p>Structures What direction is the -----? Listening, speaking , Reading , writing Complete the sentences with a correct word.</p> <ol style="list-style-type: none">1. Where does the sun _____?2. The sun rises from the _____ direction.3. The _____ is opposite the building .(mountain, Sun)4. The valley is _____ the hill. (along, across)5. The _____ is in the East. (spring, mountain)6. We get _____ from a lake. (food, fish)7. The _____ sets in the West. (Moon , sun)8. It is _____ the path. (Valley, well)
Lesson	Theme	Our sub – County / division

	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.																						
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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. Singular Plural Branch branches Cross _____ Glass _____ Tomato _____ Mosquito _____ Coach _____ Bench _____ Dress _____ Cargo _____ Dish _____ Fox _____ Branch _____ Potato _____</p>
	<p>Theme</p>	<p>Nouns</p>
<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. Singular plural. Puppy _____ Lorry _____ Baby _____ Party _____ Factory _____ Study _____</p>

	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	<p>Write the plurals of these words</p> <table border="0"> <thead> <tr> <th style="text-align: left;">Singular</th> <th style="text-align: left;">Plural</th> </tr> </thead> <tbody> <tr><td>Chair</td><td>_____</td></tr> <tr><td>Table</td><td>_____</td></tr> <tr><td>Book</td><td>_____</td></tr> <tr><td>Rubber</td><td>_____</td></tr> <tr><td>Ruler</td><td>_____</td></tr> <tr><td>Boy</td><td>_____</td></tr> <tr><td>Girl</td><td>_____</td></tr> <tr><td>Day</td><td>_____</td></tr> <tr><td>Window</td><td>_____</td></tr> <tr><td>Brother - in - law</td><td>_____</td></tr> <tr><td>Sister - in - law</td><td>_____</td></tr> <tr><td>Head - of state</td><td>_____</td></tr> <tr><td>Head - of - department</td><td>_____</td></tr> </tbody> </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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	Lesson evaluation																													
	Theme	Nouns																												
	Sub - theme	<p>Singular and plural Nouns whose plural form is the same as singular.</p> <table border="0"> <tbody> <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>Plural</td> </tr> <tr><td>Wood</td><td>_____</td></tr> <tr><td>Dozen</td><td>_____</td></tr> <tr><td>Luggage</td><td>_____</td></tr> <tr><td>Flour</td><td>_____</td></tr> <tr><td>Milk</td><td>_____</td></tr> </tbody> </table>	Food	food	Water	water	Dust	dust	Luggage	luggage	Listening, speaking, reading, writing.		Singular	Plural	Wood	_____	Dozen	_____	Luggage	_____	Flour	_____	Milk	_____						
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	Skills																													

		Food _____ Equipment _____ Timber _____ Bread _____ Soap _____ Butter _____ Money _____ Property _____ Deer _____ Juice _____
	Lesson Evaluation	
	Theme	Nouns
	Sub – theme	Singular and plural
	Content	Nouns whose plural form does not follow any of the rules above. Child children Ox Oxen Mouse mice
	Skills Evaluation activity	Listening , speaking , reading, writing. Singular Plural Child _____ Man _____ Tooth _____ Goose _____ Ox _____ Woman _____ Foot _____ Mouse _____ Louse _____
	Lesson Evaluation.	
	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"> <tr> <td style="padding-right: 20px;">Singular</td> <td>Plural</td> </tr> <tr> <td>I</td> <td>_____</td> </tr> <tr> <td>He</td> <td>_____</td> </tr> <tr> <td>My</td> <td>_____</td> </tr> <tr> <td>It</td> <td>_____</td> </tr> <tr> <td>Iam</td> <td>_____</td> </tr> <tr> <td>She</td> <td>_____</td> </tr> <tr> <td>Me</td> <td>_____</td> </tr> <tr> <td>Has</td> <td>_____</td> </tr> <tr> <td>Was</td> <td>_____</td> </tr> <tr> <td>Mine</td> <td>_____</td> </tr> <tr> <td>You</td> <td>_____</td> </tr> <tr> <td>Myself</td> <td>_____</td> </tr> <tr> <td>Itself</td> <td>_____</td> </tr> <tr> <td>Himself</td> <td>_____</td> </tr> </table>	Singular	Plural	I	_____	He	_____	My	_____	It	_____	Iam	_____	She	_____	Me	_____	Has	_____	Was	_____	Mine	_____	You	_____	Myself	_____	Itself	_____	Himself	_____
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Himself	_____																															
	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>

	Skills	<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>
	Evaluation activity	<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.
	Lesson Evaluation	
	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	Complete these sentences with a correct reflexive pronouns.
	activity	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.</p> <p>Conjunctions are joining words</p> <p>Eg. Who, when, where , which, whom, whose, etc.</p> <p>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.</p> <p>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	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.
	Skills	Join these sentences using -----whose -----
	Evaluation activity	<ol style="list-style-type: none"> 1. I met a man. His son is a doctor. 2. That is the lady. Her house was burnt . 3. This is the boy. His father died. 4. The 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 evaluation	
Lesson	Theme	Our Sub – county / Division
	Sub – Theme	Physical features of our sub – county / Division.
	Content	Vocabulary - River , hill , valley, pond. Mountain, fish, graze, well, spring, along , up the , down the cross from.
	Skills	Structures 1. Where is the -----(hill, valley) The -----(hill, valley) is in the -----(east, west)
	Lesson activity	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 <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 activity	

	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 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 evaluation	
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. 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 _____
	Lesson evaluation	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
	Lesson content Skills Evaluation activity Lesson evaluation	<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
		<ol style="list-style-type: none"> 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. <p>a) Buy _____ b) Happy _____ c) Daughter _____</p>
	Theme	Livelihood in our sub – county / division
	Sub – theme	Number – structures -----between ----?
	Lesson content	Structure -----between ----?
	Skills	Which number comes between eight and ten? Listening, speaking, reading, writing
	Evaluation activity	Answer these questions in full sentences
		<ol style="list-style-type: none"> 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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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
	Evaluation activity	Conjunction ----- and -----
	Lesson evaluation	<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 abird. 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.
	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.

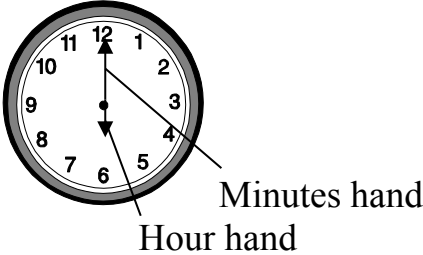
	evaluation	9. John is drinking some water. He is thirsty. 10.Mummy gave me a present. I passed the exams.
	Theme	Our environment in our sub – county /Division
	Sub – theme	Composition of soil, water, air, dead plant, animals, particles of rocks.
	Content	<u>Jumbled story</u> Arrange these sentences in 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 Evaluation activity	Listening, speaking, reaching, writing. 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 Evaluation	1) One of the animals was a lion. 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 Reading and writing
	Evaluation activity	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  <p>1. at what time does Mary go to school?</p>  <p>2. at what time does John go back home from school?</p>

	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>The calendar Features on a calendar . - Days , months, dates, public holidays The calendar</p> <p>Skills</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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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 style="width: 15%;"></td> <td style="width: 20%;">7:30 8:30</td> <td style="width: 20%;">8:30 9:30</td> <td style="width: 20%;">9:30 10:30</td> <td style="width: 25%;">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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	Lesson evaluation																															

	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) (Ref. Mk English bk3 Pg. 36)
	Lesson activity	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 <ul 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 Skills Evaluation activity Lesson evaluation	The word contraction means to become smaller 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 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 _____ 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	<ol style="list-style-type: none">5. They always _____ behind the cupboard6. I always _____ on a good chair in the classroom.7. I always _____ up when the teacher calls my name.8. I always _____ plates after lunch.9. Farmers always _____ crops in the dry season10. They always _____ to school early.
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	Theme	Environment and weather in our sub – county / Division.
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	Sub – theme	Daily activities
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<p>Content</p> <p>Skills</p> <p>Evaluation activity.</p> <p>Lesson evaluation.</p>	<p>Structures . Use of always, some times & never</p> <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. <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. <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.
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	Theme	Environment and weather in our sub – county / Division.
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	Sub – theme	Daily activities
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	<p>Content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Jumbled story . Example Re- arrange sentences to form a good story</p> <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. <p>Listening , speaking, reading, writing Arrange these sentences to form a correct story.</p> <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 hoe5. She dressed up and got her hoec) The waved to his dear old wifed) And started up the engine.e) He drove out of the garagef) He got into his car.g) Mr. Musoke opened the door of the garage.
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THEMATIC SCHEMES OF WORK FOR P3 ENGLISH 2014
THEME 1: OUR SUB COUNTY.

W k	Day	l e s s o n	Theme	Sub theme	Learning area.	Content	competences	Methods	Activities	Life skills	Inst. Material	Ref.
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	Monday To Friday	1 T o 1 0	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 vocabul ary. b) Use the vocabul ary in simple sentence s c) Identify the types of nouns. Give example s of each type of nouns.	Observation	-Spelling . -Sentences construction -Matching.	-Fluency. -Confidence -Articulation of words	Real objects. -Flash cards	Thematic curr. Pg. 9
2	Monday & Tuesday	1 T o 4	Our sub county / division.	Name and location of our Sub - county .	English	Vocabulary North , South, East, West, right , Opposite, Sunrise, sunset , above. Structures -What direction is the -- -? -Where does the sun---- ?	-spelling words . -Matching words / sentences to cardinal points -Reciting rhymes .	-Whole word. -Look and say. -Phonic. -Electric -whole sentence.	- Do -	Confidence Logical Reasoning	Chart Showing Compass Cardinal Point -Sentence cards	Thematic 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 &		Request & refusals.	English	Structures <u>A dialogue</u> Borrowing a pencil.	-Read the dialogue. Act out dialogues. -Write down	Dramatization.	-Acting. -Reading -Writing	-Text books. -Classroom environment		Mk primary Eng. Pg 3

		8					dialogues of their own choice.					
2	Friday	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	Friday	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	12	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	TUE TO	4	Our sub – county / division.	People in our sub – county / division.	English	Vocabulary Chairperson , Secretary , office , parish, leader. Occupations.	-Name different occupations. Give special names of people	Discussion Group work method	-Naming Spelling. Sentence Construction	-Fluency -Articulation -Confidence	Real Objects . A chart showing	Thematic curr. Pg 11 Mk

	WED	6				<ul style="list-style-type: none"> -Teacher -Secretary. -Policeman. -Milk Man. -Hair dresser. Etc. <p>b) <u>Workplaces</u></p> <ul style="list-style-type: none"> -Hospitals -Office -Market -Hotels -Studio -Airport etc. <p><u>Analogies</u></p> <ul style="list-style-type: none"> -Teacher is to pupils as a doctor is to ---is to teeth as Secretary is to office. -Puppy is to as calf is to cow. -Go is to ---as come is to come. -Bread is to bakery as ___ is to garage. -Hot is to hotter as bad is to--- -Fruit is to dish as flower is to--- -Food is to hungry as water is to ---- <p>Topical questions One word for many.</p>	<p>according to the work they do.</p> <ul style="list-style-type: none"> -Match people and their work. -Name different places of work. -Spell the given vocabulary. -Use the vocabulary in simple sentences. -Read and pronounce Vocabulary correctly. 		Matching		people and their work.	<p>Primary English Pg. 78 – 79</p> <p>A simple guide n the study Pg. 74 - 75</p>
4	MON To FRID	1 T o 1 0	Nouns	Singular and plural	English	<ul style="list-style-type: none"> -Singular and Plural. -Forming plurals by adding –es -Forming plurals by adding – ies. -Forming plurals by adding –ves. -Forming plurals by adding. - Nouns whose plural form doesn't follow any 	<ul style="list-style-type: none"> Spell the nouns correctly. -Form plurals of given nouns -Pronounce the words correctly. -Identify nouns without plurals. -Change sentences from 	<ul style="list-style-type: none"> -whole word -Eclectic -whole sentence 	<ul style="list-style-type: none"> -Spelling -Naming. -Pronouncing / reading. -Sentence construction. -Matching 	<ul style="list-style-type: none"> -Accuracy -Confidence -Fluency -Creative thinking. 	<ul style="list-style-type: none"> - Achrt showing plurals and singulars. 	<p>Eng Aid BK 3 1st Edition Pg.12</p>

						of the rules above. Changing from singular to Plural eg. I- We . This – These My – Our. -Changing sentences from singular to plural. -Use of has and have. -Use of this and these are. -Use of some and any.	singular to plural.					
5	Mon To Tue	1 To 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	Thur To Fri	7 T o 1 0	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	-Identify the object pronouns in sentences. -Use possessive pronouns to show ownership. -Respond to the given command. Join sentences using given pronouns. -Make correct sentences from different	-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>dangerous insect. It is a dangerous insect.</p> <p>2.Possesive 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.Introgaive</p>	substitution tables.						
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					Pronouns(are used to ask questions eg. Why , what, which, whose , where etc.							
6	Thur	7 T o 8	Livelihood In our Sub county / Division	Occupations of people in our Sub county / Division and their importance.	Eng.	Vocabulary Bricks, fish, dance, sew, drum, weave, cook, carpenter, play, sell, Secretary , teacher, butcher, tailoring, neating, brewing <u>Structures</u> -Who can—(Weave)? I / you can—(Weave but I / you) cannot – (sew a dress) Who makes (chairs)? The / a –(carpenter) makes---chairs.	-Identify different activities . -Describing different activities of people. Role play people’s occupations Asking and answering questions.	-Discussion . - Demonstration . -Role playing	- Dramatizing -Role - playing -Miming	-creative thinking. -critical thinking. -Effective communication. -Self esteem -Appreciation	-Real objects -Flash cards A chart	Thematic Curr Pg.14
9 To 10				A dialogue	-Do-	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	-Read the dialogue -Recite the dialogue.	-Group work -Role playing. -Written exercise.	-Confidence -Self esteem -sharing	Blackboard		Teachers resource book Pg.30

						Ntulume: A builder is better because he builds. Perry: Atr is the best because he teaches all of them.						
7	MON	1 & 2		Occupations of people in our Sub – county / division and their importance	Eng. -do-	<u>A story</u> <u>Baba the trader</u> Trs resource Pg29 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.	-Read the story and understand the story. -Answer the questions about the story. -Read the sentences fluently. -Arrange the sentences to form a good story.	-Discussion Explanation. -Discussion	-Reading -writing -do-	-creative thinking . -Problem solving -Co-operation -do-	Text Bk	Teacher’s Resource Bk Pg29 Tr’s resources Bk 36
7	T U E	3 T O 4		Social services and their importance.	Eng.	-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 ,	-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.	Discussion Explanation	-Naming - Constructing sentences	-Creative thinking. -Critical thinking. -Effective communication.		A chart showing people and what they do.

						<p>treat etc. Structures -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).</p>						
	wed	5	-Do-		-Do-	<p>Writing a paragraph describing an activity. Eg. Teaching , treating the sick praying etc.</p>	-Write a paragraph describing an activity	Discussion	Reading Writing	-Problem solving. -Negotiation. -Effective communication.		
7	wed	6	livelihood sub county	NUMBERS	English	<p>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.</p>	<p>-Write the number words. -Identify the adverbs. -Arrange the numbers in the order of sequence.</p>	-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
Fri		-Do	-Do-	-Do-	-do-	<p>Immediately before and immediately after Structures What number comes immediately before twenty ? What number comes immediately after fifty two? Between</p>	<p>-Use before in sentences appropriately. -Arrange numbers in ascending order. -Use after appropriately prepositions between</p>	- Demonstration -Explanation -Discussion	-Do-	-Do-	-flash cat -Jig saws	Mk primary Eng Bk 3 Pg 15

						Which number comes between number seven and number nine? What number comes between number twenty two and twenty two and twenty three ?	appropriately																									
8	Mon	1 & 2	Livelihood in our sub county / Division.	Numbers	English	Numbers Reading and writing Reading the stories titled At the market Amooti's farm.	-Read the given stories and answer the comprehension questions. Write meaningful sentences using number words.	Guided discussion.	Reading Writing Answering	Creative thinking . -Decision making Tolerance.	-Flash cards -A chart -Jig saws	Mk primary English Bk 3 Pg 15																				
					-Do-	Reading and writing Study John's performance and answer question that follow. <table border="1" data-bbox="716 776 926 911"> <tr> <td>e</td> <td>ss</td> <td>R</td> <td>m</td> <td>S</td> </tr> <tr> <td>n</td> <td>t</td> <td>e</td> <td>tc</td> <td>ci</td> </tr> <tr> <td>g</td> <td></td> <td>a</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>d</td> <td></td> <td></td> </tr> </table> a)In which subject did he get the highest mark? What is John's worst subject? Numbers Ordinals 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	e	ss	R	m	S	n	t	e	tc	ci	g		a					d			Study the given table correctly and answer questions about it. Read the ordinals Pronounce the words correctly.	-Discussion -Explanation -Do-	- Do-	-Do-	Blackboard illustration Flash card	UPEC Bk 3 1 st edition Pg 94
e	ss	R	m	S																												
n	t	e	tc	ci																												
g		a																														
		d																														

8	Tue	4	Number	Number words	Eng	<p>Ordinals</p> <p>Days of the week</p> <p>Sunday 1 first</p> <p>Monday 2 second</p> <p>Tuesday 3 third</p> <p>Which is the fifth day of the week?</p> <p>Thursday is the fifth day of the week</p>	<p>Order the days of the week.</p> <p>Recite rhymes about the days of the week.</p>	<p>Discussion</p> <p>Explanation</p>	<p>Naming</p> <p>Reading</p> <p>Writing</p>		<p>A chart showing days of the week, months of the year.</p>	<p>Eng aid</p> <p>Bk 3</p> <p>Pg 17</p>
	Wed	5	-Do-	-Do-	-Do-	<p>Months of the year.</p> <p>Number position</p> <p>January 1 first</p> <p>February 2 second</p> <p>March 3 third.</p> <p>Which is the first month of the year?</p> <p>January is the first of the year.</p>	<p>Order the months of the year.</p> <p>Complete the given structures correctly.</p>	<p>_ Do-</p>	<p>-Do-</p>			<p>UPEC Bk</p> <p>3 2nd</p> <p>edition Pg</p> <p>16 – 17.</p>
			-Do-	-Do-	-Do-	<p>Numbers</p> <p>Ordinals (Reading and writing)study Latigo’s family tree.</p> <p>First born – Joy</p> <p>Second born –John</p> <p>Third born – Dora</p> <p>Ordinals</p> <p>Testing exercise /</p> <p>Topical questions about ordinal.</p> <p>English is the ___ lesson on the time table.</p> <p>(three)</p>	<p>Recite rhymes and poems.</p> <p>Read the sentences correctly .</p>	<p>-Do-</p>	<p>-Do-</p>			<p>UPEC Bk</p> <p>3 1st</p> <p>Edition</p> <p>Pg 32.</p>
8	Thr	L i v e l i h o o d	Challenges in the environment through human activities.	Eng	Vocabulary Graze, build, bush, cut, farm, cover, plant, plastic, rubbish, pit, brick make	<p>-Reading different</p> <p>-Vocabulary.</p> <p>-Completing sentences.</p>	<p>-Explanation</p> <p>-Discussion.</p>	<p>_Reading.</p> <p>-Writing</p> <p>Written exercise.</p>	<p>-Coping with emotion</p> <p>-negotiation</p> <p>-Decision making</p>	<p>-Real objects</p> <p>-Flash cards</p>		<p>Thematic</p> <p>Cur.</p> <p>Pg 16</p>

					storm, mud, slash, bridge, police, spray, post, mosquito net.							