



**P.3**  
**ENGLISH**  
**TERM ONE**

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### **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"><li>- These are examples of nouns.</li><li>- What is a nouns</li><li>- A noun is a naming word.</li><li>- A noun is a naming word.</li></ul> <p>Listening , speaking , reading , writing</p> <p>Underline nouns in the given sentences</p> <ol style="list-style-type: none"><li>1. This is a book</li><li>2. The pencil is very long</li><li>3. He is a tall boy</li><li>4. I am sitting on the chair</li><li>5. My umbrella is new.</li><li>6. The bottle is on the table</li><li>7. She is using a red pen</li><li>8. His bag is torn.</li><li>9. Your sweater is torn.</li><li>10.He is cleaning the blackboard</li></ol>
Lesson	Theme	Our Sub – county / Division
	<b>Sub – Theme</b>	<b>Name and location of our Sub – county</b>

	Lesson content	Types of nouns <ul style="list-style-type: none"> <li>- Proper Nouns</li> <li>- Common Nouns</li> </ul>
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	<div>Skill Evaluation Activity</div> <div>Lesson Evaluation</div>	<div><div><div>- Collective Nouns</div><div><b><u>Proper Nouns</u></b></div><div><div>- These are particular names of people, places and things.</div><div>- Proper nouns begin with capital letters. Examples : Jane , Monday , Kampala, April, Mr. Mukasa , Jinja etc.</div></div></div><div>Listen , speaking , reading , writing , Complete the table below.</div><table><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></div>	Days				Months				Cities				Countries				Names of people			
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	Lesson content	<div><b><u>Common Nouns</u></b></div> <div><div>- These are names given to all people, places and things of the same kind. They can either be plural or singular.</div><div>Examples. Women , boys, girls, birds, animals, tree, stones, desks, peoples etc.</div></div>																				
Lesson	Theme	Our sub county / Division																				
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	Skill Evaluation activity	<ul style="list-style-type: none"><li>- A noun is a naming word</li></ul> Listening , speaking, reading, writing Underline nouns in the given sentences <ol style="list-style-type: none"><li>1. This is a book</li><li>2. The pencil is very long.</li><li>3. He is a tall boy.</li><li>4. I am sitting on the chair.</li><li>5. My umbrella is new.</li><li>6. The bottle is on the table.</li><li>7. She is using a red pen.</li><li>8. His bag is torn.</li><li>9. Your sweater is torn.</li><li>10.He s cleaning the blackboard.</li></ol>	
	Lesson Evaluation	<ul style="list-style-type: none"><li>- Countable and incountable nouns are the two classes of common nouns.</li><li>- Countable nouns: These are things that we can count.</li></ul> Examples . Book, stones, pencil , tables, boys, sticks room etc. Un – countable nouns. <ul style="list-style-type: none"><li>- These are things that we cant count.</li></ul>	
	Evaluation activity	Example <ul style="list-style-type: none"><li>- Water , sugar, sand, milk, salt etc.</li></ul> Complete the table correctly.	
		Ten countable nouns	Five un – countable nouns
	1	1	
	2	2	
	3	5	
	4	4	
	5	5	
	6		
	7		

		8 9 10	
<b>Lesson</b>	<b>Theme</b>	<b>Our Sub – county / Division</b>	
	<b>Sub Theme</b>	<b>Name and location of our sub – county</b>	
	Lesson content	<b><u>Collective Nouns</u></b> <ul style="list-style-type: none"> <li>- A collective noun is a name given to a collective / group of people / things take as one.</li> <li>- These nouns are always found n pairs.</li> <li>- Examples</li> <li>- A gang of thieves</li> <li>- A herd of cattle</li> <li>- A bunch of bananas</li> <li>- A pack of wolves</li> <li>- A team of players</li> <li>- A trouple of dancers</li> <li>- A swarm of bees</li> <li>- A choir of singers</li> <li>- A band of musicians</li> <li>- A pride of elephants</li> <li>- A crew of sailors</li> <li>- A troop of monkeys</li> <li>- A bunch/ bouquet of flowers</li> <li>- A board director</li> <li>- A bench of bishops / magistrates</li> <li>- A congregation of worshippers.</li> <li>- A heap stone , books, soil, sand etc.</li> <li>- An army of soldiers</li> <li>- A flock of birds / sheep</li> </ul>	

	<div>Skill Evaluation Activity 1</div> <div>Lesson Evaluation</div>	<div><div><div>- A Staff of servants / teachers</div><div>- A litter of puppies / kittens / piglets etc</div><div>- A party of friends etc.</div></div><div>Listening , speaking , reading , writing</div><div>Fill in the correct word</div><div><div>1. A herd of _____</div><div>2. A choir of _____</div><div>3. A crew of _____</div><div>4. A bench of _____</div><div>5. A litter of _____</div><div>6. A_____of birds</div><div>7. A_____of bananas</div><div>8. A_____of teacher.</div><div>9. A_____player .</div></div></div>																
Lesson	Theme	Our Sub – County / Division																
	Sub - Theme	Name and location of our sub – county																
	Lesson content	<div>Gender (Male and Female)</div> <div>Examples</div> <table><tr><td><b>Male</b></td><td><b>Female</b></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>	<b>Male</b>	<b>Female</b>	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 <b>Male</b> Man Actor _____ _____ Sir He _____ _____ Prince _____	waitress witch mother princess sister sister – in – law she daughter landlady madam poetess actress spinster etc <b>Female</b> _____ _____ 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 )	



		<div>Animals and birds</div> <div>Examples</div> <table><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> <div>Listening, speaking, reading , writing</div> <div>Complete the table</div> <table><tr><td><b>Male</b></td><td><b>Female</b></td></tr><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></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	<b>Male</b>	<b>Female</b>	Boer	_____	Raw	_____	Leopard	_____	Bull	_____	Dog	_____	Lion	_____	Buck	_____	Bull	_____	Drake	_____	He goat	_____	Stallion	_____
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Lesson	Theme	(Lower class work )																																																

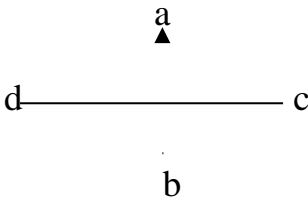
	Sub theme	Our sub county
		Name and location of our sub county
		<p>Articles</p> <p>A, an, and the</p> <p>A is used before nouns that begin with consonants and these nouns must be singular. Ie a baby a monkey etc</p> <p><u>An</u> . an is used before nouns that begin with "an"</p> <p>Eg <u>an</u> insect an <u>owl</u>.</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"> <li>1. There is_____umbrella on the table</li> <li>2. Sam met them_____year ago</li> <li>3. The supervisors waited for less than_____hour</li> <li>4. Joel eats_____egg everyday.</li> <li>5. The teacher asked me whether I have ever seen_____ghost.</li> <li>6. She wants to buy_____ruler and_____inkpot</li> <li>7. Get me_____glass of milk</li> <li>8. _____old man was seated next to the door</li> </ol> <p><b>Article "the "</b></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"> <li>1. We must help_____poor and_____sick.</li> <li>2. Can I have_____cup of black coffee?</li> <li>3. Do you want_____card and_____envelope?</li> <li>4. There is_____dog in front of_____old house</li> <li>5. Sam is_____smallest boy in_____class</li> <li>6. _____sun rises in_____East.</li> </ol> <p>Arranging words in alphabetical order. Vocabulary – glass , tree leaf stem root mouth, Betty eye nose hand leg John Sarah Dorothy</p>
<b>Lesson</b>	<b>Theme</b>	<b>Our sub – county / Division</b>
	<b>Sub – Theme</b>	<b>Nouns (after articles a, an and the)</b>
	<p>Lesson content</p> <p>Skill Evaluation Activity</p> <p>Lesson Evaluation</p>	<p>Arranging word in alphabetical order. Vocabulary – class, tree, leaf, stem, root , month, Betty, eye, nose hand, leg, john, sarah, Dorothy . Listening , speaking , reading , writing. Arrange the following words in alphabetical order</p> <ol style="list-style-type: none"> <li>1. Horse, Camel, Lion, Ox, Donkey.</li> <li>2. Desk , Table, Stool, Chair, Bench</li> <li>3. Woman , boy, girl, man, child.</li> <li>4. Water , milk, soda, tea, coffee</li> <li>5. Pen, chalk, ruler, duster.</li> <li>6. Saucer, jug, cup, bowl, plate.</li> <li>7. White , brown, red, green, yellow</li> <li>8. Mango, orange, grape, apple, pineapple</li> <li>9. Alice , Annet Allan, Angella</li> <li>10. Volleyball , swimming, cricket, hockey, netball</li> <li>11. Dog , ram, buck, drake, tiger, boar.</li> </ol>



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

	Skills Evaluation activity	<p>North, South, East, west, right, opposite, sunrise, sunset, above, direction. Listening , speaking , reading , writing Name the cardinal points on a compass.</p> <p style="text-align: center;">  </p> <p>fill in the correct letter. 5. N__r__h    6. __a__t    7. Co__as__    8. Su__et Use these words in a sentence 9.. Above ____ 10. direction ____ 11. Sunrise ____</p>
Lesson	Theme	Our Sub – County / Division
	Sub - Theme	Name and location of our sub county
	Lesson content	Structures
	Skills Evaluation activity	<p>What direction is the ----- ? Listening, speaking , Reading , writing Complete the sentences with a correct word.</p> <ol style="list-style-type: none"> <li>Where does the sun_____?</li> <li>The sun rises from the_____direction.</li> <li>The_____is opposite the building .(mountain, Sun)</li> <li>The valley is_____the hill. (along, across )</li> <li>The_____is in the East. (spring, mountain )</li> <li>We get_____from a lake. (food, fish)</li> <li>The_____sets in the West. (Moon , sun)</li> <li>It is_____the path. (Valley, well)</li> </ol>
	Lesson Evaluation	
Lesson	Theme	Our sub – County / division

	<b>Sub - Theme</b>	<b>Commands – Substitution tables.</b>							
	Lesson Content Skill Evaluation activity	Substitutional tables. Listening, speaking, reading, writing. Make correct sentences from the table. <table><tr><td>To go to</td><td>The office Our classroom The kitchen The church</td><td>Turn left and go straight. Turn right &amp; go straight. Go straight and turn left Go straight and turn right.</td></tr></table> 1, 2, 3, 4, 5,					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.
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<b>Lesson</b>	<b>Theme</b>	<b>Our sub – county / division</b>							
	<b>Sub - theme</b>	<b>Requests and Refusals</b>							
	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.				
		May	I have	a	Rulers	Please?
			I borrow	Some	Tea	
			We have		Pencil	
		Can	We borrow		Juice book	
	Evaluation activity	Can I have a pencil , please? May we borrow. Some books, please? Listening , speaking , reading , writing. Make ten correct requests from the table below.				
		May	I have	a	Juice	Please?
	Lesson evaluation	Can	We borrow	some	Pencil	
			I borrow		Toilet	
					Rubber pen	
	Lesson Evaluation					
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"> <li>1. How many people are in the dialogue?</li> <li>2. What is the tittle of the dialogue?</li> <li>3. Who are the people talking ?</li> <li>4. What couldn't Mugisha find?</li> <li>5. When did the conversation take place?</li> <li>6. Whom did Mugisha borrow a pencil from?</li> <li>7. Give the opposite of the word. Borrow.</li> </ol>
<b>Lesson</b>	<b>Theme</b>	<b>Our sub – county / division</b>
	<b>Sub theme</b>	<b>Request and Refusals</b>
	<p>Lesson content</p> <p>Skills Evaluation activity</p>	<p>Reading and writing</p> <p>Read the story entitled “<b>KITUYI ASKS FOR A PEN</b>” (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"> <li>1. How old is Kituyi?</li> <li>2. In which class is Kituyi?</li> <li>3. Why was Kituyi not writing?</li> <li>4. What happened to her pen?</li> <li>5. From whom did Kituyi borrow a pen?</li> <li>6. What was wrong with Kituy's bag?</li> <li>7. Who lent Kituyi a pen?</li> <li>8. Which school does Kituyi go to?</li> </ol>

	Lesson Evaluation	9. How many pens did Nyanzi have? 10. What is the title of the story ?
<b>Lesson</b>	<b>Theme</b>	<b>Our sub county / division</b>
	<b>Sub theme</b>	<b>Name and location of our sub county / division</b>
	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	
	<b>Theme</b>	<b>Nouns</b>
	Sub theme content	Singular and plural (Vocabulary) Forming plurals by adding "es" Dish – dishes Glass – glasses Match – matches Hero – heroes
	Skills Evaluation	Tomato – tomatoes

	activity	Listening , speaking, reading , writing. Complete this table correctly. <table><tr><td><b>Singular</b></td><td><b>Plural</b></td></tr><tr><td>Branch</td><td>branches</td></tr><tr><td>Cross</td><td>_____</td></tr><tr><td>Glass</td><td>_____</td></tr><tr><td>Tomato</td><td>_____</td></tr><tr><td>Mosquito</td><td>_____</td></tr><tr><td>Coach</td><td>_____</td></tr><tr><td>Bench</td><td>_____</td></tr><tr><td>Dress</td><td>_____</td></tr><tr><td>Cargo</td><td>_____</td></tr><tr><td>Dish</td><td>_____</td></tr><tr><td>Fox</td><td>_____</td></tr><tr><td>Branch</td><td>_____</td></tr><tr><td>Potato</td><td>_____</td></tr></table>	<b>Singular</b>	<b>Plural</b>	Branch	branches	Cross	_____	Glass	_____	Tomato	_____	Mosquito	_____	Coach	_____	Bench	_____	Dress	_____	Cargo	_____	Dish	_____	Fox	_____	Branch	_____	Potato	_____
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	<b>Theme</b>	<b>Nouns</b>																												
	Sub theme	Singular and plural Forming plurals by adding - “ies” Factory - Factories.                      Community - Communities                      Story - Stories Listening, speaking , reading , writing Complete this table correctly.																												
	Skills Evaluation Activity	<table><tr><td><b>Singular</b></td><td><b>plural.</b></td></tr><tr><td>Puppy</td><td>_____</td></tr><tr><td>Lorry</td><td>_____</td></tr><tr><td>Baby</td><td>_____</td></tr><tr><td>Party</td><td>_____</td></tr><tr><td>Factory</td><td>_____</td></tr><tr><td>Study</td><td>_____</td></tr></table>	<b>Singular</b>	<b>plural.</b>	Puppy	_____	Lorry	_____	Baby	_____	Party	_____	Factory	_____	Study	_____														
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	Lesson Evaluation	Family _____ University _____ Story _____ Butterfly _____ Body _____ City _____ Society _____ Enemy _____ Library _____
	<b>Theme</b>	<b>Nouns</b>
	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                      _____
	<b>Theme</b>	<b>Nouns</b>
	Sub - theme	Singular and plural Forming plural by adding “S” <b>Singular</b> <b>plural</b> Chair                      chairs Book                      books Pencil                      pencils Sister – in – law                      sisters – in – law
	Skills Evaluation	Listening , speaking , reading , reading , writing.

	activity	Write the plurals of these words																												
		<table><tr><td><b>Singular</b></td><td><b>Plural</b></td></tr><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></table>	<b>Singular</b>	<b>Plural</b>	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																													
	<b>Theme</b>	<b>Nouns</b>																												
	Sub – theme	Singular and plural Nouns whose plural form is the same as singular.																												
		Food            food																												
		Water           water																												
		Dust            dust																												
		Luggage       luggage																												
		Listening, speaking, reading, writing.																												
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	Lesson Evaluation	Food _____ Equipment _____ Timber _____ Bread _____ Soap _____ Butter _____ Money _____ Property _____ Deer _____ Juice _____
	<b>Theme</b>	<b>Nouns</b>
	<b>Sub – theme</b>	<b>Singular and plural</b>
	Content   Skills Evaluation activity   Lesson Evaluation.	Nouns whose plural form does not follow any of the rules above. Child                      children Ox                          Oxen Mouse                    mice Listening , speaking , reading, writing. Singular                                  Plural Child _____ Man _____ Tooth _____ Goose _____ Ox _____ Woman _____ Foot _____ Mouse _____ Louse _____
	<b>Theme</b>	<b>Nouns</b>
	<b>Sub – theme</b>	<b>Singular and plural</b>

	Content	I My Us Are	We Our has is	she you me her	they him have them	I am them your	we he their	are they ours
	Skill	It self - themselves - himself , themselves , myself , our selves						
	Evaluation exercise	Listening , speaking , reading, writing. Complete the table correctly SingularPlural I He My It Iam She Me Has Was Mine You Myself Itself Himself						
	Lesson Evaluation							
	Theme	Nouns						
	Sub – theme	Singular and plural						
	Content	Changing sentences from singular to plural. Eg I am coming today We are coming today. She is watching him.						



	Skills Evaluation activity	They are watching them. Listening , reading, writing, speaking Change these sentences to plural 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.
	Lesson Evaluation	
	<b>Theme</b>	<b>Nouns</b>
	Sub – theme	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 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?
	Skills Evaluation Activity	

	Evaluation activity	8. I _____done my work and he _____done his 9. She to sweep this room. 10.They _____to arrange the furniture.
	<b>Theme</b>	<b>Nouns</b>
	<b>Sub – theme</b>	<b>Structures: “these is “ and “There are”</b>
	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.
	<b>Theme</b>	<b>Nouns</b>
	<b>Sub – theme</b>	<b>Article</b>
	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.

	Skills Evaluation activity	Use some or any in these sentences 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.
	Lesson Evaluation	
	<b>Theme</b>	<b>Nouns</b>
	<b>Sub – theme</b>	<b>Reading and writing</b>
	Content Skills	Reading and writing Story titled : “my sister’s wedding party ”. Listening , speaking , reading writing 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 _____
	Lesson Evaluation	
	<b>Theme</b>	<b>Pronouns</b>
	<b>Sub – theme</b>	<b>Types of pronouns</b>
	Contents	- What is a pronoun? A pronoun is a word that takes place of a noun eg he, she , it etc.

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

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

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

	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 .
	Lessons	8. That bird built the nest by_____.
	Evaluation	9. You must have done this work by _____
		10.I made a beautiful doll for_____.
	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"> <li>_____of these pens do you like best?</li> <li>_____is your name?</li> <li>_____is your class teacher ?</li> <li>_____is the boy doing in the picture 4?</li> <li>_____is standing between Peter and allen?</li> <li>_____of these books belongs to you?</li> <li>_____time is it now?</li> <li>_____is the date today?</li> <li>_____are you going to town?</li> <li>_____teacher is on duty today?</li> <li>_____is that girl over there ?</li> <li>_____are you wearing a sweater?</li> </ol>
	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"> <li>Here is the girl. She is an orphan.</li> <li>That is the policeman. He shot the mad man.</li> <li>Here is the lady. She lost a child.</li> <li>I spoke to the man. He came from Kenya.</li> <li>There comes the boy. He is our timekeeper.</li> <li>Eddie is the boy. He stole the money.</li> <li>Here comes the lady. She teaches mathematics.</li> <li>I want to call my friend. She stays net door.</li> <li>We saw the Girl Guide. She saved the boy from danger.</li> </ol>



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

		6. Here comes the lady. she teaches mathematics 7. I want to call my friend . She stays next door. 8. We saw the girl guide. She saved the boy from danger. 9. Herbert is the boy. He is very playful.
	Theme	Pronouns
	Content	Relative pronouns
	Skills	The use of “whom” “whom is used for people. 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. Listening , specking, reading, writing
	<b>Theme</b>	<b>Pronouns</b>
	<b>Sub – theme</b>	<b>Relative pronouns</b>
	Content	Use to which Which is used for things. Akello is writing a letter. It is very long. Listening , speaking, reading , writing.
	Evaluation activity	Join these sentences using -----which ----- 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.
	Lesson	It is very easy.

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

	Lesson evaluation	1. Listen and write - Valley, pond mountain, pring 2. Use the following words ina sentence. - Fish - Spring - Along - Cross from. 3. Answer correctly - 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)
	Lesson evaluation	
	<b>Theme</b>	<b>Requests and Refusals</b>
	Sub – theme	Topical questions / exercise.
	Lesson activity	Choose the correct word from the box to 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 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?
	<b>Theme</b>	<b>Our sub – county / Division.</b>

	<b>Sub – theme</b>	<b>Physical features of our sub – county</b>
	Content	A story about physical features.
	Evaluation activity	<p style="text-align: center;"><b><u>BUKINDA VILLAGE</u></b></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"> <li>1. From which sub – county is the writer?</li> <li>2. What do men do in Bukinda Sub – county ?</li> <li>3. Give the work of woman in this sub – county.</li> <li>4. Write down three crops grown in Bukinda sub – county.</li> <li>5. What / write down two activities done in Bukinda sub county.</li> <li>6. When do young children collect fire wood from the forest.</li> <li>7. What interesting game do young boys like to do ?</li> <li>8. What features were protected in Bukinda village?</li> <li>9. What is the title of the story</li> </ol>
<b>Lesson</b>	<b>Theme</b>	<b>Our sub – county / Division</b>
	<b>Sub – theme</b>	<b>Occupation</b>
	Content	Vocabulary <ul style="list-style-type: none"> <li>- Chairperson, Secretary , office , parish , leader, policeman, farmer , doctor, fishmonger, tailor , a teacher, baker etc. (Ref: MK primary Bk 3 page 86 - 87)</li> </ul>
	Skills	Listening , speaking, reading , writing.
	Lesson activity	<p>Pupils will do an exercise in MK primary BK 3 page 87.(Answering given question)</p> <ol style="list-style-type: none"> <li>1. Eg A person who makes furniture</li> </ol>

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

	Lesson evaluation	19.Man is to woman as bachelor is to _____ 20.Pen is to _____ as bell is to write. 21.Optician is to eye as _____ is to teeth. 22.Lion is to den as _____ is to stable. etc
Lesson	Theme	Our Sub – county / Division
	Sub – theme	Occupations
	Content           Skills Lesson activity           Lesson evaluation	Vocabulary <ul style="list-style-type: none"> <li>- Milk man</li> <li>- Herbalist</li> <li>- Journalist</li> <li>- Shepherd</li> <li>- Photographer</li> <li>- Author</li> <li>- Librarian</li> <li>- Plumber</li> <li>- Electrician</li> </ul> Listening, speaking , reading , writing Who I am? 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	Work places Examples : Hospital , bank , airport , dairy , studio, bus park, garage, post office, butcher,

	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	<b>LIVELIHOOD IN OUR SUB COUNTY / DIVISION</b>
	Sub theme	Occupations of people in our sub – county / Division and their importance.
	Content  Skills  Evaluation activity          Lesson evaluation	Vocabulary Examples : Bricks, fishermen, dance, sew, drum, weaver, cook, carpenter , play, sell, secretary, teacher, butcher, tailor, neating, brewing, herbalist etc. 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 _____ 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, shephers, 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"> <li>1. I look after sheep. I am a _____</li> <li>2. I write articles for newspapers or magazines. I am a _____</li> <li>3. I catch fish from a lake or river. I am a _____</li> <li>4. I repair and fit water pipes. So I am a _____</li> <li>5. I am in charge of a library. I am a _____</li> <li>6. I sell medicines and ointments. I am a _____</li> <li>7. I take photographs . I am a _____</li> <li>8. I sell herbs, so I am a _____</li> <li>9. I plait and treat women's hair. I am a _____</li> <li>10. I make bread. I am a _____</li> <li>11. I repair people's cars . I am a _____</li> </ol>
	Theme	Livelihood in our sub – county / division
	Sub- theme	Occupation
	<p>Lesson content</p> <p>Skills Evaluation activity</p>	<p>Vocabulary</p> <p>Work place.</p> <p>Hospital , bank , airport , diary, 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"> <li>1. A place where milk is sold is a _____</li> <li>2. A place where aeroplanes land and take off is a _____</li> <li>3. A place where books are sold from is a _____</li> <li>4. A place where furniture is made from a _____</li> <li>5. A place where we take photographs from is a _____</li> </ol>

	Lesson evaluation	6. A place where meat is sold from is a ____ 7. A place where books are kept is a ____ 8. A place where letters are posted through is a ____ 9. A place where buses park is known as a ____ 10. A place where wild animals are kept is a ____ 11. A place where people buy and sell things is a ____
	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	Ntulume : Why 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 than a teacher. Suluma : What about a builder and a teacher? Ntulume : A builder is better because he builds our houses. Perry: A teacher is the best because he teaches all of them Siima: Listen to me; All occupations are important. Reciting, Role playing.
	Theme	Livelihood in our sub – county
	Sub – theme	Occupation
	Evaluation activity	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"> <li>1. Who had very long hair?</li> <li>2. Who never wanted to cut his hair short?</li> <li>3. Where did Topaco ask Asiimwe to go with him?</li> <li>4. What did Asiimwe see on the chart?</li> <li>5. How many hair styles did Asiimwe like?</li> <li>6. Who laughed at Asiimwe ?</li> <li>7. Did Topaco cut off his hair?</li> <li>8. Give the title of the story?</li> </ol>
	Lesson evaluation	
	Theme	Livelihood in our sub – county / division
	Sub – theme	Occupations – analogies
	Content	Analogies Structures. <ul style="list-style-type: none"> <li>- Teacher is to pupils as doctors is to _____</li> <li>- Fruits is to dish as flower is to_____.</li> <li>- Hot is to hotter as_____is to worse</li> <li>- Food is to hungry as water is to _____</li> </ul>
	Skills	Listening , speaking, reading, writing
	Evaluation activity.	Complete the following. <ol style="list-style-type: none"> <li>1. Husband is to wife as lion is to _____</li> <li>2. Fruits is to dish as_____is to worse</li> <li>3. Feathers are to birds as scales are to_____</li> </ol>



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

	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>
<b>Lesson</b>	<b>Theme</b>	<b>Livelihood in our sub – county / Division</b>
	<b>Sub – theme</b>	<b>Social services and their importance</b>
	<p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Vocabulary</p> <p>Listening, speaking, reading, writing.</p> <p>Write the letters correctly to form a correct word.</p> <p>1. Nairt_____</p> <p>2. Yrorl_____</p> <p>3. Aitx _____</p> <p>4. Cnilci_____</p> <p>5. Arpleone_____</p> <p>6. Artew_____</p> <p>Use the words in simple sentences.</p> <p>7. Train_____</p> <p>8. Television_____</p> <p>9. Hospital_____</p> <p>10.Lorry_____</p> <p>11.Telephone_____</p> <p>12.police</p>
<b>Lesson</b>	<b>Theme</b>	<b>Livelihood in our sub- county / Division</b>
	<b>Sub – county</b>	<b>Social service and their importance</b>
	Lesson content	<p>Vocabulary</p> <p>Teaching , treating the sick, praying, driving , building, transport.</p>

	Skills Evaluation activity  Lesson evaluation	Listening , speaking reading, writing Write a paragraph describing an activity Teaching or any other. Use the guiding words Teachers , classes, text book, chalk, school ,pupils
Lesson	Theme	Livelihood in our sub – county / Division
	Sub – theme	Numbers
	Lesson content  Skills  Evaluation activity  Lesson evaluation	Number words Cardinal number from 1 – 100 Listening, speaking, reading, writing. Write these numbers in words 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	Theme	Livelihood in our sub – county / Division
	Sub – theme	Structures
	Lesson content  Skills  Evaluation activity  Lesson	How many -----are there? (Chairs , books) Who has ten apples? May has ten apples. Listening, speaking, reading, writing.  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 picture 4? 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?

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

	Lesson evaluation	7. Which number comes between four and six? 8. Which number comes between thirty six and thirty eight? 9. Which number comes between ten and twelve? 10. Which number comes between fifteen and seventeen?				
Lesson	Theme	Livelihood in our sub – county / Division				
	Sub – theme	Testing exercise				
	Lesson content	Testing exercise				
	Skills	Listening , writing , speaking, reading Study John’s performance and answer that following in full sentences.				
		English	Literacy	Reading	Maths	Re
		60	72	48	95	60
		Total				
		395				
		Question 1. In which subject did he get the highest mark? 2. What was john’s worst subject? 3. How many subjects did john do? 4. What did John got in literacy? 5. In which subjects did he get the same marks? 6. How many marks did he fail to get in Maths? 7. Write these figures in words. a) 60_____ b) 72_____ c) 95_____ 48_____				
	Lesson evaluation	8. Find his total marks 9. Is John a girl or a boy/ 10. How many subjects are presented on the table?				
Lesson	Theme	Livelihood in our sub – county / Division				
	Sub – theme	Numbers – Ordinals				
	Lesson content	Numbers ordinals.				
		1 <sup>st</sup> – first    2 <sup>nd</sup> second    3 <sup>rd</sup> third    4 <sup>th</sup> fourth    5 <sup>th</sup> fifth    8 <sup>th</sup> eight				
	Skills	Listening , speaking , reading, writing				
	Evaluation	21_____ 22_____ 23_____ 24_____ 25_____ 26_____ 27_____ 28_____ 29_____				
	Lesson					

	evaluation								
	Theme	Numbers							
	Content	Number words Ordinals Days of the week.							
		Sunday Monday Tuesday Wednesday		First Second Third Fourth		Thursday Friday Saturday		Fifth Sixth Seventh	
	Skills	Skills ; speaking , reading , writing , listening Questions							
		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?							
	Lesson evaluation								
	Theme	Numbers							
	Sub – theme	Number words							
	Content	Ordinals. Months of the year.							
		January	first	February	second	March	third		
		April	fourth	May	fifth	june	sixth		
		July	seventh	August	eight	September	ninth		
	Skills	October	tenth	November	eleventh	December	twelfth		
		Listening , reading , writing, speaking. Answering these questions correctly							
	Evaluation activity	1. Which is the first month of the year? 2. Which is the second month of the year?							

	Lesson evaluation	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     Skills   Evaluation activity    Lesson evaluation	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) Listening , speaking, reading , writing 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?

	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	Listening, speaking, reading, writing
	Evaluation activity	Listen and write a) Build      Make      Boil      Rubbish

		<p>b) Slash      Throw      Make      Mosquito</p> <p>Exercise</p> <p>Make sentences using each of the words below. There is a policepost near our school. Eg I always burn the rubbish.</p> <p>The baby is sleeping under a mosquito net.</p> <p>a) Boil b) Build c) Bridge d) Throw e) Slash f) Plant g) Mud h) Police post</p>
	Theme	Livelihood in our sub – county / Division
	Sub – theme	Challenges in the environment through human activities
	<p>Content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Proverbs</p> <p><b><u>What is a proverb?</u></b></p> <p>A proverb is a wise saying with hidden meanings.</p> <p>Ie. One by one makes a bundle.</p> <p>Two heads are better than one.</p> <p>Listening, speaking , reading, writing</p> <p><b><u>Complete these proverbs correctly</u></b></p> <ol style="list-style-type: none"> <li>1. A friend in need is a _____ indeed.</li> <li>2. One mans _____ is another man’s poison.</li> <li>3. Set a thief to catch a _____</li> <li>4. Fire is a good servant but a _____ master.</li> <li>5. Empty vessels make the loud set _____</li> <li>6. First come _____ served</li> <li>7. Too much of anything is always _____</li> <li>8. _____ of a feather flock together.</li> </ol>

		9. A hungry man is an angry_____
		10.An apple a day keeps the_____away.
Lesson	Theme	Our environment in our sub – county / Division
	Sub – theme	Composition of soil, water , air, dead plant , animals, particles of rocks.
	Content	Vocabulary Soil, stones , sand , clay , houses , loam, charcoal, stove, colour, build, white, grey
		<b><u>Structures</u></b> What is-----used for? What is clay soil used for? (we / they) use -----clay / loam, sand soil to ----- (make pots , grow crops / build houses.) We use clay soil to make pots. What colour is -----(clay, sand , loam)soil? There are many stones / crops / buildings in our division.
	Skills	Listening , writing , reading speaking Make sentences using each of the words below
	Evaluation activity	a) Soil b) Charcoal c) White d) Stones
	Lesson evaluation	e) Many f) colour
	Theme	Our environment in our sub – county / Division
	Sub – theme	Composition of soil, water, air, dead plant, animals, particles of rocs.
	Content	<b>Animals</b> Animals and their young ones Eg. Goat – kid          cat - kitten          cow – calf          dog - puppy .
	Skills	Listening , speaking, reading, writing.
	Evaluation activity	<b><u>Write the young ones of these animals</u></b> Animals                          young one                          Animal                          Young one Cow                                  _____                          cat                                  _____

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



	Lesson evaluation	<p>A bee – bee hive etc.  Listening, speaking, reading, writing.  <b>Write down the homes of these creatures</b></p> <p>A dog_____ A soldier_____ A lion_____ A pig_____ A bee_____</p> <p>A spider_____ A nun_____ A bird_____ A cow_____ A Sheep_____</p> <p>A Snail_____ A man_____ A King_____ A Horse_____ A domestic_____</p> <p>A mouse_____ A prisoner_____ A rabbit_____ A Fish_____ A parrot_____</p>
	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  Listening, reading, writing, speaking.  Join these sentences using ---- and ---</p> <ol style="list-style-type: none"> <li>1. We saw a monkey. We saw a leopard.</li> <li>2. A duck is a bird. A turkey is a bird.</li> <li>3. Joan is my sister. Alice is my sister.</li> <li>4. Come in . sit down.</li> <li>5. John likes posho. John likes beans.</li> <li>6. Get the duster . clean the blackboard.</li> <li>7. Mary paid the shopkeeper. She left the shop.</li> <li>8. Tom was absent yesterday. Sam was absent yesterday.</li> <li>9. I went to town. Bought a school bag.</li> <li>10. Allan was very hungry. Robert was very hungry.</li> </ol>
	Theme	Our environment in our sub – county / Division
	Sub – theme	Conjunction -----Both-----

	Content	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.
	Skills	Listening, speaking, reading, writing.
	Evaluation activity	Re- write these sentences beginning with ---- Both----- 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.
	Lesson evaluation	
	Theme	Our environment in our sub – county / Division
	Sub – theme	Composition of soil , water air , dead plants, animals, particles of rocks.
	Content	Conjunction ----- because ----- The dog is barking. It is hungry. The dog is barking because it is hungry. The dog is barking because it is hungry.
	Skills	Listening, speaking, reading, writing.
	Evaluation activity	Join these sentences using -----because ----- 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.
	Lesson	

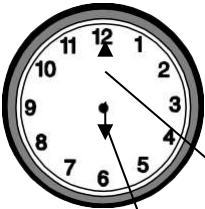
	evaluation	9. John is drinking some water. He is thirsty. 10. Mummy gave me a present. I passed the exams.
	Theme	Our environment in our sub – county /Division
	Sub – theme	Composition of soil, water, air, dead plant, animals, particles of rocks.
	Content	<b><u>Jumbled story</u></b> Arrange these sentences 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
	Evaluation activity	Reading and writing Read the dialogue below and answer questions that follow in full sentences. A VISIT TO THE ZOO Agaba: Birabwa, did you visit the Zoo, last Friday?

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











	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  Skills Evaluation exercise  Lesson evaluation	Vocabulary Wind, rain, hungry, flood, sunny, windy ,cloudy, rainy. Hot , cold umbrella, rainbow, hail stones, thunder, stars, crops, season, lightning, harvesting, Listening, speaking, reading, writing. Make sentences using each of the words below. a) Rainbow b) Harvesting c) Cloudy d) Umbrella e) Season f) Crops g) Sunny
	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. Answer these questions in full sentences.
	Lesson evaluation	<ol style="list-style-type: none"> <li>1. Why is Sam wearing a vest?</li> <li>2. Why is Tom using an umbrella?</li> <li>3. Why are the clothes on the line?</li> <li>4. Why is Alupo putting on gumboots?</li> <li>5. Why is Jane wearing a sweater?</li> <li>6. Why is the boy standing under a tree?</li> <li>7. Why is Ben wearing a coat?</li> <li>8. Why is Joel sweating?</li> </ol>
	Lesson evaluation	
	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)
		<ul style="list-style-type: none"> <li>- Dry and wet season</li> <li>- Activities carried out in each season.</li> <li>- What people wear on different types of weather.</li> </ul>
	Skill	(a rainbow , has seven colours )
	Evaluation activity	Listening , speaking, reading, writing. Questions
		<ol style="list-style-type: none"> <li>1. What are the two seasons in Uganda?</li> <li>2. What do farmers do in the rainy season?</li> <li>3. Why are heavy storms bad to farmers?</li> <li>4. When do we see a rainbow?</li> <li>5. When do farmers harvest crops?</li> <li>6. What shows that it is a rainy season?</li> <li>7. What should you wear on a rainy day?</li> </ol>
	Lesson	


	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.
	Evaluation activity	Listening, speaking, reading, writing 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 as 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; align-items: flex-start;"> <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; align-items: flex-start;"> <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; align-items: flex-start;"> <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.
	Content	Telling time in hours
	Skills	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <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>
	Evaluation activity	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <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	<div></div> <div>3. at what time does Sam wash the clothes?</div> <div>4. At what time do you get up?</div> <div>5. At what time do you take break fast?</div> <div>6. At what time does Ali go to bed?</div> <div>7. At what time do you pray?</div>																					
	Theme	Our environment in our sub – county /Division																					
	Sub – theme	Natural causes of changes in the environment.																					
	Content	<div>The calendar</div> <div>Features on a calendar .</div> <div><div>- Days , months, dates, public holidays</div></div> <div>The calendar</div>																					
	Skills	<div><div>MARCH 2004</div><table><tr><td>SUN</td><td>MON</td><td>TUE</td><td>WED</td><td>THUR</td><td>FRI</td><td>SAT</td></tr><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></table></div>	SUN	MON	TUE	WED	THUR	FRI	SAT		1	2	3	4	5	6	7	8	9	10	11	12	13
SUN	MON	TUE	WED	THUR	FRI	SAT																	
	1	2	3	4	5	6																	
7	8	9	10	11	12	13																	

		<table><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr></table>	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
		14	15	16	17	18	19	20															
		21	22	23	24	25	26	27															
		28	29	30	31																		
Evaluation activity	8 = women’s Day Listening , speaking , reading , writing Study the calendar and answer the questions that follow. 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 8 <sup>th</sup> 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	Time and the calendar Months and their days a. Months which have 31 days . January March May July August October December b. Months which have 30 days April																					
	Skills																						

	Evaluation activity	June September November c. February has 28 or 29. Listening, speaking, reading, writing. Answer the following questions
	Lesson evaluation	i. How many months are in a year? ii. List the months which have 31 days. iii. List the months which have 30 days. iv. How many days has February?
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content	A rhyme Thirty days have September. April, June and November. All the rest have thirty one, except February alone, which has 28 day in an ordinary year. And 29 days in each leap year. Listening , speaking, reading, writing.
	Skills	
	Evaluation activity	Read the rhyme and answer the questions that follow in full sentences
	Lesson evaluation	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?
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content	The school timetable

- Features on a timetable. Time , subjects, days of the week activities , intervals (break, lunch) (games assembly etc)
- Reading a timetable

**P. 3 TIME TABLE FOR TERM 1.**

	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

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?

Study the timetable and answer questions that follow in full sentences

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
  - a) R.E
  - b) P.E

Evaluation  
activity

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? 6. What does Gimei do at 4:30Pm? 7. When does Gimei have break?
	Lesson evaluation	





	Lesson evaluation	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 . 1. Write the letters correctly words. a. Nus - b. Iar – c. Krbea – d. Ehouse – e. Nclae – 2. Use the words in simple sentences 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 a. Regular verbs – they don’t end with “ed” in past tense. b. Irregular verbs – they end with “ed” in past tense. Underline verbs in these sentences 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.
	Evaluation activity	
	Lesson evaluation	
	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"> <li>1. The boy is_____a bicycle. (ride)</li> <li>2. Tom is_____up now.(wake)</li> <li>3. The policemen are_____the thieves (chase)</li> <li>4. She is_____a nice basket(weak)</li> <li>5. They are_____now. (move)</li> <li>6. He is____the goats behind. (tie)</li> <li>7. Rose is_____a nice doll. (make)</li> <li>8. They are_____us behind. (leave)</li> <li>9. They are____the mango tree. (shake)</li> <li>10.The dog is_____the little boy. (bite)</li> </ol>
	Theme	Environment and weather in our sub – county / Division.
	Sub – theme	Daily activities
	<p>Content</p> <p>Lesson activity</p>	<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"> <li>1. Change the given verbs to present continuous tense</li> <li>2. Fill in the gaps with the correct form of the word in brackets</li> </ol> <ol style="list-style-type: none"> <li>1. The girls are_____now (swim)</li> <li>2. She is_____the table. (set)</li> <li>3. Who is_____in the garden. (dig)</li> <li>4. They are_____to school. (run)</li> <li>5. He is_____while laughing (clap)</li> </ol> <ol style="list-style-type: none"> <li>3. Change the sentences to present continuous</li> </ol> <ol style="list-style-type: none"> <li>1. The priest gave us money.</li> <li>2. She was hit by a running car.</li> <li>3. They dropped the subject at the moment.</li> <li>4. Musa put the ruler under his desk</li> </ol>						
	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><b>Topical questions about tenses.</b></p> <ol style="list-style-type: none"> <li>1. Topical questions about tenses. 1 – 6</li> <li>2. Change the verbs / complete the table below.</li> </ol> <table> <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 _____

		Would not _____
	Theme	Environment and weather in our sub – county / Division.
	Sub – theme	Daily activities
	Content	Story . read the story entitled . “Visiting Day” (Mk page 84)
	Skills	- Articulation - Stressing - Written work
	Evaluation activity	Listening , speaking, reading, writing. 1. Why will they visit my sister next week? 2. Where does my sister go to school? 3. Which school does my sister go to? 4. Who will visit my sister next week? 5. What will father and mother buy for my sister? 6. What is the title of the story? 7. Give the opposites of the following
	Lesson evaluation	New – Sister -
	Theme	Environment and weather in our sub – county / Division.
	Sub – theme	Use of “do” and “does”
	Content	Singular

	Lesson evaluation	<p><b>Complete these below</b></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)
	Content          Skills   Lesson activity	<p><b>Vocabulary .</b>  Sit , jump, walk, clap, wake, bathe,  Kick, hear, fetch , dress, bite, burn, hide etc</p> <p><b>Structure</b>  I always go to school.  They always go to school  We always go to school</p> <p><b>With the third person</b>  - 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	5. They always_____behind the cupboard 6. 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 season 10.They always_____to school early.
	Theme	Environment and weather in our sub – county / Division.
	Sub – theme	Daily activities
	Content	Structures . Use of always, some times & never
	Skills	Example 1. I always walk to school. 2. I always go to the market. 3. I always wash plates. 4. I sometimes wear a jacket. 5. I sometimes go to bed late.
	Evaluation activity.	Listening , speaking , reading, writing Complete the sentences. Choose correct words from the table. Wash      wake up      stand      sit      hide      play      milk      dig 1. I always_____in the garden. 2. I always_____early . 3. I always_____the cows. 4. I always_____the ball with my friends. 5. I always_____behind the cupboard. 6. I always_____on a good chair in the classroom 7. I always_____up when the teacher calls my name.
	Lesson evaluation.	Burn ,      go,      listen,      wake,      drink,      bathe,      collect,      jump      play 8. I sometimes_____to music . 9. I sometimes_____to church. 10.I sometimes_____rubbish. 11.I sometimes_____cold water



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

## **ENGLISH LESSON NOTES FOR P.3**

### **TERM II**

Theme	Living things
Sub-theme	Animals in our sub-county
Content	Vocabulary (new words)  Nest, forest, zoo, bird, monkey, elephant, lion, giraffe, hyena, kennel, hen, turkey, holes, eagle, kite, duck, kraal etc.
Skills	Listening, speaking, reading and writing
Evaluation exercise	Make meaningful sentences using each of the words below:  (a) Nest                      (f) hyena (b) Monkey                  (g) elephant (c) Eagle                     (h) forest (d) Giraffe                  (i) zoo (e) Kennel                  (j) lion
Lesson evaluation	
Theme	Living things
Sub-theme	Animals in our sub-county
Content	Structures: Where was the... ..?  Where was the bird? The bird was in the nest  <b><u>Animals and their homes.</u></b>  Cow – kraal                  termite – anthill                  sheep – pen fold Pig – sty                      rabbit – hutch                  snake – grass Lion – den                    dog – kennel                  goat – Bird – nest                    parrot – cage                  horse – stable A bee – bee hive              a spider – web                  a snail – shell

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

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

Lesson evaluation																	
Theme	Living things																
Sub-theme	Animals in our sub-county/division																
Content	<p><b><u>Similes</u></b></p> <p>Similes compare things which are alike in some qualities or behavior or shape</p> <table> <tr> <td>As fat as a pig</td><td>as fast as a deer</td></tr> <tr> <td>As blind as a bat</td><td>as brave as a lion</td></tr> <tr> <td>As silly as a sheep</td><td>as gentle as a dove</td></tr> <tr> <td>As heavy as an elephant</td><td>as harmless as a dove</td></tr> <tr> <td>As playful as a puppy</td><td>as proud as a peacock</td></tr> <tr> <td>As playful as a kitten</td><td>as slow as a snail</td></tr> <tr> <td>As busy as a bee</td><td>as slow as a tortoise</td></tr> <tr> <td>As strong as a horse</td><td>as poor as a church mouse</td></tr> </table>	As fat as a pig	as fast as a deer	As blind as a bat	as brave as a lion	As silly as a sheep	as gentle as a dove	As heavy as an elephant	as harmless as a dove	As playful as a puppy	as proud as a peacock	As playful as a kitten	as slow as a snail	As busy as a bee	as slow as a tortoise	As strong as a horse	as poor as a church mouse
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As strong as a horse	as poor as a church mouse																
Evaluation exercise	<p><b><u>Complete these similes correctly</u></b></p> <table> <tr> <td>1. As slow as a _____</td><td>7. As harmless as a _____</td></tr> <tr> <td>2. As heavy as an _____</td><td>8. As busy as a _____</td></tr> <tr> <td>3. As proud as a _____</td><td>9. As blind as a _____</td></tr> <tr> <td>4. As playful as a _____</td><td>10. As poor as a _____</td></tr> <tr> <td>5. As fat as a _____</td><td>11. As fast as a _____</td></tr> <tr> <td>6. As silly as a _____</td><td>12. As brave as a _____</td></tr> </table>	1. As slow as a _____	7. As harmless as a _____	2. As heavy as an _____	8. As busy as a _____	3. As proud as a _____	9. As blind as a _____	4. As playful as a _____	10. As poor as a _____	5. As fat as a _____	11. As fast as a _____	6. As silly as a _____	12. As brave as a _____				
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Lesson evaluation																	
Theme	Living things																
Sub-theme	Animals in our sub-county/division																
Content	<p><b><u>Structures:</u></b></p> <p>Which animal is big? Which animal is small?</p>																

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

	<p>7. Which birds are spying?</p> <p>8. How many lines does the poem have?</p>
Lesson evaluation	
Theme	Living things
Sub-theme	Oral literature
Content	Read the dialogue and answer questions that follow: (A VISIT TO THE ZOO) Mk. Pg. 70
Skills	Listening, speaking, reading and writing
Evaluation exercise	<p>1. How many people are in the dialogue?</p> <p>2. Who are the people talking in the dialogue?</p> <p>3. When did Birabwa visit the zoo?</p> <p>4. Which animals did Birabwa see?</p> <p>5. Who saw a zebra?</p> <p>6. Who was the first to talk?</p> <p>7. When will Agaba visit the zoo?</p> <p>8. Give the title of the dialogue</p> <p>9. Which animal is the biggest of all?</p>
Lesson evaluation	
Theme	Living things
Sub-theme	Animals in our sub-county/division
Content	<p>Reading and writing</p> <p>Read the story titled: AT THE ZOO</p> <p>(Ref. MK. Primary Eng. Bk.3 pg. 72)</p>
Skills	Listening, speaking, reading and writing
Evaluation exercise	<p>1. What is a zoo?</p>

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



Sub-theme	Position																																																															
Content	<p><b><u>Some words with their correct prepositions</u></b></p> <table><tr><td>good</td><td rowspan="4">}</td><td rowspan="4">at</td><td>similar</td><td rowspan="4">}</td><td rowspan="4">to</td><td>famous</td><td rowspan="4">}</td><td rowspan="4">for</td></tr><tr><td>look</td><td>prefer</td><td>wait</td></tr><tr><td>shout</td><td>talk</td><td>fit</td></tr><tr><td>laugh</td><td>add</td><td>sorry</td></tr><tr><td></td><td></td><td></td><td>married</td><td></td><td></td><td>ask</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td>point</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td>go</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td>listen</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td>invite</td><td></td><td></td><td></td><td></td><td></td></tr></table>	good	}	at	similar	}	to	famous	}	for	look	prefer	wait	shout	talk	fit	laugh	add	sorry				married			ask						point									go									listen									invite					
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Skills	Listening, speaking, reading and writing																																																															
Evaluation exercise	<p><b><u>Fill in the gaps with a correct preposition</u></b></p> <p>1. Mary is good_____English</p> <p>2. I talked _____ the man who came from Kasubi.</p> <p>3. I have been waiting _____ you since morning</p> <p>4. Don't listen _____ what he says</p> <p>5. It is always bad to laugh _____ lame people</p> <p>6. They only invited a few people_____their party.</p> <p>7. My sister is married_____a doctor</p> <p>8. Mummy looked_____me with a smiling face</p> <p>9. Ben is leaning_____the broken desk</p> <p>10.Tom prefers watching movies_____cartoons.</p>																																																															
Lesson evaluation																																																																
Theme	Living things																																																															

Sub-theme	Position																																					
Content	<p><b><u>Other prepositions are:</u></b></p> <table><tr><td>ashamed</td><td rowspan="10">}</td><td rowspan="10">of</td><td>borrow</td><td rowspan="10">}</td><td>believe</td><td rowspan="2">}</td><td>in</td></tr><tr><td>accused</td><td>differ</td><td>interested</td></tr><tr><td>proud</td><td>suffer</td><td rowspan="2">}</td><td rowspan="2">from</td></tr><tr><td>afraid</td><td>subtract</td></tr><tr><td>fond</td><td>escape</td><td>agree</td><td rowspan="4">}</td><td rowspan="4">with</td></tr><tr><td>died</td><td></td><td>quarrel</td></tr><tr><td>capable</td><td></td><td>satisfied</td></tr><tr><td>sure</td><td></td><td>crowded</td></tr><tr><td>tired</td><td></td><td></td></tr><tr><td>full invite</td><td></td><td></td></tr></table>	ashamed	}	of	borrow	}	believe	}	in	accused	differ	interested	proud	suffer	}	from	afraid	subtract	fond	escape	agree	}	with	died		quarrel	capable		satisfied	sure		crowded	tired			full invite		
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Skills	Listening, speaking, reading and writing																																					
Evaluation exercise	<p><b><u>Fill in the gaps with a correct preposition</u></b></p> <p>1. She is not interested_____learning.</p> <p>2. That basket is full_____mangoes</p> <p>3. Girls are afraid_____dogs</p> <p>4. Joan always quarrels_____her neighbour</p> <p>5. Babies always depend_____milk</p> <p>6. We all believe_____God</p> <p>7. My uncle died_____malaria</p> <p>8. I hope you will agree_____my susggestion</p> <p>9. The girl escaped_____school yesterday</p> <p>10. My sister is fond_____eating sweets</p>																																					
Lesson evaluation																																						

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

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

	6. Who are the people walking along the road? 7. What are the girls playing with? 8. What is the title of the story?
Lesson evaluation	
Theme	Living things
Sub-theme	Community
Content	Revision of school, shop, market, mosque, butcher's garden, hospital, church, town, bank, garage, borehole, crops, bush etc.
Skills	Listening, speaking, reading and writing
Evaluation exercise	<p><b><u>Give one word for the underlined group of words</u></b></p> <ol style="list-style-type: none"> <li>1. He built the house <u>where moslems workshop from</u></li> <li>2. My brother works in a <u>place where meat is sold from</u></li> <li>3. All the <u>plants grown by man</u> were destroyed</li> <li>4. I met a <u>man who repairs vehicles</u></li> <li>5. She works in a <u>place where money is kept safely.</u></li> <li>6. We visited the <u>place where aeroplanes land and take off</u></li> <li>7. The <u>man who bakes bread</u> was knocked down.</li> <li>8. Where is the <u>building where christians worship from?</u></li> </ol>
Lesson evaluation	
Theme	Living things
Sub-theme	Community
Content	<p>Adjectives are words used to describe nouns e.g. many, full, old, tall, few, large, new, wide, narrow, smooth, fat, thin, small etc.</p> <p>A <u>tall</u> trees                      a <u>smooth</u> floor                      an <u>easy</u> test</p> <p>A <u>beautiful</u> girl                      a <u>handsome</u> boy                      a <u>narrow</u> road</p>

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

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

Theme	Living things		
Sub-theme	Community		
Content	<b><u>Comparing adjectives</u></b>		
	<u>Positive</u>	<u>comparative</u>	<u>superlative</u>
	Cheap	cheaper	cheapest
	Strong	stronger	strongest
	High	higher	highest
	Sharp	sharper	sharpest
	Great	greater	greatest
Skills	Listening, speaking, reading and writing		
Evaluation exercise	<b>Complete this table correctly</b>		
	<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
	1. Clever	Cleverer	_____
	2. Slow	_____	Slowest
	3. Deep	_____	_____
	4. Tall	_____	_____
	5. Short	_____	_____
	6. Low	_____	_____
	7. Quick	_____	_____
	8. Sweet	_____	_____
	9. Near	_____	_____
	10. Long	_____	_____
Lesson evaluation			
Theme	Living things		
Sub-theme	Community		



Content	<b><u>Adjectives that end with letter Y</u></b>		
	<u>Positive</u>	<u>comparative</u>	<u>superlative</u>
	Pretty	prettier	prettiest
	Lazy	lazier	laziest
	Happy	happier	happiest
Skills	Listening, speaking, reading and writing		
Evaluation exercise	Complete this table correctly.		
	<u>Positive</u>	<u>comparative</u>	<u>superlative</u>
	Easy	_____	_____
	Busy	_____	_____
	Happy	_____	_____
	Lazy	_____	_____
	Pretty	_____	_____
	Lucky	_____	_____
	Heavy	_____	_____
	Early	_____	_____
	Ugly	_____	_____
	Dirty	_____	_____
Lesson evaluation			
Theme	Living things		
Sub-theme	Community		
Content	<b>A. <u>Adjectives that double their last letters</u></b>		
	<u>Positive</u>	<u>comparative</u>	<u>superlative</u>
	Hot	hotter	hottest
	Wet	wetter	wettest

	Fat	fatter	fattest
	Big	_____	_____
	Thin	_____	_____
	Flat	_____	_____
	B. Adjectives that end with letter “e”		
	<u>Positive</u>	<u>comparative</u>	<u>superlative</u>
	Large	larger	_____
	Nice	_____	_____
	Wide	_____	_____
	Ripe	_____	_____
	Wise	_____	_____
	Lesson evaluation		
Theme	Living things		
Sub-theme	Community		
Content	Adjectives that change differently (irregular adjectives)		
	<u>Positive</u>	<u>comparative</u>	<u>superlative</u>
	Good	better	best
	Much	more	most
	Little	less	least
	Beautiful	_____	_____
Skills	Listening, speaking, reading and writing		
Evaluation exercise	Complete this table correctly		
	Postive	Comparative	Superlative
	Good	Better	Best
	Little	Less	Least

	Bad	Worse	Worst
	Much	_____	_____
	Many	_____	_____
	Beautiful	_____	_____
	Comfortable	_____	_____
	Difficult	_____	_____
	Handsome	_____	_____
	Useful	_____	_____
Theme	Living things		
Sub-theme	Community		
Content	<p><b><u>Structures</u></b></p> <p>Joining sentences using:.....than.....</p> <p>a) Haliima is smart. Joyce is smarter.</p> <p><u>Joyce is smarter than Haliima</u></p> <p>b) A bottle is smooth. A mirror is smoother._</p> <p><u>A mirror is smoother than a bottle.</u></p>		
Skills	Listening, speaking, reading and writing		
Evaluation exercise	<p>Join these sentences using:.....than.....</p> <ol style="list-style-type: none"> <li>James is fast. Andrew is faster</li> <li>A lizard is slow. A tortoise is slower</li> <li>The red pencil is long. The yellow pencil is longer</li> <li>Marvin is tall. Moses is taller</li> <li>Joan is clever. Jemima is cleverer</li> <li>The bride is short. The bridegroom is shorter</li> <li>This box is heavy. That box is heavier</li> </ol>		

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

	<ol style="list-style-type: none"> <li>Both boys read well but Dan is the_____reader. (good)</li> <li>English is_____difficult than Maths. (much)</li> <li>Matama is the_____girl of the three sisters. (ugly)</li> <li>The bride was_____than the bridegroom. (happy)</li> <li>This coat is_____than that one. (cheap)</li> <li>What is the_____news? (late)</li> <li>Today is_____than yesterday. (hot)</li> <li>Betty is_____than her elder sister. (clever)</li> <li>November was the_____month of the year. (wet)</li> <li>My uniform is_____than yours. (dirty)</li> <li>Jane chose the_____dress in the shop. (expensive)</li> <li>Kato is always_____at school. (busy)</li> </ol>
Lesson evaluation	
Theme	Living things
Sub-theme	Community
Content	<p>Reading and writing</p> <p>Read the story titled:</p> <p>“Makoy’s village”. (MK Bk.3 pg 63)</p>
Skills	Listening, speaking, reading and writing
Evaluation	<p>Read the story and answer the questions that follow in full sentences.</p> <ol style="list-style-type: none"> <li>In which village does Makoyi live?</li> <li>Who sent Makoyi to the butcher’s for meat?</li> <li>Which is the next trading centre to Buwesi?</li> <li>What type of buildings are found in Buwesa?</li> <li>Who broke down the old buildings in Magale trading</li> </ol>

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

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

	<p><b>B. <u>words making their opposites by adding “dis”</u></b></p> <p>agree_____ appear_____ obedient_____</p> <p>obey_____ advantage_____ believe_____</p> <p>like_____ honest_____ continue _____</p> <p>order_____ connect_____ allow _____</p>
Lesson evaluation	
Theme	Living things
Sub-theme	Community
Content	<p>Opposites</p> <p>Words making their opposites by adding “in”</p>
Evaluation exercise	<p>Complete – incomplete</p> <p>Correct_____</p> <p>Capable_____</p> <p>Secure_____</p> <p>Direct_____</p> <p>Dependent_____</p> <p>Sufficient_____</p> <p>“im”</p> <p>Movable_____</p> <p>Patient_____</p> <p>Polite_____</p> <p>Pure_____</p> <p>Possible _____</p> <p>Perfect _____</p>
Lesson evaluation	



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

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

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

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

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

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

Skills	Listening, speaking, reading and writing
Evaluation activity	<p><b>a) <u>Write the given words in past tense</u></b></p> <p>1. Take_____2. Write_____3. Teach - _____</p> <p>4. Read_____5. Teach - _____6. Catch - _____</p> <p>7. go - _____</p> <p><b>b) Write the past tense of the word in brackets to complete the sentences.</b></p> <p>1. Musa_____on the mat last night. (sit)</p> <p>2. The old man_____his leg yesterday. (break)</p> <p>3. David_____a pencil yesterday. (buy)</p> <p>4. His house_____fire last night. (catch)</p> <p>5. The_____to school by bus. (come)</p> <p>6. She_____the baby with her. (take)</p> <p>7. Oliva_____in her book neatly. (write)</p>
Lesson evaluation	
Theme	Living things
Sub-theme	Tenses
Lesson content	<p>Forming verbs in pas simple tense which add .....”ed”. (regular)</p> <p>Examples: wash – washed, touch – touched, brush – brushed, kick – kicked, borrow – borrowed, use – used, play – played, talk – talked, greet – greeted, rain – rained, knock – knocked, touch – touched etc.</p> <p>b) kill – killed, dress – dressed, mop – mopped, clap – clapped, drop – dropped etc</p>
Skills	Listening, speaking, reading and writing
Evaluation activity	<p>a) Copy and complete the table below: -</p> <p>brush -</p>

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



Skills	Listening, speaking, reading and writing														
Evaluation activity	<p>a) Complete the table below:</p> <p>1. carry - _____</p> <p>2. _____ - married</p> <p>3. _____ - copied</p> <p>4. Bury - _____</p> <p>5. Worry - _____</p> <p>6. _____ - hurried</p> <p><b>b) Use the correct form of the word in brackets to complete the sentences</b></p> <p>7. Molly_____the baby yesterday. (carry)</p> <p>8. He_____his father last month. (bury)</p> <p>9. You_____us so much last night. (worry)</p> <p>10.They_____the thief alive. (bury)</p> <p>11.Her baby_____loudly last night. (cry)</p> <p>12.Oliver was_____to a rich man. (marry)</p>														
Lesson evaluation															
Theme	Living things														
Sub-theme	Plants in our sub-county														
Lesson content	<p>Use of ‘was’ and ‘were’</p> <p>‘were’ is used in plural.</p> <p><b><u>Examples</u></b></p> <table><tr><td>I</td><td rowspan="5">}</td><td rowspan="5">was</td><td>They</td><td rowspan="5">}</td><td rowspan="5">were</td></tr><tr><td>He</td><td>We</td></tr><tr><td>She</td><td>You</td></tr><tr><td>It</td><td></td></tr><tr><td></td><td></td></tr></table>	I	}	was	They	}	were	He	We	She	You	It			
I	}	was			They			}	were						
He					We										
She					You										
It															

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

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

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

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

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

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

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



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

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

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

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

Theme	Managing resources in our division/subcountry
Sub-theme	Saving resources and concept of resources
Lesson content	Structures:  examples  Do you have enough firewood?  Yes, I do  Do you have enough charcoal?  No, we don't have
Skills	Listening, speaking, reading and writing
Evaluation activity	Use these structures in a sentence  1. How much.....?  2. How many ..... ?  3.
Lesson evaluation	
Theme	Managing resources in our division/sub-county
Sub-theme	Spending resources
Lesson content	Structures
Theme	Managing resources in our division/county
Sub-theme	Saving resources and concept of resources
Lesson content	Structures:  <ul style="list-style-type: none"> <li>- Where.....do/does....., he/she get..... money/charcoal?</li> <li>- He/she/they/we/I have... .. money, charcoal, firewood in the box, store, basket.</li> <li>- What are you... ..(buying/selling)?</li> <li>- I am/we are selling/buying(sweets/books)</li> </ul>

	- He/she they is/are buying/selling (books, pens, sweets)
Evaluation activity	Use the given structures correctly.  1. Where_____she get water from (do/does) 2. He gets_____from the market. (food/water) 3. What_____you selling? (is, are) 4. I am_____sugar from the shop. (buying/selling) 5. Where do_____get milk from? (he/we)
Lesson evaluation	
Theme	Resources in our division/sub-county
Sub-theme	Spending resources
Lesson content	Vocabulary:  Sugar, books, buy, sell, sweets, pancakes, pencils, soap, salt, pens, cost, much, many, money, shillings, some, any etc.
Skills	Self awareness, decision making, assertiveness, critical thinking
Evaluation activity	(i) Spelling exercise  a) sugar    b) cost,    c) pancakes,    d) resource  (ii) Make correct sentences using these words  a) Salt    b) soap    c) much    d) some    e) many
Lesson evaluation	
Theme	Managing resources in our division/sub-county
Sub-theme	Spending resources
Lesson content	Structures:  - What are you... .....(buying/selling?) - I am/we are buying/selling (sweets, books) - How much/many (sugar, sweets, books pens) do you

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

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



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

Theme	Managing resources in our Division/sub-county
Sub-theme	Occupations
Skills	Listening, speaking, reading and writing
Lesson content	<b>A bad day for Omondi</b> (guided composition)
Evaluation activity	Use the words given to complete the composition correctly. (MK Primary English pupil's Book 3 page 92)
Lesson	Theme
Sub-theme	Spending resources
Lesson content	Story: Asiimwe cuts his hair (Mk. Bk.3 pg.90)
Evaluation	Answer the questions in full sentences:  1) Who had long hair? 2) Where did Topaco want to go? 3) Why did Topaco go to the barber? 4) What did Asiimwe look at? 5) Who decided to have his hair cut?
Lesson evaluation	
Theme	Managing resources in our division/sub-county
Sub-theme	Spending resources: Dialogue
Skills	Speaking, listening, reading, writing
Lesson content	Dialogue: A Fish monger (MK. Bk.3 page 91)
Evaluation activity	Answer questions about the dialogue in full sentences
Lesson evaluation	
Theme	Managing resources in our division/sub-county
Sub-theme	Spending resources – analogies
Skills	Speaking, listening, reading, writing
Lesson	Analogies
Content	Examples:  1. Teacher is to pupil as doctor is to..... 2. East is to West as North is to South.

	3. Fingers are to hands as toes are to foot 4. Flock is to sheep as herd is to cattle 5. Artist is to picture as author is to book 6. one is to single as two is to double. 7. Pen is to write as bell is to ring etc.
Evaluation exercise	Fill in the correct words to complete the sentences  1. Bark is to dog as... ..is to lion 2. Day is to ..... as month is to year 3. Calf is to cow as cub is to ..... 4. Landlord is to tenant as.....Is to customer 5.To smell as tongue is to taste 6. Boy is to ....as girls to guide 7. Oculist is to eyes as dentist is to.... 8. Man is to .... As bird is to sing.
Lesson evaluation	
Theme	Managing resources in our division/sub-county
Sub-theme	Occupations
Skills	Speaking, listening, reading, writing
Lesson content	Revision exercises (MK Bk. 3 pg 92-3)
Evaluation activity	(a) Fill in the missing letters to complete the given words correctly. (MK. Bk.3 page 92) (b) Choose the correct words to complete the sentences (MK. Bk.3 pg 93) (c) Use correct words to complete the sentence (MK. Bk. 3 pg 93)
Lesson evaluation	
Theme	Keeping peace in our sub-county/division
Sub-theme	Living in peace with others
Lesson content	<b>Vocabulary:</b>  Rules, play, work, share, give, sorry, excuse, fight, steal, friend, sing, dance, visit, greet, abuse, beat
Skills	Speaking, listening, reading, writing
Evaluation activity	Write the words correctly:  (a) nsig _____ (b) laest _____ (c) tegre _____

	(d) aypl _____ (e) tivis _____ write sentences using the given words correctly  (f) give (g) fight (h) share (i) sorry (j) work
Lesson evaluation	
Theme	Keeping peace in our sub-county/division
Sub-theme	Living in peace with others
Lesson notes	Vocabulary:  Home, clothes, school, clean, play, food, water, drink, eat, hospital, pen, books, medicine, father, pencil, mother
Lesson activity	Listen and write  1. mother 2. drink 3. name  4. eat 5. clothes 6. play  7. pencil  8. A child has a right to clean environment.  9. Mulago is the biggest government hospital in Uganda  10. My name has seven letters  11. We drink boiled water at school  12. We need water, clothes, school fees, water and food.  13. I have a pen and five books in my shelf  14. A father heads a home  15. My mother and father protect me at home
Lesson evaluation	
Theme	Keeping peace in our sub-county/division
Sub-theme	Living in peace with others

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

	2. What do you like? 3. Does Mary like dancing? 4. What don't you like? 5. Don't you like stealing? 6. Do young children like working? 7. Can I borrow your shoes please? 8. May I come in please
Lesson evaluation	
Theme	Keeping peace in our sub-county/division
Sub-theme	Child rights, needs and their importance
Lesson content	Structures:  - What do you/we do everyday?  I / we / they..... (eat, drink, read, write) everyday.  - What does....mother, father, teacher do everyday?  (mother, father, teacher) teaches, cleans, teaches everyday  - What is..... your father's/mother's name?  My mother's/father's name is.....  My/his/her name is .....
Skills	Speaking, listening, reading, writing
Lesson activity	Use the words in the brackets correctly to complete the sentences.  1. I always_____water for grandmother (fetch) 2. Mr. Olimi_____his cow every evening. (milk) 3. father always_____up early. (wake) 4. Dogs sometimes_____at visitors. (bark) 5. Everyday he_____pictures. (draw) 6. We never_____in dirty water. (bathe) 7. The teacher_____on the blackboard everyday. (write) 8. the girls sometimes_____the rubbish. (burn) 9. Maria_____to town everyday. (go) 10. Kasubi sometimes_____a car. (drive)
Theme	Keeping peace and security in our sub-county/division
Sub-theme	Likes and dislikes

Lesson content	Vocabulary:  Revision of kinds of food; carrots, cassava, beans  New vocabulary: sweet, cake, bun, sports, watering															
Skills	Speaking, listening, reading, writing															
	Structures:  - Do you like bananas?  Yes, I do / No, I don't															
Lesson activity	Make five correct sentences from this table below: <table><tr><td>Derrick</td><td>Likes</td><td>Games and sports</td></tr><tr><td>Our teacher</td><td>Does not like</td><td>Eating cakes and buns</td></tr><tr><td>My friend</td><td></td><td>Wearing a watch</td></tr><tr><td>She</td><td></td><td>Eating cassava</td></tr><tr><td></td><td></td><td>Watering the crops</td></tr></table> Revision:  Join these sentences using..."because".....  1. We like cows. They give us milk. 2. pupils like their teachers. They teach them. 3. okello does not like games and sports. They make him very tired. Join sentences using:.....but.....  4. I like a bun. I don't like a cake. 5. Joan likes watering plants. Molly likes games  Answer these questions orally:  1. Does Mwesigye like beans or peas?	Derrick	Likes	Games and sports	Our teacher	Does not like	Eating cakes and buns	My friend		Wearing a watch	She		Eating cassava			Watering the crops
Derrick	Likes	Games and sports														
Our teacher	Does not like	Eating cakes and buns														
My friend		Wearing a watch														
She		Eating cassava														
		Watering the crops														

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



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

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

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

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

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

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

	shows) you around our _____(farm, book).
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## **ENGLISH LESSON NOTES FOR P.3**

### **TERM III**

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

	Lesson evaluation	<p>Yes,.....</p> <p>5. What did Joan... ? (write)</p> <p>6. Peter ..... a nice shirt last week. (wear)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Culture and gender in our division/sub-county</p> <p><b>Gender</b></p> <p>Self awareness, assertiveness, effective communication</p> <p><b>Vocabulary:</b></p> <p>Share, work, help, same, different, beat, kids, slap, eat, cake, milk, hungry wash, cook, mop, wash</p> <p>(a) Fill in the missing letters to complete the words correctly.</p> <p>(1) s__m                      (4) b_____t</p> <p>(2) sl__p                      (5) wo____k</p> <p>(3) c_____k              (6) s__as_____</p> <p>(b) Make correct sentences using:</p> <p>1. different</p> <p>2. milk</p> <p>3. was</p> <p>4. hungry</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p>	<p>Culture and gender in our division/sub-county</p> <p><b>Gender</b></p> <p>Effective communication, creative thinking, self awareness, decision making.</p>



	Lesson content	<p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>- Why did (he/she/they run away from.....(school/home)</li> <li>- He/she they ran away from (school/home) because the (teacher, mother, father kicked/slapped/beat him/her)</li> <li>- Why was/were he/she/they beaten/kicked/slapped?</li> <li>- Who..... (slapped/kicked/beat.....him/her them.</li> </ul> <p>Answer the questions correctly.</p> <p>(1) Why did she run away from home? (her father beat her)</p> <p>(2) Why was she slapped? (abused her sister)</p> <p>(3) Why were they crying? (their mother died)</p> <p>(4) Why did Paul fall down? (Tom kicked him)</p> <p>(5) Why were the girls punished? (They were playing in the classroom)</p>
	Lesson evaluation	
Lesson	Theme	Culture and gender in our division/sub-county.
	Sub-theme	Ways of promoting and preserving culture
	Skills	Effective communication, creative thinking, self awareness, decision making.
	Lesson content	<p><b>Vocabulary:</b></p> <p>Sing, dance, play, blow, flute, drum, sick, medicine, needles, razorblade, syringe, safety pins, scissors, tablets, children</p>
	Evaluation activity	<p>(a) Spell the words correctly.</p> <p>1) flute      2) needles      3) drum      4) blow</p> <p>(b) Complete these sentences correctly.</p> <p>(1) Dorah cut her finger with a... ..(safety pin,</p>

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

Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Culture and gender in our division/sub-county</p> <p>Relationships</p> <p><b>Vocabulary:</b></p> <p>Teachers, pupils, parents monitor, family sister, cousin, brother, nephew, uncle, aunt, son, first born.</p> <p>Types of families:</p> <p>i.e. Nuclear family – parents and their biological children.</p> <p>- Extended family – parents, their children and other relatives.</p> <p>A written exercise in the MK pupil's Book 3 on page 141.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Evaluation activity</p>	<p>Culture and gender in our division/sub-county</p> <p>Relationships</p> <p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>- How many ..... have you?</li> <li style="padding-left: 40px;">I have six... .....(brothers/sisters)</li> <li>- How many brothers does he have?</li> <li style="padding-left: 40px;">He has four brothers.</li> <li>- Who is your little sister?</li> <li>- What position do you hold in the family?</li> </ul> <p>Answer the given questions in full sentences.</p> <p>(1) How many sisters do you have?</p> <p>(2) How many brothers does Mary have?</p> <p>(3) What position does Peter hold in the family?</p> <p>(4) How old is your eldest brother?</p> <p>(5) What is the name of your last born?</p>

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

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

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

	Evaluation activity	<p>buy - bought</p> <p><b>(a) Write the past form of the given words.</b></p> <table><tr><td>1. bring</td><td>6. catch</td></tr><tr><td>2. ride</td><td>7. sleep</td></tr><tr><td>3. fight</td><td>8. sweep</td></tr><tr><td>4. sing</td><td>9. swim</td></tr><tr><td>5. see</td><td>10. Speak</td></tr></table> <p><b>(b) Use the correct form of the given words to fill in the gaps.</b></p> <p>11. The farmer..... in his garden yesterday. (dig)</p> <p>12. We ..... milk tea last morning. (drink)</p> <p>13. Peter... ..... the books in the book shelf. (keep)</p> <p>14. Joanita..... the sweetest cake. (choose)</p> <p>15. The pupils..... matooke and meat last Friday. (eat)</p>	1. bring	6. catch	2. ride	7. sleep	3. fight	8. sweep	4. sing	9. swim	5. see	10. Speak					
1. bring	6. catch																
2. ride	7. sleep																
3. fight	8. sweep																
4. sing	9. swim																
5. see	10. Speak																
	Lesson evaluation																
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p>	<p>Culture and gender in our division/sub-county</p> <p>Tenses of irregular verbs</p> <p>Self awareness, effective thinking, appreciation</p> <p><b>Irregular verbs:</b></p> <table><tr><th>Present</th><th></th><th>past</th></tr><tr><td>1. know</td><td>-</td><td>knew</td></tr><tr><td>2. put</td><td>-</td><td>put</td></tr><tr><td>3. feed</td><td>-</td><td>fed</td></tr><tr><td>4. bite</td><td>-</td><td>bit</td></tr></table>	Present		past	1. know	-	knew	2. put	-	put	3. feed	-	fed	4. bite	-	bit
Present		past															
1. know	-	knew															
2. put	-	put															
3. feed	-	fed															
4. bite	-	bit															

	Evaluation activity	<div>5. tear - tore</div> <div>6. wear - wore</div> <div>7. hang - hung</div> <div>8. lie - lied</div> <div>9. beat - beat</div> <div>10. cut - cut</div> <div>11. hurt - hurt</div> <div>12. shut - shut</div> <div>Write the past simple tense</div> <div><div>present</div><div>past</div><div>1. tear</div><div>2. rise</div><div>3. wear</div><div>4. break</div><div>5. steal</div><div>6. ring</div></div> <div>Fill in the gaps with the correct form of the words in brackets.</div> <div>7. Second term... ..on 25<sup>th</sup> May . (begin)</div> <div>8. The baby..... The milk last night. (drink)</div> <div>9. The headmaster... ..for Nairobi yesterday. (leave)</div> <div>10. A snake... .. Sarah yesterday. (bite)</div>
	Lesson evaluation	
Lesson	Theme	Culture and gender in our sub-county/division
	Sub-theme	Tenses of the irregular verbs
	Lesson content	<b>Future simple tense</b> (MK BK.3 page 167-8) <div>- What will he do?</div>



		<p>- What will she do?</p> <p>- Namuli will go to school next week.</p> <div style="display: flex; align-items: center; justify-content: center; margin: 20px 0;"> <div style="display: flex; flex-direction: column; align-items: center;"> <span>I</span> <span style="font-size: 2em;">}</span> <span>We</span> </div> <div style="margin: 0 10px;">shall</div> <div style="display: flex; flex-direction: column; align-items: center;"> <span>she</span> <span>he</span> <span>it</span> <span>they</span> <span>you</span> </div> <div style="font-size: 2em;">}</div> <div>will</div> </div> <p>- Shall we sweep the room tomorrow?</p> <p>Yes, we shall</p> <p>No, we shan't</p> <p><b>Fill in the gaps with the correct form of the words in brackets.</b></p> <ol style="list-style-type: none"> <li>1. John will .....to town next Monday. (go)</li> <li>2. We shall..... The books to the library tomorrow. (take)</li> <li>3. I.....to the headmaster next week. (talk)</li> <li>4. Mrs. Mukiibi.....oranges from the market next Tuesday. (buy)</li> <li>5. Will you..... on your way home tomorrow? (pick)</li> <li>6. Babirye and Nakato will... .. Their aunt tomorrow. (visit)</li> <li>7. It... .. heavily tonight. (rain)</li> <li>8. The pupils.....a science test next Friday. (do)</li> <li>9. Shall we.....the compound tomorrow? (sweep)</li> <li>10.I.....my books next Sunday. (revise)</li> </ol>
	Evaluation activity	
	Lesson evaluation	

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

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

I	}	have
we		
they		
you		

he	}

		<p>drive - driven                      she                      has</p> <p>forgive - forgiven                      it</p> <p>choose - chosen</p>
	Evaluation activity	<p>(a) Write the present perfect tense of the following: -</p> <p>1. Steal                      5. forgive</p> <p>2. Choose                      6. raise</p> <p>3. Drive</p> <p>4. Hide</p> <p>(b) Fill in the gaps with the correct form of the words in brackets.</p> <p>7. Ritah has ..... my pen. (take)</p> <p>8. The headmaster has.....to the pupils. (speak)</p> <p>9. The children have... ..... The mango tree. (shake)</p> <p>10. Why have..... My food? (eat)</p>
	Lesson evaluation	

Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p>	<p>Culture and gender in our division/sub-county</p> <p>Present perfect tense</p> <p>Listening, speaking, reading, writing</p> <p>Verbs whose past simple and present perfect form are the same.</p> <p><b><u>Examples:</u></b></p> <p>keep - kept</p> <p>clap - clapped</p> <p>sweep - swept</p> <p>think - thought</p>
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		<p>catch - caught</p> <p>teach - taught</p> <p>fight - fought</p> <p>bring - brought</p> <p>buy - bought</p> <p>leave - left</p> <p>read - read</p> <p>feel - felt</p> <p>sleep - slept</p> <p>shut - shut</p> <p>weep - wept</p> <p>spell - spelt</p> <p>burst - burst</p> <p>lay - laid</p> <p>drop - dropped etc.</p> <p><b><u>Fill in the gaps with the correct form of the words in brackets.</u></b></p> <p>1. Mr. Mubiru has _____ us science. (teach)</p> <p>2. My father has _____ a new car. (buy)</p>
	Evaluation activity	

- |  |  |  |
|--|--|--|
|  |  | <p>3. The children have_____the words correctly. (spell)</p> <p>4. The monitor has_____the news papers. (read)</p> <p>5. The headmaster has_____for Jinja. (leave)</p> <p>6. Nalule has_____all the dishes. (drop)</p> <p>7. My sister has_____us good news. (bring)</p> <p>8. Joseph has_____the classroom. (sweep)</p> |
|--|--|--|





	Lesson evaluation	<p>9. She has_____a good idea. (think)</p> <p>10.I have not_____the windows. (close)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p>	<p>Culture and gender in our sub-county/division.</p> <p>Other verbs</p>

	Lesson content	<b>Examples:</b> <table> <tr> <th data-bbox="508 268 808 310"><u>Present tense</u></th><th data-bbox="808 268 1109 310"><u>Past tense</u></th><th data-bbox="1109 268 1406 310"><u>Past participle</u></th></tr> <tr><td data-bbox="508 338 808 380">Begin</td><td data-bbox="808 338 1109 380">began</td><td data-bbox="1109 338 1406 380">begun</td></tr> <tr><td data-bbox="508 407 808 449">Ring</td><td data-bbox="808 407 1109 449">rang</td><td data-bbox="1109 407 1406 449">rung</td></tr> <tr><td data-bbox="508 476 808 518">Sing</td><td data-bbox="808 476 1109 518">sang</td><td data-bbox="1109 476 1406 518">sung</td></tr> <tr><td data-bbox="508 546 808 588">Strike</td><td data-bbox="808 546 1109 588">struck</td><td data-bbox="1109 546 1406 588">struck</td></tr> <tr><td data-bbox="508 615 808 657">Dig</td><td data-bbox="808 615 1109 657">dug</td><td data-bbox="1109 615 1406 657">dug</td></tr> <tr><td data-bbox="508 684 808 726">Swim</td><td data-bbox="808 684 1109 726">swam</td><td data-bbox="1109 684 1406 726">swum</td></tr> <tr><td data-bbox="508 753 808 795">Drink</td><td data-bbox="808 753 1109 795">drank</td><td data-bbox="1109 753 1406 795">drunk</td></tr> <tr><td data-bbox="508 823 808 865">Fight</td><td data-bbox="808 823 1109 865">fought</td><td data-bbox="1109 823 1406 865">fought</td></tr> <tr><td data-bbox="508 892 808 934">Buy</td><td data-bbox="808 892 1109 934">bought</td><td data-bbox="1109 892 1406 934">bought</td></tr> <tr><td data-bbox="508 961 808 1003">Think</td><td data-bbox="808 961 1109 1003">thought</td><td data-bbox="1109 961 1406 1003">thought</td></tr> <tr><td data-bbox="508 1031 808 1073">Teach</td><td data-bbox="808 1031 1109 1073">taught</td><td data-bbox="1109 1031 1406 1073">taught</td></tr> <tr><td data-bbox="508 1100 808 1142">Catch</td><td data-bbox="808 1100 1109 1142">caught</td><td data-bbox="1109 1100 1406 1142">caught</td></tr> <tr><td data-bbox="508 1169 808 1211">Cut</td><td data-bbox="808 1169 1109 1211">cut</td><td data-bbox="1109 1169 1406 1211">cut</td></tr> <tr><td data-bbox="508 1239 808 1281">Put</td><td data-bbox="808 1239 1109 1281">put</td><td data-bbox="1109 1239 1406 1281">put</td></tr> <tr><td data-bbox="508 1308 808 1350">Burst</td><td data-bbox="808 1308 1109 1350">burst</td><td data-bbox="1109 1308 1406 1350">burst</td></tr> </table>	<u>Present tense</u>	<u>Past tense</u>	<u>Past participle</u>	Begin	began	begun	Ring	rang	rung	Sing	sang	sung	Strike	struck	struck	Dig	dug	dug	Swim	swam	swum	Drink	drank	drunk	Fight	fought	fought	Buy	bought	bought	Think	thought	thought	Teach	taught	taught	Catch	caught	caught	Cut	cut	cut	Put	put	put	Burst	burst	burst
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		Hurt	hurt	hurt
		Spin	span	spun
		Lay	laid	laid
		Lie	lied	lied
		Lie	lay	lain
	Skills	Listening, speaking, reading, writing		
	Evaluation activity	Copying and completing the table given		
	Lesson evaluation			

Lesson	Theme	Culture and gender in our sub-county/division.
	Sub-theme	Picture story
	Lesson content	Activities at home & working at the farm.
	Skills	Listening, speaking, reading, writing
	Evaluation activity	<p>Study the pictures and write sentences about them.</p> <p>A. What is he/she doing?</p> <ol style="list-style-type: none"> <li>1.(painting)</li> <li>2.(washing)</li> <li>3.(sweeping)</li> <li>4.(cooking)</li> <li>5.(washing)</li> </ol> <p>B. Okia spends his holidays at his uncle's home in Palisa.</p> <p>Write four sentences about what Okia is doing. Use words in the box below.</p> <p>Planting      uprooting      feeding      collecting</p>

	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Culture and gender in our sub-county/division.</p> <p>Adverbs</p> <p>Adverbs are words that explain more about a verb.</p> <p>Types of adverbs:</p> <ul style="list-style-type: none"> <li>- Adverbs of manner</li> <li>- Adverbs of place</li> <li>- Adverbs of time</li> </ul> <p>a) Adverbs of manner</p> <p>These tell how an action is done. They are formed by adding “ly” to an adjective.</p>

	<p>Skills</p> <p>Evaluation activity</p>	<p>Examples:</p> <ul style="list-style-type: none"> <li>- Sweet – sweetly, soft - softly, loud – loudly</li> <li>- Quite - quietly, quick - quickly, slow – slowly</li> <li>- Hurry – hurriedly</li> </ul> <p>Structures:</p> <p>1) The dog barks <u>loudly</u></p> <p>2) He speaks <u>softly</u>.</p> <p>Listening, speaking, reading, writing</p> <p>Change the following words to the correct adverbs.</p> <ol style="list-style-type: none"> <li>1. Deep _____</li> <li>2. Loud _____</li> <li>3. Quiet _____</li> <li>4. Proper _____</li> <li>5. Correct _____</li> <li>6. Sudden _____</li> </ol>
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	Lesson evaluation	<p>7. Slow _____</p> <p>8. Month _____</p> <p>9. Bright _____</p> <p>10. Year _____</p> <p>11. Equal _____</p> <p>12. Kind _____</p> <p>13. Immediate _____</p> <p>14. Brave _____</p> <p>15. Soft _____</p> <p>16. Brief _____ etc.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Culture and gender in our sub-county/division.</p> <p>Adverbs</p> <p>Adverbs of time</p> <p>These are adverbs that tell when an action is done i.e. early, lately, now, tomorrow, yesterday, evening, soon, before, after, today, since, already.</p>



	Skills	<p>Structures:</p> <p>She lost her bag <u>yesterday</u></p> <p>The bell has <u>already</u> gone.</p> <p>Listening, speaking, reading, writing</p>
	Evaluation activity	<p>Make sentences using each of the words below.</p> <ol style="list-style-type: none"> <li>1. Early –</li> <li>2. Yesterday –</li> </ol>

	Lesson evaluation	<p>3. Today –</p> <p>4. Already –</p> <p>5. Since –</p> <p>6. Now –</p> <p>7. Before –</p> <p>8. Late -</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p>	<p>Culture and gender in our sub-county/division.</p> <p>Adverbs</p> <p>Adverbs of place</p> <p>These are adverbs which tell us where an action is done from e.g. I kept the bag <u>there</u>.</p> <p>Come <u>here</u> and sit down.</p> <p>Other examples:</p> <p>Where, every where, nowhere, any where</p> <p>Listening, speaking, reading, writing</p>

Evaluation activity	Underline the adverbs in these sentences.
	<ol style="list-style-type: none"><li>1. The man died from there.</li><li>2. Why did you go there?</li><li>3. Open that door quickly</li><li>4. They have cleaned everywhere.</li><li>5. The match was played well.</li><li>6. Sara shouted loudly, "the car is here!"</li></ol>

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

	Skills	safe - safely listening, speaking, reading, writing
	Evaluation activity	<p><u>Fill in the spaces with the correct form of the word in brackets.</u></p> <ol style="list-style-type: none"> <li>1. The sun was shining_____. (bright)</li> <li>2. We kept your pen_____ (safe)</li> <li>3. The door was_____ open. (wide)</li> <li>4. He_____welcomed me to his home. (happy)</li> <li>5. She was_____dressed yesterday. (nice)</li> <li>6. He was hurt very_____. (bad)</li> <li>7. You must spell your name_____. (correct)</li> <li>8. It rained_____that night. (rain)</li> <li>9. They put on uniforms and looked_____(love)</li> <li>10.They did those sums_____ (quick)</li> </ol>
	Lesson evaluation	

Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Culture and gender in our sub-county/division.</p> <p>Adverbs</p> <p>Topical questions</p> <ol style="list-style-type: none"> <li>1. The sun was shining_____ (bright)</li> <li>2. When he got his money, he smiled_____ (happy)</li> <li>3. The door opened _____ and the queen entered. (sudden)</li> <li>4. Osman writes _____. (bed)</li> <li>5. The cows graze _____ (day)</li> <li>6. He washed the plates _____ (careful)</li> </ol>
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	Lesson evaluation	<p>7. He was hurt very_____(bad)</p> <p>8. You must spell your words_____. (correct)</p> <p>9. I can't hear you_____, please. (clear)</p> <p>10. We shall do the sums_____. (patient)</p> <p>11. Hellen asked for permission_____. (polite)</p> <p>12. All newspapers are published_____(week)</p> <p>13. You must not sleep_____. (sound)</p> <p>14. The school team played well and won the game _____ (easy)</p> <p>15. He ate his food_____(early)</p> <p>16. He_____arranged the clothes in the suit case. (neat)</p> <p>17. Daddy punished the young_____(bad)</p> <p>18. It rained very_____last week. (heavy)</p> <p>19. We should talk_____to one another. (polite)</p> <p>20. Money is kept_____in the bank. (safe)</p> <p>21. Kato_____stood up and went out. (quick)</p> <p>22. The old lady walked_____across the river. (slow)</p>
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		<p>23.P.3 pupils did the English exercise_____today. (quite)</p>
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Lesson	Theme	Health in our sub-county/division.
	Sub-theme	Disease vectors
	Lesson content	<p><b><u>Vocabulary:</u></b></p> <p>a) Mosquito, rat, louse/lice, cockroach, housefly, flea, bed-bug</p> <p>Vectors are living organisms/animals which cause diseases.</p>



		<p><b><u>Examples of vectors:</u></b></p> <p>Mosquitoes, rats, lice, cockroaches, housefly, fly, bed-bug, dog, tsetse fly</p> <p><b><u>Diseases include:</u></b></p> <table><tr><td><u>Animal</u></td><td><u>diseases</u></td></tr><tr><td>mosquito</td><td>malaria</td></tr><tr><td>rat</td><td>plague</td></tr><tr><td>lice</td><td></td></tr><tr><td>cockroaches</td><td>-</td></tr><tr><td>house fly</td><td>-</td></tr><tr><td>flea</td><td>-</td></tr><tr><td>bed bug</td><td>-</td></tr><tr><td>dog</td><td>-</td></tr></table> <p>listening, speaking, reading, writing</p> <p>a) What are vectors?</p> <p>b) Write down eight examples of vectors</p> <p>c) Complete the table below</p> <table><tr><td>Animal</td><td>-</td><td>diseases</td></tr><tr><td>Mosquito</td><td>-</td><td>-----</td></tr></table>	<u>Animal</u>	<u>diseases</u>	mosquito	malaria	rat	plague	lice		cockroaches	-	house fly	-	flea	-	bed bug	-	dog	-	Animal	-	diseases	Mosquito	-	-----
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house fly	-																									
flea	-																									
bed bug	-																									
dog	-																									
Animal	-	diseases																								
Mosquito	-	-----																								
	Skills																									
	Evaluation activity																									

	Lesson evaluation	Rat etc
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Lesson	Theme	Health in our sub-county/division
	Sub-theme	Disease vectors
	Lesson content	Vocabulary:  Cut, slash, sweep, food, feaces, clean, keep, flies, fingers, cover, malaria, shut, mosquito net, latrine,

	Skills  Evaluation activity  Lesson evaluation	toilet etc.  Listening, speaking, reading, writing  1. Fill in the missing letters 2. Arrange letters to form a correct word. 3. Use the words in a sentence
Lesson	Theme Sub-theme Lesson content	Health in our sub-county/division Disease vectors What we should do to prevent diseases <ul style="list-style-type: none"> <li>- Wash hands after visiting the toilet/latrine</li> <li>- Boil the water and cover it.</li> <li>- Spray mosquitoes</li> <li>- Sleep under a mosquito net</li> <li>- Smoke the toilet</li> <li>- Cut bushes around our compounds</li> </ul>



		<ul style="list-style-type: none"><li>- Shut windows early</li><li>- Burn the dust bins</li></ul> <p><b>Structures:</b></p> <p>What do you do everyday?</p> <p>I / we clean the house.....</p> <p>What does she/he/it... .. ?</p> <p>He cleans the house.....</p> <p>a) Write down measures that should be taken to prevent diseases.</p>
	Evaluation activity	

	Lesson evaluation	<p>b) What do you do everyday?</p> <p>1. I / we..... (clean, sweep, close, brush.....)</p> <p>2. What do they do every day?</p> <p>3. What does he/she do daily?</p> <p>She/he.....</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p>	<p>Health in our sub-county/division</p> <p>Disease vectors</p> <p><b><u>HIV/AIDS</u></b></p> <p>HIV – Human Immuno Virus</p> <p>AIDS – Acquired Immune Deffeciency Syndrome</p> <p><b><u>Vocabulary:</u></b></p> <p>Sharp, share, eat, help, care, medicine, patient, gloves, take, shave, needle, towel, comb, razorblade, syringe.</p> <p>Listening, speaking, reading, writing</p>

Evaluation activity

**A. Fill in the missing letters.**

1. sh\_\_rp
2. e\_\_t
3. med\_\_ci\_\_e
4. co\_\_b
5. gl\_\_ves
6. n\_\_\_\_dle

**B. Arrange the letters to form a correct word.**

7. keta\_\_
8. twelve
9. reca
10. book

**C. Choose a correct word from the brackets to complete the sentences.**

1. A needle is a \_\_\_\_\_ object. (sharp, needle)
2. We use a \_\_\_\_\_ to comb our hair (needle, comb)

	Lesson evaluation	<p>3. We should not play with _____ objects. (sharp, gloves)</p> <p>4. We take _____ when we are sick. (medicine, gloves)</p> <p>5. It is very dangerous to play with _____ objects. (gloves, sharp)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Health in our sub-county/division.</p> <p>Diseases spread by vectors</p> <p><b><u>Causes and spread of AIDS.</u></b></p> <ul style="list-style-type: none"> <li>• Having unprotected sex with an infected person.</li> <li>• Sharing sharp objects</li> </ul> <p><b><u>How to control the spread of AIDS.</u></b></p> <ul style="list-style-type: none"> <li>• Go for a blood test</li> <li>• Avoid having sex</li> <li>• Don't play with sharp objects</li> </ul>

		<ul style="list-style-type: none"> <li>• Taking medicine</li> <li>• Feeding well (balanced diet)</li> <li>• Use gloves when caring for them</li> </ul> <p><b><u>Caring for AIDS patients</u></b></p> <ul style="list-style-type: none"> <li>• Show them love.</li> <li>• Help them in all aspects</li> </ul> <p>Listening, speaking, reading, writing</p> <ul style="list-style-type: none"> <li>- Oral work (discussion)</li> <li>- Copying down given aspects</li> </ul>
	Skills	
	Evaluation activity	

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

		<ul style="list-style-type: none"> <li>- What is the matter with Joseph? He has fallen off the bicycle.</li> </ul>
	Skills	Listening, speaking, reading, writing
	Evaluation activity	<p>Study the pictures (MK Bk.3 pgs 158 – 160)</p> <ol style="list-style-type: none"> <li>1. What is the matter with Paul?</li> <li>2. What is the matter with Anna?</li> <li>3. “ “ “ Mdly?</li> </ol>

	Lesson evaluation	4. “ “ Alice? 5. “ “ Jack and Musa? 6. Why are you crying? 7. Why is she crying? She has cut her finger etc.																																							
Lesson	Theme Sub-theme Lesson content	Accidents Structures Make sentences from the table below. <table><tr><td>He</td><td></td><td>knocked</td><td></td><td>a knife</td></tr><tr><td></td><td>was</td><td>bitten</td><td></td><td>fire</td></tr><tr><td>She</td><td></td><td>hit</td><td>by</td><td>electricity</td></tr><tr><td></td><td></td><td>struck</td><td></td><td>a car</td></tr><tr><td></td><td></td><td>cut</td><td></td><td>a snake</td></tr><tr><td></td><td></td><td>burnt</td><td></td><td>a hammer</td></tr><tr><td></td><td></td><td></td><td></td><td>a dog</td></tr></table>					He		knocked		a knife		was	bitten		fire	She		hit	by	electricity			struck		a car			cut		a snake			burnt		a hammer					a dog
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		cut		a snake																																					
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				a dog																																					



	Skills Evaluation activity Lesson evaluation	<ul style="list-style-type: none"> <li>- He was struck by electricity.</li> <li>- She was bitten by a snake</li> </ul> Listening, speaking, reading, writing Form correct sentences from the table below.
Lesson	Theme Sub-theme Lesson content	Accidents Comprehension Poems <u>Read the poem:</u>



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

	Lesson evaluation	5. How many stanzas has the poem?
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Lesson	Theme	Accidents
	Sub-theme	Comprehension
	Lesson content	Reading and writing Read the stories titled “YASABA”
	Skills	Listening, speaking, reading, writing



	Evaluation activity	<p><u>Read the story below and answer questions that follow in full sentences.</u></p> <p>Yasaba wanted to cut her finger nails. She got a razor blade from the drawer. Yasaba was not careful. She accidentally cut herself and cried loudly. Mrs. Masaba heard her daughter crying. When she reached Yasaba's room, she saw the little girl's finger bleeding. What is the matter, Yasaba? I told you not to use a razor blade" Mrs. Masaba washed the girls finger and then put iodine and tied the finger with plaster. She said, "Next time learn to remember what you have been told."</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> <li>1. Who had long nails?</li> <li>2. Where was the razor blade?</li> <li>3. What happened to Yasaba?</li> <li>4. Whose finger was bleeding?</li> <li>5. Who was Yasaba's mother?</li> <li>6. How did Mrs. Masaba clean the wound?</li> <li>7. What made Yasaba cry?</li> <li>8. Give the opposites of these words:             <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <span>a) Careful_____</span> <span>b) herself _____</span> </div> </li> </ol>
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	Lesson evaluation	<p>c) Remember _____ d) crying _____</p> <p>e) she _____</p>
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Lesson	Theme	Accidents
	Sub-theme	Story
	Lesson content	<p>Read the story titled</p> <p>“ALEX LEARNS A LESSON (Ref. MK. Bk.3 pg 163)</p>

	Skills	Listening, speaking, reading, writing
	Evaluation activity	<ol style="list-style-type: none"> <li>1. Who climbed the tree?</li> <li>2. What did Alex step on?</li> <li>3. What happened to Alex when he stepped on a dry branch?</li> <li>4. Why did Alex cry loudly?</li> <li>5. Who took Alex to the clinic?</li> <li>6. What is the title of the story?</li> <li>7. What lesson did Alex learn?</li> <li>8. Was Alex a careful boy?</li> <li>9. How did Alex's father feel?</li> </ol>
	Lesson evaluation	

Lesson	Theme	Health in our sub-county
	Sub-theme	Accidents
	Lesson content	Testing exercise
		Revision exercise on accidents
	Skills	Reading, writing
	Evaluation activity	<p><b><u>Complete the sentences using the correct form of words in brackets.</u></b></p> <ol style="list-style-type: none"> <li>1. Rukuba was_____by a dog last night. (bite)</li> <li>2. Kato_____when he fell from the roof. (cry)</li> <li>3. The girl is_____a tree now. (climb)</li> <li>4. Noah has injured himself. He is_____(bleed)</li> <li>5. Anek_____herself with a knife when she was peeling potatoes. (to cut)</li> </ol>

	Lesson evaluation	<p>6. Barongo fell off the motorcycle and _____ his right leg. (break)</p> <p>7. The nurse _____ musa's wound with a bandage. (cover)</p> <p>8. The small boy was _____ down by a bicycle. (knock)</p> <p>9. The teacher is _____ from malaria. (suffer)</p> <p>10. Lule's daughter _____ from a tree. (fall)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p>	<p>Health in our division/sub-county</p> <p>Vocabulary</p> <p>Along, look left, look right, turn right, towards, turn left</p> <p><b><u>Examples:</u></b></p> <p>Tom is seated on the left hand side of the house.</p> <p>Simon is seated on the right hand side of John</p> <p>Listening, reading, speaking, writing</p>

Evaluation activity

**Use the correct form of the words in brackets. Choose right hand side / left hand side.**

1. The trees are on the \_\_\_\_\_ of the road.
2. The salon is on the \_\_\_\_\_ of the house.
3. The flowers are on the \_\_\_\_\_ of the tree.
4. She is standing on \_\_\_\_\_ of the school.

**Use these words in a sentence.**

1. a long \_\_\_\_\_
2. towards \_\_\_\_\_



Evaluation activity

**Complete the sentences.**

1. Where is the school?
2. Where is the mosque?
3. Where is the church?
4. Where is the shop?
5. Where is the kitchen?

**Use the given words in a sentence.**

6. Walking
7. Sitting

	Lesson evaluation	8. Kneeling 9. Standing 10. Putting
Lesson	Theme Sub-theme Lesson content  Skills	Health in our sub-county/division  Direction  Turn to.....  Tell the direction  Direction to the church, dinning hall, play centre, new plot  What do you do to go to the kitchen?  Listening, speaking, reading, writing

To go to	the office our classroom the kitchen the church	turn left and go straight turn right and go straight go straight and turn left go straight and turn right
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	Evaluation activity	Make correct sentences from the table.				
		The	school shop market school garden hospital	left hand side of right hand side of	the road  the mosque  the church  our home	

	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Health in our division / sub-county</p> <p>Dialogue</p> <p>The dialogue titled:</p> <p>Aminah directs Mr. Kintu</p> <p>Listening, speaking, reading, writing</p> <p>Reading and acting the dialogue</p> <p><b><u>Aminah directs Mr. Kintu</u></b></p> <p><b>Mr. Kintu:</b> Excuse me little girl. Good morning to you</p> <p><b>Aminah:</b> Good morning sir, may I help you?</p> <p><b>Mr. Kintu:</b> Oh yes, will you please direct me to the headteacher's office?</p>

	Lesson evaluation	<p><b>Aminah:</b> Yes please. Hm..... go straight up those steps.</p> <p>You will see P.4A right infront of you. Turn to your left hand side and the second door is the headteacher's office.</p> <p><b>Mr. Kintu:</b> Good. Thank you very much</p> <p><b>Aminah:</b> It is my pleasure, sir</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p>	<p>Health in our sub-county / division</p> <p>Guided composition</p> <p>Reading the guides composition</p> <p>"Joan and Joel go to school".</p> <p>Listening, speaking, reading, writing</p>



	Sub-theme	Concept of technology
	Lesson content	Structures:  What will you use to make (mat, doll, toy, car, ball)  I / we shall use... ..... (banana fibre/wire) to make (mat, doll, ball, toycar)
	Skills	What will (Musa/Mary use to make.....(mat, toy car, ball, hat)  They will use... ..... (banana fibres, leaves, wire) to make a

	Evaluation activity	mat, toy car, ball etc.
	Lesson evaluation	Draw and name some examples of crafts and materials used to make them.
Lesson	Theme	Basic technology in our subcounty/division.
	Sub-theme	Concept of technology
	Lesson content	Vocabulary:  Banana leaf, plastic, straw, wire, heavy, light, size, colour, fibre, palm leaves, bard, weight, small, long, short, big, good, texture.
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Make sentences using each of the words below:  a) colour  b) banana  c) palm leaves  d) good  e) fibre

	Lesson evaluation	f) plastic g) small h) straw
Lesson	Theme Sub-theme Lesson content	Basic technology in our sub-county/division Processing and making things from natural materials. <b>Vocabulary:</b> Swamp, food, mat, rope, bush, garden, play, clay, pot,

	Skills	cut, weave, tie, juice
	Evaluation activity	<p>Listening, speaking, reading, writing</p> <p><b><u>Fill in the missing letters.</u></b></p> <p>a) fo__d                      f) m__t</p> <p>b) b__sh                      g) juic__</p> <p>c) gard__n                  h) pl__y</p> <p>d) sw__mp                  i) rop__</p> <p>e) cl__y</p>
	Lesson evaluation	
Lesson	Theme	Basic Technology in our sub-county/division
	Sub-theme	Processing and making things from natural materials.



Lesson content	<p>Structures:</p> <p>(Musa/Sarah) will make a (pot, mat/rope) using... .. (clay/banana fibre/sisal)</p> <p>2. What will you make?</p> <p>I / we shall make a ..... (pot/mat/rope)</p> <p>3. What will she/he/they make?</p> <p>She/he will make a pot/mat/rope</p> <p>4. Where will you get the clay?</p> <p>I shall get it from the swamp</p>
Skills	Listening, reading, writing, speaking
Evaluation activity	<b><u>Fill in the gaps with a correct form of the words in brackets.</u></b>

		<ol style="list-style-type: none"> <li>1. John and Mary will _____ a rope. (make)</li> <li>2. I shall _____ clay from the swamp. (get)</li> <li>3. Allen will _____ a mat tomorrow. (weave)</li> <li>4. We shall _____ those straws next week. (use)</li> <li>5. The baby will _____ its toy. (break)</li> <li>6. They will _____ their classroom with flowers. (decorate)</li> <li>7. I shall _____ the rope tomorrow. (skip)</li> <li>8. Tom will _____ that pot with water. (fill)</li> </ol>
	Lesson evaluation	

Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Basic technology in our sub-county/division</p> <p>Making things from artificial materials</p> <p>Jama will make a toy car/candle.</p> <p>Why will Mary/Juma make a toy car/candle? for (selling, decoration, playing etc)</p> <p>He will make a toy car to play with.</p> <p>She will make flowers for decoration.</p> <p>They will make the beads for selling etc.</p> <p>Listening, reading, writing, speaking</p> <p><b><u>Answer these questions correctly.</u></b></p> <ol style="list-style-type: none"> <li>1. Why will Mary make a toy car?</li> <li>2. Why shall I make a mat?</li> <li>3. Why will you make the beads?</li> <li>4. Why will Jane make the bags?</li> </ol>
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	Lesson evaluation	<p>5. Why will Ben make the hats?</p> <p>6. Why will Sam make the toy car?</p> <p>7. Why will mummy collect palm leaves?</p> <p>8. Why will the teacher buy sisal?</p>									
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Food</p> <p>Vocabulary</p> <p>New words</p> <p>Weeds, cobs of corn, plants, garden, market, bush, forest, farmer, shop, some and any</p> <p>New actions:</p> <p>Grow, hoe, weed, grow (dig), harvest</p> <p>Listening, speaking, reading, writing,</p> <p>Make sentences using each of the words below:</p> <table> <tr> <td>garden</td><td>any</td><td>shop</td></tr> <tr> <td>farmer</td><td>bush</td><td>harvest</td></tr> <tr> <td>some</td><td>crops</td><td>weeds</td></tr> </table>	garden	any	shop	farmer	bush	harvest	some	crops	weeds
garden	any	shop									
farmer	bush	harvest									
some	crops	weeds									

	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Food</p> <p>Structures</p> <p>Show me some... .. beans, potatoes, mangoes</p> <p>Here are some.....</p> <p>Count ten beans</p> <p>Are there any beans in the tin?</p> <p>Yes, there are some</p>

	Skills	<p>No, there aren't any</p> <p>Is there any water in the tin?</p> <p>No. there isn't any.</p> <p>Listening, speaking, reading, writing</p>
	Evaluation activity	<p>Study the pictures and answer the questions below:</p> <ol style="list-style-type: none"> <li>1. Are there any beans in the tin in picture 3?</li> <li>2. Are there any eggs on the tray in picture 6?</li> <li>3. Is there any chicken on the plate in picture 4?</li> <li>4. Is there any milk in the jug in picture 5?</li> <li>5. Is there any rice in the basket in picture 6?</li> <li>6. Is there any water in the glass in picture 2?</li> <li>7. Is there any food on the plate in picture 4?</li> </ol>
	Lesson evaluation	

There is		water		the garden
	some	beans		the sack
There are		milk	in	the basket
		juice		the jug
		yams		the glass
		potatoes		







	Evaluation activity	<p><u>Arrange these sentences in order to form correct stories.</u></p> <ul style="list-style-type: none"> <li>a) The beef was bad</li> <li>b) The shopkeeper refunded his money.</li> <li>c) Tom went to the shop.</li> <li>d) He returned the beef to the shop.</li> <li>e) He bought a tin of beef.</li> </ul>
	Lesson evaluation	<p>B.</p> <ul style="list-style-type: none"> <li>a) She drank all the splash.</li> </ul>

		<p>b) She put a straw in the pocket.</p> <p>c) She threw the empty packet in the dustbin.</p> <p>d) Jane took a packet of splash from the box.</p> <p>e) She opened the packet.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Food</p> <p>Reading and writing</p> <p>Read stories titled:</p> <p>a) Good food (MK Primary English Bk.3 pg.111)</p> <p>b) Feeling fine</p> <p>c) The lazy Hare</p> <p>Listening, speaking, reading, writing</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> <li>1. What does good food give us?</li> <li>2. Name some fruits which protect us from diseases</li> <li>3. Why should a person eat meat and eggs?</li> <li>4. What other kinds of food should people eat?</li> </ol>

	Lesson evaluation	<p>5. Why is salt added to food?</p> <p>6. What should you drink after a meal?</p> <p>7. What must you eat to get a balanced diet?</p> <p>8. What is the title of the story?</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Food</p> <p>Guided composition</p> <p>Choose the correct words from the box below to complete the guided composition</p> <p>(Ref. MK. Pr. Eng. Bk.3 English 113)</p>

	Evaluation activity	
	Lesson evaluation	
Lesson	Theme	Transport
	Sub-theme	Vocabulary
		Revision, donkey, oxen, tax
		<b>New words:</b>
	Lesson content	Conductor, pump, flat, tyre, puncture, passenger, on foot, speed, cart etc.
		<b>Commands:</b>
		Get on, get off the.....car, bus, train, plane, tie on, put on, loading off, off loading.
	Skills	Listening, speaking, reading and writing
	Evaluation activity	<u>Fill in the missing letters.</u>
		a) c__nd__ctor      f) donk__y      j) tax__
		b) fl__t      g) sp____d      k) transp__rt

	Lesson evaluation	<p>c) p__mp                      h) ca__t</p> <p>d) tyr__                      i) p__ncture</p> <p>e) pas__eng__r</p> <p>Draw and name means of transport used on land.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Transport</p> <p>Structures:</p> <p>Get on the_____(bus / train)</p> <p>What is he doing? He is getting on the bus etc.</p> <p>What did he do? He got off the train</p> <p>Speaking,    listening,    reading,    writing</p> <p>Study the pictures on pages 149 – 150 and answer the</p>

	Lesson evaluation	<p>questions below:</p> <ol style="list-style-type: none"> <li>1. How does George come to school?</li> <li>2. How does Maria come to school?</li> <li>3. How does Ali come to school?</li> <li>4. How does Moses come to school?</li> <li>5. How does Mercy come to school?</li> <li>6. How does Adam come to school?</li> <li>7. What is Anguzu doing?</li> <li>8. Who is getting on the plane?</li> <li>9. Who is getting on they donkey?</li> </ol>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Transport</p> <p>Structures:</p> <p>Make sentences from the substitutional table</p> <p>Listening, speaking, reading, writing</p> <p>(Ref. MK Bk. 3 page 151)</p>

Lesson	Theme	Transport
	Sub-theme	Reading and writing
	Lesson content	Read the story titled: - Asaba's Bicycle Gets A Flat Tyre". (MK Primary English Bk.3 pg. 154)
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Questions:  1. Which school does Asaba go to?  2. How does Asaba go to school?

	Lesson evaluation	<p>3. Where does Asaba live?</p> <p>4. What did Asaba's uncle buy for him?</p> <p>5. What happened to Asaba's bicycle?</p> <p>6. Who helped Asaba to repair his bicycle?</p> <p>7. What was the use of the pump?</p> <p>8. Give the title of the story.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p>	<p>Energy in our sub-county / division</p> <p>Sources of energy</p> <p>Vocabulary: bulb, buy, store, charcoal, fridge, firewood, petrol, diesel, cook, sell, paraffin, kite</p> <p><b><u>Use of "some" and "any"</u></b></p> <p>Listening, speaking, reading, writing</p>



Evaluation activity

1. Write the words correctly.

- a) dgetfri                      b) tkie                      (c) seledi  
d) kcoo                      e) yub

2. Use the given words to make correct sentences.

- f) firewood  
g) sell  
h) store

Use some or any to fill in the gaps correctly.

- (i) Is there \_\_\_\_\_ salt in the food?  
(ii) There is \_\_\_\_\_ sugar in the tin.  
(iii) There aren't \_\_\_\_\_ beans in the tin.  
(iv) There are \_\_\_\_\_ fish in the basket.  
(v) There isn't \_\_\_\_\_ water in the pot.

	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p>	<p>Energy in our sub-county/division</p> <p>Sources of energy</p> <p><b>Structures:</b></p> <p><b>Revision on tenses</b></p> <p><b>Present continuous</b></p> <p>What are.....selling/buying/carrying? We are buying/selling firewood/charcoal</p> <p><b>Past simple tense</b></p> <p>Ali / May.....bought..... bought (sold paraffin / firewood/charcoal/bulb/fridge)</p> <p>Future simple tense:</p> <p>Ali/May... .....bought / sold</p> <p>Listening, speaking, reading, writing</p>

Evaluation activity

Fill in the blank spaces using the correct form of the word in brackets.

1. Alice and Mary are\_\_\_\_\_food. (eat)
2. Father is\_\_\_\_\_for Christmas. (shop)
3. Grandfather is\_\_\_\_\_under the tree. (sit)
4. They are\_\_\_\_\_a heavy bag. (lift)
5. The children are\_\_\_\_\_in a river. (swim)
6. Everyday I \_\_\_\_\_the bell ringing. (hearing)
7. Mummy and I shall\_\_\_\_\_millet tomorrow. (grinding)
8. They will\_\_\_\_\_the cake at the party. (eating)

	Lesson evaluation	<p>9. We _____ to Jinja yesterday. (go)</p> <p>10. The little girl _____ her hair in the morning. (comb)</p> <p>11. Dan _____ firewood last evening. (collect)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p>	<p>Energy in our sub-county/division</p> <p>Ways of saving energy</p> <p>Vocabulary: switch on / off, blow off, cover, light, box, match, stick, candle, water, torch, switch (n), low, high.</p> <p><b>Revision on opposite e.g. low / high</b></p> <p>switch on – switch off, good - bad, small – bad,</p> <p>long – short</p> <p>listening, speaking, reading, writing</p>

Evaluation activity

**listen and write**

1. Always switch off machines after use.
2. My friend fire helps you in cooking, ironing and lighting.
3. Solar energy is the power from the sun.
4. Sarah bought a red torch.
5. She bough a match box from that shop.

**Give the opposite of the given words.**

good –

switch on –

long –

buy –

smooth –

ugly –

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

	Sub-theme	Ways of saving energy
	Lesson content	Revision of past simple tense May/Sarah/David switched on/switched off Blew off the candle/light What did ..... He/she/they/we do We/she/they... ..switched off/blew off the light/candle.
	Skills	Listening, speaking, reading, writing
	Evaluation activity	<b>Children will answer the following questions: -</b>  1. Who switched on the light? 2. Did Jane blow off the candle? 3. Who switched off the light? 4. What did he do? 5. What did they/you/he do?
	Lesson evaluation	
Lesson	Theme	Energy in our sub-county/division
	Sub-theme	Ways of saving energy



Lesson content	Vocabulary: warm, burn, fire, socket, plant, kill, hurt, warm, danger, alarm, report, comparison, small, big, tall, short
Skills	Listening, speaking, reading, writing
Evaluation activity	<p><b><u>Fill in the missing letters:</u></b></p> <p>w_____m      b____rn      fir_____      sock_____t</p> <p>pla____t      hu_____      sm____ll      b____g</p> <p>ta_____sh_____t</p> <p><b><u>Use the given words to make correct sentences:</u></b></p>

		(a) burn                      (b) short                      (c) blunt (d) kill                      (e) tall                      (f) fire
	Lesson evaluation	
Lesson	Theme Sub-theme Lesson content      Skills	Energy in our sub-county/division  Ways of saving energy  Structure: future tenses  What will..... (you/she/he/they) do when in danger?  i/we/shall... .. (make an alarm/report) for help  <b>Comparison:</b>  A.....(dog, rabbit/rat) is... .. (smaller/bigger than a..... (cow/pig)  Which.....bird/insect .....is..... Smaller /bigger / fatter than a.....hen/duck/pigeon.  Listening, speaking, reading, writing

Evaluation activity

Answer the questions sensibly using “true” or “false”

1. I shall make an alarm when I’m in danger.
2. A dog is bigger than a cow.
3. We have to report wrong doers to our elders.

Use of correct form of the words in brackets to complete the sentences.

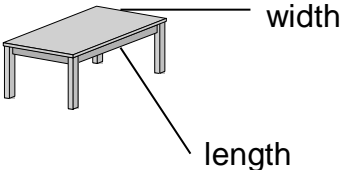
4. A rabbit is \_\_\_\_\_ than a goat. (small)
5. A giraffe is \_\_\_\_\_ than a goat. (tall)
6. A buffalo is \_\_\_\_\_ than an elephant. (big)

Arrange the following words to make correct sentences.

7. Zebra / big / animal / is / A / a
8. Beautiful / ostrich / bird / An / is a

	Lesson evaluation	<p>9. Is / A / snail / slower / than / a / fly</p> <p>10. Leopard / fast / is / A / animal / a</p>
Lesson	Theme content	<p>Energy in our sub-county/division</p> <p>Vocabulary: weighing scale, narrow, height</p> <p>wide – width, high, measure, meters – cloth</p> <p>litres – liquids (capacity)</p> <p>grams – weight</p> <p>Weight is the lightness or heaviness of an object.</p>
	Skills	Listening, speaking, reading, writing

	Content evaluation	<p>Fill in the gaps with the correct word from the brackets.</p> <ol style="list-style-type: none"> <li>1. The_____of a bag of sugar is 50kilograms. (height, weight)</li> <li>2. My father bought ten_____of meat for a party. (centimeters, kilograms)</li> <li>3. A road is_____but a path is narrow. (width, wide)</li> <li>4. My friend gave me two_____of cloth to make a dress. (metres, width)</li> <li>5. What is the_____of your friend. (height, high)</li> <li>6. The old woman walked along a_____path. (narrow, high)</li> <li>7. Mwanbu uses a_____to weigh of the desk.</li> <li>8. The teacher told Paul to_____the length of the desk. (weigh, measure)</li> </ol>
	Lesson evaluation	
Lesson	Theme	Energy in our subcounty / division
	Sub-theme	Measuring
	Content	Structures

		<p>How tall is the .....?</p> <p>How tall is she / he?</p> <p>For people, animals, objects</p> <p>It is..... Tall</p> <p>How far did she jump?</p> <p>She jumped five centimetres</p> <p>How tall is Allan?</p> 
	Skills	Listening, speaking, reading, writing
	Lesson activity	<p>Taking measurements of different objects and children</p> <p>The table is ..... cm</p> <p>Allan is ..... tall</p> <p>She is..... tall</p> <p>The blackboard's length is _____ and width is _____</p> <p>Taking records</p>

	Lesson evaluation	
Lesson	Theme	Energy in our sub-county / division
	Sub-theme	Measuring
	Lesson content	Dialogue Measuring our desks
	Skills	Listening, speaking, reading, writing
	Lesson activity	Reading the dialogue  Answering questions about the dialogue (the dialogue is in UPEC Bk. 3 2 <sup>nd</sup> edition pg. 72)

	Lesson evaluation	
Lesson	Theme	Energy in our sub-county
	Sub-theme	Measuring
	Content	Story “A DE LA”
	Skills	Listening, speaking, reading, writing
	Lesson activity	<ul style="list-style-type: none"> <li>- Children reading the story “Adela”</li> <li>- Children answer questions about the story in full sentences (UPEC Bk. 3 pg 73)</li> </ul>
	Lesson evaluation	



Lesson	Theme Sub-theme Content	Energy in our sub county / division  Measuring self testing exercise  Testing exercise <ul style="list-style-type: none"> <li>- Practicing for sports day</li> <li>- Activities they do when practicing for sports day</li> <li>- Sack race                      - High jump</li> <li>- Football                      - Rope skipping</li> <li>- Short lilies                      - Long races</li> <li>- Egg race                      - Candle race</li> <li>- Bottle filling                      - Long jump</li> </ul>			
	Skills	Listening, speaking, reading, writing			
	Lesson activity	Exercise:  Study the table below and answer the questions that follow in full sentences.			
		Name	High jump	Long jump	
		Sarah	1m    2cm	1m    86cm	
		John	1m    2cm	2m	

		Aman	1m	1cm	1m	7cm	
		Alex	1m	4cm	1m		
		<p>Questions:</p> <ol style="list-style-type: none"> <li>1. How high did John jump?</li> <li>2. How did Aman jump?</li> <li>3. How far did Alex jump?</li> <li>4. Who won in high jump?</li> <li>5. How high did Sarah jump?</li> <li>6. How many pupils participated in high jum?</li> </ol>					
	Lesson evaluation						

Lesson	Theme Sub-theme Content	<p>Energy in our sub-county</p> <p>Conjunctions used in pairs either.....or.....</p> <p>Either is used to refer to only two persons or objects</p> <ul style="list-style-type: none"> <li>- Peter will come. Sarah will come.</li> </ul> <p>Either Peter or Sarah will come</p> <ul style="list-style-type: none"> <li>- I can eat matooke. I can eat posho</li> </ul> <p>I can eat either matooke or posho</p>
	Skills	Listening, speaking, reading, writing
	Evaluation activity	<p>Use either and or in these sentences.</p> <ol style="list-style-type: none"> <li>1. Take_____a banana_____an orange</li> <li>2. You either go out_____keep quiet.</li> <li>3. Either Mary_____her friends beat the girl.</li> <li>4. _____James_____Paul is telling her.</li> <li>5. I can use_____a pencil_____a pen.</li> <li>6. _____my father_____my mother will come to</li> </ol>

		<p>school.</p> <p>7. _____John_____Jane has taken the book.</p> <p>8. They were going_____to the hospital_____to the market.</p> <p>9. The man may_____be a dentist_____an optician</p> <p>10. Either Abel_____Fred is absent.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson</p> <p>Content</p>	<p>Energy in our sub-county / division</p> <p>Vocabulary (shopping)</p> <p>New words</p> <p>change, shillings, money, price, notes, watch, play, paid, buy, litre, bring, price, list, sell, sold, how, much, shopping list, how, many, grocery, grocer, baker, bakery, confectioner etc.</p>
	Skills	Listening, speaking, reading, writing

	Evaluation activity	<p>Fill in the missing letters:</p> <p>1. W_ tc____      2. L__t__e      3. S__ap</p> <p>4. gr__c__ry      5. Bak____y</p> <p>Use these words in a sentence.</p> <p>6. shillings</p> <p>7. money</p> <p>8. notes</p> <p>9. change</p> <p>10. shopping list</p>
	Lesson activity	
Lesson	Theme	Energy in our sub-county / division
	Sub-theme	Shopping

	Lesson content	<p>Structures:</p> <p>Do you have some... .....Please?</p> <p>Yes / have some</p> <p>Use of much and many</p> <p>(a) How much milk do you want?</p> <p>I want three litres of milk.</p> <p>(b) How many books do you want?</p> <p>I want five dozens of books</p>
	Skills	Listening, speaking, reading, writing

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

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



	Evaluation activity	<p>Fill in the correct words</p> <ol style="list-style-type: none"> <li>1. A loaf of _____</li> <li>2. A tin of _____</li> <li>3. A bottle of _____</li> <li>4. A crate of _____</li> <li>5. A litre of _____</li> <li>6. A carton of _____</li> <li>7. A kilogram of _____</li> </ol>
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		<p>8. I went to the market and bought a kilo of _____</p> <p>9. May I have a _____ of bread</p> <p>10. Here is a _____ of drinking water.</p>
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Lesson	Theme	Energy in our sub-county / division
	Sub-theme	Shopping
	Lesson	Rhyme / situational game
	Content	<p>Blessing: What is the matter miracle?</p> <p>Miracle: I am not feeling well</p> <p>Blessing: Are you sick?</p> <p>Miracle: Yes, I am. I think I have Malaria. There are many mosquitoes around our home.</p> <p>Purity: You should always sleep under a mosquito net</p> <p>Blessing: Do you clean your compound and burry all the rubbish?</p> <p>Miracle: I always, but from today I am going to keep clean</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. How many people are acting the game?</li> <li>2. Who spoke first?</li> <li>3. Why did Miracle suffer from malaria?</li> <li>4. Why should we sleep under a mosquito net?</li> <li>5. Write the title of the game</li> </ol>

		<p>6. Write the opposites of these:</p> <p>(a) Clean</p> <p>(b) Today</p>
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	Lesson evaluation	
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Lesson	Theme	Energy in our sub-county / division
	Sub-theme	Shopping
	Lesson	Structures:
	Content	<ul style="list-style-type: none"> <li>- How much money did you pay for... ..?</li> <li>- How much did Mukwasi pay for soap?</li> </ul> <p>He paid four hundred shillings for soap</p>
	Skills	Listening, speaking, reading, writing
	Evaluation activity	MK primary English pupils' Bk.3 pg. 135
	Lesson evaluation	
Lesson	Theme	Energy in our sub-county / division
	Sub-theme	Shopping
	Lesson content	<p>Structures:</p> <p>How much change did..... get?</p> <p>Lukema had 1000. He bought one litre of milk for 800 shillings. He got 200 shillings as change</p>
	Skills	Listening, speaking, reading, writing
	Evaluation activity	MK primary English Bk.3 pg. 137
	Lesson evaluation	

Lesson	Theme	Energy in our sub-county/division
	Sub-theme	Shopping
	Lesson content	A story entitled Jane and Aisha go shopping.  The shopping list  (i) What did Mr. Jumba want the children to buy?  (ii) Who were sent to the grocery?
	Skills	Listening, speaking, reading, writing
	Evaluation activity	MK Primary English Bk. 3 pg. 139

	Lesson evaluation	
Lesson	Theme	Energy in our subcounty / division
	Sub-theme	Shopping – self testing exercise
	Lesson content	Choose the correct word from the brackets to complete the sentences.
	Evaluation activity	MK Primary English Bk. 3 pg. 140
	Lesson evaluation	
Lesson	Theme	Energy in our sub-county / division
	Sub-theme	Shopping
	Lesson content	Guided composition “Atwooki goes shopping”
	Skills	Listening, speaking, reading, writing





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

	Evaluation activity	<p>Use the following words to form sentences</p> <ol style="list-style-type: none"> <li>1. Somewhere</li> <li>2. Anywhere</li> <li>3. Everywhere</li> <li>4. Nowhere</li> </ol> <p>Complete the sentences below using anywhere, nowhere, somewhere, everywhere.</p> <ol style="list-style-type: none"> <li>5. I checked_____in the house but I couldn't find my pen.</li> <li>6. I told him to hide _____</li> <li>7. You aren't going_____with my shoes.</li> <li>8. I went_____for help.</li> <li>9. Do you know_____we can get soap?</li> </ol>
	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Energy in our sub-county / division</p> <p>Word building</p> <p>Body</p> <p>It can be joined to every, some, no, any</p> <p>Jill knocked at the door but nobody answered.</p>
	Skills	Listening, speaking, reading, writing

	Evaluation activity	<p>Use the words below to make meaningful sentences everybody, nobody, somebody, anybody</p> <p>Complete the sentences below using the following words: - Everybody, anybody, somebody, nobody</p> <ol style="list-style-type: none"> <li>1. _____ should go out.</li> <li>2. Did you call _____ for me?</li> <li>3. I came with _____ here.</li> <li>4. Call _____ here.</li> </ol>
	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Energy in our sub-county/division</p> <p>Word building</p> <p>Use of “Thing”</p> <p>It can be used to words like any, some, no every, i.e. everything, nothing, anything, something.</p> <p><b>Anything:</b> can be used in asking questions</p> <p>Have you done anything to him?</p> <p><b>Something:</b> is used in telling sentences</p> <p>There is something in that box</p>
	Skills	Listening, speaking, reading, writing

	Evaluation activity	<p>Use the words below to make meaningful sentences:</p> <ol style="list-style-type: none"> <li>1. Anything</li> <li>2. Nothing</li> <li>3. Something</li> <li>4. Everything</li> </ol> <p>Complete the sentences below:</p> <ol style="list-style-type: none"> <li>5. I don't have _____ for you.</li> <li>6. Did you check _____?</li> <li>7. I have _____ to say.</li> </ol>
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		8. Pick _____ from the cupboard.
	Lesson evaluation	
Lesson	Theme Sub-theme Lesson content	Energy in our sub-county / division Word building The word <u>ever</u> can be joined to who, how, when, where, what and which i.e. whichever, whenever, whatever, however, whoever You can visit us whenever you like.
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Use the words below to make sentences 1. whichever, 2. whenever, 3. whatever, 4. however, 5. whoever Complete the sentences below. 1. _____ you feel hungry, eat fruits. 2. Tell us _____ you think. 3. Call me _____ is ready.
	Lesson evaluation	

**ENGLISH LESSON NOTESFOR P.3**

**TERM III**

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





Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	<b>Gender</b>
	Skills	Self awareness, assertiveness, effective communication
	Lesson content	<b>Vocabulary:</b> Share, work, help, same, different, beat, kids, slap, eat, cake, milk, hungry wash, cook, mop, wash
	Evaluation activity	(a) Fill in the missing letters to complete the words correctly. (4) s__m                      (4) b_____t

		<p>(5) sl__p                      (5) wo____k</p> <p>(6) c____k                      (6) s__as____</p> <p>(b) Make correct sentences using:</p> <ol style="list-style-type: none"> <li>different</li> <li>milk</li> <li>was</li> <li>hungry</li> </ol>
	Lesson evaluation	

Lesson	Theme  Sub-theme  Skills          Lesson content	Culture and gender in our division/sub-county  <b>Gender</b>  Effective communication, creative thinking, self awareness, decision making.          <b>Structures:</b> <ul style="list-style-type: none"> <li>- Why did (he/she/they run away from.....(school/home)</li> <li>- He/she they ran away from (school/home) because the (teacher, mother, father kicked/slapped/beat him/her)</li> <li>- Why was/were he/she/they beaten/kicked/slapped?</li> <li>- Who..... (slapped/kicked/beat.....him/her them.</li> </ul> Answer the questions correctly.  (6) Why did she run away from home? (her father beat her)  (7) Why was she slapped? (abused her sister)  (8) Why were they crying? (their mother died)  (9) Why did Paul fall down? (Tom kicked him)
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	Lesson evaluation	(10) Why were the girls punished? (They were playing in the classroom)
Lesson	Theme	Culture and gender in our division/sub-county.
	Sub-theme	Ways of promoting and preserving culture
	Skills	Effective communication, creative thinking, self awareness, decision making.
	Lesson content	<b>Vocabulary:</b> Sing, dance, play, blow, flute, drum, sick, medicine, needles, razorblade, syringe, safety pins, scissors, tablets, children
	Evaluation activity	(c) Spell the words correctly. 2) flute      2) needles      3) drum      4) blow (d) Complete these sentences correctly. (6) Dorah cut her finger with a... ..(safety pin, razor blade) (7) ..... People are called patients. (sick, well)

	Lesson evaluation	<p>(8) The doctor told me to take two... .. everyday. (tablets, medicine)</p> <p>(9) Juma is wearing a black pair of.....</p> <p>(10) A nurse uses a ..... and a needle to give an injection. (drum, syringe)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p>	<p>Culture and gender in our division/sub-county.</p> <p>Ways of promoting and preserving culture.</p> <p>Effective communication, creative thinking, self awareness, decision making.</p> <p><b>Structures:</b></p>

	<p>Lesson content</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<ul style="list-style-type: none"> <li>- Never share (needles, safety pins, razor blades)</li> </ul> <p>You/he/she should always take (medicine/tablets) when you/he/she is/are sick.</p> <ul style="list-style-type: none"> <li>- He/she/they/we/I can play a (drum/piano but I /she/we/they/he cannot play/blow a (flute/drum)</li> </ul> <p><b>Fill in the gaps with correct words.</b></p> <p>(6) Never share..... (stones, needles)</p> <p>(7) My sister was..... When she was sick. (medicine, pencils)</p> <p>(8) Miremebe can play a ..... (bicycle, piano)</p> <p>(9) The doctor told me to take two ..... every morning. (tablets, sodas)</p> <p>(10) He cut himself with a .....(safety pin, razor blade)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p>	<p>Culture and gender in our division/sub-county</p> <p>Relationships</p> <p><b>Vocabulary:</b></p> <p>Teachers, pupils, parents monitor, family sister, cousin, brother, nephew, uncle, aunt, son, first born.</p>

	Evaluation activity Lesson evaluation	Types of families:  i.e. Nuclear family – parents and their biological children.  - Extended family – parents, their children and other relatives.  A written exercise in the MK pupil's Book 3 on page 141.
Lesson	Theme  Sub-theme	Culture and gender in our division/sub-county  Relationships



	Lesson content	<b>Structures:</b> <ul style="list-style-type: none"> <li>- How many ..... have you? I have six... .....(brothers/sisters)</li> <li>- How many brothers does he have? He has four brothers.</li> <li>- Who is your little sister?</li> <li>- What position do you hold in the family?</li> </ul>
	Evaluation activity	
	Lesson evaluation	
Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	Relationships

	Skills	Critical thinking, self awareness, appreciation, effective thinking
	Lesson content	Mr. and Mrs. Opio's family tree (MK pupils' Book 3 page 142-3)
	Evaluation activity	Answer the given questions in full sentences. (MK pupils' book 3 page 142-3)
	Lesson evaluation	
Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	Relationships

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

	Lesson content	<b>Story</b> – Mr. Muwanga and family (MK Bk.3 pg 144)
	Evaluation activity	
	Lesson evaluation	
Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	Relationships
	Skills	Critical thinking, appreciation, self awareness

	Lesson content	<b>Guided composition</b> (MK Bk. 3 page 145)  Use the given words to fill in the gaps and complete the composition correctly.
	Evaluation activity	
	Lesson evaluation	
Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	Relationships
	Skills	Self awareness, critical thinking, appreciation
	Lesson content	<b>Jumbled story:</b> <ul style="list-style-type: none"> <li>- She feared to go there alone.</li> <li>- Jane got a stick and killed it.</li> <li>- Mother sent Halima to the well to fetch water.</li> <li>- As they walked to the well, they saw a snake.</li> <li>- Halima called her friend Jane to escort her.</li> </ul>
	Evaluation activity	The sentences below are in wrong order. Re-arrange them in correct order to make a correct story.

	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p>	<p>Culture and gender in our division/sub-county</p> <p>Tenses of irregular verbs</p> <p>Effective thinking, assertiveness, self awareness</p> <p><b>Vocabulary:</b></p> <p>Note: Irregular verbs are which don't add <b>ed</b> in the past form.</p> <p>e.g. <b>present</b>      -      <b>past</b></p>



		<p>hear - heard</p> <p>throw - threw</p> <p>dig - dug</p> <p>read - read</p> <p>draw - drew</p> <p>spell - spelt</p> <p>drink - drank</p> <p>tell - told</p> <p>drive - drove</p> <p>leave - left</p> <p>cost - cost</p> <p>pay - paid</p> <p>lose - lost</p> <p>buy - bought</p>						
	Evaluation activity	<p><b>(c) Write the past form of the given words.</b></p> <table><tr><td>6. bring</td><td>6. catch</td></tr><tr><td>7. ride</td><td>7. sleep</td></tr><tr><td>8. fight</td><td>8. sweep</td></tr></table>	6. bring	6. catch	7. ride	7. sleep	8. fight	8. sweep
6. bring	6. catch							
7. ride	7. sleep							
8. fight	8. sweep							



		<div>9. sing</div> <div>9. swim</div> <div>10.see</div> <div>10. Speak</div> <div>(d) Use the correct form of the given words to fill in the gaps.</div> <div>11. The farmer..... in his garden yesterday. (dig)</div> <div>12. We ..... milk tea last morning. (drink)</div> <div>13. Peter... ..... the books in the book shelf. (keep)</div> <div>14. Joanita..... the sweetest cake. (choose)</div>
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	Lesson evaluation	15. The pupils..... matooke and meat last Friday. (eat)
Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	Tenses of irregular verbs
	Skills	Self awareness, effective thinking, appreciation

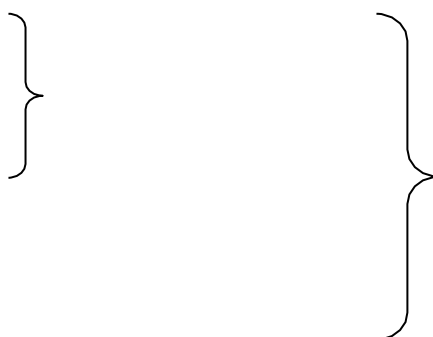
	Lesson content	<p><b>Irregular verbs:</b></p> <table> <tr> <th><b>Present</b></th><th></th><th><b>past</b></th></tr> <tr><td>13. know</td><td>-</td><td>knew</td></tr> <tr><td>14. put</td><td>-</td><td>put</td></tr> <tr><td>15. feed</td><td>-</td><td>fed</td></tr> <tr><td>16. bite</td><td>-</td><td>bit</td></tr> <tr><td>17. tear</td><td>-</td><td>tore</td></tr> <tr><td>18. wear</td><td>-</td><td>wore</td></tr> <tr><td>19. hang</td><td>-</td><td>hung</td></tr> <tr><td>20. lie</td><td>-</td><td>lied</td></tr> <tr><td>21. beat</td><td>-</td><td>beat</td></tr> <tr><td>22. cut</td><td>-</td><td>cut</td></tr> <tr><td>23. hurt</td><td>-</td><td>hurt</td></tr> <tr><td>24. shut</td><td>-</td><td>shut</td></tr> </table>	<b>Present</b>		<b>past</b>	13. know	-	knew	14. put	-	put	15. feed	-	fed	16. bite	-	bit	17. tear	-	tore	18. wear	-	wore	19. hang	-	hung	20. lie	-	lied	21. beat	-	beat	22. cut	-	cut	23. hurt	-	hurt	24. shut	-	shut
<b>Present</b>		<b>past</b>																																							
13. know	-	knew																																							
14. put	-	put																																							
15. feed	-	fed																																							
16. bite	-	bit																																							
17. tear	-	tore																																							
18. wear	-	wore																																							
19. hang	-	hung																																							
20. lie	-	lied																																							
21. beat	-	beat																																							
22. cut	-	cut																																							
23. hurt	-	hurt																																							
24. shut	-	shut																																							
	Evaluation activity	<p><b>Write the past simple tense</b></p> <table> <tr> <th>present</th><th></th><th>past</th></tr> <tr> <td>11. tear</td><td>_____</td><td></td></tr> </table>	present		past	11. tear	_____																																		
present		past																																							
11. tear	_____																																								

12. rise

\_\_\_\_\_



	Lesson evaluation	<p>13.wear _____</p> <p>14.break _____</p> <p>15.steal _____</p> <p>16.ring _____</p> <p>Fill in the gaps with the correct form of the words in brackets.</p> <p>17. Second term... ..on 25<sup>th</sup> May . (begin)</p> <p>18. The baby..... The milk last night. (drink)</p> <p>19. The headmaster... ..for Nairobi yesterday. (leave)</p> <p>20. A snake... .. Sarah yesterday. (bite)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Culture and gender in our sub-county/division</p> <p>Tenses of the irregular verbs</p> <p><b>Future simple tense</b> (MK BK.3 page 167-8)</p> <ul style="list-style-type: none"> <li>- What will he do?</li> <li>- What will she do?</li> <li>- Namuli will go to school next week.</li> </ul>



	I	she	
	We	shall	he
		it	will
		they	
		you	
	- Shall we sweep the room tomorrow?		
	Yes, we shall		
	No, we shan't		
Evaluation activity	<b>Fill in the gaps with the correct form of the words in</b>		



		<p><b>brackets.</b></p> <p>11. John will .....to town next Monday. (go)</p> <p>12. We shall..... The books to the library tomorrow. (take)</p> <p>13. I.....to the headmaster next week. (talk)</p> <p>14. Mrs. Mukibi.....oranges from the market next Tuesday. (buy)</p> <p>15. Will you..... on your way home tomorrow? (pick)</p> <p>16. Babirye and Nakato will... .. Their aunt tomorrow. (visit)</p> <p>17. It... .. heavily tonight. (rain)</p> <p>18. The pupils.....a science test next Friday. (do)</p> <p>19. Shall we..... the compound tomorrow? (sweep)</p> <p>20. I.....my books next Sunday. (revise)</p>
	Lesson evaluation	

Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Skills</p> <p>Lesson content</p> <p>Evaluation activity</p>	<p>Culture and gender in our division/sub-county</p> <p>Future simple tense</p> <p>Self esteem, assertiveness, self confidence</p> <p><b>Dialogue –</b> (MK. Bk.3 page 168)</p> <p>Answer the given questions in full sentences.</p> <p>(7) How many people are taking part in the dialogue?</p> <p>(8) Who was waiting for Natasha?</p> <p>(9) Where was Natasha?</p> <p>(10)       What was the matter with Natasha?</p> <p>(11)       Who were the people taking part in the dialogue?</p> <p>(12)       What is the name of the doctor mentioned in the</p>
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	Lesson evaluation	dialogue?
Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	Future simple tense
	Skills	Reading, writing
	Lesson content	<b>Story – Mr. Kintu’s glasses (MK. Pg. 168 – 9)</b>
	Evaluation activity	<p>Answer the questions in full sentences.</p> <p>(7) Whom did the two pupils meet?</p> <p>(8) Why was Mr. Kintu sad?</p> <p>(9) What dropped from Mr. Kintu’s handkerchief?</p> <p>(10) Who saw the glasses?</p> <p>(11) Why was Mr. Kintu not going to give a reward to the little girl?</p> <p>(12) What is the title of the story?</p>
	Lesson evaluation	

Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	
	Skills	Reading, writing, self confidence, assertiveness
	Lesson content	Testing exercise (revision exercise) (MK. p/s Book 3 page 169 – 70)
	Evaluation activity	Written exercises on page 169 - 170
	Lesson evaluation	

Lesson	Theme	Culture and gender in our sub-county/division
	Sub-theme	Present perfect tense
	Skills	Listening, speaking, reading, writing
	Lesson content	<p>Helping verbs used in this tense are <b>has</b> and <b>have</b>.</p> <p><b><u>Examples:</u></b></p> <p>do - done</p> <p>speak - spoken</p> <p>take - taken</p> <p>shake - shaken</p> <p>eat - eaten</p> <p>I</p> <p>we</p> <p>they</p> <p>have</p>

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	Evaluation activity	<p>hide - hidden                      you</p> <p>drive - driven</p> <p>rote - rotten                      he</p> <p>drive - driven                      she                      has</p> <p>forgive - forgiven                      it</p> <p>choose - chosen</p> <p>(c) Write the present perfect tense of the following: -</p> <p>5. Steal                      5. forgive</p> <p>6. Choose                      6. raise</p> <p>7. Drive</p> <p>8. Hide</p> <p>(d) Fill in the gaps with the correct form of the words in brackets.</p> <p>7. Ritah has ..... my pen. (take)</p> <p>8. The headmaster has.....to the pupils. (speak)</p>
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	Lesson evaluation	<p>9. The children have... ..... The mango tree. (shake)</p> <p>10. Why have..... My food? (eat)</p>
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Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	Present perfect tense
	Skills	Listening, speaking, reading, writing
	Lesson content	<p>Verbs whose past simple and present perfect form are the same.</p> <p><b><u>Examples:</u></b></p> <p>keep - kept</p> <p>clap - clapped</p> <p>sweep - swept</p> <p>think - thought</p> <p>catch - caught</p> <p>teach - taught</p> <p>fight - fought</p> <p>bring - brought</p> <p>buy - bought</p> <p>leave - left</p> <p>read - read</p>



		<p>feel - felt</p> <p>sleep - slept</p> <p>shut - shut</p> <p>weep - wept</p> <p>spell - spelt</p>
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		<p>burst - burst</p> <p>lay - laid</p> <p>drop - dropped etc.</p> <p><b><u>Fill in the gaps with the correct form of the words in brackets.</u></b></p> <p>11. Mr. Mubiru has _____ us science. (teach)</p> <p>12. My father has _____ a new car. (buy)</p> <p>13. The children have _____ the words correctly. (spell)</p> <p>14. The monitor has _____ the news papers. (read)</p> <p>15. The headmaster has _____ for Jinja. (leave)</p> <p>16. Nalule has _____ all the dishes. (drop)</p> <p>17. My sister has _____ us good news. (bring)</p> <p>18. Joseph has _____ the classroom. (sweep)</p> <p>19. She has _____ a good idea. (think)</p> <p>20. I have not _____ the windows. (close)</p>
	Evaluation activity	
	Lesson evaluation	

Lesson	Theme	Culture and gender in our sub-county/division.		
	Sub-theme	Other verbs		
	Lesson content	<b>Examples:</b>		
		<u>Present tense</u>	<u>Past tense</u>	<u>Past participle</u>
		Begin	began	begun
		Ring	rang	rung



	Sing	sang	sung
	Strike	struck	struck
	Dig	dug	dug
	Swim	swam	swum
	Drink	drank	drunk
	Fight	fought	fought
	Buy	bought	bought
	Think	thought	thought
	Teach	taught	taught
	Catch	caught	caught
	Cut	cut	cut
	Put	put	put
	Burst	burst	burst
	Hurt	hurt	hurt
	Spin	span	spun
	Lay	laid	laid
	Lie	lied	lied
	Lie	lay	lain

	Skills	Listening, speaking, reading, writing
	Evaluation activity	Copying and completing the table given
	Lesson evaluation	
Lesson	Theme	Culture and gender in our sub-county/division.
	Sub-theme	Picture story
	Lesson content	Activities at home & working at the farm.



	Skills	Listening, speaking, reading, writing
	Evaluation activity	<p>Study the pictures and write sentences about them.</p> <p>C. What is he/she doing?</p> <p>6.(painting)</p> <p>7.(washing)</p> <p>8.(sweeping)</p> <p>9.(cooking)</p> <p>10. (washing)</p> <p>D. Okia spends his holidays at his uncle's home in Palisa.</p> <p>Write four sentences about what Okia is doing. Use words in the box below.</p> <div>Planting      uprooting      feeding      collecting</div>
	Lesson evaluation	

Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Culture and gender in our sub-county/division.</p> <p>Adverbs</p> <p>Adverbs are words that explain more about a verb.</p> <p>Types of adverbs:</p> <ul style="list-style-type: none"> <li>- Adverbs of manner</li> <li>- Adverbs of place</li> <li>- Adverbs of time</li> </ul> <p>b) Adverbs of manner</p> <p>These tell how an action is done. They are formed by adding “ly” to an adjective.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Sweet – sweetly, soft - softly, loud – loudly</li> </ul>
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		<ul style="list-style-type: none"> <li>- Quite - quietly, quick - quickly, slow – slowly</li> <li>- Hurry – hurriedly</li> </ul> <p>Structures:</p> <p>3) The dog barks <u>loudly</u></p> <p>4) He speaks <u>softly</u>.</p> <p>Listening, speaking, reading, writing</p> <p>Change the following words to the correct adverbs.</p> <p>17. Deep _____</p> <p>18. Loud _____</p> <p>19. Quiet _____</p> <p>20. Proper _____</p> <p>21. Correct _____</p> <p>22. Sudden _____</p> <p>23. Slow _____</p> <p>24. Month _____</p> <p>25. Bright _____</p> <p>26. Year _____</p> <p>27. Equal _____</p>
	Skills	
	Evaluation activity	

	Lesson evaluation	<p>28. Kind _____</p> <p>29. Immediate _____</p> <p>30. Brave _____</p> <p>31. Soft _____</p> <p>32. Brief _____ etc.</p>
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Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Culture and gender in our sub-county/division.</p> <p>Adverbs</p> <p>Adverbs of time</p> <p>These are adverbs that tell when an action is done i.e. early, lately, now, tomorrow, yesterday, evening, soon, before, after, today, since, already.</p> <p>Structures:</p> <p>She lost her bag <u>yesterday</u></p> <p>The bell has <u>already</u> gone.</p> <p>Listening, speaking, reading, writing</p> <p>Make sentences using each of the words below.</p> <p>9. Early –</p> <p>10. Yesterday –</p> <p>11. Today –</p> <p>12. Already –</p>
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	Lesson evaluation	13. Since – 14. Now – 15. Before – 16. Late -
Lesson	Theme Sub-theme Lesson content	Culture and gender in our sub-county/division. Adverbs Adverbs of place These are adverbs which tell us where an action is done from e.g. I kept the bag <u>there</u> .





		<p>Come <u>here</u> and sit down.</p> <p>Other examples:</p> <p>Where, every where, nowhere, any where</p>
	Skills	Listening, speaking, reading, writing
	Evaluation activity	<p>Underline the adverbs in these sentences.</p> <p>10. The man died from there.</p> <p>11. Why did you go there?</p> <p>12. Open that door quickly</p> <p>13. They have cleaned everywhere.</p> <p>14. The match was played well.</p> <p>15. Sara shouted loudly, "the car is here!</p> <p>16. He ate his breakfast and then ran quickly.</p> <p>17. I saw Jane yesterday and I shall see her again tomorrow.</p> <p>18. Simon returned my pen unhappily.</p>

	Lesson evaluation	
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Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Culture and gender in our sub-county/division.</p> <p>Adverbs</p> <p>Formation of adverbs</p> <p>Other adverbs can be formed by adding</p> <p><u>Note:</u> To the adjectives that end with 'y', drop y and put (ily)</p>
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		<p><b>Examples:</b></p> <p>noisy - noisly</p> <p>happy - happily</p> <p>easy - easily</p> <p>busy - busily</p> <p>heavy - heavily</p> <p>Adjectives that end with letter 'e' as adverbs e.g.</p> <p>late - lately</p> <p>love - lovely</p> <p>wide - widely</p> <p>polite - politely</p> <p>nice - nicely</p> <p>safe - safely</p> <p>listening, speaking, reading, writing</p>
	Skills	
	Evaluation activity	<p><u>Fill in the spaces with the correct form of the word in brackets.</u></p> <p>11. The sun was shining_____. (bright)</p>

		<p>12. We kept your pen _____ (safe)</p> <p>13. The door was _____ open. (wide)</p> <p>14. He _____ welcomed me to his home. (happy)</p> <p>15. She was _____ dressed yesterday. (nice)</p> <p>16. He was hurt very _____. (bad)</p> <p>17. You must spell your name _____. (correct)</p> <p>18. It rained _____ that night. (rain)</p>
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	Lesson evaluation	<p>19. They put on uniforms and looked _____(love)</p> <p>20. They did those sums _____(quick)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Culture and gender in our sub-county/division.</p> <p>Adverbs</p> <p>Topical questions</p> <p>24. The sun was shining _____(bright)</p> <p>25. When he got his money, he smiled _____(happy</p> <p>26. The door opened _____and the queen entered. (sudden)</p> <p>27. Osman writes _____. (bed)</p> <p>28. The cows graze _____(day)</p> <p>29. He washed the plates _____(careful)</p> <p>30. He was hurt very _____(bad)</p>

Lesson evaluation

31. You must spell your words\_\_\_\_\_. (correct)

32. I can't hear you\_\_\_\_\_, please. (clear)

33. We shall do the sums\_\_\_\_\_. (patient)

34. Hellen asked for permission\_\_\_\_\_. (polite)

35. All newspapers are published\_\_\_\_\_(week)

36. You must not sleep\_\_\_\_\_. (sound)

37. The school team played well and won the game  
\_\_\_\_\_ (easy)

38. He ate his food\_\_\_\_\_ (early)

39. He\_\_\_\_\_ arranged the clothes in the suit  
case. (neat)

		<p>40. Daddy punished the young_____ (bad)</p> <p>41. It rained very_____ last week. (heavy)</p> <p>42. We should talk_____ to one another. (polite)</p> <p>43. Money is kept_____ in the bank. (safe)</p> <p>44. Kato_____ stood up and went out. (quick)</p> <p>45. The old lady walked_____ across the river. (slow)</p> <p>46. P.3 pupils did the English exercise_____ today. (quite)</p>
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Lesson	Theme	Health in our sub-county/division.																
	Sub-theme	Disease vectors																
	Lesson content	<b><u>Vocabulary:</u></b>  b) Mosquito, rat, louse/lice, cockroach, housefly, flea, bed-bug  Vectors are living organisms/animals which cause diseases.  <b><u>Examples of vectors:</u></b>  Mosquitoes, rats, lice, cockroaches, housefly, fly, bed-bug, dog, tsetse fly  <b><u>Diseases include:</u></b>  <table><tr><td><u>Animal</u></td><td><u>diseases</u></td></tr><tr><td>mosquito</td><td>malaria</td></tr><tr><td>rat</td><td>plague</td></tr><tr><td>lice</td><td></td></tr><tr><td>cockroaches</td><td>-</td></tr><tr><td>house fly</td><td>-</td></tr><tr><td>flea</td><td>-</td></tr><tr><td>bed bug</td><td>-</td></tr></table>	<u>Animal</u>	<u>diseases</u>	mosquito	malaria	rat	plague	lice		cockroaches	-	house fly	-	flea	-	bed bug	-
	<u>Animal</u>	<u>diseases</u>																
	mosquito	malaria																
rat	plague																	
lice																		
cockroaches	-																	
house fly	-																	
flea	-																	
bed bug	-																	

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>dog -</p> <p>listening, speaking, reading, writing</p> <p>d) What are vectors?</p> <p>e) Write down eight examples of vectors</p> <p>f) Complete the table below</p> <table> <tr> <td>Animal</td><td>-</td><td>diseases</td></tr> <tr> <td>Mosquito</td><td>-</td><td>-----</td></tr> <tr> <td>Rat</td><td>-</td><td>-----</td></tr> <tr> <td>etc</td><td></td><td></td></tr> </table>	Animal	-	diseases	Mosquito	-	-----	Rat	-	-----	etc		
Animal	-	diseases												
Mosquito	-	-----												
Rat	-	-----												
etc														
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p>	<p>Health in our sub-county/division</p> <p>Disease vectors</p> <p>Vocabulary:</p> <p>Cut, slash, sweep, food, feaces, clean, keep, flies, fingers, cover, malaria, shut, mosquito net, latrine, toilet etc.</p> <p>Listening, speaking, reading, writing</p>												

	Evaluation activity	4. Fill in the missing letters 5. Arrange letters to form a correct word. 6. Use the words in a sentence
	Lesson evaluation	
Lesson	Theme	Health in our sub-county/division
	Sub-theme	Disease vectors
	Lesson content	What we should do to prevent diseases



		<ul style="list-style-type: none"> <li>- Wash hands after visiting the toilet/latrine</li> <li>- Boil the water and cover it.</li> <li>- Spray mosquitoes</li> <li>- Sleep under a mosquito net</li> <li>- Smoke the toilet</li> <li>- Cut bushes around our compounds</li> <li>- Shut windows early</li> <li>- Burn the dust bins</li> </ul> <p><b>Structures:</b></p> <p>What do you do everyday?</p> <p>I / we clean the house.....</p> <p>What does she/he/it... .. ?</p> <p>He cleans the house.....</p> <p>c) Write down measures that should be taken to prevent diseases.</p> <p>d) What do you do everyday?</p> <p>5. I / we..... (clean, sweep, close, brush.....)</p> <p>6. What do they do every day?</p>
	Evaluation activity	



	Lesson evaluation	<p>7. What does he/she do daily?</p> <p>She/he.....</p>
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Lesson	Theme	Health in our sub-county/division
	Sub-theme	Disease vectors
	Lesson content	<p><b><u>HIV/AIDS</u></b></p> <p>HIV – Human Immuno Virus</p> <p>AIDS – Acquired Immune Deffeciency Syndrome</p>



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

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<ul style="list-style-type: none"> <li>• Sharing sharp objects</li> </ul> <p><b><u>How to control the spread of AIDS.</u></b></p> <ul style="list-style-type: none"> <li>• Go for a blood test</li> <li>• Avoid having sex</li> <li>• Don't play with sharp objects</li> <li>• Taking medicine</li> <li>• Feeding well (balanced diet)</li> <li>• Use gloves when caring for them</li> </ul> <p><b><u>Caring for AIDS patients</u></b></p> <ul style="list-style-type: none"> <li>• Show them love.</li> <li>• Help them in all aspects</li> </ul> <p>Listening, speaking, reading, writing</p> <ul style="list-style-type: none"> <li>- Oral work (discussion)</li> <li>- Copying down given aspects</li> </ul>
Lesson	<p>Theme</p> <p>Sub-theme</p>	<p>Accidents</p>

Lesson content	Vocabulary
Skills	<p><b><u>New vocabulary:</u></b></p> <p>Bleeding, injury, injured, hurt, cut, bite, pain, snake, dog, bite, break, broke, wound, knock, plaster, fall off, knife, bicycle, scissor, snake bite, syringe, needle, bandage, tablets etc.</p> <p>Listening, speaking, reading, writing</p>
Evaluation activity	<p>5. Spelling exercise</p> <p>6. Fill in the missing letters</p> <p>7. Write the letters properly to form a correct word.</p>



	Lesson evaluation	8. Use the vocabulary to make simple sentences
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Accidents</p> <p>Structures:</p> <p>What is the matter with you/him/her</p> <ul style="list-style-type: none"> <li>- I cut my finger. I am suffering from malaria. I have hurt my finger.</li> <li>- What is the matter with Joseph? He has fallen off the bicycle.</li> </ul> <p>Listening, speaking, reading, writing</p> <p>Study the pictures (MK Bk.3 pgs 158 – 160)</p> <p>8. What is the matter with Paul?</p> <p>9. What is the matter with Anna?</p> <p>10. “ “ “ Mdly?</p> <p>11. “ “ Alice?</p>

	Lesson evaluation	12. “                      “                      Jack and Musa? 13. Why are you crying? 14. Why is she crying? She has cut her finger etc.				
Lesson	Theme Sub-theme Lesson content	Accidents Structures Make sentences from the table below.				
		He	was	knocked bitten		a knife fire

		She		hit struck cut burnt	by	electricity a car a snake a hammer a dog	
	Skills	<ul style="list-style-type: none"> <li>- He was struck by electricity.</li> <li>- She was bitten by a snake</li> </ul>					
	Evaluation activity	Listening, speaking, reading, writing					
	Lesson evaluation	Form correct sentences from the table below.					

Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Accidents</p> <p>Comprehension</p> <p>Poems</p> <p><u>Read the poem:</u></p> <p>I hate to see people in pain</p> <p>I hate to see people in accidents</p> <p>I hate to see somebody getting hurt</p> <p>When a friend is cut or burnt</p> <p>It makes me sad</p> <p>Accidents are bad</p> <ul style="list-style-type: none"> <li>- We should be careful when using tools at home.</li> <li>- We should be careful at school while playing.</li> <li>- On the way to school or work.</li> <li>- All we need is care and safety.</li> </ul>
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	Skills	- We must care Listening, speaking, reading, writing
	Evaluation activity	6. What is the poem about? 7. Who hates to see people in pain? 8. Write down three examples of accidents that we are likely to get. 9. How many lines has the poem?
	Lesson evaluation	10. How many stanzas has the poem?

Lesson	Theme	Accidents
	Sub-theme	Comprehension
	Lesson content	Reading and writing Read the stories titled “YASABA”
	Skills	Listening, speaking, reading, writing
	Evaluation activity	<p><u>Read the story below and answer questions that follow in full sentences.</u></p> <p>Yasaba wanted to cut her finger nails. She got a razor blade from the drawer. Yasaba was not careful. She accidentally cut herself and cried loudly. Mrs. Masaba heard her daughter crying. When she reached Yasaba’s room, she saw the little girl’s finger bleeding. What is the matter, Yasaba? I told you not to use a razor blade” Mrs. Masaba washed the girls finger and then put iodine and tied the finger with plaster. She said, “Next time learn to remember what you have been told.”</p> <p><u>Questions:</u></p> <p>9. Who had long nails?</p> <p>10. Where was the razor blade?</p>

		<p>11. What happened to Yasaba?</p> <p>12. Whose finger was bleeding?</p> <p>13. Who was Yasaba's mother?</p> <p>14. How did Mrs. Masaba clean the wound?</p> <p>15. What made Yasaba cry?</p> <p>16. Give the opposites of these words:</p> <p>b) Careful _____      b) herself _____</p> <p>c) Remember _____      d) crying _____</p> <p>e) she _____</p>
	Lesson evaluation	

Lesson	Theme	Accidents
	Sub-theme	Story
	Lesson content	Read the story titled “ALEX LEARNS A LESSON (Ref. MK. Bk.3 pg 163)
	Skills	Listening, speaking, reading, writing
	Evaluation activity	<p>10. Who climbed the tree?</p> <p>11. What did Alex step on?</p> <p>12. What happened to Alex when he stepped on a dry branch?</p> <p>13. Why did Alex cry loudly?</p> <p>14. Who took Alex to the clinic?</p> <p>15. What is the title of the story?</p> <p>16. What lesson did Alex learn?</p> <p>17. Was Alex a careful boy?</p> <p>18. How did Alex’s father feel?</p>



	Lesson evaluation	
Lesson	Theme	Health in our sub-county
	Sub-theme	Accidents
	Lesson content	Testing exercise Revision exercise on accidents
	Skills	Reading, writing
	Evaluation activity	<p><b><u>Complete the sentences using the correct form of words in brackets.</u></b></p> <p>11. Rukuba was _____ by a dog last night. (bite)</p> <p>12. Kato _____ when he fell from the roof. (cry)</p> <p>13. The girl is _____ a tree now. (climb)</p> <p>14. Noah has injured himself. He is _____ (bleed)</p> <p>15. Anek _____ herself with a knife when she was peeling potatoes. (to cut)</p>

	Lesson evaluation	<p>16. Barongo fell off the motorcycle and _____ his right leg. (break)</p> <p>17. The nurse _____ Musa's wound with a bandage. (cover)</p> <p>18. The small boy was _____ down by a bicycle. (knock)</p> <p>19. The teacher is _____ from malaria. (suffer)</p> <p>20. Lule's daughter _____ from a tree. (fall)</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Health in our division/sub-county</p> <p>Vocabulary</p> <p>Along, look left, look right, turn right, towards, turn left</p>



		<p><b><u>Examples:</u></b></p> <p>Tom is seated on the left hand side of the house.</p> <p>Simon is seated on the right hand side of John</p>
	Skills	Listening, reading, speaking, writing
	Evaluation activity	<p><b><u>Use the correct form of the words in brackets. Choose right hand side / left hand side.</u></b></p> <p>5. The trees are on the _____ of the road.</p> <p>6. The salon is on the _____ of the house.</p> <p>7. The flowers are on the _____ of the tree.</p> <p>8. She is standing on _____ of the school.</p> <p><b><u>Use these words in a sentence.</u></b></p> <p>6. a long _____</p> <p>7. towards _____</p> <p>8. turn right _____</p> <p>9. paths _____</p> <p>10. road _____</p>
	Lesson evaluation	

Lesson	Theme	Health in our sub-county/division
	Sub-theme	Structures:
	Lesson content	Structures: Walk along the... ..... (road, path) What is she doing? They? Who seats on the leaf hand side of the classroom? Where is the nature corner?



		<p>Where is the petrol station?</p> <p>- The petrol station is on the right hand side of the road.</p> <p>Where is our school?</p> <p>Listening, speaking, reading, writing</p>
	Skills	
	Evaluation activity	<p><b><u>Complete the sentences.</u></b></p> <p>11. Where is the school?</p> <p>12. Where is the mosque?</p> <p>13. Where is the church?</p> <p>14. Where is the shop?</p> <p>15. Where is the kitchen?</p> <p><b><u>Use the given words in a sentence.</u></b></p> <p>16. Walking</p> <p>17. Sitting</p> <p>18. Kneeling</p> <p>19. Standing</p> <p>20. Putting</p>
	Lesson evaluation	

Lesson	Theme	Health in our sub-county/division
	Sub-theme	Direction
	Lesson content	Turn to.....
		Tell the direction
		Direction to the church, dinning hall, play centre, new plot
		What do you do to go to the kitchen?
	Skills	Listening, speaking, reading, writing



	Evaluation activity	Make correct sentences from the table.			
		To go to	the office our classroom the kitchen the church	turn left and go straight turn right and go straight go straight and turn left go straight and turn right	
	Lesson evaluation	The	school shop market school garden hospital	left hand side of right hand side of of	the road the mosque the church our home

Lesson	Theme	Health in our division / sub-county
	Sub-theme	Dialogue
	Lesson content	The dialogue titled: Aminah directs Mr. Kintu
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Reading and acting the dialogue  <b><u>Aminah directs Mr. Kintu</u></b>  <b>Mr. Kintu:</b> Excuse me little girl. Good morning to you  <b>Aminah:</b> Good morning sir, may I help you?  <b>Mr. Kintu:</b> Oh yes, will you please direct me to the

	Lesson evaluation	<p>headteacher's office?</p> <p><b>Aminah:</b> Yes please. Hm..... go straight up those steps.</p> <p>You will see P.4A right infront of you. Turn to your left hand side and the second door is the headteacher's office.</p> <p><b>Mr. Kintu:</b> Good. Thank you very much</p> <p><b>Aminah:</b> It is my pleasure, sir</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Health in our sub-county / division</p> <p>Guided composition</p> <p>Reading the guides composition</p> <p>"Joan and Joel go to school".</p> <p>Listening, speaking, reading, writing</p> <p>Refer to MK primary English Bk.3 pg. 121</p>
Lesson	Theme	

Sub-theme	Basic technology in our sub-county/division.
Lesson content	Making things from artificial materials.
Skills	Vocabulary: toy, bicycle, car, flower, candle, bag, wear, decoration, beads, hat, sell, buy for  listening, speaking, reading, writing
Evaluation activity	make sentences using each of the words below:  f) bicycle                      f) sell

	Lesson evaluation	<p>g) flower                      g) wear</p> <p>h) car                          h) toy</p> <p>i) beads</p> <p>j) buy</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Basic technology in our sub-county/division.</p> <p>Concept of technology</p> <p>Structures:</p> <p>What will you use to make (mat, doll, toy, car, ball)</p> <p>I / we shall use... ..... (banana fibre/wire) to make (mat, doll, ball, toycar)</p> <p>What will (Musa/Mary use to make..... (mat, toy car, ball, hat)</p> <p>They will use... ..... (banana fibres, leaves, wire) to make a mat, toy car, ball etc.</p> <p>Draw and name some examples of crafts and materials used to make them.</p>

Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p>	<p>Basic technology in our subcounty/division.</p> <p>Concept of technology</p> <p>Vocabulary:</p> <p>Banana leaf, plastic, straw, wire, heavy, light, size, colour, fibre, palm leaves, bard, weight, small, long, short, big, good, texture.</p> <p>Listening, speaking, reading, writing</p>
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	<p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Make sentences using each of the words below:</p> <p>i) colour</p> <p>j) banana</p> <p>k) palm leaves</p> <p>l) good</p> <p>m) fibre</p> <p>n) plastic</p> <p>o) small</p> <p>p) straw</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p>	<p>Basic technology in our sub-county/division</p> <p>Processing and making things from natural materials.</p> <p><b>Vocabulary:</b></p> <p>Swamp, food, mat, rope, bush, garden, play, clay, pot, cut, weave, tie, juice</p> <p>Listening, speaking, reading, writing</p>





Lesson	Theme	Basic Technology in our sub-county/division
	Sub-theme	Processing and making things from natural materials.
	Lesson content	<p>Structures:</p> <p>(Musa/Sarah) will make a (pot, mat/rope) using... .... (clay/banana fibre/sisal)</p> <p>6. What will you make?</p> <p>I / we shall make a ..... (pot/mat/rope)</p> <p>7. What will she/he/they make?</p> <p>She/he will make a pot/mat/rope</p> <p>8. Where will you get the clay?</p> <p>I shall get it from the swamp</p>
	Skills	Listening, reading, writing, speaking

	Evaluation activity	<p><b><u>Fill in the gaps with a correct form of the words in brackets.</u></b></p> <p>9. John and Mary will _____ a rope. (make)</p> <p>10. I shall _____ clay from the swamp. (get)</p> <p>11. Allen will _____ a mat tomorrow. (weave)</p> <p>12. We shall _____ those straws next week. (use)</p> <p>13. The baby will _____ its toy. (break)</p> <p>14. They will _____ their classroom with flowers. (decorate)</p> <p>15. I shall _____ the rope tomorrow. (skip)</p> <p>16. Tom will _____ that pot with water. (fill)</p>
	Lesson evaluation	
Lesson	Theme	Basic technology in our sub-county/division

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

	Skills	Listening, speaking, reading, writing,
	Evaluation activity	Make sentences using each of the words below: <div> garden                      any                      shop  farmer                      bush                      harvest  some                      crops                      weeds </div>
	Lesson evaluation	

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

	Lesson evaluation	13. Is there any water in the glass in picture 2?  14. Is there any food on the plate in picture 4?																									
Lesson	Theme	Food																									
	Sub-theme	Structures																									
	Lesson content	Make sentences from the substititutional table below:																									
		<table><tr><td>There is</td><td rowspan="5">some</td><td>water</td><td rowspan="5">in</td><td>the garden</td></tr><tr><td></td><td>beans</td><td>the sack</td></tr><tr><td>There are</td><td>milk</td><td>the basket</td></tr><tr><td></td><td>juice</td><td>the jug</td></tr><tr><td></td><td>yams</td><td>the glass</td></tr><tr><td></td><td></td><td>potatoes</td><td></td><td></td></tr></table>				There is	some	water	in	the garden		beans	the sack	There are	milk	the basket		juice	the jug		yams	the glass			potatoes		
	There is	some	water	in	the garden																						
	beans		the sack																								
There are	milk		the basket																								
	juice		the jug																								
	yams		the glass																								
		potatoes																									
	Evaluation activity	There are some yams in the sack.  <u>With negatives:</u>  Make ten correct sentences from the table below:																									
		<table><tr><td>There isn't</td><td rowspan="3">any</td><td>juice</td><td>in the glass</td></tr><tr><td>There aren't</td><td>bananas</td><td>in the bottle</td></tr><tr><td></td><td>milk</td><td>in the jerrycan</td></tr><tr><td></td><td></td><td>potatoes</td><td>in the basket</td></tr><tr><td></td><td></td><td>water</td><td>on the plate</td></tr><tr><td></td><td></td><td>food</td><td>in the garden</td></tr></table>				There isn't	any	juice	in the glass	There aren't	bananas	in the bottle		milk	in the jerrycan			potatoes	in the basket			water	on the plate			food	in the garden
There isn't	any	juice	in the glass																								
There aren't		bananas	in the bottle																								
		milk	in the jerrycan																								
		potatoes	in the basket																								
		water	on the plate																								
		food	in the garden																								

	Lesson evaluation	There isn't any food in the basket.
Lesson	Theme	Food
	Sub-theme	Jumbled story
	Lesson content	<u>Re-arrange these sentences in order to form correct stories.</u>





	Skills	<p>f) Okot went running and bought the eggs.</p> <p>g) Mother wanted to bake a cake.</p> <p>h) So she sent Okot to a nearby shop to buy some.</p> <p>i) But on his way back home, he fell and all the eggs got broken.</p> <p>j) She needed some eggs.</p>
	Evaluation activity	<p>Listening, speaking, reading, writing</p> <p><u>Arrange these sentences in order to form correct stories.</u></p> <p>f) The beef was bad</p> <p>g) The shopkeeper refunded his money.</p> <p>h) Tom went to the shop.</p> <p>i) He returned the beef to the shop.</p> <p>j) He bought a tin of beef.</p>
	Lesson evaluation	<p>B.</p> <p>a) She drank all the splash.</p> <p>b) She put a straw in the pocket.</p> <p>c) She threw the empty packet in the dustbin.</p> <p>d) Jane took a packet of splash from the box.</p> <p>e) She opened the packet.</p>

Lesson	Theme	Food
	Sub-theme	Reading and writing
	Lesson content	Read stories titled: <ul style="list-style-type: none"> <li>e) Good food (MK Primary English Bk.3 pg.111)</li> <li>f) Feeling fine</li> <li>g) The lazy Hare</li> </ul>
	Skills	Listening, speaking, reading, writing

	Evaluation activity	<u>Questions:</u>  9. What does good food give us?  10. Name some fruits which protect us from diseases  11. Why should a person eat meat and eggs?  12. What other kinds of food should people eat?  13. Why is salt added to food?  14. What should you drink after a meal?  15. What must you eat to get a balanced diet?  16. What is the title of the story?
	Lesson evaluation	
Lesson	Theme  Sub-theme  Lesson content  Evaluation activity  Lesson evaluation	Food  Guided composition  Choose the correct words from the box below to complete the guided composition  (Ref. MK. Pr. Eng. Bk.3 English 113)
Lesson	Theme  Sub-theme	Transport  Vocabulary

		Revision, donkey, oxen, tax
	Lesson content	<b>New words:</b> Conductor, pump, flat, tyre, puncture, passenger, on foot, speed, cart etc.
	Skills	<b>Commands:</b> Get on, get off the.....car, bus, train, plane, tie on, put on, loading off, off loading. Listening, speaking, reading and writing

	Evaluation activity	<u>Fill in the missing letters.</u>  f) c__nd__ctor      f) donk__y      j) tax____ g) fl__t      g) sp____d      k) transp__rt h) p__mp      h) ca__t i) tyr____      i) p__ncture j) pas__eng__r
	Lesson evaluation	Draw and name means of transport used on land.
Lesson	Theme  Sub-theme  Lesson content   Skills	Transport  Structures:  Get on the_____(bus / train)  What is he doing? He is getting on the bus etc.  What did he do? He got off the train  Speaking,    listening,    reading,    writing

	Evaluation activity	<p>Study the pictures on pages 149 – 150 and answer the questions below:</p> <p>10. How does George come to school?</p> <p>11. How does Maria come to school?</p> <p>12. How does Ali come to school?</p> <p>13. How does Moses come to school?</p> <p>14. How does Mercy come to school?</p> <p>15. How does Adam come to school?</p> <p>16. What is Anguzu doing?</p> <p>17. Who is getting on the plane?</p> <p>18. Who is getting on they donkey?</p>
	Lesson evaluation	
Lesson	Theme	Transport

	Sub-theme Lesson content Skills Evaluation activity Lesson evaluation	Structures:  Make sentences from the substitutional table  Listening, speaking, reading, writing  (Ref. MK Bk. 3 page 151)
Lesson	Theme Sub-theme Lesson content  Skills Evaluation activity	Transport  Reading and writing  Read the story titled: -  Asaba's Bicycle Gets A Flat Tyre".  (MK Primary English Bk.3 pg. 154)  Listening, speaking, reading, writing  Questions:  9. Which school does Asaba go to?  10.How does Asaba go to school?  11.Where does Asaba live?  12.What did Asaba's uncle buy for him?



	Lesson evaluation	<p>13. What happened to Asaba's bicycle?</p> <p>14. Who helped Asaba to repair his bicycle?</p> <p>15. What was the use of the pump?</p> <p>16. Give the title of the story.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Energy in our sub-county / division</p> <p>Sources of energy</p> <p>Vocabulary: bulb, buy, store, charcoal, fridge, firewood, petrol, diesel, cook, sell, paraffin, kite</p> <p><b><u>Use of "some" and "any"</u></b></p>

	<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Listening, speaking, reading, writing</p> <p>3. Write the words correctly.</p> <p>b) dgetfri                      b) tkie                      (c) seledi</p> <p>h) kcoo                      e) yub</p> <p>4. Use the given words to make correct sentences.</p> <p>f) firewood</p> <p>g) sell</p> <p>h) store</p> <p>Use some or any to fill in the gaps correctly.</p> <p>(vi) Is there _____ salt in the food?</p> <p>(vii) There is _____ sugar in the tin.</p> <p>(viii) There aren't _____ beans in the tin.</p> <p>(ix) There are _____ fish in the basket.</p> <p>(x) There isn't _____ water in the pot.</p>
Lesson	Theme	Energy in our sub-county/division

Sub-theme	Sources of energy
Lesson content	<p><b>Structures:</b></p> <p><b>Revision on tenses</b></p> <p><b>Present continuous</b></p> <p>What are.....selling/buying/carrying? We are buying/selling firewood/charcoal</p> <p><b>Past simple tense</b></p> <p>Ali / May.....bought..... bought (sold paraffin /</p>



		firewood/charcoal/bulb/fridge)
	Skills	Future simple tense:
		Ali/May... .....bought / sold
		Listening, speaking, reading, writing
	Evaluation activity	<u>Fill in the blank spaces using the correct form of the word in brackets.</u>
		12. Alice and Mary are_____food. (eat)
		13. Father is_____for Christmas. (shop)
		14. Grandfather is_____under the tree. (sit)
		15. They are_____a heavy bag. (lift)
		16. The children are_____in a river. (swim)
		17. Everyday I_____the bell ringing. (hearing)
		18. Mummy and I shall_____millet tomorrow. (grinding)
		19. They will_____the cake at the party. (eating)
		20. We_____to Jinja yesterday. (go)
		21. The little girl_____her hair in the morning. (comb)
		22. Dan_____firewood last evening. (collect)
	Lesson evaluation	

Lesson	Theme	Energy in our sub-county/division
	Sub-theme	Ways of saving energy
	Lesson content	<p>Vocabulary: switch on / off, blow off, cover, light, box, match, stick, candle, water, torch, switch (n), low, high.</p> <p><b>Revision on opposite e.g. low / high</b></p> <p>switch on – switch off, good - bad, small – bad, long – short</p>



	<p>Skills</p> <p>Evaluation activity</p>	<p>listening, speaking, reading, writing</p> <p><b><u>listen and write</u></b></p> <p>6. Always switch off machines after use.</p> <p>7. My friend fire helps you in cooking, ironing and lighting.</p> <p>8. Solar energy is the power from the sun.</p> <p>9. Sarah bought a red torch.</p> <p>10. She bough a match box from that shop.</p> <p><b><u>Give the opposite of the given words.</u></b></p> <p>good –</p> <p>switch on –</p> <p>long –</p> <p>buy –</p> <p>smooth –</p> <p>ugly –</p> <p>bottom -</p> <p>absent –</p> <p>outside -</p>
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	Lesson evaluation	
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Lesson	Theme	
	Sub-theme	
	Lesson content	

May/Sarah/David switched on/switched off

	<p>Blew off the candle/light</p> <p>What did ..... He/she/they/we do</p> <p>We/she/they... ..switched off/blew off the light/candle.</p> <p>Listening, speaking, reading, writing</p> <p><b>Children will answer the following questions: -</b></p> <p>6. Who switched on the light?</p> <p>7. Did Jane blow off the candle?</p> <p>8. Who switched off the light?</p>
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	Lesson evaluation	<p>9. What did he do?</p> <p>10. What did they/you/he do?</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Energy in our sub-county/division</p> <p>Ways of saving energy</p> <p>Vocabulary: warm, burn, fire, socket, plant, kill, hurt, warm, danger, alarm, report, comparison, small, big, tall, short</p> <p>Listening, speaking, reading, writing</p> <p><b><u>Fill in the missing letters:</u></b></p> <p>w_____m      b____rn      fir_____      sock_____t</p> <p>pla____t      hu_____      sm____ll      b____g</p> <p>ta_____sh_____t</p> <p><b><u>Use the given words to make correct sentences:</u></b></p> <p>(b) burn      (b) short      (c) blant</p> <p>(d) kill      (e) tall      (f) fire</p>
	Lesson evaluation	

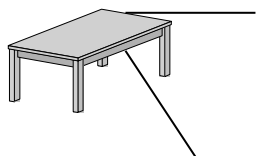
Lesson	Theme	Energy in our sub-county/division
	Sub-theme	Ways of saving energy
	Lesson content	<p>Structure: future tenses</p> <p>What will..... (you/she/he/they) do when in danger?</p> <p>i/we/shall... .. (make an alarm/report) for help</p> <p><b>Comparison:</b></p> <p>A.....(dog, rabbit/rat) is... .. (smaller/bigger than a..... (cow/pig)</p> <p>Which.....bird/insect .....is... .. Smaller</p>

	Skills	/bigger / fatter than a... ..hen/duck/pigeon.
	Evaluation activity	<p>Listening, speaking, reading, writing</p> <p>Answer the questions sensibly using “true” or “false”</p> <p>11. I shall make an alarm when I’m in danger.</p> <p>12. A dog is bigger than a cow.</p> <p>13. We have to report wrong doers to our elders.</p> <p>Use of correct form of the words in brackets to complete the sentences.</p> <p>14. A rabbit is _____ than a goat. (small)</p> <p>15. A giraffe is _____ than a goat. (tall)</p> <p>16. A buffalo is _____ than an elephant. (big)</p> <p>Arrange the following words to make correct sentences.</p> <p>17. Zebra / big / animal / is / A / a</p> <p>18. Beautiful / ostrich / bird / An / is a</p> <p>19. Is / A / snail / slower / than / a / fly</p> <p>20. Leopard / fast / is / A / animal / a</p>
	Lesson evaluation	

Lesson	Theme content	<p>Energy in our sub-county/division</p> <p>Vocabulary: weighing scale, narrow, height</p> <p>wide – width, high, measure, meters – cloth</p> <p>litres – liquids (capacity)</p> <p>grams – weight</p> <p>Weight is the lightness or heaviness of an object.</p>
	Skills	Listening, speaking, reading, writing
	Content evaluation	<p>Fill in the gaps with the correct word from the brackets.</p> <p>9. The _____ of a bag of sugar is 50kilograms. (height, weight)</p>



		<p>10. My father bought ten _____ of meat for a party. (centimeters, kilograms)</p> <p>11. A road is _____ but a path is narrow. (width, wide)</p> <p>12. My friend gave me two _____ of cloth to make a dress. (metres, width)</p> <p>13. What is the _____ of your friend. (height, high)</p> <p>14. The old woman walked along a _____ path. (narrow, high)</p> <p>15. Mwanbu uses a _____ to weigh of the desk.</p> <p>16. The teacher told Paul to _____ the length of the desk. (weigh, measure)</p>
	Lesson evaluation	



Lesson	Theme	Energy in our subcounty / division
	Sub-theme	Measuring
	Content	<p>Structures</p> <p>How tall is the .....?</p> <p>How tall is she / he?</p> <p>For people, animals, objects</p> <p>It is..... Tall</p> <p>How far did she jump?</p> <p>She jumped five centimetres</p> <p>How tall is Allan?</p> <p style="text-align: center;">width</p> <p style="text-align: center;">length</p>

	Skills	Listening, speaking, reading, writing
	Lesson activity	<p>Taking measurements of different objects and children</p> <p>The table is ..... cm</p> <p>Allan is ..... tall</p> <p>She is..... tall</p> <p>The blackboard's length is _____ and width is _____</p> <p>Taking records</p>
	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Energy in our sub-county / division</p> <p>Measuring</p> <p>Dialogue</p> <p>Measuring our desks</p>
	Skills	Listening, speaking, reading, writing
	Lesson activity	<p>Reading the dialogue</p> <p>Answering questions about the dialogue (the dialogue is in UPEC Bk. 3 2<sup>nd</sup> edition pg. 72)</p>
	Lesson evaluation	

Lesson	Theme	Energy in our sub-county
	Sub-theme	Measuring
	Content	Story “A DE LA”
	Skills	Listening, speaking, reading, writing
	Lesson activity	<ul style="list-style-type: none"> <li>- Children reading the story “Adela”</li> <li>- Children answer questions about the story in full sentences (UPEC Bk. 3 pg 73)</li> </ul>
	Lesson evaluation	
Lesson	Theme	Energy in our sub county / division

	Sub-theme  Content	Measuring self testing exercise  Testing exercise <ul style="list-style-type: none"> <li>- Practicing for sports day</li> <li>- Activities they do when practicing for sports day</li> <li>- Sack race                      - High jump</li> <li>- Football                      - Rope skipping</li> <li>- Short lilies                      - Long races</li> <li>- Egg race                      - Candle race</li> <li>- Bottle filling                      - Long jump</li> </ul>
	Skills	Listening, speaking, reading, writing

Name	High jump	Long jump
Sarah	1m    2cm	1m    86cm
John	1m    2cm	2m
Aman	1m    1cm	1m    7cm
Alex	1m    4cm	1m



	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Content</p>	<p>Energy in our sub-county</p> <p>Conjunctions used in pairs either.....or.....</p> <p>Either is used to refer to only two persons or objects</p> <ul style="list-style-type: none"> <li>- Peter will come. Sarah will come.</li> <li>Either Peter or Sarah will come</li> <li>- I can eat matooke. I can eat posho</li> <li>I can eat either matooke or posho</li> </ul>
	Skills	Listening, speaking, reading, writing

	Evaluation activity	<p>Use either and or in these sentences.</p> <p>11. Take _____ a banana _____ an orange</p> <p>12. You either go out _____ keep quiet.</p> <p>13. Either Mary _____ her friends beat the girl.</p> <p>14. _____ James _____ Paul is telling her.</p> <p>15. I can use _____ a pencil _____ a pen.</p> <p>16. _____ my father _____ my mother will come to school.</p> <p>17. _____ John _____ Jane has taken the book.</p> <p>18. They were going _____ to the hospital _____ to the market.</p> <p>19. The man may _____ be a dentist _____ an optician</p> <p>20. Either Abel _____ Fred is absent.</p>
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson</p> <p>Content</p>	<p>Energy in our sub-county / division</p> <p>Vocabulary (shopping)</p> <p>New words</p> <p>change, shillings, money, price, notes, watch, play, paid, buy, litre, bring, price, list, sell, sold, how, much, shopping list, how,</p>



		many, grocery, grocer, baker, bakery, confectioner etc.
	Skills	Listening, speaking, reading, writing
	Evaluation activity	<p>Fill in the missing letters:</p> <p>2. W_ tc____      2. L__t__e      3. S__ap</p> <p>4. gr__c__ry      5. Bak____y</p> <p>Use these words in a sentence.</p> <p>6. shillings</p> <p>7. money</p> <p>8. notes</p> <p>9. change</p> <p>10. shopping list</p>
	Lesson activity	

Lesson	Theme	Energy in our sub-county / division
	Sub-theme	Shopping
	Lesson content	<p>Structures:</p> <p>Do you have some... ..Please?</p> <p>Yes / have some</p> <p>Use of much and many</p> <p>(c) How much milk do you want?</p> <p>I want three litres of milk.</p> <p>(d) How many books do you want?</p> <p>I want five dozens of books</p>
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Use “much” or “many” in these sentences:

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

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

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

		<p>Purity: You should always sleep under a mosquito net</p> <p>Blessing: Do you clean your compound and burry all the rubbish?</p> <p>Miracle: I always, but from today I am going to keep clean</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>7. How many people are acting the game?</li> <li>8. Who spoke first?</li> <li>9. Why did Miracle suffer from malaria?</li> <li>10. Why should we sleep under a mosquito net?</li> <li>11. Write the title of the game</li> <li>12. Write the opposites of these:             <ul style="list-style-type: none"> <li>(c) Clean</li> <li>(d) Today</li> </ul> </li> </ol>
	Lesson evaluation	



Lesson	Theme	Energy in our sub-county / division
	Sub-theme	Shopping
	Lesson	Structures:
	Content	<ul style="list-style-type: none"> <li>- How much money did you pay for... ..?</li> <li>- How much did Mukwasi pay for soap?</li> </ul> He paid four hundred shillings for soap
	Skills	Listening, speaking, reading, writing
	Evaluation activity	MK primary English pupils' Bk.3 pg. 135
	Lesson evaluation	
Lesson	Theme	Energy in our sub-county / division

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

Lesson	Theme	Energy in our subcounty / division
	Sub-theme	Shopping – self testing exercise
	Lesson content	Choose the correct word from the brackets to complete the sentences.
	Evaluation activity	MK Primary English Bk. 3 pg. 140
	Lesson evaluation	
Lesson	Theme	Energy in our sub-county / division
	Sub-theme	Shopping
	Lesson content	Guided composition

		"Atwooki goes shopping"
	Skills	Listening, speaking, reading, writing

	Evaluation activity	<p>Choose the correct words from the table.</p> <p>litre    shillings    buy    change</p> <p>any    shopkeeper    list</p> <p>on Saturday evening, Atwoki went to Masinde town. she wanted to _____ some presents for her daughter.</p> <p>Atwoki had a piece of paper in her bag.</p> <p>Groundnuts 1400/=</p> <p>Cooking oil 1000/=      Shopping list</p> <p>Sugar 1000/=</p> <p>A loaf of bread 700/=</p> <p>When she reached the shop, she asked the _____</p> <p>Atwoki: Do you have _____ cooking oil, please?</p> <p>Shopkeeper: Yes, I do. How much would you like?</p> <p>Atwoki: One _____. How much is it?</p> <p>Shopkeeper: It costs one thousand shillings</p> <p>Atwoki gave the shopkeeper five thousand shillings. The shopkeeper gave her the items and _____ of one thousand shillings.</p>
	Lesson evaluation	

Lesson	Theme	Energy in our sub-county / division
	Sub-theme	Word building
	Lesson content	The word “where can be joined to some words and form longer words e.g. somewhere, anywhere, everywhere, nowhere
	Skills	Listening, speaking, reading, writing

	Evaluation activity	<p>Use the following words to form sentences</p> <p>10. Somewhere</p> <p>11. Anywhere</p> <p>12. Everywhere</p> <p>13. Nowhere</p> <p>Complete the sentences below using anywhere, nowhere, somewhere, everywhere.</p> <p>14. I checked _____ in the house but I couldn't find my pen.</p> <p>15. I told him to hide _____</p> <p>16. You aren't going _____ with my shoes.</p> <p>17. I went _____ for help.</p> <p>18. Do you know _____ we can get soap?</p>
	Lesson evaluation	

Lesson	Theme  Sub-theme  Lesson content	Energy in our sub-county / division  Word building  Body  It can be joined to every, some, no, any  Jill knocked at the door but nobody answered.
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Use the words below to make meaningful sentences  everybody, nobody, somebody, anybody  Complete the sentences below using the following words: -  Everybody, anybody, somebody, nobody  5. _____should go out.  6. Did you call _____for me?



		<p>7. I came with _____ here.</p> <p>8. Call _____ here.</p>
	Lesson evaluation	
Lesson	<p>Theme</p> <p>Sub-theme</p> <p>Lesson content</p>	<p>Energy in our sub-county/division</p> <p>Word building</p> <p>Use of “Thing”</p> <p>It can be used to words like any, some, no every, i.e. everything, nothing, anything, something.</p> <p><b>Anything:</b> can be used in asking questions</p> <p>Have you done anything to him?</p> <p><b>Something:</b> is used in telling sentences</p> <p>There is something in that box</p>
	Skills	Listening, speaking, reading, writing

	Evaluation activity	<p>Use the words below to make meaningful sentences:</p> <p>9. Anything</p> <p>10. Nothing</p> <p>11. Something</p> <p>12. Everything</p> <p>Complete the sentences below:</p> <p>13. I don't have _____ for you.</p> <p>14. Did you check _____?</p> <p>15. I have _____ to say.</p> <p>16. Pick _____ from the cupboard.</p>
	Lesson evaluation	
Lesson	Theme	Energy in our sub-county / division
	Sub-theme	Word building

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

**THE END**

## THE END

### THEMATIC SCHEMES OF WORK FOR P3 ENGLISH THEME 1: OUR SUB COUNTY.

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

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

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

						-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 ---- Topical questions One word for many.	correctly.					74 - 75
4	MON To FRID	1 To 10	Nouns	Singular and plural	English	-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 of the rules above. Changing from singular to Plural eg. I- We . This – These My – Our. -Changing	Spell the nouns correctly. -Form plurals of given nouns -Pronounce the words correctly.  -Identify nouns without plurals. -Change sentences from singular to plural.	-whole word -Eclectic -whole sentence	-Spelling -Naming. - Pronouncing / reading. -Sentence construction. -Matching	-Accuracy -Confidence -Fluency -Creative thinking.	- Achrt showing plurals and singulars.	Eng Aid BK 3 1 <sup>st</sup> Edition Pg.12

						sentences from singular to plural. -Use of has and have. -Use of this and these are. -Use of some and any.						
5	Mon To Tue		1 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 <b>Types of pronouns.</b> -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 To 10	Pronouns	Types of pronouns with example -do-	Vocabulary they and it. 1.Subject pronouns , Orange, Mango and Lemon are fruits. They are fruits. A locust is a dangerous insect. It is a dangerous	-Identify the object pronouns in sentences. -Use possessive pronouns to show ownership. -Respond to the given command. Join sentences using given pronouns. -Make correct	-Demonstration. -Discussion -Explanation	-Listening -Reading -Speaking -Writing	-Self esteem -cards confidence of creative	Flash cards A chart of pronouns. Classroom environment		UPEC Bk 3 1 <sup>st</sup> Edition Pg 19 -20



					<p>insect.</p> <p>2.Possessive Pronouns (her , My, Mine , Ours, His, Yours, Their, its)</p> <p>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)</p> <p>-Persons , Who, Whom, that, things , which whose .</p> <p>6.Introgrative Pronouns(are used to ask questions eg. Why , what, which, whose , where etc.</p>	sentences from different substitution tables.							
6	Thur	7 To 8	Livelihood In our Sub county / Division and their importance.	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	-Identify different activities . -Describing different activities of people. Role play people’s occupations Asking and answering	-Discussion . - Demonstration . -Role playing	- Dramatizing -Role - playing -Miming	-creative thinking. -critical thinking. -Effective communication. -Self esteem -Appreciation	-Real objects -Flash cards A chart	Thematic Curr Pg.14	

						<b>Structures</b> -Who can— (Weave)? I / you can— (Weave but I / you) cannot –(sew a dress) Who makes (chairs)? The / a – (carpenter ) makes--- chairs.	questions.					
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 Ntulume: A builder is better because he builds. Perry: Atr is the best because he teaches all of them.	-Read the dialogue -Recite the dialogue.	-Group work -Role playing. -Written exercise.	-Confidence -Self esteem -sharing	Blackboard		Teachers resource book Pg.30	

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

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

						immediately before twenty ? What number comes immediately after fifty two? Between Which number comes between number seven and number nine? What number comes between number twenty two and twenty two and twenty three ?	-Use after appropriately prepositions between 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><tr><td>e n g</td><td>ss t</td><td>R e a d</td><td>m t c</td><td>S c i</td></tr><tr><td>5 0 %</td><td>7 2 %</td><td>4 5 %</td><td>4 5 %</td><td>9 3 %</td></tr></table> a)In which subject did he get the highest mark? What is John's worst subject? Numbers Ordinals	e n g	ss t	R e a d	m t c	S c i	5 0 %	7 2 %	4 5 %	4 5 %	9 3 %	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 <sup>st</sup> edition Pg 94
e n g	ss t	R e a d	m t c	S c i																		
5 0 %	7 2 %	4 5 %	4 5 %	9 3 %																		

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

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

### ENGLISH SCHEME OF WORK FOR P.3 TERM III

Wk	Day	Le ss on	Theme	Sub-theme	I/area	Content	Competences	Methods /techniq ues	Activities	Skills & values	Instruct materials	Ref	Rem
<b>1</b>		<b>1</b>	Culture and gender in our sub- county/div ision	Customs in our sub- county/divis ion	English	Vocabulary: Sing, wear, greet, food, cry, pray, kraal, dance, happy, sad, pain, sick	- Articulation of words - Read the words correctly - Reading sentences correctly	Guided discussion  Explanation	Loud reading  Filling in correct missing letters	Self awarene ss  Effectiv e commun	Use of real objects	Primary schools curricul um for Uganda	

									Writing sentences using the given words	ication Assertiveness			
		2	-do-			<b>Structures:</b> 1. What did..... (Mary/John/Ali do?) .....(Mary/John/Ali.... (wore/danced/sang..)  2. Did..... (Mary/John/Ali...(greet, cry, pray? Yes, she/he did No, she/he didn't	- Use the given structures correctly. - Writing patterns correctly	Explanation  Question and answer	Writing correct patterns	-do-	-do-	-do-	
		3		Gender	-do-	Vocabulary: Share, help, work, same, different, beat, hungry, kids, slap, eat, cake, milk, wash, cook, mop, slash	- Identification of words. - Articulation of words - Making sentences using the given words - Reading sentences correctly	-do-	Filling in correct missing letters  Reading loudly	-do-	-do-	-do- Pg. 44	
		4	Culture and gender in our division /sub-county	Gender	English	<b>Structure:</b> 1. Why did.... (he/she/they) run away from... (school/home)? .....(he/she/they ran away from.... (school/home) because the (teacher,	- Use the given patterns correctly. - Writing different structures correctly	- Writing patterns correctly - Use the given structures correctly	- Effective communication - Creative thinking - Self awareness	Blackboard illustration		Primary school curriculum for Uganda Pg. 45	



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

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

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

		8		-do-	-do-	<b>Vocabulary:</b> Irregular verbs ride – rode lie – lied know – knew put – put feed – fed hurt – hurt cut – cut beat – beat bite – bit tear – tore fall – fell rise – rose wear – wore	- Read and spell the words correctly. - Give the past tense forms of the given verbs in all tenses - Use the verbs in all tenses	-do-	-do-	-do-		A simple guide in the study of English Bk.3/4 pg. 16-17	
3		1		Future simple tense	-do-	What will he do? What will she do? Namuli will go to school next week. (next, tomorrow)  I } We } shall  He } She } will It } They }  Shall we sweep the compound tomorrow? No, we shan't. Yes, we shall	- Use the future simple tense correctly. - Respond to the given questions and give appropriate answers. - Construct sentences in future simple tense orally. - Form questions in future simple tense and give correct responses	-do-	-do-	-do-		MK Primary English Bk.3 pg. 167-8	
		2	Culture and gender in our sub-county/division	Future simple tense	English	Read the dialogue below: Asiimwe: What are you doing here Kugonza? Kugonza: I am waiting for Natasha, she is lying under that tree	- Read the dialogue and answer questions about the dialogue in full sentences	Dramatisation	Reciting  Dramatizing	Confident  Self esteem  Assertive	Text books	MK Primary English Bk.3 pg. 168	

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

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

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

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



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

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

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

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

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

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

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

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



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

9		1	-do-	-do-	-do-	<p>Structures: Revision on tenses: Present continuous: What are you....(buying/carrying/selling)? I / we..... am a ..... buying/selling/carrying)....(paraffin/firewood/charcoal) Past simple tense: ....(Ali/Mary).....(bought/sold) ....(paraffin/firewood/charcoal/bulb/fridge)  Future simple tense .....(Ali/Mary)....bought/sold.....</p>	<ul style="list-style-type: none"> <li>- Use the given structures correctly.</li> <li>- Write the patterns correctly.</li> <li>- Read and spell words correctly</li> </ul>	-do-	-do-	-do-	-do-	-do-	
		2	-do-	Ways of saving energy	-do-	<p>Vocabulary: Switch on/off, blow off, cover, light, box, match stick, candle, water, torch, switch(n), low, high, Revision on opposite e.g. Low / high Switch on – switch off Good – bad Small – big Long – short</p>	<ul style="list-style-type: none"> <li>- Proper articulation of words</li> <li>- Use the given words in a sentence</li> </ul>	-do-	-do-	-do-	-do-	-do-	-do-
		3	Energy in our subcounty /division	Ways of saving energy	English	<p>Structures: Revision of the past simple tense ....(May/Sarah/David)..... switch on/switch off/blew off the....(light/candle) What did....(he/she/they/we do</p>	<ul style="list-style-type: none"> <li>- Use the given structures correctly.</li> <li>- Fill in the correct structures in the sentences</li> </ul>	Discussion Explanation	Naming Reading Writing	Self awareness  Effective communication  Decision	Blackboard illustrations	Primary School curriculum for Uganda Bk.3 pg. 57	

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

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

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

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

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

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

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