


THE REPUBLIC OF UGANDA

Ministry of Education and Sports

# SELF-STUDY LEARNING

PRIMARY 2

# LITERACY

NCDC
NATIONAL CURRICULUM DEVELOPMENT CENTRE



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

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

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# FOREWORD

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

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

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

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

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



**Alex Kakooza**

**Permanent Secretary**

**Ministry of EDUCATION AND SPORTS**

**ACKNOWLEDGEMENTS**

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

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

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



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

## ABOUT THIS BOOKLET

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

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

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

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

**Enjoy learning**

# HOME-STUDY MATERIALS

## PRIMARY TWO

## LITERACY

### Term one

## OUR SCHOOL LOCATION

### LESSON 1

Dear learner, you are welcome.

In this activity, you are going to look at your school and how fast one can find it. In this activity you will;

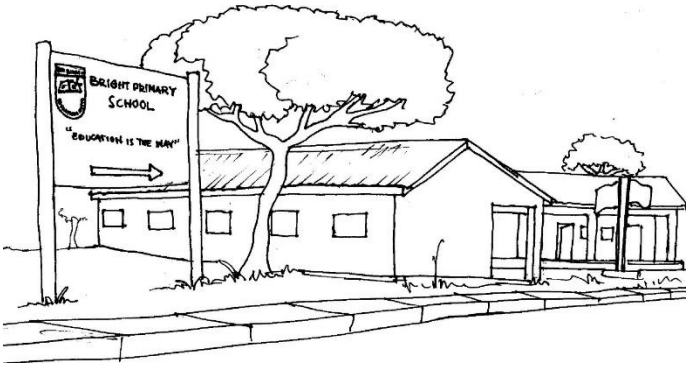
- read and write words about your school location.
- read and name our pictures.
- copy our letter, words and sentences.

You will need a book and a pencil. Make sure the place you sit in is clean and free from any things that can hurt you.





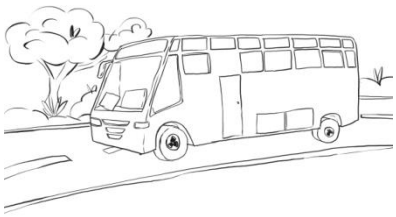
**Activity 1: Look at the picture**




What do you see in the picture?

Example: **I can see trees.**

**Activity 2**: Look at the pictures and read the words.

| | | | |
|---|---|---|---|
|  |  |  |  |
| **sign post** | **road** | **trees** | **school name** |

**Activity 3**:

Now get your book and pencil. Write the words in your book and draw the picture.

road sign post tree name

**Activity 4**: Write our letter, words and sentence in your book.

Rr Rr Rr Rr Rd

road tree

**I can see trees at school**

## SCHOOL SYMBOLS

**LESSON 2**

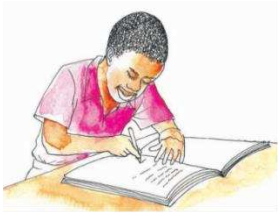
Dear learner, you are welcome.

**Please keep home and stay safe. COVID-19 disease kills.**

In this activity, you are going to look at different things in your school. Here we will;

- read words and sentences about the symbols.
- name and draw school symbols.
- write our letter, words and sentences.

School symbols are the things which make our school different.





**Activity 1:** Look at the pictures.



What do you see? **I can see a school flag.**

**Activity 2:** Look at the pictures and read the words.

| | | | |
|---|---|---|---|
|  **school uniform** |   **school badge** |   **sign post** |   **school motto** |

What is the colour of your school uniform?

What is your school motto?

**Activity 3:**

Now get your book and pencil and copy these words. Write each word two times.

| | | |
|---|---|---|
| badge | **badge** | **badge** |
| uniform | _____ | _____ |
| motto | _____ | _____ |
| sign post | _____ | _____ |

**Activity 4:** Copy and write this work in your book.

Letter: Ff Ff Ff Ff Ff

Words: **flag** **uniform** **flower**

Sentence: **Fred has an old uniform.**

# PEOPLE FOUND AT SCHOOL

## LESSON 3

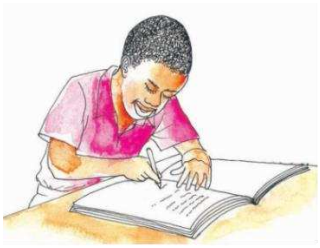
Dear learner, you are welcome.

**When you feel sad, not safe and find anything not clear please talk to someone you trust at your home.**

In this lesson, you are going to look at the people found at school. What do they do?;

- read and write words, sentences and stories.
- name and draw the people we find at school.
- copy and write our letter, words and sentences.

You will need a book and a pencil, and find a clean and safe place to sit in.





**Activity 1**: Read our poem.

*School, School, School*

*Children at school*

*Teachers teach children*

*Cook cooks our food*

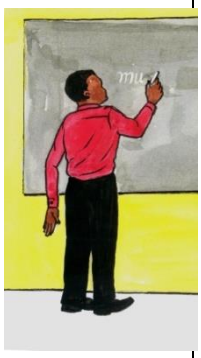
*The cleaner cleans our school*

*The headteacher is the head of the school*

*Aaaa, School is fun.*

What people are at school?

**Activity 2**: Look at the pictures and read the words.

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| headteacher | teacher | cook | cleaner | children |

Who heads a school?

**Activity 3**:

Now get your book and pencil. Write these words. Draw a picture for each word.

| | | | | |
|---|---|---|---|---|
| headteacher | teacher | children | cleaner | cook |

Wow! your pictures look good

**Activity 4:** Copy and write the letter, words and sentence.

Use the lines in your book well.

Letter: **Cc Cc Cc Cc Cc**

Words: **cleaner teacher children cook**

Sentence: **The teacher teaches children.**

## KEEPING OUR SCHOOL CLEAN AND SAFE

**LESSON 4**

Dear learner, you are welcome.

**Please keep at home and keep safe. COVID-19 disease kills.**

In this lesson, you are going to look at how we can keep our school clean. In this activity you will;

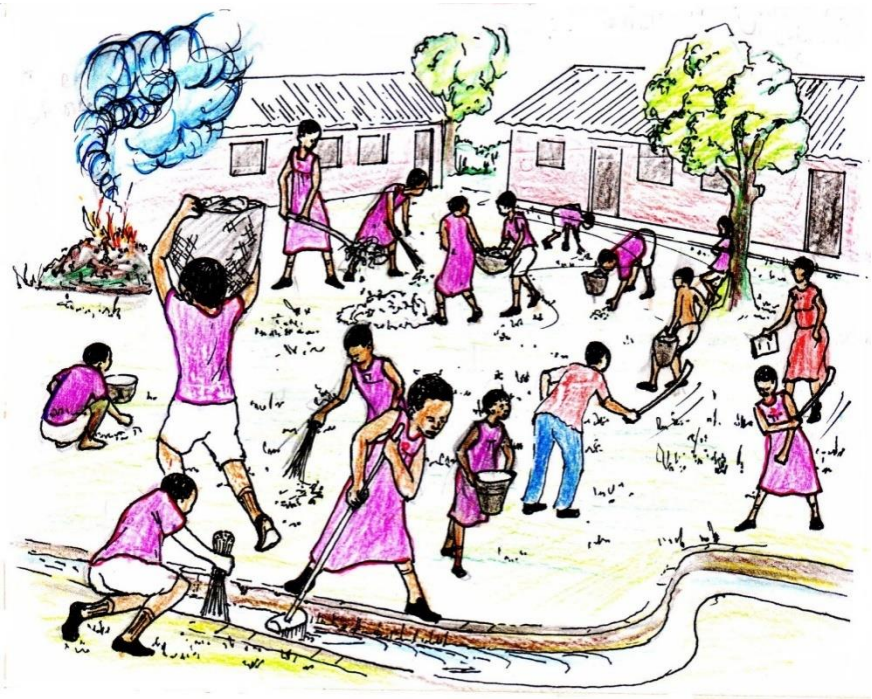
- read and write words and sentences.
- name and draw materials we use to clean our school.
- copy and write our letter, words and sentences.

You will need a book, pencil and crayons.





**Activity 1**: Look at the picture.



What do you see in the picture? What are the children doing?

**Activity 2**: Look at the pictures. What is she/he doing? What is she/he using?

| | | | |
|---|---|---|---|
|  |  |  |  |
| **slashing** | **sweeping** | **collecting rubbish** | **scrubbing** |

**Activity 3**:

Now get your book and pencil. Draw the picture and write its name.

| | | | | |
|---|---|---|---|---|
| | | | | |
| **a broom** | **a map** | **a slasher** | **a brush** | **a trash bin** |

**Activity 4:** Copy and write the letter, words and sentence.

Use the lines in your book well.

Letter: **Ss Ss Ss Ss Ss**

Words: **brush** **trash**

Sentence: **Saku hit the brush.**

## MY SCHOOL

**LESSON 5**

Dear learner, you are welcome.

In this activity today, you are going to look at your school as a place where we learn many things. In this activity you will;

- read, write words and sentences.
- read a story and answer questions.
- copy our letter, words and sentences.

A school is a place where we go to learn.

**Activity 1**: Look at the picture.



**Read the story.**

*Aciro a girl from Moroto likes her school very much.*

*One day, Aciro told her class a story about her school.*

*Aciro said, I like my school. My school is my second home.*

*It has the best uniform. My pink uniform dress is the best. I love Teacher Anita so much.*

**Activity 2:** Questions

1. Who is the girl in the story?
2. What is the colour of Aciro's uniform?
3. What is the name of Aciro's teacher?

**Activity 3:**

Get a book, pencil and colours.

1. Draw and colour your school.
2. Draw yourself in your school uniform. Colour the picture. Use the colour of your uniform?

**Activity 4:** Copy and write the letter, words and sentence.

Use the lines in your book well.

Letter: **Ww Ww Ww Ww Ww**

Words: **water washing window**

Sentence: **I wash my hands with water.**

# MY SCHOOL AND ITS NEIGHBOURHOOD

## LESSON 1

Dear learner, you are welcome.

**Healthy tip: Hope you are well and safe from COVID-19. Wash your hands clean every time with soap and water.**

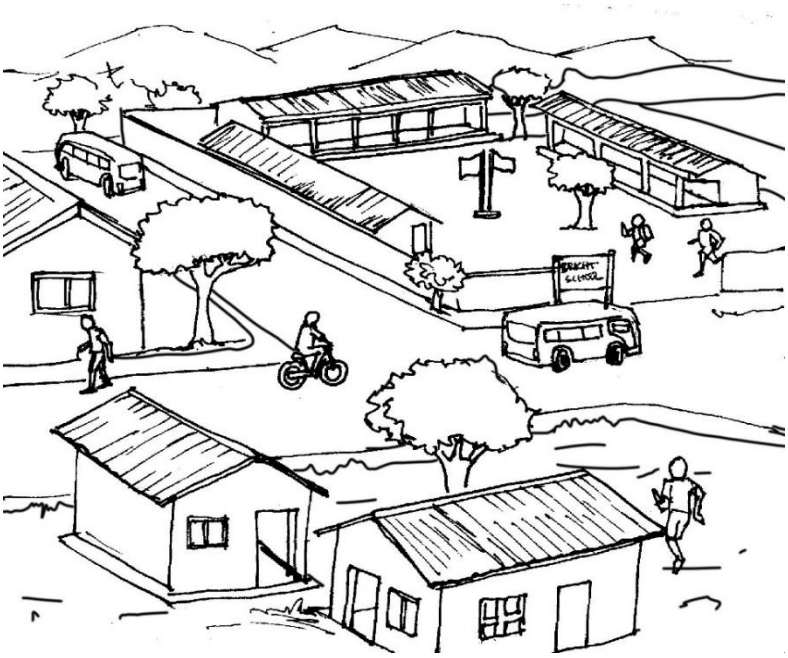
In this activity, you will look at your school and its neighbours. We shall;

- read, write words and sentences.
- look at how our school helps the neighbourhood.
- copy our letter, words and sentences.



A neighbour is a person who lives near you.

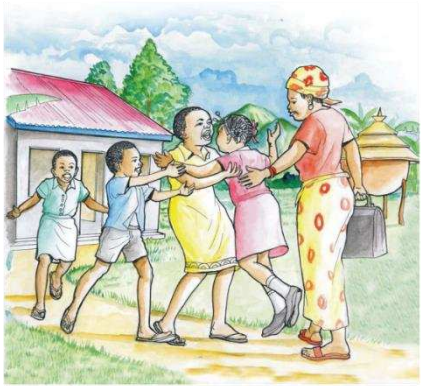
**Activity 1:** Our neighbourhood. Look at the picture.



What do you see in the picture?

**I can see houses near my school.**

**Activity 2:** Look at the pictures and read the words.

| | |
|---|---|
|  |  |
| house | road |
|  |  |
| trees | people |

**Activity 3:**

Now get your book and pencil. Write the words.

**tree** **house** **road** **people**

**Activity 4:** Write well on the lines.

Letter: **Pp** **Pp** **Pp** **Pp**

Words: **people** **plants**

Sentence: **People plant the plants.**

## BENEFITS OF A SCHOOL TO THE NEIGHBOURHOOD

**LESSON 2**

Dear learner, you are welcome.

In this activity, you are going to look at how a school benefits its neighbours. Here we will;

- read, write words and sentences.
- look at how a school benefits its neighbours.
- Copy and write our letter, words and sentences.

You will need a book and a pencil.

**Activity 1**: A neighbour is a person near you. Read the poem.

***A school is good.***

***good to its neighbours.***

***children go to school,***

***go to school to learn.***

***People like the school***

***It gives them jobs.***

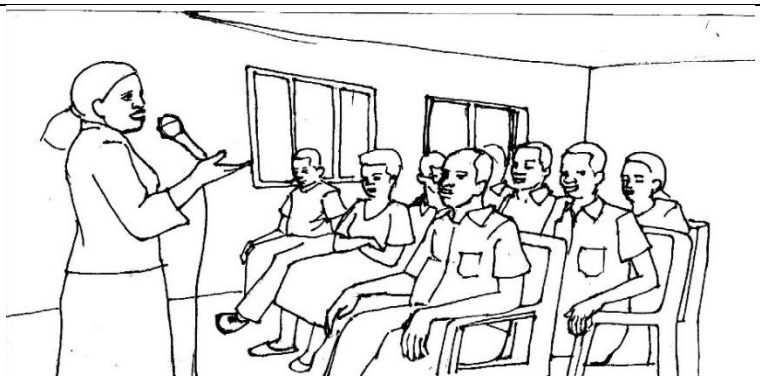
***A school is good.***

**Activity 2:** Look at the picture and read the sentences.



**(We), Children going to school to learn**

| | | |
|---|---|---|
|  |  |  |
| **a teacher** | **askari** | **cleaner** |
| **A school gives people jobs.** | | |



**We can have meetings at school.**

**Activity 3:** Get a book and pencil.

Read and write sentences. Draw pictures for each sentence.

| 1. **This is a school.** | 2. **Boys and girls go to school.** | 3. **We can play at school.** |
|---|---|---|
| | | |

**Activity 4:** Copy and write this work in your exercise book.

Pattern: MMMMMMMMMMMMMMMMMMMMM

Letter: **Mm Mm Mm Mm Mm**

Words: **mother men women**

Sentence: **My mother works at school.**

## LESSON 3

Dear learner, you are welcome.

In this activity, you will look at how our school neighbours benefit from the school. In this activity, we will;

- read, write words and sentences.
- look at how neighbours help the school.
- copy and write our letter, words and sentences.

You will need a book and a pencil.





**Activity 1**: Look at the picture.

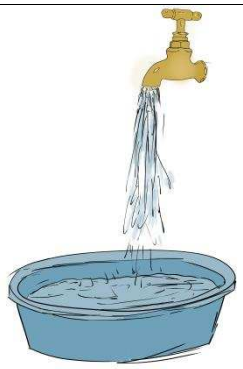


What do you see? I can see _____.

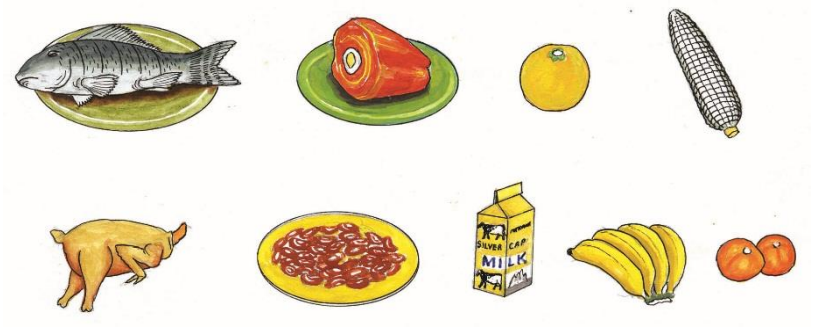
| | |
|---|---|
|  |  |
| **children** | **firewood** |



**workers: teacher, askari, cleaner**



**water**



**food**

**Activity 3:** Now get your book and a pencil.

Copy and write the sentences.

1. **A school can get children.**
2. **A school can get food.**
3. **A school can get firewood.**
4. **A school can get water.**
5. **A school can get workers.**

Read again the sentences.

**Activity 4:** Copy and write this work in your exercise book.

Letter: **Ff Ff Ff Ff Ff**

Words: **food firewood friends**

Sentence: **A school is a friend to its neighbours.**

# OUR HOME AND FAMILY

## LESSON 4

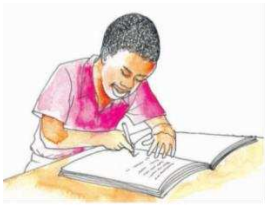
Dear learner, you are welcome.

**Healthy tip: Did you know that your home and family are very special to you.**

In this activity, you will look at your home and family. Here we will;

- read, write words and sentences.
- name and colour pictures.
- copy and write our letter, words and sentences.

You will need a book and a pencil.





A Home is a place where we live.

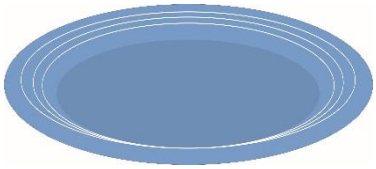
**Activity 1**: Look at the picture of a home.



What do you see in the picture? I can see _____.

**Activity 2:** Look at the picture and read the word.

| | | | |
|---|---|---|---|
|  |  |  |  |
| **chair** | **table** | **cup** | **bed** |

| | | | |
|---|---|---|---|
|  |  | | |
| **plate** | **broom** | | |

What do we use them for?

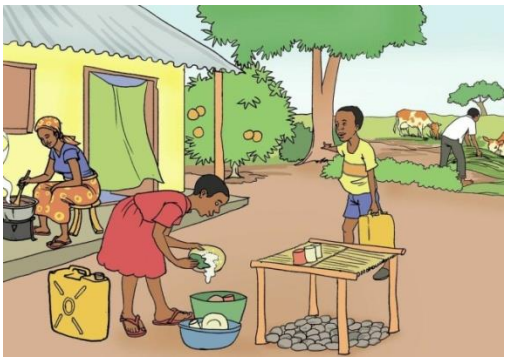
**<u>Activity 3</u>: Look at the picture.**

This is a family. A family is a group of people living together.



Now get your book and a pencil. Look at the picture and read the word. Write the words in your book.

| | | |
|---|---|---|
|  |  |  |
| **Father** | **Mother** | **homestead** |

| | | |
|---|---|---|
|  |  |  |
| **Sister** | **brother** | **home** |

Now, draw your; home, family.

**Activity 4:** Write well on the lines. Copy and write in your book.

Letter: **Tt Tt Tt Tt Tt**

Words: **father brother sister mother**

Sentence: **Father is the head of family.**

# FAMILY RELATIONSHIPS

## LESSON 5

Dear learner, you are welcome.

**Healthy tip: Love and thank God for your home and family.**

In this activity, we are going to look at the different people we live with. We will;

- read, write words and sentences.
- look at more relatives we live with at home.
- copy and write our letter, words and sentences.

You will need a book and a pencil.





**Activity 1**: Look at the picture of a home.

| | |
|---|---|
|  |  |
| **Extended Family** | **Nuclear Family** |

**Activity 2:** Look at the pictures and read the word.

| | | | | | |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| **grandmother** | **grandfather** | **aunt** | **uncle** | **sister** | **brother** |

**Activity 3**: Read the sentences.

A sister to my mother/father - **aunt.**

A brother to my mother/father - **uncle.**

Mother to my mother/father - **grandmother.**

Mother to my mother/father - **grandfather.**

Get your book and pencil. Copy and write the words.

**sister, brother, mother, father, aunt, uncle, grandfather, grandmother.**

**Activity 4**: Copy and write the work.

Letter: **Hh Hh Hh Hh Hh**

Pattern: *hhhhhhhhhhhh*

Words: **mother father brother**

Sentence: **Mother and father are my parents.**

## LESSON 1

Dear learner, you are welcome.

**Healthy tip: Be a good child at home. Don't fight. Don't lie and don't disturb others.**

In this activity, you are going to look at the community. Here we will;

- read and write words and sentences.
- look at different people in our community.
- copy the letters, words and sentences.

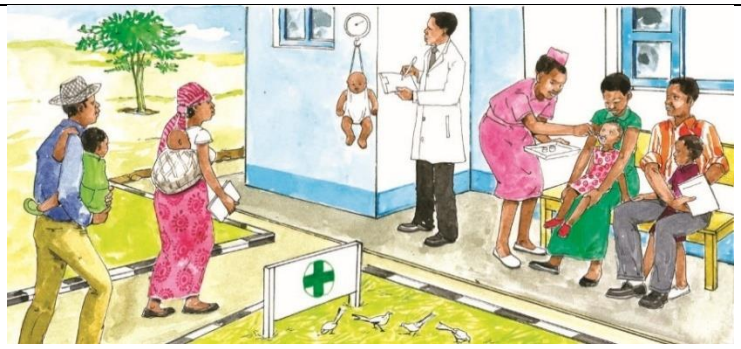
You will need a book, a pencil and rubber.





A community is a group of people living and working together.

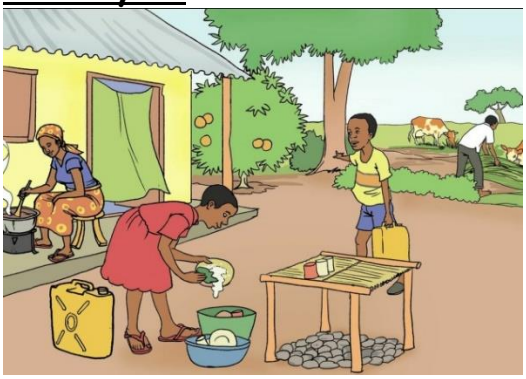
**Activity 1**: Look at the picture.



Where are these people?

**Activity 2:** Look at the home community



What are they doing? Father is _____

**Activity 3:** Look at the pictures and read the sentences



**Mother cooks food.**



**Father buys food.**



**Sister mops the house.**



**Brother _____.**

**Activity 4:** Copy and write the letter, words and sentence.
Use the lines in your book well.

Letter: **Oo Oo Oo Oo Oo**

Words: **food cook mop**

Sentence: **Mother cooks food.**

## LESSON 2

Dear learner, you are welcome!

**Healthy Tip: Wash your hands clean and find a clean place to sit in and we start learning.**

In this activity today, you will look at people in our community and what they do for the community.

In this activity you will;

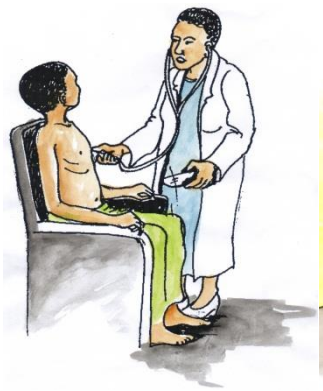
- read and write words and sentences.
- look at different people and what they do.
- copy our letter, words and sentence.

You will need a book and a pencil.





**Activity 1**: Look at the pictures.








What do you see in the picture?

**Activity 2**: Look at the pictures and read the word.



**Activity 3:**

Now, get your book and pencil. Write the words in your book.

**nurse doctor teacher shopkeeper policeman father**

What do they do in our community?

Examples: **A teacher teaches children.**

**A father heads a family.**

**Activity 4:** Copy and write the letter, words and sentence.

Use the lines in your book well.

Letter: **Bb Bb Bb Bb Bb**

Words: **cobbler barber bag**

Sentence: **The barber had a bag.**

# ROLES OF DIFFERENT PEOPLE IN THE COMMUNITY

## LESSON 3

Dear learner, you are welcome!

**Healthy Tip: We all want you to learn well so you can be useful to our country, Uganda.**

In this activity, we are still looking at the different people who help us in our community.

In this activity you will;

- read and write words, sentences and stories.
- look at our care-givers and their places of work.
- copy our letter, words and sentence.

You will need a book, a pencil and to sit in a clean place.





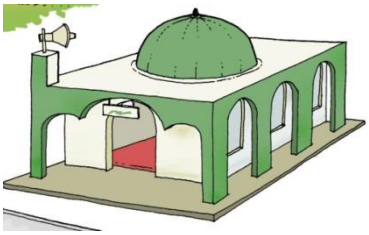
**Activity 1:** Read the words of our care-givers.

**nurse teacher father policeman**

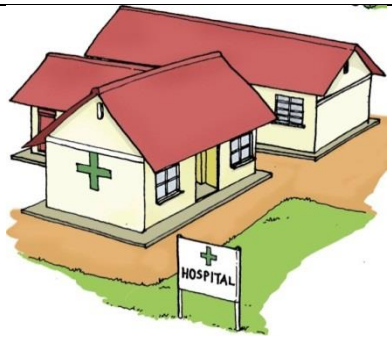
**farmer doctor shopkeeper**

Look at the pictures and read the words

| | | |
|---|---|---|
|  |  |  |
| **School** | **hospital** | **Church** |

| | | |
|---|---|---|
|  |  |  |
| **shop** | **Mosque** | **Police station** |

**Activity 2**: Where do our care-givers work?

| | | |
|---|---|---|
|  | → |  |
| A nurse | | Hospital |
|  | → |  |
| A teacher | | school |
|  | → |  |
| A farmer | | farm |



A policeman




Police station



**A father**



**home**

**Activity 3:** Get your book and pencil. Write the words in your book.

**church school home farm hospital**

Draw the pictures in your book.

| church | school | market | farm |
|---|---|---|---|
| | | | |

**Activity 4:** Copy and write the letter, words and sentence.

Use the lines in your book well.

Letter: **Cc Cc Cc Cc Cc**

Words: **policeman school teacher**

Sentence: **We find a teacher at school.**

## CULTURAL PRACTICES AND VALUES IN THE COMMUNITY

**LESSON 4**

Dear learner, you are welcome!

In this activity, we are going to look at our different cultures and what we do in our different cultures. In this activity you will;

- read and write words and sentences.
- look at our different cultures.
- copy our letter, words and sentence.

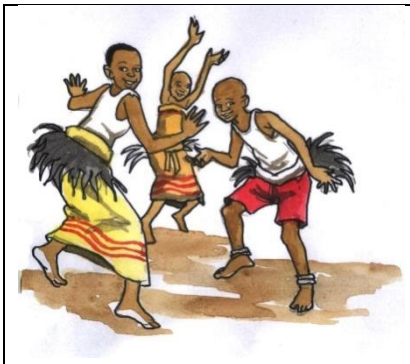
You will need a book, a pencil and to sit in a clean place.





Culture is what we do and believe in.

**Activity 1**: Look at the pictures.

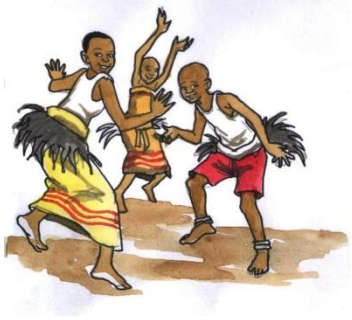






What are they doing?

**Activity 2**: Look at the pictures and read the words

| | | | |
|---|---|---|---|
|  |  |  |  |
| **greeting** | **praying** | **dancing** | **dressing** |

**Activity 3**: Now get a book and pencil. Write the sentences.

## CULTURAL PRACTICES AND VALUES

**Lesson 5**

Dear learner, you are most welcome!

In this activity, you will look more at your cultural practices and values. We will;

- read and write words and sentences.
- look at common life values.
- copy our letter, words and sentence.

You will need a book and pencil.





**Activity 1:** Draw the pictures

| *Someone saying thank you* | *Someone saying sorry* | *Someone saying please* |
|---|---|---|
| | | |

# HUMAN BODY AND HEALTH

## LESSON 1

Dear learner, you are welcome!

In this activity, you will look at the parts of the body and what they do. We shall;

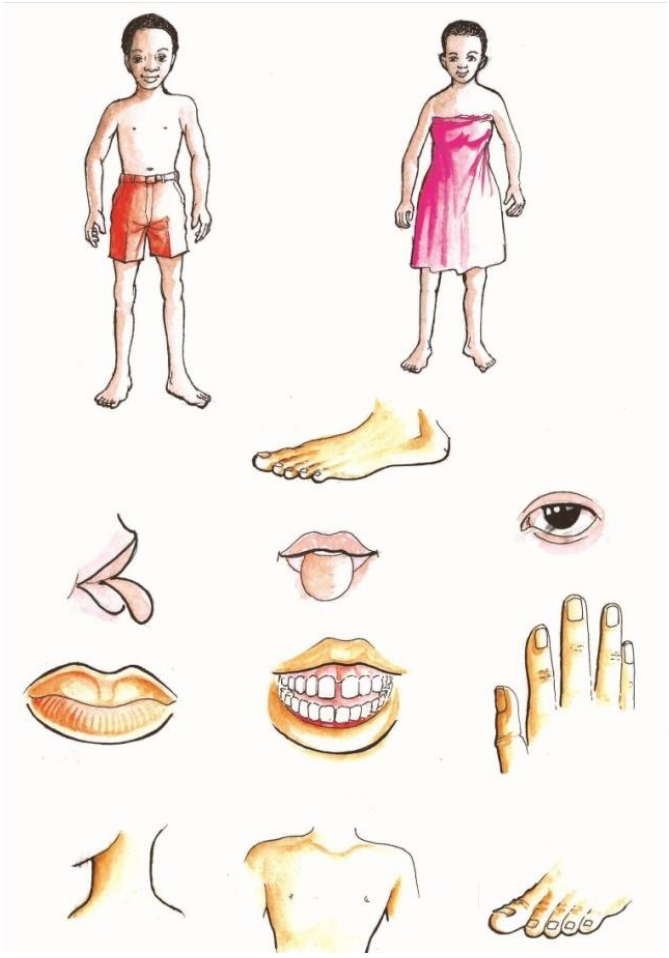
- read and write words and sentences.
- look at our body parts and what they do.
- copy our letter, words and sentence.

You will need a pencil and a book.

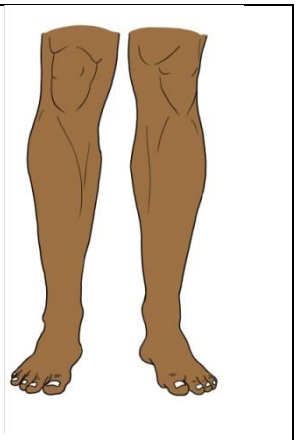
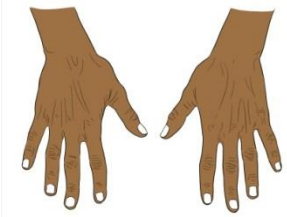




**Activity 1**: Look at the body parts



**Activity 2:** Look at the pictures. Read the words.

| | | | |
|---|---|---|---|
|  |  |  |  |
| **Head** | **Eyes** | **Ears** | **Legs** |
|  |  |  | |
| **Nose** | **Teeth** | **fingers** | |

**Activity 3:** Get a book and a pencil.

Draw the picture and write the word

**Head eyes** **leg** **ears** **nose**

What are the parts for?

**Activity 4:**

Write the work on the lines in your book.

Letter: **Ll Ll Ll Ll Ll**

Words: **leg** **long** **Lule**

Sentence: **Lule has long legs.**

## LESSON 2

Dear learner, you are welcome!

**Healthy Tip: Don't move out of your home. Stay home and Stay safe.**

In this activity, you are going to talk about how to keep yourself clean. In this activity you will;

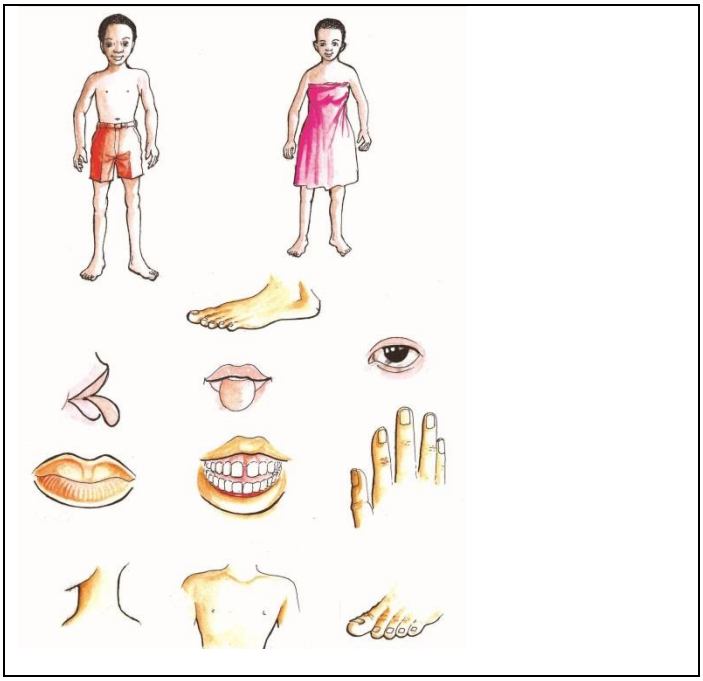
- read words and sentences about your body parts.
- mention the different ways of keeping the body clean.
- Write our letter, words and sentence.

You will need a book and a pencil.





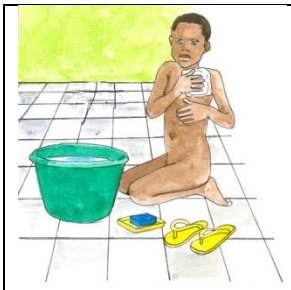
**Activity 1:** Look at the picture.



**nose, leg, hand, head, eyes, ears, mouth, hair, neck, fingers, foot.**

Name the body parts. What is the use for each part?

**Activity 2:** Look at the pictures. Read the words.

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| bathing | Brushing teeth | Combing hair | Cutting hair | Washing clothes |

**Activity 3:** Get a book and a pencil.

Draw the picture and write the word

| | | | |
|---|---|---|---|
|  |  |  |  |
| *Teeth* | *hair* | *Nails* | *body* |
|  |  |  |  |
| **comb** | **Razor blade, nail cutter** | **Tooth brush** | **Washing basin, soap** |

**Activity 4:**

Copy and write well on the lines in your book.

Letter: ***Gg Gg Gg Gg Gg***

Words: **combing cutting brushing**

Sentence: **I brush my teeth everyday.**

# PERSONAL HYGIENE

## LESSON 3

Dear learner, you are welcome!

In this activity, you will look at the things we use to clean body. Here you will;

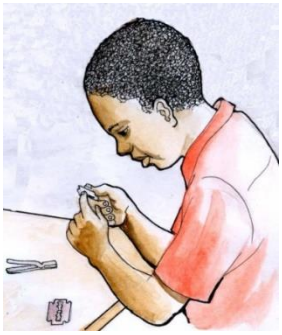
- read and write words and sentences.
- draw, name and colour the things we use to clean the body.
- write our letter, words and sentence.

You will need a book and a pencil.



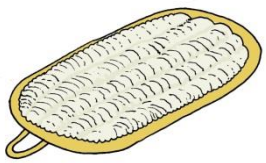
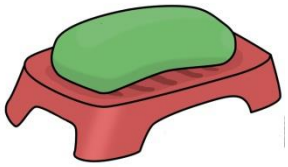


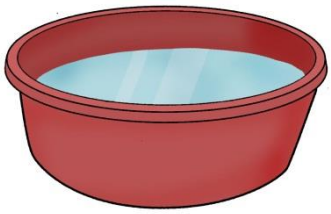
**Activity 1**: Look at the picture.

| | | | |
|---|---|---|---|
|  |  |  |  |

What are they doing? What are they using?

**Activity 2:** Look at the pictures. Read the words.

| | | |
|---|---|---|
|  |  |  |
| **comb** | **Sponge** | **soap** |

| | |
|---|---|
|  |    |
| **Water** | **Razor blade** |

**Activity 3:** Get your book and a pencil.

Read the sentences. Write them in your book.

**I wash my body every day.**

**I comb my hair every day.**

**I brush my teeth every day.**

**I cut my nails when they are long.**

**Activity 4:**

Copy the work on the lines in your book.

Letter: Yy Yy Yy Yy Yy

Words: **body my every day**

Sentence: **I wash my body everyday.**

# FOOD AND NUTRITION

## LESSON 4

Dear learner, you are welcome!

In this activity, you will look at foods and where we get food from. Here you will;

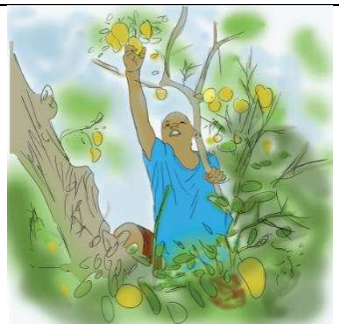
- read and write words and sentences.
- look at different sources of food.
- write our letter, words and sentence.

You will need a book and a pencil.





**Activity 1**: Food is what we eat or drink. Look at the picture.

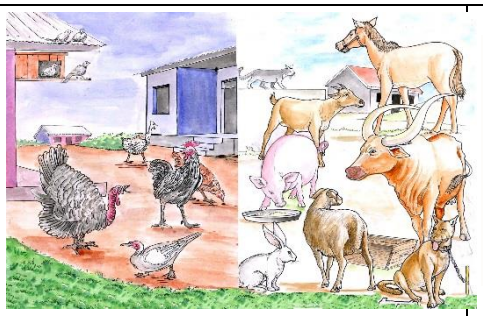
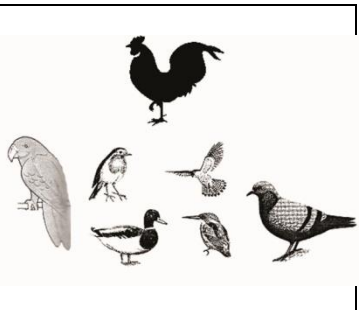




What do you see? **I can see a boy picking mangoes.**

**Activity 2:** Look at the pictures and read the words.

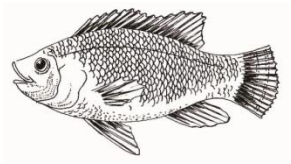
We get food from _____.

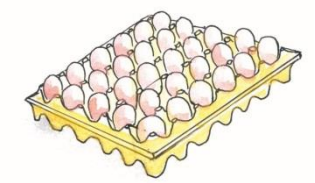
| | | | |
|---|---|---|---|
|  |  |  |  |
| **plants** | **water** | **animals** | **birds** |

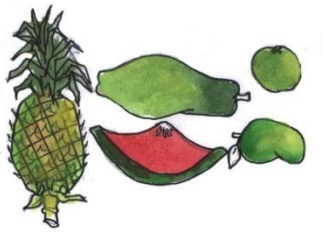
**Activity 3:** Get your book and pencil. Copy and write the words.

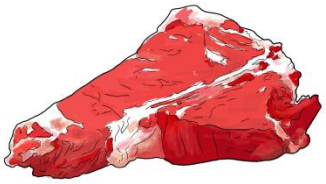
**plants wateranimals birds**

Match the pair correctly.









**meat**

**fish**

**eggs**

**fruits**

**Read the sentences.** Why do we eat food?

1. We eat food to be strong.
2. We eat food to grow well.
3. We eat food to be healthy.

**Activity 4:**

Copy and write the work in your book.

Letter: **Ll Ll Ll Ll Ll**

Words: **plants** **animals** **healthy**

Sentence: **Plants and animals give us food.**

## CLASSIFICATION OF FOOD

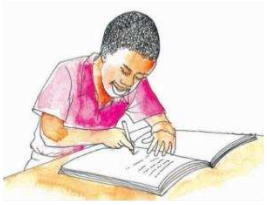
**LESSON 5**

Dear learner, you are welcome!

In this activity, you will look at the different types of food. Here we will;

- read and write words and sentences.
- name and draw different foods.
- write our letter, words and sentence.

You will need a book and a pencil.





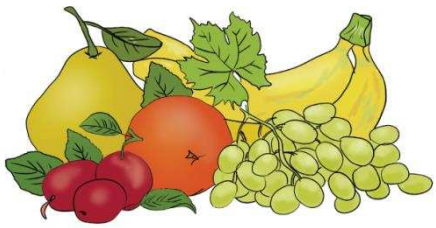
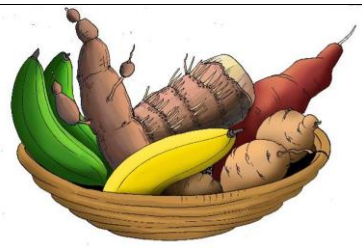
**Activity 1**: Look at the different foods we eat.

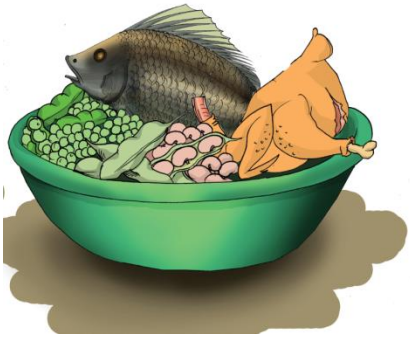


Name the foods you see? **I can see** _____.

**Activity 2:** Look at the pictures and read the words.

We get food from _____.

| | | |
|---|---|---|
|  |  |  |
| **fruits** | **vegetables** | **strong foods** |

| | | |
|---|---|---|
|  |  | |
| **body building foods** | **proteins** | |

Eat and grow well.

**Activity 3:** Get a pencil and an exercise book. Write the words.

1. **fruits**
2. **vegetables**
3. **body building food**
4. **energy giving food**
5. **proteins**

We eat a well-balanced diet to grow well.

**Activity 4:**

Copy and write the letter, words and sentences. Use the lines in your book carefully.

Letter: **Ww Ww Ww Ww Ww**

Words: **well** **grow**

Sentence: **We need to eat a balanced diet.**

# EFFECTS OF POOR FEEDING

## LESSON 1

Dear learner, you are welcome!

In this activity, you are going to look at the effects of poor feeding. Here we will;

- read and write words and sentences.
- look at what happens when you don't eat well.
- copy and write our letter, words and sentence.

You will need a book and a pencil.





**Activity 1**: Look at the picture.



What do you see? **I can see** _____.

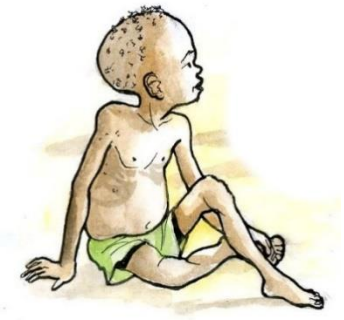
**Activity 2**: Malnutrition is poor feeding.

Signs of poor feeding.

Look at the pictures and read the words.

| | | | |
|---|---|---|---|
|  |  |  |  |
| **Loss of weight** | **Body weakness** | **Swollen body** | **No appetite** |

**Activity 3**: Read the story.



Sarah is a baby
she has no milk to drink and
her mother does not give her good food.
Sara is now very thin, she has
brown hair and can't walk by herself.
Sara is very weak
Oh! Baby Sara might die.

1. Why do you think Baby Sara is sick?

2. How can you help Baby Sara to become strong again?

Now get a pencil and a book. Draw and name the food Baby Sara needs to eat.

**Activity 4:**

Copy and write this work in your exercise book.

## KEEPING FOOD SAFE

**LESSON 2**

Dear learner, you are welcome!

In this activity, you are going to look at the different ways of how to process food. We will;

- read and write words and sentences.
- look at the different ways of processing foods.
- copy and write the letter, words and sentence.

You will need a book and a pencil.





**Activity 1**: Look at the pictures.

| | | | |
|---|---|---|---|
|  |  |  |  |
| **cooking food** | **roasting chicken** | **frying** | **raw food** |

What do you see? **I can see** _____.

**Activity 2:** Look at the pictures and read the words.

We keep our food safe by;

| | | | |
|---|---|---|---|
|  |  |  |  |
| **Cooking it** | **Roasting it** | **Frying it** | **Washing it** |

**Activity 3**: Now get your pencil and a book. Copy and write the words.

**cooking** **roasting** **frying** **washing**

We need to keep all these clean.

| | | |
|---|---|---|
|  |  |  |
| **food** | **hands** | **food containers** |

Read the sentences

1. Keep food in clean places.
2. Wash raw food before eating.
3. Keep your food in clean containers.
4. Wash your hands before eating.

**Activity 4:**

Copy and write in your exercise book.

Letter: **Rr Rr Rr Rr Rr**

Words: **roast fry raw**

Sentence: **Wash your raw food before eating it.**

## SANITATION

**LESSON 3**

Dear learner, you are welcome to this activity.

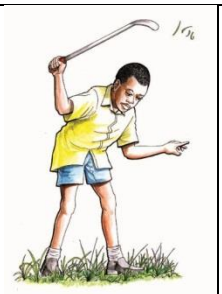
In this activity, you are going to talk about sanitation. Sanitation is the keeping of the environment clean and tidy. In this activity you will;

- read and write words and sentences.
- draw pictures of how to keep the environment clean.
- write words and sentences about sanitation.
- You will need a book and a pencil.





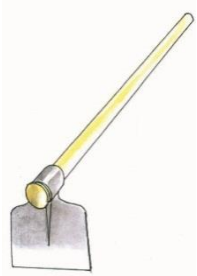
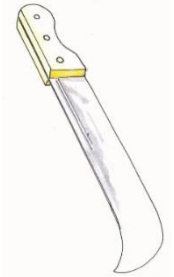
**Activity 1**: Look at the pictures. **What can you see?**

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| **washing** | **Sweeping** | **Slashing** | **Burning rubbish** | **Digging** |

What are they using?

**Activity 2:** Look at the pictures and read the words.

We keep our food safe by;

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| **broom** | **hoe** | **slasher** | **panga** | **brush** |

**Activity 3**: Get a book and pencil. Read the word and draw a picture.

| | | | | |
|---|---|---|---|---|
| **broom** | **hoe** | **slasher** | **panga** | **brush** |

Join the pairs correctly.

| | |
|---|---|
| hoe | sweeping |
| panga | slashing |
| slasher | digging |
| broom | scrubbing |
| brush | cutting |

**Activity 4:**

Copy and write this work in your exercise book.

Letter: **Bb Bb Bb Bb Bb**

Words: **broom brush burn**

Sentence: **Brian used a broom and a brush to clean.**

## EFFECTS OF SANITATION

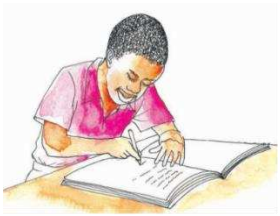
**LESSON 4**

Dear learner, you are welcome!

In this activity, you are going to look at what happens when you live in a dirty environment. Here you will;

- read and write words and sentences.
- look at the effects of poor sanitation.
- copy and write our letter, words and sentence.

You will need a book and a pencil.



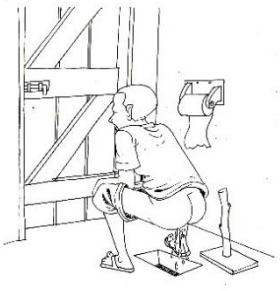


**Activity 1**: Look at the pictures. **What can you see?**



What do you see?

**Activity 2:** Look at the pictures and read the words.

| | | |
|---|---|---|
|  | |  |
| **Sick person of malaria** | **Stomach-ache** | **diarrhoea** |

**They are sick.**

**Activity 3**: Get your book and a pencil. Write the words.

Diseases we get when we live in dirty places.

**malaria** **diarrhoea** **stomach-ache**

How to avoid diseases.

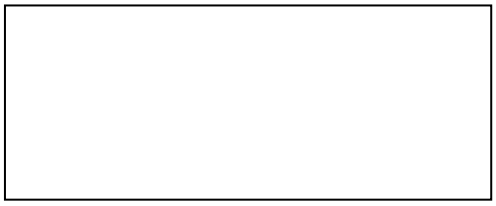
1. Live in a clean environment.



2. Sleep under a mosquito net.



3. Spray bad insects and flies.



**Activity 4:**

Copy and write this work in your exercise book.

Letter: **Qq** **Qq** **Qq** **Qq** **Qq**

Words: **mosquito** **mosquito** **mosquito**

Sentence: **Mosquito spread malaria.**

## SANITATION

**LESSON 5**

Dear learner, you are welcome!

In this activity, you will look more at sanitation and effects of poor sanitation. Here you will;

- read a poem about sanitation.
- answer questions about the poem.
- copy and write our letter, words and sentence.

You will need a book and a pencil.





**Activity 1**: Look at the pictures. **What can you see?**



Read the Poem

***KEEP A SAFE AND CLEAN ENVIRONMENT.***

***Clean! Clean! Clean!***

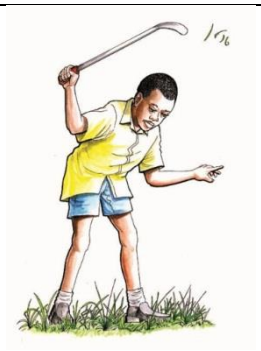
***Your home, school and village***

***Put rubbish at proper places.***

***To do away with it.***

***You will stay clean and healthy.***

**Activity 2:** Look at the pictures. What are they doing?

| | | | |
|---|---|---|---|
|  |  |  |  |
| **slashing** | **spraying** | **burning rubbish** | **washing clothes** |

**Activity 3**: We are going to sing this song

Twinkle, twinkle, little star

time to clean up where you are

Put every thing in their place

Twinkle, twinkle, little star

time to clean up where you are.

Get your book and pencil. Draw the picture and write the word.

| | | | |
|---|---|---|---|
| | | | |
| **rake** | **space** | **wheel barrow** | **spray** |

**Activity 4:**

Copy this work in your exercise book.

Letter: **Ss Ss Ss Ss Ss**

Words: **spade slasher spray rubbish**

Sentence: **I will use a slasher to slash.**

## WEEK 6

| OUR ENVIRONMENT |
|---|

### LESSON 1

Dear learner, you are welcome!

In this activity, you are going to look at the things around us. Our Environment. Here you will;

- read and write words and sentences.
- look at our environment.
- copy and write our letter, words and sentence.

You will need a book and a pencil.



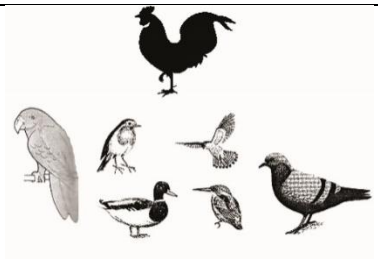
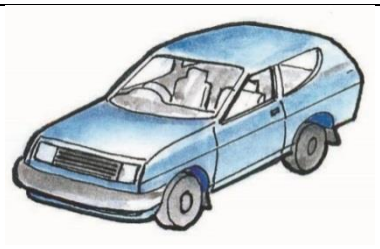
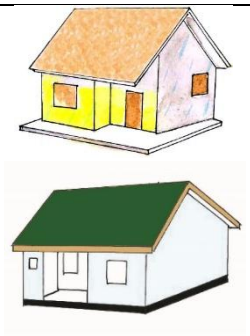


**Activity 1**: Look at the pictures. **What can you see?**

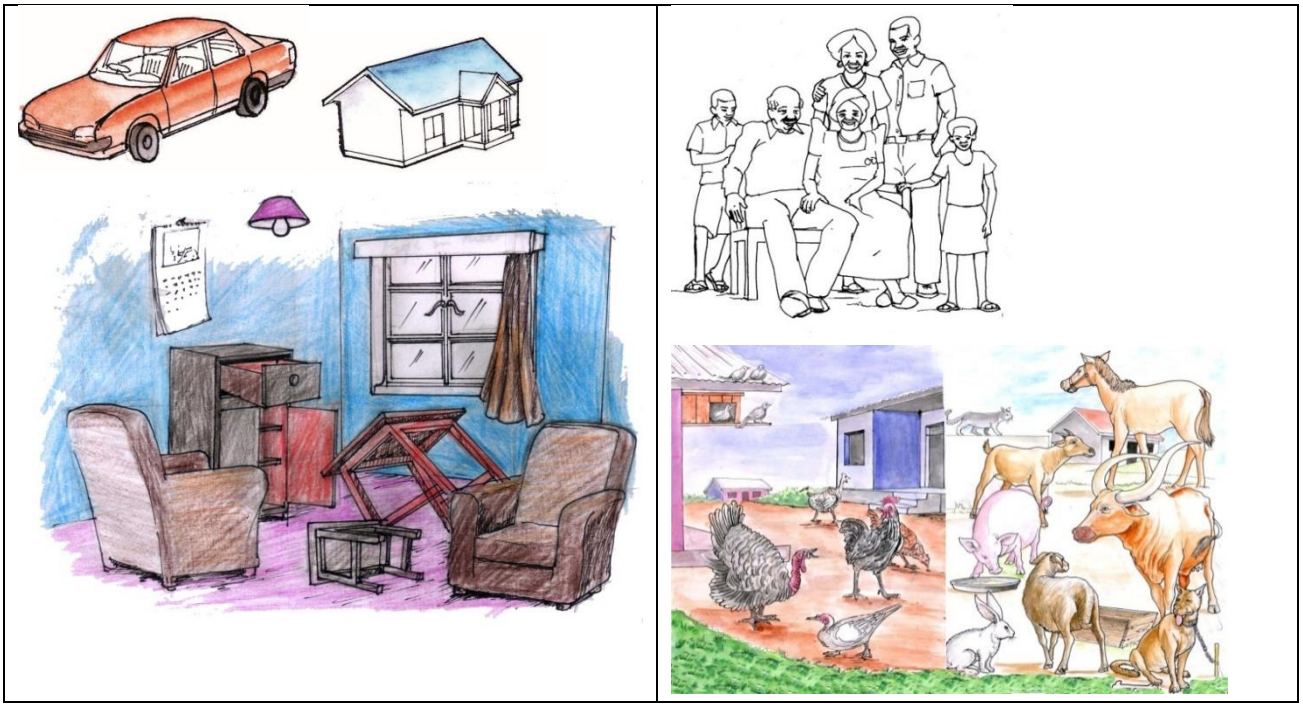


What do you see? **I can see birds**.

**Activity 2:** Look at the pictures and read the word.

| | | |
|---|---|---|
|  |  |  |
| **plants** | **people** | **birds** |
|  |  |  |
| **water sources** | **cars** | **houses** |

**Activity 3:** Things in our environment.



Get your pencil and a book.

Copy and write the words.

My environment:

- **people**
- **plants**
- **animals**
- **cars**
- **houses**
- **water sources**
- **stones**

What is environment?

**Activity 4:**

Copy and write this work in your exercise book.

Letter: **Nn Nn Nn Nn Nn**

Words: **animals stones plants**

Sentence: **Our environment has animals and plants.**

## COMMON ANIMALS AND BIRDS

**LESSON 2**

Dear learner, you are welcome!

In this activity, you are going to look at common animals and birds in our environment.

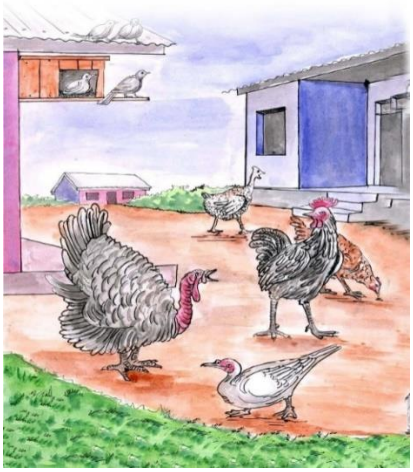
In this activity you will;

- read and write words and sentences about animals and birds.
- look at what animals and birds are.
- copy and write our letter, words and sentence.
- You will need a book and a pencil.



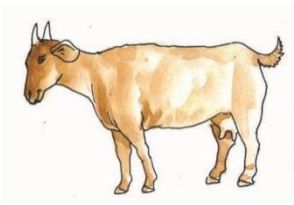
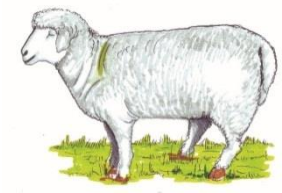
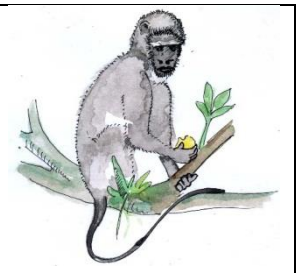


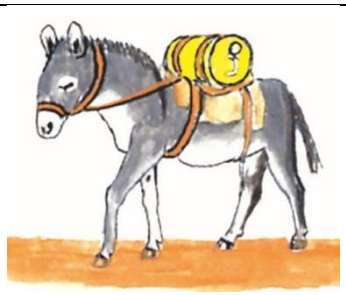
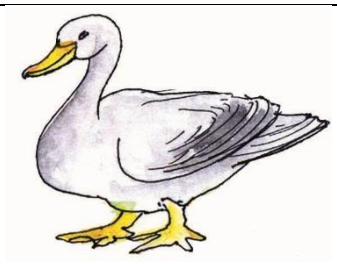
**Activity 1**: Look at the pictures.

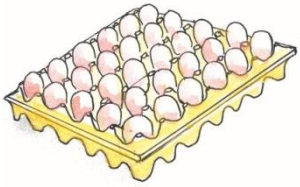
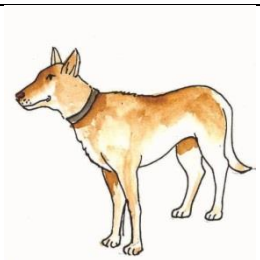
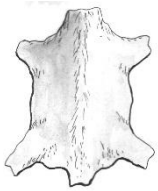
What animals do you see? What birds do you see?

**Activity 2:** Look at the pictures and read the word.

| | | | |
|---|---|---|---|
|  |  |  |  |
| **goat** | **sheep** | **rabbit** | **monkey** |

| | | | |
|---|---|---|---|
|  |  |  | |
| **donkey** | **duck** | **turkey** | |

**Activity 3:** Animals and birds give us;

| | | | | |
|---|---|---|---|---|
|  |   |  |  |  |
| **meat** | **milk** | **eggs** | **protection** | **skins** |

Now get a pencil and a book. Write the words correctly.

- **act** _____ **wco** _____
- **gota** _____ **eymnok** _____
- **peshe** _____ **udck** _____
- **rabbit** _____ **ehn** _____

**Activity 4:**

Copy and write the work on the lines.

Letter: **Oo Oo Oo Oo Oo**

Words: **goat cow monkey**

Sentence: **A goat is a domestic animal.**

## LESSON 3

Dear learner, you are welcome!

In this activity, you are going to look more at animals and birds. Here we will;

- read and write words and sentences about animals and birds.
- look at where they stay and their baby names.
- copy and write our letter, words and sentence.

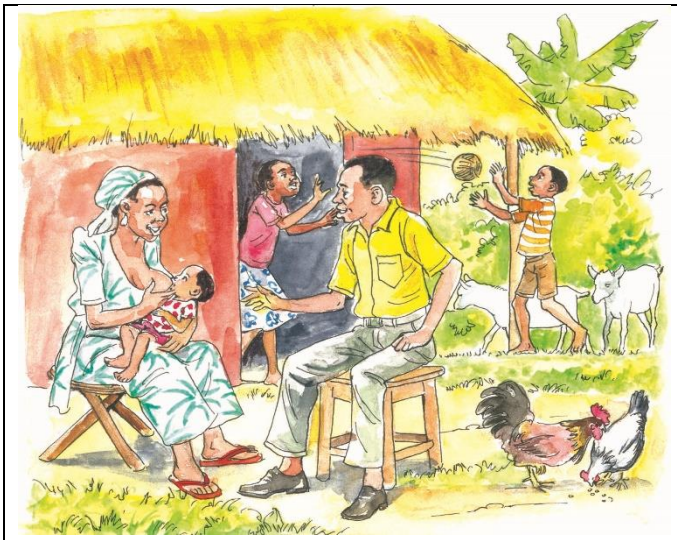
You will need a book and a pencil.





**Activity 1**: Read the words.

**cat, dog, goat, pig, duck, hen, monkey, rabbit, monkey, sheep**

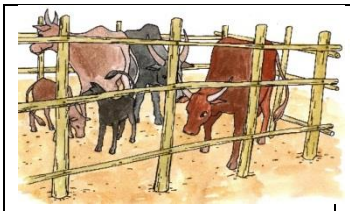
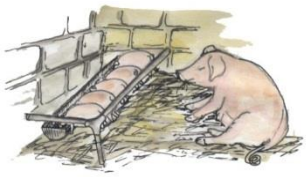
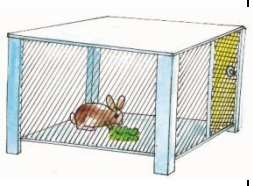



What do you see?

- Domestic animals stay at home
- Wild animals stay in the bush

**Activity 2:** Look at the pictures.

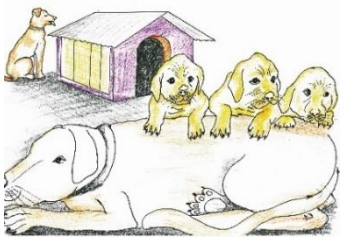
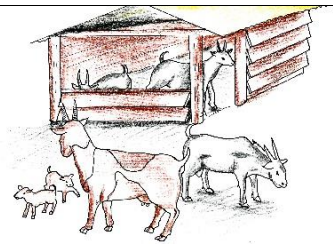
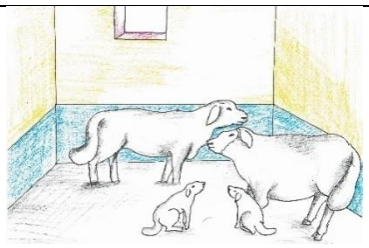
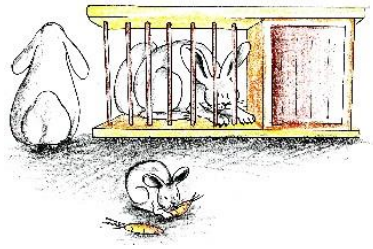
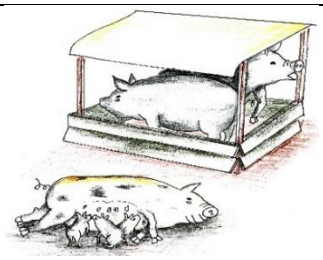
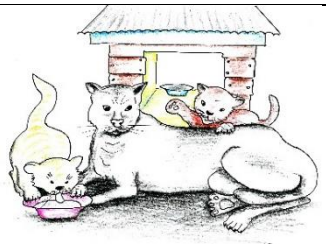
Read the words for animal homes.

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| A cow in a **kraal.** | A dog in a **kennel**. | A goat and sheep in a **shed** | A pig in a **sty**. | A rabbit in a **hutch**. |

Read the words: **kraal, kennel, house, hutch, sty, shed**

**Activity 3:** Animal's young ones.

Look at the pictures and read the words.

| | | |
|---|---|---|
|  |  |  |
| **dog and puppy** | **goat and kind** | **sheep and lamb** |
|  |  |  |
| **rabbit and bunny** | **pig and piglet** | **goat and kid** |
|  | | |
| **cat and kitten** | | |

Now get pencil and book.

Write the sentences.

1. Domestic animals and birds stay at home.
2. Wild animals and birds stay in the bush.

Write the words:

**cat, dog, sheep, monkey, rabbit, goat, cat, pig**

Take the baby to its mother.

Write sentences.

| | |
|---|---|
| piglet | sheep |
| kid | woman |
| kitten | pig |
| lamb | rabbit |
| puppy | cat |
| bunny | dog |
| baby | goat |

**Activity 4:**

Copy and write the work on the lines.

**Letter:** … … … … …

**Words:**

**Sentence:**

## LESSON 4

Dear learner, you are welcome!

In this activity, you are going to look at the common insects in the environment. Here you will;

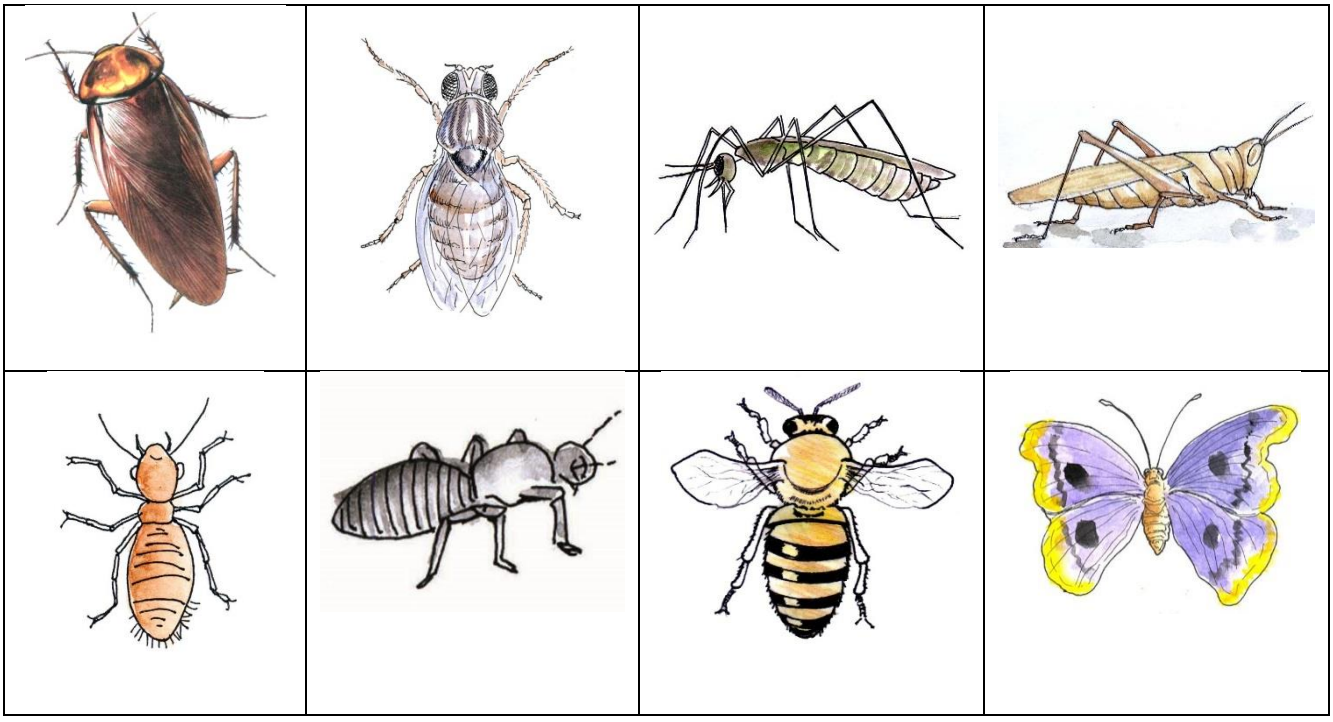
- read and write words and sentences about insects.
- look at the different insects in the environment.
- copy our letter, words and sentence.

You will need a book and a pencil.





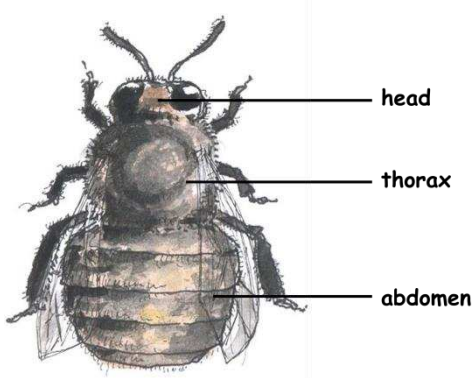
**Activity 1**: Look at the pictures.



Do you know these insects?

- What insects do we eat?
- What do bees give us?

**Activity 2:** Look at the pictures and read the word.




An insect has 3 main parts:

**head, thorax, abdomen.**

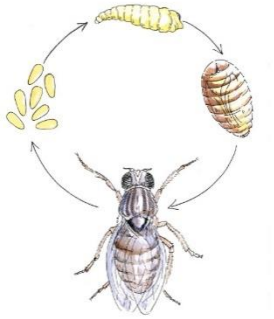
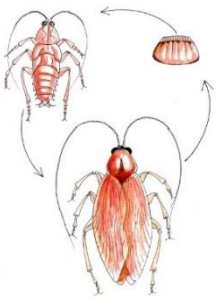
An insect has 6 legs

An insect uses spiracles to breathe.

An insect uses legs to walk.

An insect uses wings to fly.

**Activity 3:** How does an insect grow?

| | |
|---|---|
| 1. A house fly |  |
| **eggs → larva → pupa → housefly** | |
| 2. A butter fly | |
| **eggs → caterpillar → pupa → butterfly** | |
| 3. A cockroach |  |
| **eggs case → nymph → cockroach** | |

What insect has only three stages of growth?

_____

Get a book and a pencil. Copy and write the words:

- **cockroach**
- **housefly**
- **butterfly**

- **bedbug**
- **mosquito**
- **bees**

1. Draw and name parts of an insect.
2. Name any two insects we eat.

**Activity 4:**

Copy and write this work in your exercise book.

Letter: **Vv Vv Vv Vv Vv**

Words: **larva larva larva**

Sentence: **A larva is a stage of growth of an insect.**

## COMMON PLANTS IN THE ENVIRONMENT

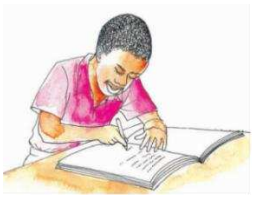
**LESSON 5**

Dear learner, you are welcome!

In this activity, you will look at the common plants in the environment. Here we will;

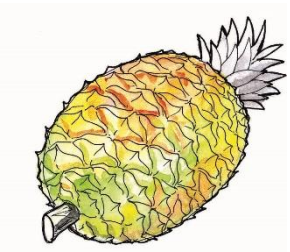
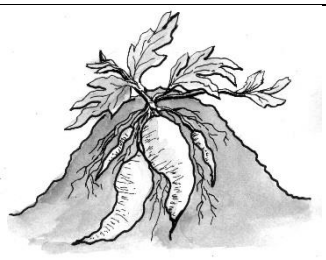
- read and write words and sentences about plants.
- name and draw plants in our environment.
- Copy and write our letter, words and sentence.

You will need a book and a pencil.





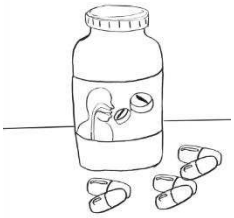
**Activity 1**: Plants are living things. Look at the pictures.

| | | | |
|---|---|---|---|
|  |  |  |  |
| _____ | _____ | _____ | _____ |
|  |  |  | |
| _____ | _____ | _____ | |

Name the plants.

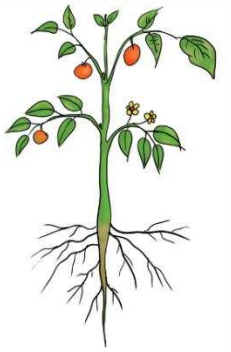
**Activity 2:**

Things we get from plants. Look at the pictures and read the word.

| | | | |
|---|---|---|---|
|  |  |  |  |
| **food** | **firewood** | **medicine** | **flowers** |

**Activity 3:**

A plant has three main parts. Look at the parts.

| | |
|---|---|
|  |  |
| **Roots, stem leaves** | **A young one of a plant is a seedling.** |

Now get your pencil and a book. Copy and write the words:

- **firewood**
- **food**
- **medicine**
- **flowers**

1. Draw and name parts of a plant.
2. What do we call a young plant? It is called _____.

**Activity 4:**

Copy and write this work in your book.

Letter: **Ff Ff Ff Ff Ff**

Words: **food flower fruit firewood**

Sentence: **Plants give us food, flowers and firewood.**

**HOMEE-STUDY MATERIAL**
**PRIMARY TWO**
**TERM TWO**

Theme: **our environment**
Lesson: **one**

Dear parent, guardian, brother or sister help our dear learner with these

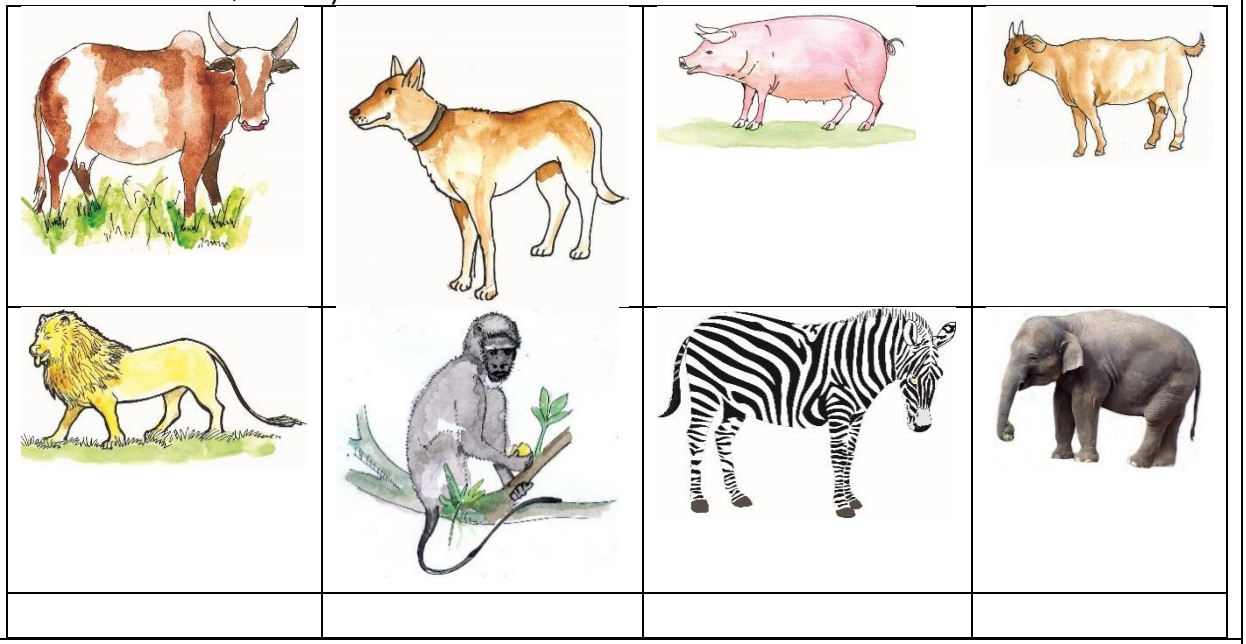


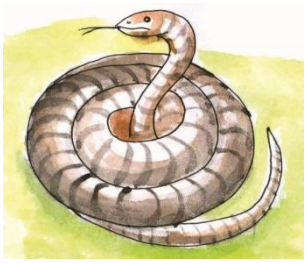


Your guidance is needed

Dear learner get ready for this lesson, make sure you are wearing your mask.
Be in a silent place and make sure you keep a distance.

Dear learner in this lesson we are going to look at common animals and birds in the environment and how they move

| Activity | What to do |
|---|---|
| Activity 1 | Look at these, can you name them?  |
| Activity 2 | **Say this rhyme//tactile**<br>Man walks,<br>Bird flies,<br>Frog hops,<br>Baby crawls,<br>Fish swims, |

| | |
|---|---|
| Activity 3 | **Look at these pictures and match**<br><br>Hopping<br><br>Gliding<br><br>Walking<br><br>Flying |
| Activity 4 | **Make this pattern correctly//brail**<br>**Insert a pattern of letter "s"**<br>S,s,s,s,s,s,s,s,s,s,s,s |

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

**Lesson: 2**

Dear parent, guardian, brother or sister help our dear learner with these



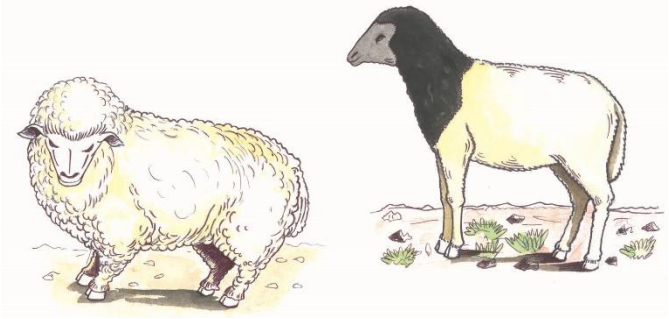


Your guidance is needed

Dear learner get ready for this lesson, make sure you keep a distance to avoid corona virus.

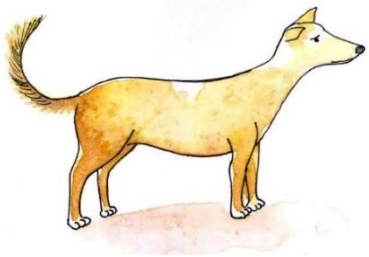



Dear learner, we are now going to learn about animals and their young ones

| Activity | What to do |
|---|---|
| Activity 1 | **Sing this song //tactile**<br>I am a pig I stay in sty<br>And my young one is a piglet<br>I am a dog I live in a kennel<br>And my young one is a puppy<br>I am a cow , I live in a kraal<br>And my young one is a calf<br>I am a sheep , I stay in pen<br>And my young one is a lamb. |
| Activity 2 | Look at these animals and complete a sentence, //**brail**<br><br>A young one of a sheep is a…… |



A young one is a……





A young dog is a……..

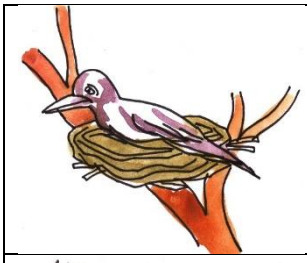


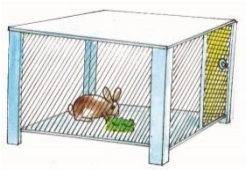
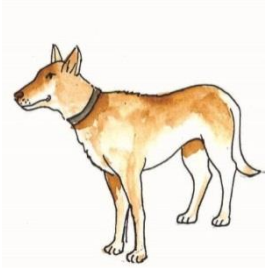
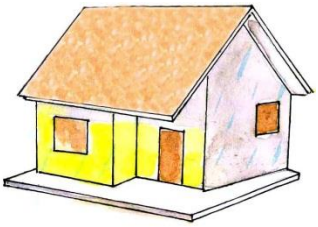


I am a woman my young one is……

Activity three

Look at these animals and name their homes//**brail**

| | |
|---|---|
|  | N …….s…….. |
|  | Kr…..a…… |
|  | k…..nn…,…..l |

| | | | |
|---|---|---|---|
| |  | ..... | |
| Activity four | Copy the same letter //**brail**<br>K kkkkk<br><br><br><br>**Match animals to their homes**<br> <br> <br> <br>  | | |

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

**Lesson: 3**

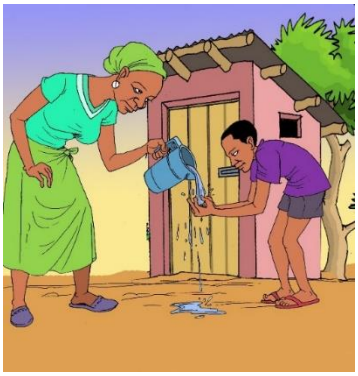
Dear parent, guardian, brother or sister help our dear learner with these.



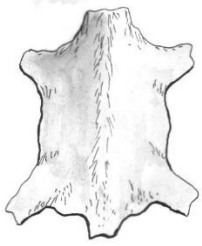
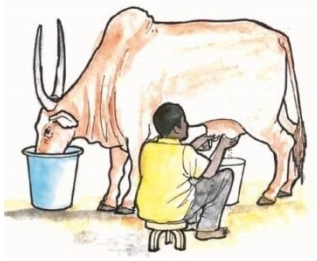


Your guidance is needed

Dear learner be ready for this lesson, make sure you wash your hands after touching anything you meet.



Dear learner, we are now going to learn about animals, birds, and their uses

<table>
<tr><td>Activity</td><td>What to do</td></tr>
<tr><td>Activity one</td><td>Look at these, can you read the uses//tactile
<table>
<tr><td><br>We get meat</td><td><br>We get hides and skins</td><td><br>We get milk</td></tr>
<tr><td><br>We sell animals an get money</td><td><br>Dog guards our home</td><td><br>A cat chases away rats</td></tr>
</table></td></tr>
<tr><td>Activity two</td><td>Name these things made from skin of animals//tactile</td></tr>
</table>

| | | | | |
|---|---|---|---|---|
| |  Shoes |  Belt |  Drum |  bag |

Read this
Fred: Aminah, come and see this
Aminah: oh its an egg.
Fred: an egg!
Aminah: yes it is from a hen. A hen gives us meat and eggs.
Fred ; oh, let me take it and my mother cook it for me.
Aminah: bye
Fred : bye

Activity three

Copy the same//**brail**

| |
|---|
| h, h, h, h, h, h, h, h, h |
| |
| |
| |
| Complete these sentences |
| A hen gives us …….and ……. |
| A dog ……..our home |
| Write things we get from a cow |
| |
| |
| |

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

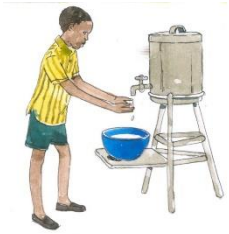
**Lesson: 4**

Dear parent, guardian, brother or sister help our dear learner with these

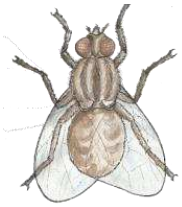
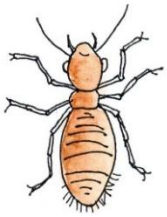




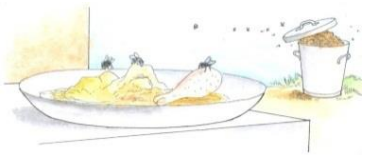
Dear learner be ready for this lesson, put your nose in your elbow if you are to sneeze so that you don't infect others.



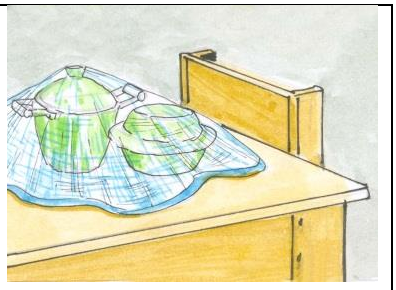
Dear learner, we are now going to learn common insects, their uses and their dangers

<table>
<tr><td>Activity</td><td>What to do</td></tr>
<tr><td>Activity one</td><td>Read this story//tactile<br>Some insects are nice, like grasshoppers, white ants and bees. When it is a season for grasshoppers and white ants, we catch them, sell them. We also eat them, they are sweet! oh! My my, my. Never miss to eat grass hoppers. But bees oh! They produce honey. Honey is very sweet.</td></tr>
<tr><td>Activity two</td><td>Look at these insects and name them//tactile
<table>
<tr><td><br>Cockroach</td><td><br>a house fly,</td><td><br>mosquito,</td><td><br>butterfly,</td></tr>
<tr><td><br>Wasp</td><td><br>Bedbug</td><td><br>a termite</td><td><br>Flea</td></tr>
</table>
Which insects have no wings?<br>Which insects have wings?</td></tr>
</table>

| | |
|---|---|
| Activity 2 | Look at these insects, read the dangers of these insects//**tactile** |

| | | |
|---|---|---|
|  |  |  |
| Bees can sting us | Cockroaches damage books | House flies can spoil our food and spread diseases |

| | |
|---|---|
| Activity three | Write the ways that protect us from dangerous insects//**brail** |

| | | |
|---|---|---|
|  |  |  |
| We should sleep under…… | We ……insects. | ……..the food well |

| | |
|---|---|
| Activity four | Write the same letter//**brail** |

| |
|---|
| f, f, f, f, f, f, f, f, f, f, f, f |
| |
| |
| |
| Copy the same//**brail** |
| Insert a letter pattern of letter f |
| |
| |
| Circle the insect bat, mosquito, man, fly, bird. |
| |
| Write three insects which spoil our crops |
| |

Learners have the right to be educated and the responsibility to learn as much as they can and help others to learn

**Lesson: 5**

Dear parent, guardian, brother or sister help our dear learner with these.

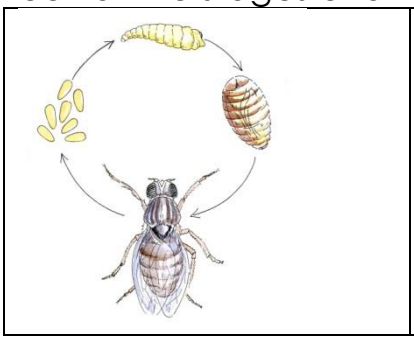




Dear learner be ready for this lesson, make sure you eat well to make your body strong against diseases.



Dear learner, we are now going to learn common insects their uses and their dangers.

| Activity | What to do |
|---|---|
| Activity one | **Read this rhyme//tactile**<br>Eggs, eggs, eggs<br>Eggs turn to larva<br>Larva, larva, larva<br>Larva turn to pupa<br>Pupa, pupa, pupa<br>Pupa turn to adult.<br>Adult, adult, adult<br>Adult fly away. |
| Activity two | Look at the stages of a housefly and a cockroach**//tactile**<br><br>How many stages has a housefly?<br>How many stages has a cockroach?<br>**writing//brail** |

<table>
<tr><td>Activity three</td><td>Name the stages of a housefly<br>Stage 1 ……<br>Stage 2……<br>Stage 3……<br>Stage 4……<br>Write the stages of a cockroach<br>Stage 1……<br>Stage 2 ……<br>Stage 3……<br>The larva of a housefly is called maggot<br>Where do we find houseflies?<br>Where do we find maggots?</td></tr>
<tr><td>Activity 4</td><td>Write the words properly//brail<br>Ppua ……..<br>Valar ……..<br>geg……..<br>dualt……<br>copy the same<table><tr><td>p, p, p pppppppp</td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table></td></tr>
</table>

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

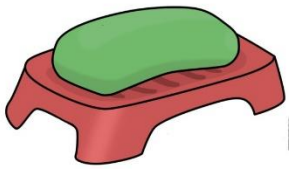
**Lesson: 6**

Dear parent, guardian, brother or sister help our dear learner with these



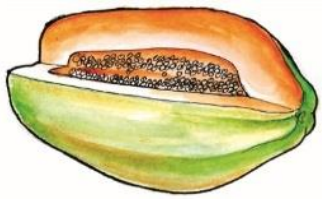
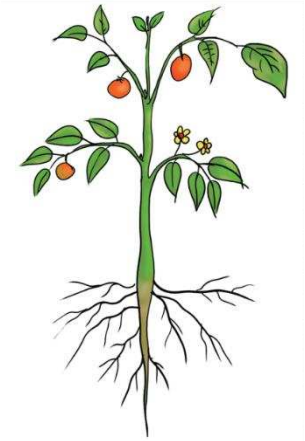


Dear learner be ready for this lesson, remember these things kill corona virus immediately. Use them every time.

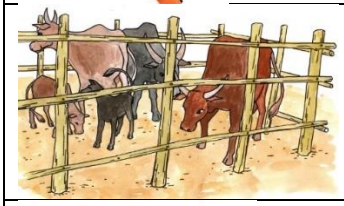
Dear learner, we are now going to learn about plants.

<table>
<tr><td>Activity</td><td>What to do</td></tr>
<tr><td>Activity one</td><td>Read this rhyme//tactile<br>Plants, plants , plants<br>Plants are useful to us<br>Plants are homes for birds and animals.<br>Plants give us shelter<br>Oh plants plants plants<br>We get food from plants<br>We get firewood from plants<br>Protect plants, plants are good.</td></tr>
<tr><td>Activity 2</td><td>Read names of these plants//tactile
<table>
<tr>
<td><br>Mango tree</td>
<td><br>pineapple</td>
<td><br>maize</td>
</tr>
</table>
</td></tr>
</table>

<table>
<tr><td></td><td>
<table>
<tr>
<td><br>pawpaw</td>
<td><br>sugarcane</td>
<td><br>Banana plant</td>
</tr>
</table>
<br>Name other plants</td></tr>
<tr><td>Activity 3</td><td>Read and write the parts of the plant//brail<br><br>Complete these words<br><br>f…..o…..er,  st……m,  l….., …….f  fr…., …..t</td></tr>
<tr><td>Activity 4</td><td>Copy and write the same.//brail
<table>
<tr><td>t,  t  ttttttt</td></tr>
<tr><td></td></tr>
<tr><td></td></tr>
<tr><td>Write three uses of plants</td></tr>
<tr><td></td></tr>
</table></td></tr>
</table>

Learners use good ways of interacting with other children and be confident about yourself that you can read and understand the self-study materials and notes from your books.

**Answers for activities in theme 1**

| **Lesson 1** | **Answers** |
|---|---|
| Activity 1 | a)cow b)dog c)pig d)goat<br>e) lion f) monkey. g)zebra h)elephant |
| Activity 3 | **match** |
| **Lesson 2** | **Answers** |
| Activity 2 | A young one of a sheep is a lamb<br>A young one is a calf<br>A young dog is a puppy.<br>I am a woman my young one is a baby. |
| Activity three | Look at these animals and name their homes<br> N …e….s…t…..<br> Kr…a..a…l……<br> k…e..nn…e.l<br> water…… |
| Activity four | **Match animals to their homes** |

| **Lesson 3** | **Answers** |
|---|---|
| Activity two | things made from skin of animals<br>Shoes Belt<br>Drum Bag |
| Activity three | Complete these sentences<br>A hen gives us …eggs…….and meat…….<br>A dog …guards..our home<br>things we get from a cow<br>Meat, horns<br>Skin, manure<br>Milk |

<table>
<tr><th>Lesson 4</th><th>Answers</th></tr>
<tr><td>Activity two</td><td>Names of insects
<table>
<tr><td>Insert a picture of Cockroach<br>cockroach</td><td>Insert a picture of a house fly,<br><br>house fly</td></tr>
<tr><td>Insert a picture of mosquito,<br>mosquito</td><td>Insert a picture of butterfly,<br>butterfly</td></tr>
<tr><td>Insert a picture of<br>wasp</td><td>Insert a picture of<br>Bedbug</td></tr>
<tr><td>Insert a picture of a termite<br>termite</td><td>Insert a picture of Flea<br>Flea</td></tr>
</table>
Insects with no wings.<br>Bedbug, Flea, termite<br>insects which have wings?<br>Cockroach, house fly, mosquito, butterfly</td></tr>
<tr><td>Activity three</td><td>ways that protect us from dangerous insects<br>We should sleep under mosquito net<br>We spray insects.<br>Cover the food well</td></tr>
<tr><td>Activity four</td><td>
<table>
<tr><td>Circle the insect bat, mosquito, man, fly, bird</td></tr>
<tr><td></td></tr>
<tr><td>Write three insects which spoil our crops</td></tr>
<tr><td>Termites, locusts, caterpillar,</td></tr>
</table>
</td></tr>
<tr><th>Lesson 5</th><th>Answer</th></tr>
<tr><td>Activity two</td><td>Look at the stages of a housefly and a cockroach<br>a housefly has 4 stages<br>a cockroach has three stages</td></tr>
<tr><td>Activity three</td><td>Housefly<br>Stage 1 …eggs<br>Stage 2……larva<br>Stage 3……pupa<br>Stage 4……adult<br>Write the stages of a cockroach<br>Stage 1……egg<br>Stage 2 ……nymph<br>Stage 3……adult<br>Houseflies live in latrines, manure heaps<br>Where do we find latrines, manure heaps</td></tr>
<tr><td>Activity 4</td><td>Proper words<br>Ppuapupa<br>Valar. larva<br>gegegg<br>dualtadult</td></tr>
</table>

| Lesson 6 | Answers |
|---|---|
| Activity 3 | Read and write the parts of the plant<br>Complete words<br>f…l..o…w..er, st…e…m, l…e.., …a….f fru., i..t |
| Activity 4 | uses of plants<br>Plants give us food, plants are used as local medicine. Plants are wind breaks, plants are homes of wild animals |

**Indicators for learning.**

- Name domestic and wild animals
- Describes parts of the plant
- Explain the difference between domestic and wild animals
- Name dangerous and useful insects
- Read sentences about animals and plants

**Theme 2: THINGS WE MAKE IN OUR ENVIRONMENT**

**Lesson: 1**

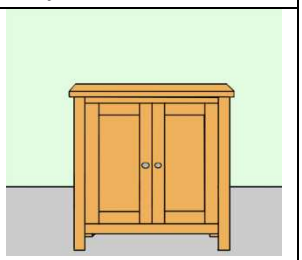
Dear parent, guardian, brother or sister help our dear learner with these

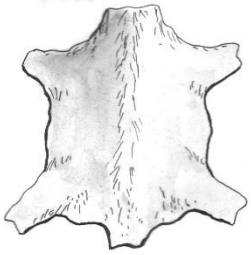
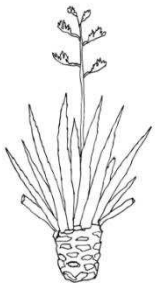




Dear learner be ready for this lesson, make sure you clean well high- touch places time after time.

Dear learner, we are now going to learn about things we make.

<table>
<tr><td>Activity</td><td>What to do?</td></tr>
<tr><td>Activity one</td><td>Read the rhyme//tactile<br>A pot for water<br>A pot for cooking<br>Big or small<br>All are pots</td></tr>
<tr><td>Activity 2</td><td>Read these things we make //tactile
<table>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>Rope</td><td>String</td><td>Ball</td><td>Toy car</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>Pestle and mortar</td><td>Knife</td><td>Necklace</td><td>Cupboard</td></tr>
</table></td></tr>
<tr><td></td><td></td></tr>
</table>

| | |
|---|---|
| Activity 3 | Read and match these materials and their source//**brail**<br><br>**Source** **Material**<br> Sisal<br> Swamp<br> Forest<br> Animals |
| Activity 4 | Draw and name things made of plastic. //**brail**<br>Write the same<br>t ttttttttt<br><br><br><br>Circle two things made from papyrus<br>Bench, basket, door, pot, carpet, ball<br><br>I am sharp, you use me to peel, what am i? |

Learners love and appreciate where you live, your parents, brothers and sisters and help to improve and protect the environment around the home.

**Lesson: 2**

Dear parent, guardian, brother or sister help our dear learner with these





Dear learner be ready for this lesson, put your nose in your elbow if you are to sneeze.

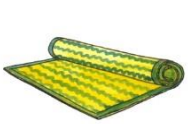
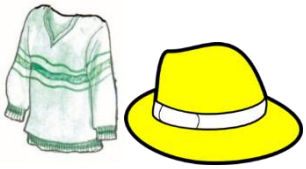


Dear learner, this is a good lesson, you are going to learn the importance of things we make at home.

Can you read this**//tactile**

Bounce the ball
Bounce the ball
Bounce the ball high
Bounce the ball
Bounce the ball
Let the ball down.

| Activity | What to do**//tactile** |
|---|---|
| Activity 1 | Read the chain game<br>Teacher: Beta, what is that?<br>Beta: it is a banana fibre<br>Teacher: what can you make from it?<br>Beta I can make a mat, ritah what can you make<br>Ritah : I can make a ball, Abdul what can you make<br>Abdul: I can make a basket, Joy and Roy, what can you make?<br>Joy and Roy: we can make a rope |
| Activity 2 | Read the importance of things we make**//tactile** |

| | | |
|---|---|---|
| |  | For pounding millet and ground nuts |
| |  | For sitting on |
| |  | Baskets for keeping food |
| |  | For wearing |
| |  | For music and dance. |
| Activity 3 | Give the use of the following. **//brail**<br>A mortar and a pestle ……..<br>A jerrycan ……<br>A bag ……<br>Cups ……<br>What materials make up these<br>Shoes ……..<br>Cups……..<br>Sacks …… | |
| Activity four | Answer the riddle**//brail**<br>I am …… Many people sit on me. They make me from palm leaves.<br>Copy and write**//brail**<br>J jjjjjjjjj<br><br>Complete the sentences<br>Jerrycans are made from **……**, we get plastics from …… we us jerrycans to **……**water( factories, fetch, plastic) | |

Learners, it is good to think and have your own ideas, which should be listened to and taken seriously but you have responsibility to listen and respect other people's ideas as well.

**Answers for theme 2**

<table>
<tr><td>Lesson 1</td><td>Answers</td></tr>
<tr><td>Activity 3</td><td>materials and their source</td></tr>
<tr><td>Activity 4</td><td>
<table>
<tr><td>Circle two things made from papyrus</td></tr>
<tr><td>Bench, basket, door, pot, carpet, ball</td></tr>
<tr><td></td></tr>
<tr><td>I am sharp, you use me to peel, what am i?<br>Knife</td></tr>
</table></td></tr>
<tr><td>Lesson 2</td><td>Answers</td></tr>
<tr><td>Activity 3</td><td>A mortar and a pestle …for pounding<br>A jerrycan …for keeping water//fetching water<br>A bag …for keeping money, carrying luggage<br>Cups …for drinking in<br>What materials make up these<br>Shoes …skin.<br>Cups…clay/plastic<br>Sacks …sisal</td></tr>
<tr><td>Activity four</td><td>Riddle<br>I am …mat…. Many people sit on me. They make me from palm leaves.
<table>
<tr><td>Complete the sentences</td></tr>
<tr><td>Jerrycans are made from plastics we get plastics from factories we us jerry cans to fetch water( factories, fetch, plastic)</td></tr>
</table></td></tr>
</table>

**Indicators of learning**

- Reads a simple story about useful things
- Reads words related to the theme
- Write patterns, words and sentences

**Theme 3: Transport in our community**

**Lesson 1**

Dear parent, guardian, brother or sisters help our dear learner with these



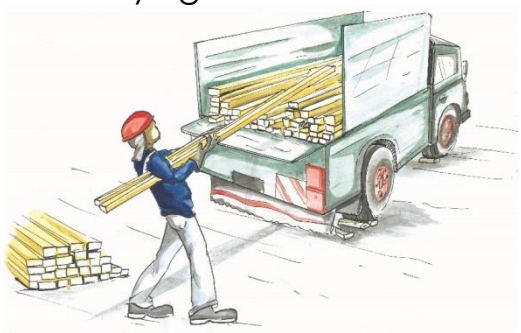
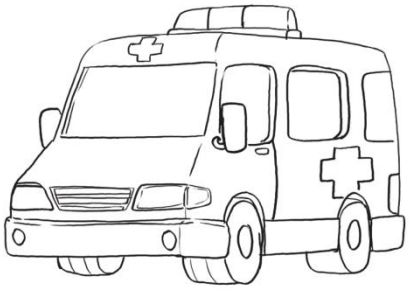


Dear learner be ready for this lesson, put your nose in your elbow if you are to sneeze.



Dear learner, today we are going to learn about means and uses of transport in our community

<table>
<tr><td>Activity</td><td>What to do</td></tr>
<tr><td>Activity one</td><td>Look at these .can you read? //tactile
<table>
<tr><td>Bicycle<br></td><td>Car<br></td><td>Lorry<br></td></tr>
<tr><td>Bus<br></td><td>Ship<br></td><td>Aero plane<br></td></tr>
<tr><td colspan="2">Can you tell<br>Which one moves on the road?<br>Which one moves in water?<br>Which one moves in air?</td><td></td></tr>
</table></td></tr>
<tr><td>Activity 2</td><td>Look at these means of transport. //tactile</td></tr>
</table>

<table>
<tr><td></td><td>What are people using them for?<br><br>
<table>
<tr><td>For carrying people<br></td><td>For carrying water<br></td></tr>
<tr><td>For carrying timber<br></td><td>For carrying sick people<br></td></tr>
</table>
<br>What takes sick people to the hospital?<br>Which other means of transport carry people?</td></tr>
<tr><td>Activity 3</td><td>Read the rhyme and answer the questions//tactile<br>Lorry driverx2<br>Stop , stop<br>Here my is matooke<br>Take, take. Take it for me.<br>Taxi driver X2<br>Stop , stop<br>Take me to the air port<br>To see my friend Arali<br>He is a pilot, he flies an aero plane.<br>Rider , rider<br>Stop , stop<br>Rush me to town<br>On your motor cycle<br>To see my friend Biira, with flowers on the head<br><br>Can you match<br>Driver aero plane<br>Pilot bicycle<br>sailor car<br>Cyclist boat</td></tr>
<tr><td>Activity 4</td><td>Copy the same//brail</td></tr>
</table>

| | |
|---|---|
| | C cccc<br><br><br>Insert a pattern of letter “c”<br><br>Draw and name two means of transport<br><br><br>Write these words well<br>Plane aero ……<br>Verdri ……<br>Pish …….. |

Learners love and appreciate where you live, your parents, brothers and sisters and help to improve and protect the environment around.

**Theme 3: Transport in our community**

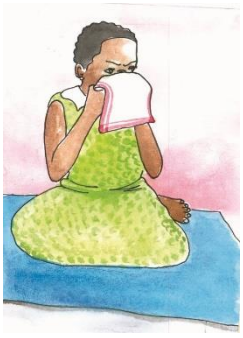
**Lesson 2**

Dear parent, guardian, brother or sister help our dear learner with these

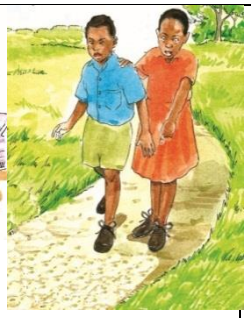
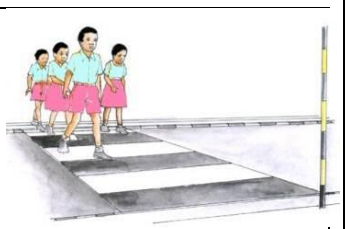


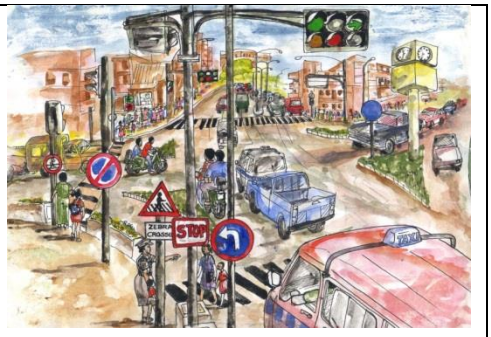


Dear learner be ready for this lesson, don't sneeze in your hands or shake your hands with any person, you can get corona virus.



Dear learner, today we are going to learn about safe and unsafe ways of using the road.

| Activity | What to do |
|---|---|
| Activity one | Read these safe ways//**tactile**<br><br>Follow road signs<br><br>look right, left and right and a vehicle on the road<br><br>Walk in a single line along the road<br><br>Cross at the zebra crossing |
| | |

<table>
<tr>
<td>Activity two</td>
<td>Name these un safe ways of using the road//brail
<table>
<tr>
<td><br>Playing on the road</td>
<td><br>Crossing at the junction</td>
<td><br>Crossing at the bend</td>
</tr>
</table>
</td>
</tr>
<tr>
<td>Activity three</td>
<td>Read the rhyme and complete the sentences//brail<br>I am a driver of a lorry here I come.<br>I am a policeman controlling traffic.<br>I say “stop”<br>I am a warden helping children to cross the road.<br>I am a passenger in the bus<br>Look, look its coming to rain<br>A way we go!<br>…….drives a lorry<br>A warden helps children…….<br>A ……moves in the bus<br>…….controls traffic.</td>
</tr>
<tr>
<td>Activity 4</td>
<td>Draw and name four people who help to cross the road.
<table>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
</table>
Fill in the missing letters<br>People who help to cross the road<br>l----ll----p----p w……rd…….n, p….r…..nt</td>
</tr>
</table>

Learners, it is good to think and have your own ideas, which should be listened to and taken seriously but you have responsibility to listen and respect other people’s ideas as well.

| **Lesson 1** | **Answers** |
|---|---|
| Activity 2 | Look at these means of transport. **//tactile**<br>What takes sick people to the hospital?<br>ambulance<br>Which other means of transport carry people?<br>Aeroplane//boat//ship//bicycle |
| Activity 3 | **Can you match**<br>Driver — aero plane<br>Pilot — bicycle<br>sailor — car<br>Cyclist — boat |
| Activity 4 | Draw and name two means of transport on the road<br><br>Write these words well<br>Plane aero aeroplane<br>Verdri driver<br>Pish ship |
| **Lesson 2** | **Answer** |
| Activity one | |
| Activity two | |
| Activity three | A way we go!<br>.....driver.....drives a lorry<br>A warden helps children ...to cross the road<br>A adriver.....moves in the bus<br>...traffic officer .....controls traffic. |
| Activity 4 | Draw and name four people who help to cross the road.<br>eg<br>parent \| traffic officer |

| | | | |
|---|---|---|---|
| | | | |
| | | | |
| | Fill in the missing letters<br>People who help to cross the road<br>l-o--ll--i-p-o--p w…a…rde….n, p…a.re..nt | | |

**Indicators of learning**

- Name the uses and types of transport
- Describe means of transport
- Explain the safe ways of using the road
- Complete the story about road safety

**Theme 4: Accidents and safety**

**Lesson 1**

Dear parent, guardian, brother or sister help our dear learner with these





Dear learner be ready for this lesson, put your nose in your elbow if you are to sneeze.



Dear learner, today we are going to learn about safe and unsafe ways of using the road.

| Activity | What to do |
|---|---|
| Activity 1 | **say the rhyme //tactile**<br>accidents, accidents<br>What causes accidents?<br>Playing with sharp objects,<br>Razor blades, needles, pins and knives<br>Spears, axes, pangas, and hoes<br>Be careful when playing to avoid danger,<br>Avoid electricity, fire and insects.<br>Throwing stones can be bad to<br>Playing on the road is a very bad thing.<br>Be careful, be careful, be careful of accidents |
| Activity 2 | **Read how to manage accidents//tactile**<br>Don't play near the bush |



Clean the patient daily



Use a bandage



Activity 3

Read and write the number//**brail**



**1**



**2**



**3**



**4**

**Tell the picture number**

Children coming from school **1**

Climbing a mango tree ……

Arnold falls from the tree……..

Nurse takes him to the hospital……..

Activity 4

**Copy the same//brail**

| |
|---|
| D ddddddddd |
| |
| |
| |
| |

Read and name these causes of accidents**//brail**



Write three ways of managing accidents at home

……..

……

Learners as you take on your studies in this covid pandemic, make sure you keep your body well, avoid lonely places.

**Theme 4: Accidents and safety**

**Lesson 2**

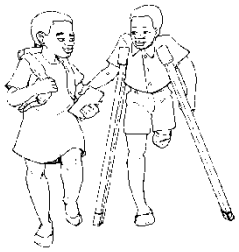
Dear parent, guardian, brother or sister help our dear learner with these

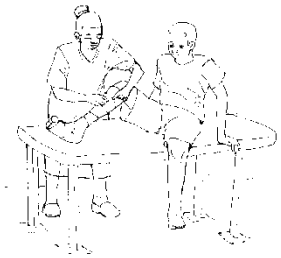




Dear learner be ready for this lesson, do not touch your eyes, nose and mouth, corona virus enters through soft parts on your face

Dear learner, today we are going to learn about safe and unsafe ways of using the road.

| Activity | What to do |
|---|---|
| Activity 1 | What can you see in the picture<br><br><br><br><br> |
| Activity 2 | **Read these sentences//tactile**<br>Tying cuts to stop bleeding |

<table>
<tr><td></td><td>Cooling burnt part with called water<br>Holding broken leg in position<br>Cover the wound with a bandage.</td></tr>
<tr><td>Activity 3</td><td>Read these sentences//tactile<br>We give first aid to<br>- Reduce pain<br>- Stop bleeding<br>- To save life<br>- To recover quickly</td></tr>
<tr><td>Activity 4</td><td>1. Practice writing//brail
<table>
<tr><td>M mmmmmmmm</td></tr>
<tr><td></td></tr>
<tr><td></td></tr>
<tr><td></td></tr>
<tr><td></td></tr>
<tr><td>2. Match the picture to the sentence<br> Tying a bandage<br> Holding the broken leg<br> Pouring cold water to reduce pain</td></tr>
<tr><td>3. Make a good sentence
<table>
<tr><td>It helps to</td><td>Recover<br>Save<br>Reduce</td><td>Pain<br>quickly<br>Life</td></tr>
</table></td></tr>
<tr><td></td></tr>
</table></td></tr>
</table>

Play is good for your health but ensure you do not play near flooded rivers and only go swimming with permission from your parents

**Lesson 3**

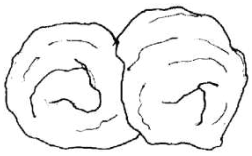
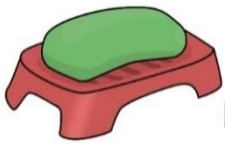
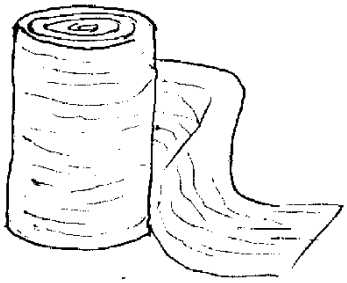
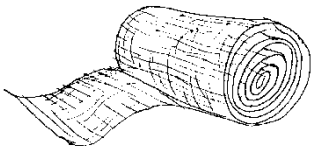
Dear parent, guardian, brother or sister help our dear learner with these

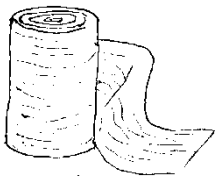




Dear learner be ready for this lesson, Play is good for your health but ensure you do not play near flooded rivers and only go swimming with permission from your parents.

Dear learner, today we are going to learn about safe and unsafe ways of using the road.

<table>
<tr><td>Activity</td><td>What to do</td></tr>
<tr><td>Activity 1</td><td>What do you see in the pictures//tactile
<table>
<tr><td></td><td>
</td><td></td></tr>
<tr><td></td><td>
</td><td>Tablet strip</td></tr>
<tr><td></td><td></td><td></td></tr>
</table></td></tr>
<tr><td>Activity 2</td><td>Can you read these words//tactile<br>Cotton wool<br>Razorblade<br>Water</td></tr>
</table>

<table>
<tr><td></td><td>Soap<br>Spirit<br>Tablet</td></tr>
<tr><td>Activity 3</td><td>Match these //brail<br><br><br><br><br><br>Bandage<br>Razorblade<br>Spirit</td></tr>
<tr><td>Activity 4</td><td>Practice hand writing//brail<br>V vvvvvvvvv<br>Find things in the first aid box<br><table><tr><td>T</td><td>S</td><td>Y</td><td>M</td><td>K</td><td>F</td><td>U</td></tr><tr><td>A</td><td>O</td><td>J</td><td>K</td><td>W</td><td>L</td><td>X</td></tr><tr><td>B</td><td>A</td><td>N</td><td>D</td><td>A</td><td>G</td><td>E</td></tr><tr><td>L</td><td>P</td><td>R</td><td>M</td><td>T</td><td>A</td><td>T</td></tr><tr><td>E</td><td>H</td><td>N</td><td>W</td><td>E</td><td>U</td><td>W</td></tr><tr><td>T</td><td>I</td><td>Q</td><td>Z</td><td>R</td><td>Z</td><td>S</td></tr><tr><td>K</td><td>C</td><td>T</td><td>G</td><td>B</td><td>E</td><td>A</td></tr></table></td></tr>
</table>

Make sure the place you sit in is clean and free of any things that can hurt you while reading your books or listening to the radio lessons

**Dear learner, check here for the answers in this theme**

| **Lesson one** | Answers |
|---|---|
| Activity 3 | **Tell the picture number**<br>Children coming from school **1**<br>Climbing a mango tree .....2<br>Arnold falls from the tree.....3<br>Nurse takes him to the hospital... 4 |
| Activity 4 | Playing with a sharp object<br>Snake bite<br>Write three ways of managing accidents at home |

| **Lesson 2** | **Answers** |
|---|---|
| Activity 1 | Holding the broken bone in position<br>removing a cloth of a casualty<br>pouring cold water on the burnt part<br>pressing cold water on the face of a sick child<br>tying a bandage on the injured part of a casualty |
| Activity 4 | It helps to recover quickly<br>It helps to save life<br>It helps to reduce pain |

| **Lesson 3** | **Answers** |
|---|---|
| Activity 1 | Cotton wool, Razorblade, Water<br>Soap, Spirit, Tablet<br>Safety pin, Bandage, Gauze |
| Activity 3 | **Match these** |
| Activity 4 | Find things in the first aid box |

| | | | | | | |
|---|---|---|---|---|---|---|
| T | S | Y | M | K | F | U |
| A | O | J | K | W | L | X |
| B | A | N | D | A | G | E |
| L | P | R | M | T | A | T |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| E | H | N | W | E | U | W | |
| T | I | Q | Z | R | Z | S | |
| K | C | T | G | B | E | A | |

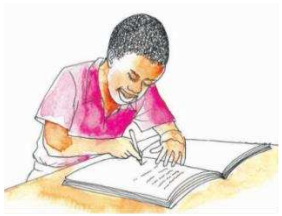
Indicators of learning

- Name causes of accidents
- Identify ways of preventing accidents
- Describe ways of managing accidents
- Writes letters with their correct shapes.

NATIONAL CURRICULUM DEVELOPMENT CENTRE
HOME-STUDY MATERIAL FOR TERM THREE
PRIMARY TWO LITERACY
THEME: PEACE AND SECURITY

**Lesson one**

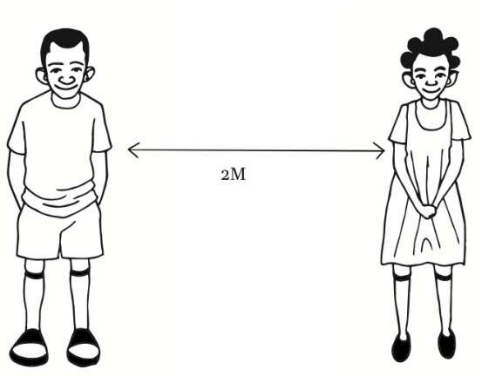
Dear parent, guardian, brother or sister help our dear learner with these





Dear learner get ready for this lesson, make sure you are wearing your mask.

Be in a silent place and make sure you keep a distance.

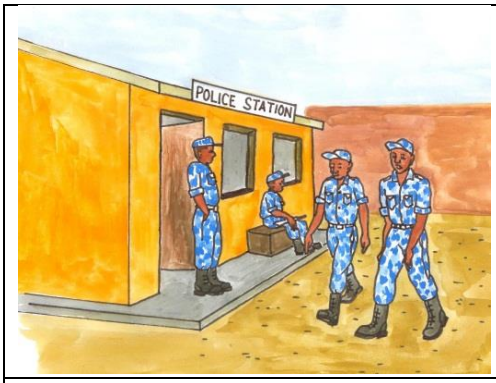
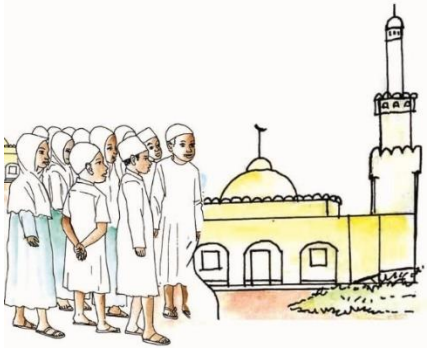
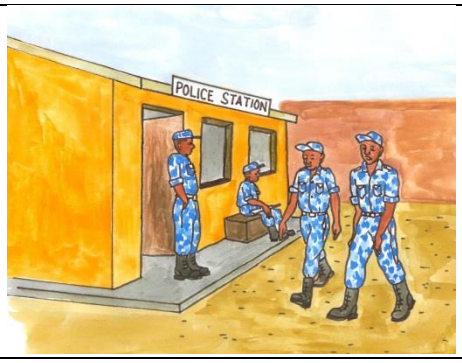



Dear learner in this lesson we are going to learn about roles of people who keep peace and security.

***Can you say this rhyme?***

*Peace.*
*Peace! Peace! It is good to live in peace.*
*It is good to share, to play and laugh.*
*Help one another and make peace always*
*Peace, peace, it is good to live in peace.*

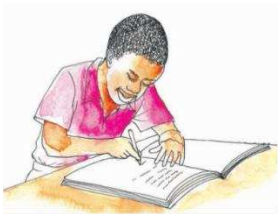
<table>
<tr><td>Activity</td><td>What to do</td></tr>
<tr><td>Activity 1</td><td>Look at these people, they give us security. Name them//tactile
<table>
<tr><td></td><td></td><td></td></tr>
<tr><td>Security guards</td><td>Policemen/women</td><td>Teachers</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Religious leaders</td><td>Soldier</td><td>mother</td></tr>
</table></td></tr>
<tr><td>Activity 2</td><td>Can you read this rhyme<br>Places where we find people who keep peace and security.<br>Safety, safety, safety,<br>Safety for our life,<br>Police at the police station,<br>Arrest  people who kill us<br>Safety, safety, safety,<br>Our parents at home<br>Protect us like gold,<br>Security guards at school,<br>Don’t allow strangers,<br>Safety, safety for our life<br>Religious leaders in the churches and mosques.<br>Tell people who kidnap us,<br>Let them come back to God,<br>Safety, safety,  safety,<br>God answer our prayer.<br>From the rhyme, can you tell where we find people who protect us?</td></tr>
</table>

<table>
<tr><td>Activity 3</td><td>Look at these places where people who keep peace and security are found, write their names
<table>
<tr><td>
</td><td></td></tr>
<tr><td>p…l…c… st…t…on</td><td>m…s…ue</td></tr>
<tr><td></td><td>
</td></tr>
<tr><td>Ch….r…h</td><td>…..arr….cks</td></tr>
</table>
Can you think of other place where people who keep peace are found?</td></tr>
<tr><td>Activity 4</td><td>Copy the same<br>Match these people and where we find them
<table>
<tr><td>Imam</td><td>Barracks</td></tr>
<tr><td>Reverend</td><td>Police station</td></tr>
<tr><td>Policeman/woman</td><td>Mosque</td></tr>
<tr><td>Army</td><td>Church</td></tr>
</table>
Write two roles of police.<br>……<br>……</td></tr>
</table>

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

**Lesson: 2**

Dear parent, guardian, brother or sister help our dear learner with these





Your guidance is needed

Dear learner get ready for this lesson, make sure you keep these high-touch places clean to avoid corona virus.

Dear learner, we are now going to learn about ways of keeping peace and security.

| Activity | What to do |
|---|---|
| Activity 1 | **Ways of promoting peace and security**<br>Look at these pictures, what are they doing |

| | |
|---|---|
|  |  |
| Praying | Arresting bad people |
|  |  |
| Protecting children at home | Helping others |

Activity 2

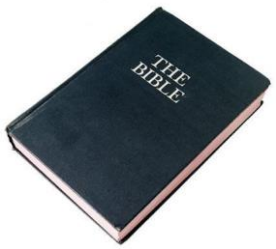
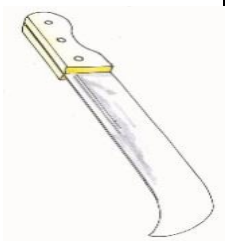
**Read this story and answer the questions.**

*Mrs. Opio is a policewoman. She is very kind and hard working. She says she uses the gun to keep peace in the village. One day she was going to the police station. On her way she saw a man who had a sack and she asked him what he was carrying. When she checked, she found a young baby girl in the bag. He wanted to cut her head for sacrifice. Mrs. Opio wanted to arrest the man. He ran into the bush and she went after him. She found him hiding in the bush. The thief tried to beat the policewoman. She got her gun ready to shoot. The thief put up his hands and Mrs. Opio forgave him. She tied his hands and took him to the police station. Now there is no more kidnapping because of Mrs. Opio.*

1. *What is the name of the police woman?*
2. *What does she use to keep peace and security in the village?*
3. *Whom did she arrest?*

**Things we use to promote peace and security**

Look at these things, we use them to keep peace and security.

| | | | |
|---|---|---|---|
|  |  | |  |
| Spear | Knife | Gun | Bible |
|  |  |  |  |
| Baton | Panga | Dog | Quran |

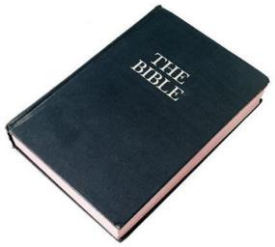
Name one animal we use to keep security.

Name two people who use a gun.

| | |
|---|---|
| Activity 3 | Write the letter below// brail |

| (Let children write short words) |
|---|
| |
| |

Name these things people use to keep peace and security.

| | | |
|---|---|---|
|   |  |  |
| …… | …… | …… |

Match these correctly

People

What they use



Qur'an



Bible

| | | |
|---|---|---|
| |  | Gun |

Write at least four ways of keeping peace and security.

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

**Lesson: 3**

Dear parent, guardian, brother or sister help our dear learner with these





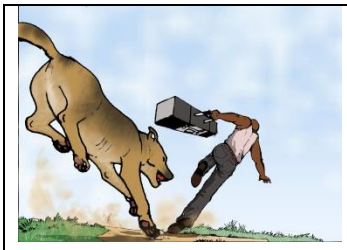
Your guidance is needed.

Dear learner be ready for this lesson, make sure you wash your hands after touching anything you meet.



Dear learner, we are now going to learn about **importance of keeping peace and security.**

| Activity | What to do |
|---|---|
| Activity 1 | Read this rhyme<br>Peace is good for every one<br>It is good to share in peace.<br>It is good to help one another<br>It is good to respect one another<br>It is good to care for each other |

| | |
|---|---|
| | Don't steal, pinch or abuse<br>Don't beat, bite, or push<br>Don't fight, spit or box<br>Live in peace to have a good life. |
| Activity 2 | Look at these pictures, can you name these people who bring insecurity.<br>  <br>Thieves \| Witch doctor \| Kidnappers<br><br>Name other people who cause insecurity.<br><br>…… |
| Activity 3 | **Causes of insecurity**<br><br>Read the story and answer the questions<br><br>*In a village called sotila, there lived a man and a woman with three children, two boys and one girl. Whenever their parents went to work, the boys went stealing shoes from their neighbours, and when they got them they started abusing the neighbours. They did not respect old people. One day my mother caught one boy stealing my shoes and she called the police. The police came and took him. They beat him 20 strokes of a cane. He confessed and they forgave him.*<br><br>***Questions***<br><br>What were the boys stealing from their neighbors?<br>What punishment was given to the boy?<br>Name the importance of promoting peace.<br>Which people bring insecurity,<br>Name two causes of insecurity. |

| | |
|---|---|
| Activity 4 | 1. Look at these effects of insecurity. Read them<br>Death of people<br>Fear of one another<br>Child abuse<br>Homeless children<br>Hunger<br>Violence<br><br>2. Get your pencil and write true or false about importance of promoting security<br>Loss of jobs<br>Promotes peace and freedom<br>Promotes love<br>Promotes unity<br>Leads to death of people.<br>People respect one another.<br><br>3. Fill in the missing letters: d….ath, fi…ht, fe….r, hu…ger |

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

**Theme: 10 CHILD PROTECTION**

**Lesson: 1**

Dear parent, guardian, brother or sisters help our dear learner with these

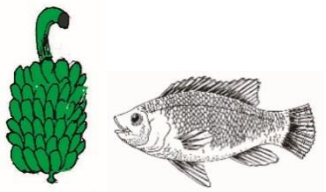
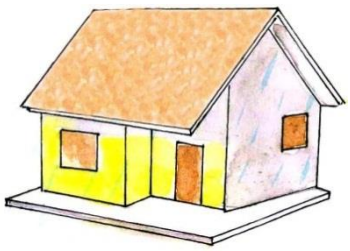




Dear learner be ready for this lesson, put your nose in your elbow if you are to sneeze so that you don't infect others.

Dear learner, we are now going to learn about child work and child abuse.

<table>
<tr><td>Activity</td><td>What to do</td></tr>
<tr><td>Activity 1</td><td>Child work and child labour<br><br>Read this rhyme.<br>I love my home<br>I love my mother<br>I love my father<br>I love my home<br>And brothers too<br>We play together,<br>We work together,<br>We eat, drink and stay together.</td></tr>
<tr><td>Activity 2</td><td>Responsibilities and activities children do at home.<br>Look at these activities, what are the children doing?
<table>
<tr><td></td><td></td><td></td></tr>
<tr><td>Sweeping</td><td>Fetching water</td><td>collecting firewood</td></tr>
</table></td></tr>
</table>

| | | | |
|---|---|---|---|
| |  |  |  |
| | Cleaning the latrine | Grazing | Mopping the house |
| Activity 3 | Write basic needs of a child | | |
| |   |  |  |
| | Food | Clothes | Medical care |
| |  |  | |
| | Shelter | Education | |
| Activity 4 | Copy the letter | | |
| | (Let them write some short words) | | |
| | | | |
| | | | |
| | Make a pattern using this letter. | | |
| | Mmmmmmmmmmmmmmmmmmmmmmmmmmmmmmmmm | | |
| | | | |

What is she/he doing/what are they doing?

| | |
|---|---|
|  | Sweeping |
|  | …… |
|  | …… |
|  | …… |

Write two people who provide basic needs at home.

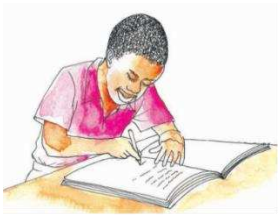
……

……

Learners have the right to be educated and the responsibility to learn as much as they can and help others to learn.

**Lesson: 2**

Dear parent, guardian, brother or sister help our dear learner with these

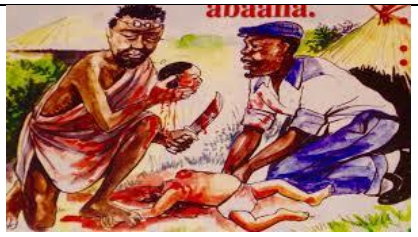




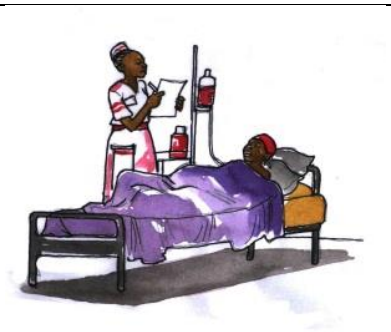
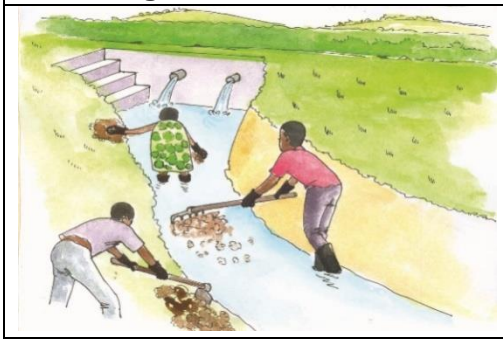
Dear learner be ready for this lesson, make sure you eat well to make your body strong against diseases.




Dear learner, we are now going to learn about bad acts done to children and activities which are done at school and community

<table>
<tr><td>Activity</td><td>What to do</td></tr>
<tr><td>Activity 1</td><td>Child abuse<br>Read this rhyme<br>Oh sweet little baby<br>Dear sleep now<br>You are lovely and precious<br>You are my only queen/king<br>Oh baby, shoosh, shoosh<br>Oh sweet little baby<br>I love you so much.</td></tr>
<tr><td>Activity 2</td><td>Look at these pictures, can you read the words<br><table><tr><td></td><td></td><td></td></tr><tr><td>Over beating</td><td>Child sacrifice</td><td>Burning a child</td></tr></table>Think and think.<br>Which other bad things are done to children?<br>……</td></tr>
</table>

| | |
|---|---|
| Activity 3 | Read and write these activities done at school and in the community. |

| | |
|---|---|
|  |  |
| Teaching | Treating sick people |
|  |  |
| Cleaning the well | fishing |
|  |  |
| Building houses | Burning charcoal |

| | |
|---|---|
| Activity 4 | Write this letter well |

| |
|---|
| (Let them write short words) |
| |
| |
| Write the pattern |
| Pppppppppppppppppppppppppppppppppppppppppppppppp |
| |
| |
| |
| Think and work |
| Write two bad things done two children |
| |
| |

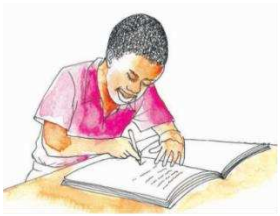
| | |
|---|---|
| | Draw a diagram showing child sacrifice |
| | Write any two effects of child abuse<br>……<br>…… |

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

**Theme: CHILD PROTECTION**

**Lesson: 3**

Dear parent, guardian, brother or sister help our dear learner with these





Dear learner be ready for this lesson, remember these things kill corona virus immediately. Use them every time.




Dear learner, we are now going to learn about effects of child abuse.

| Activity | What to do |
|---|---|
| Activity 1 | **Read the rhyme**<br>What has this world come to?<br>Where the adults do not care about us,<br>They beat us, defile us and treat us like dirt<br>What has this world come to?<br>Do you think this child is happy? |
| Activity 2 | Effects of child abuse<br>Look at these pictures.<br>  |

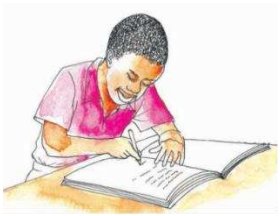
| | | | |
|---|---|---|---|
| | Lameness | blindness | |
| |  |  | |
| | Death | suffering | |
| Activity 3 | Read and write these words<br>Pain, anger, shame, loneliness | | |
| Activity 4 | Have your pencil and tick effects of child abuse<br>Cerebrate<br>Pain<br>Hatred<br>Love<br>Blindness | | |

Learners use good ways of interacting with other children and be confident about yourself that you can read and understand the self-study materials and notes from your books.

Theme: **CHILD PROTECTION**

**Lesson: 4**

Dear parent, guardian, brother or sister help our dear learner with these





Dear learner be ready for this lesson, make sure you clean well high- touch places time after time.






Dear learner, we are now going to learn about **ways of protecting children.**

| Activity | What to do |
|---|---|
| Activity 1 | Can you answer this riddle?<br>When it is about to rain, I light up in the sky and a loud noise follows me. What am I? |
| Activity 2 | Read this conversation.<br>Woman: Help! help!, he has taken my child.<br>Policeman: Where is he? Where is he?<br>Woman: He has ran behind the house.<br>Police man; I will get him.<br>Woman: Do you have a spear?<br>Policeman: A spear? No I have a gun.<br>Woman: I think that one will scare him. Shoot! Shoot at him!<br>Police man: I will get him, I don't have to kill. |
| Activity 3 | Read and write the ways of protecting children against child abuse |

| | |
|---|---|
| | - Love one another<br>- Learn good behaviors from your friends<br>- Know your rights<br>- Respect elders and parents<br>- Punish people who mistreat children.<br>- Get advice by reading PIASCY MESSAGES |
| Activity 4 | Can you read these PIASCY messages<br><br>AIDS kills<br><br>Avoid bad touches<br><br>Say no to sex<br><br>Avoid car lifts<br><br>**Thank you**<br><br>Can you tick ways of protecting children<br><br>- Avoid car lifts<br>- Learn good behavior<br>- Kidnap children<br>- Report people who mistreat children |

Learners love and appreciate where you live, your parents, brothers and sisters and help to improve and protect the environment around the home.

**Theme 11: MEASURES**
**Lesson: 1**

Dear parent, guardian, brother or sister help our dear learner with these



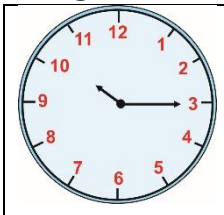


Dear learner be ready for this lesson, put your nose in your elbow if you are to sneeze.

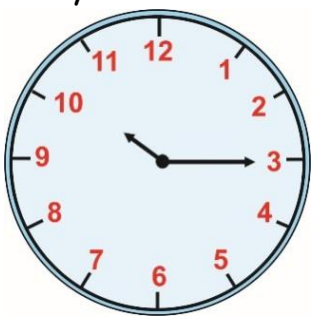
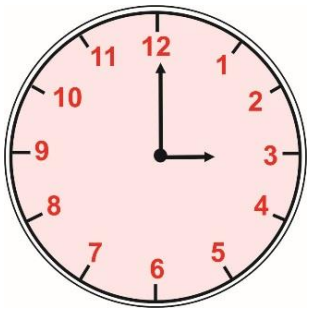


Dear learner, this is a good lesson, you are going to learn about time.

***Can you read this//tactile***
***How many days are in the week!***
***Seven days***
***How many days are in the week!***
***Seven days***
***Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday!***

| Activity | What to do |
|---|---|
| Activity 1 | Read the rhyme<br>Coo coo do li doooo<br>It's time<br>It's time to wake up,<br>It's time for school<br>It's time for work<br>Let's wake up, the cock has crown |
| Activity 2 | Things used to measure time.<br>   |

| | | | |
|---|---|---|---|
| | Clock face | Sun, tree and shadow | cock |

| | |
|---|---|
| Can you tell the time.<br> | Tell the time<br> |

Activity3

Calendar.

Say the names of the months.




How many days make up a year?

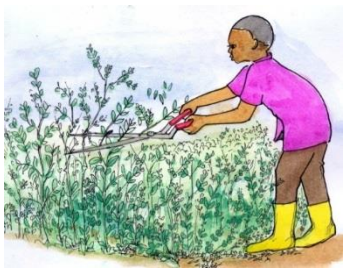
How many months make up a year?

**Seasons in a year**

Wet season/rainy season

Dry season

Can you think about activities we do in each season.

| | | |
|---|---|---|
|  |  |  |
| Digging | Planting | pruning |

What do we do in dry season

| | |
|---|---|
|  |  |
| harvesting | Watering crops |
|  |  |
| Drying seeds | Drying wet clothes |

Activity 4

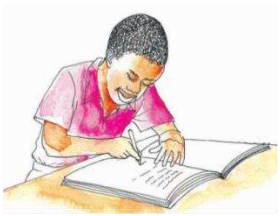
Copy and write this letter

| |
|---|
| (Write short words) |
| |
| |
| Make a pattern |
| *Gggggggggggggggggggggggggggggggggg* |
| Read and write<br>We plant crops in ----------season<br>We harvest crops in ……season<br>……comes before June<br>We go to school on ----------,----------,----------,----------, and ……<br>Christians go to church on ……..<br>……is the first month in a year. |

**Theme 11: MEASURES**

**Lesson 2**

Dear parent, guardian, brother or sisters help our dear learner with these





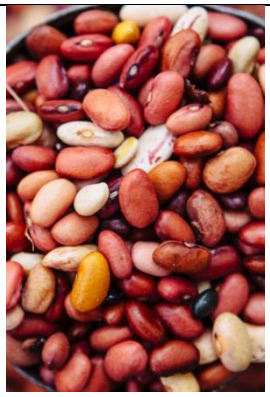
Dear learner be ready for this lesson, put your nose in your elbow if you are to sneeze.

Dear learner, today we are going to learn about units of measure

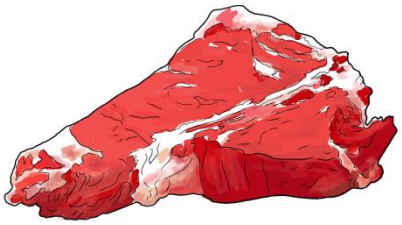
| Activity | What to do |
|---|---|
| Activity 1 | Can you read these words<br>Units of measure<br>Kilograme kilometer litres<br>Grame metre half litres |
| Activity 2 | Look at these things we measure in kilograms |




sugar

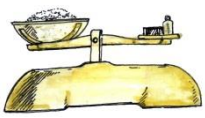


beans



meat

What we use to measure.



a beam balance



A set of scales



A spring balance

Think about other things we measure in kilograms

| | |
|---|---|
| Activity 3 | Read, write and draw things we measure in litres |








| | | |
|---|---|---|
| w….t……r | m….l….. | s…..d….. |

Draw these objects we use to measure capacity

| | | | | |
|---|---|---|---|---|
| | | | | |
| Cup | Jerry can | Bottle | Tin | jug |

Think about what we use to measure in metres

Foots pan, rope, tape measure.

| | |
|---|---|
| Activity 4 | Copy and write |

| |
|---|
| (Write short words) |
| |
| Make a pattern |
| fffffffffffffffffffffffffffffffffffffffffffffffffff |
| |
| |
| Name two objects we use to measure capacity |
| |
| Draw these things we use to measure in metres |
| Rope |

Learners love and appreciate where you live, your parents, brothers and sisters, and help to improve and protect the environment around.

**Theme 11: MEASURES**

**Lesson 3**

Dear parent, guardian, brother or sister help our dear learner with these





Dear learner be ready for this lesson, don't sneeze in your hands or shake your hands with any person, you can get corona virus.



Dear learner, today we are going to learn about money and shapes

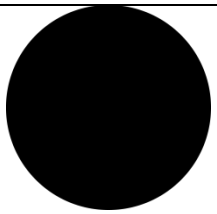
| Activity | What to do |
|---|---|
| Activity 1 | **A rhyme about money**<br>God made man<br>Man made money,<br>Money which man made<br>Made man mad |
| Activity 2 | Read a shopping game<br>Good morning sir<br>How much is a cake, and a soda bottle?<br>It is 2000 shillings<br>Here it is, it is a 5000 shilling note<br>Thank you, your change is 3000 shillings |
| Activity 3 | Identify these money denominations |









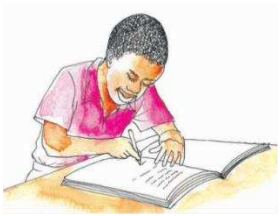
<table>
<tr><td></td><td>
<table>
<tr><td>
</td><td>
</td><td>
</td></tr>
<tr><td>
</td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td></td><td>Shapes<br>Can you name these shapes
<table>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>rectangle</td><td>circle</td><td>triangle</td><td>square</td></tr>
</table>
Can you identify things at home with these shapes<br>rectangle<br>circle<br>triangle<br>square</td></tr>
<tr><td>Activity 4</td><td>Copy and write this pattern
<table>
<tr><td>(Write short words)</td></tr>
<tr><td></td></tr>
<tr><td></td></tr>
<tr><td>Make a pattern</td></tr>
<tr><td>Sssssssssssssssssssssssssssssssssssssssssssssssssssssssss</td></tr>
<tr><td></td></tr>
<tr><td>Look at your book and answer<br>What is its shape<br>Use a ruler and measure the length and width of your book<br>How many corners does you book have?</td></tr>
<tr><td></td></tr>
</table>
</td></tr>
</table>

Learners, it is good to think and have your own ideas, which should be listened to and taken seriously but you have responsibility to listen and respect other people's ideas as well.

**Theme 12: RECREATION AND FESTIVALS.**

**LESSON 1**

Dear parent, guardian, brother or sister help our dear learner with these





Dear learner be ready for this lesson, put your nose in your elbow if you are to sneeze.



Dear learner, today we are going to learn about recreation and festivals.

<table>
<tr><td>Activity</td><td>What to do</td></tr>
<tr><td>Activity 1</td><td>Read this rhyme.<br>I like to sing ,<br>I like to jump,<br>I like to run about.<br>I like to play,<br>I like to pray,<br>I like to laugh and shout.<br>Recreational activities<br>Look at these activities, what are they doing?
<table>
<tr><td></td><td></td><td></td></tr>
<tr><td>Listening to music</td><td>Watching television</td><td>Playing football</td></tr>
<tr><td></td><td></td><td></td></tr>
</table>
</td></tr>
</table>

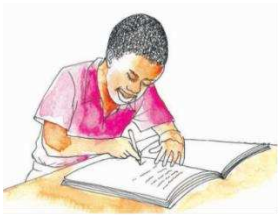
<table>
<tr><td></td><td>Swimming</td><td>Singing/dancing</td><td>Watching a game</td></tr>
<tr><td>Activity 2</td><td colspan="3">Importance of recreational activities<br>Can you read these sentences<br>For entertainment<br>For employment<br>We learn new skills<br>We exercise our bodies.<br>We enjoy fun</td></tr>
<tr><td>Activity 3</td><td colspan="3">Tick the importance of recreational activities<br>We learn bad behavior<br>We get fun<br>We get jobs<br>We get food<br>Helps us to get friends<br>Name these recreational activities<br><table><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table></td></tr>
</table>

Learners as you take on your studies in this Covid-19 pandemic, make sure you keep your body well, avoid lonely places.

**Theme 11: Recreational and Cultural activities**

**Lesson 2**

Dear parent, guardian, brother or sister help our dear learner with these





Dear learner be ready for this lesson, do not touch your eyes, nose and mouth, corona virus enters through soft parts on your face

Dear learner, today we are going to learn about cultural festivals.

**<u>Can you sing this song?</u>**

**Joy to the world, the Lord is come,**
**Let earth receive her king**
**Let every heart, prepare Him room,**
**And heaven and nature sing**
**And heaven and nature sing**
**And heaven and heaven and nature sing**

| Activity | What to do |
|---|---|
| Activity 1 | Examples of cultural practices<br> <br>What could be the importance of initiation? |
| Activity 2 | **Holidays**<br>Read these words<br>School holidays<br>National holidays<br>Religious holidays |

<table>
<tr><td></td><td>Examples of national holidays.<br>Independence day<br>Labour day<br>Heroes day<br>Religious holidays<br>Idd day, Christmas day</td></tr>
<tr><td>Activity 3</td><td>Look at these pictures of people celebrating
<table>
<tr><td></td><td></td></tr>
<tr><td>Idd day</td><td>Christmas day</td></tr>
</table></td></tr>
<tr><td>Activity 4</td><td>Read and answer these questions<br>Write three types of holidays<br>Draw a diagram of people celebrating Christmas tree.<br>Write four things you do on Christmas day.<br>Write any four religious holidays.</td></tr>
</table>

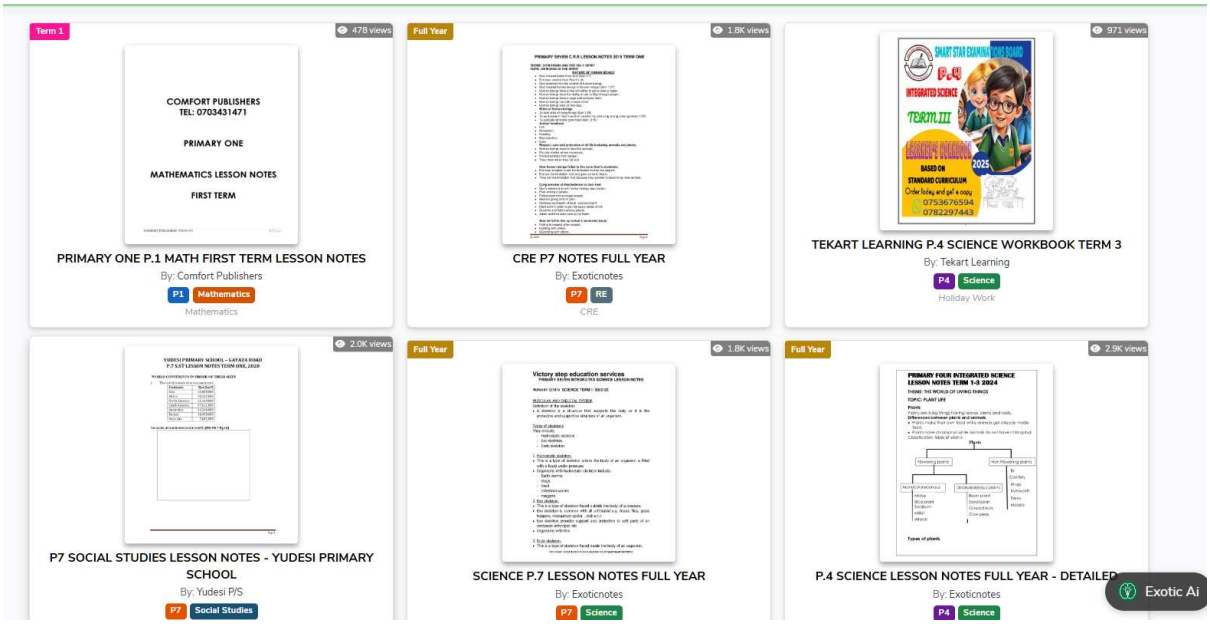
Make sure the place you sit in is clean and free of any things that can hurt you while reading your books or listening to the radio lessons




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