

P.3
ENGLISH
TERM ONE

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PRIMARY THREE

ENGLISH THEMATIC LESSON NOTES

Lesson	Theme	Our sub county / Division
	Sub Theme	Name and location of our sub county
	Content	Revision of vocabulary from P2 (Nouns)
		Examples : door , window , cupboard , desk , table , book box, pencil , tin , tree, blackboard. - These are examples of nouns. - What is a nouns - A noun is a naming word. - A noun is a naming word. Listening , speaking , reading , writing Underline nouns in the given sentences 1. This is a book 2. The pencil is very long 3. He is a tall boy 4. I am sitting on the chair 5. My umbrella is new. 6. The bottle is on the table 7. She is using a red pen 8. His bag is torn. 9. Your sweater is torn. 10. He is cleaning the blackboard
Lesson	Theme	Our Sub – county / Division
	Sub – Theme	**Name and location of our Sub – county**

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	Lesson content	Types of nouns - Proper Nouns - Common Nouns

<table>
<tr>
<td></td>
<td>Skill Evaluation Activity

Lesson Evaluation</td>
<td>- Collective Nouns
<u>Proper Nouns</u>
- These are particular names of people, places and things.
- Proper nouns begin with capital letters. Examples : Jane , Monday , Kampala, April, Mr. Mukasa , Jinja etc.

Listen , speaking , reading , writing ,
Complete the table below.
<table>
<tr><td>Days</td><td></td><td></td><td></td></tr>
<tr><td>Months</td><td></td><td></td><td></td></tr>
<tr><td>Cities</td><td></td><td></td><td></td></tr>
<tr><td>Countries</td><td></td><td></td><td></td></tr>
<tr><td>Names of people</td><td></td><td></td><td></td></tr>
</table>
</td>
</tr>
<tr><td>Lesson</td><td>Theme</td><td>Our sub county / Division</td></tr>
<tr><td></td><td>Sub - Theme</td><td>Name and location of our sub – county.</td></tr>
<tr><td></td><td>Lesson content</td><td><u>Common Nouns</u>
- These are names given to all people, places and things of the same kind. They can either be plural or singular.
Examples. Women , boys, girls, birds, animals, tree, stones, desks, peoples etc.</td></tr>
<tr><td>Lesson</td><td>Theme</td><td>Our sub county / Division</td></tr>
<tr><td></td><td>Sub Theme</td><td>Name and location of our sub – county</td></tr>
<tr><td></td><td>Lesson content</td><td>Revision of vocabulary from P.2 (Nouns)</td></tr>
<tr><td></td><td></td><td>Example Door, Window, cupboard, desk, table, book, box, pencil, tin, tree, blackboard.
- These are examples of nouns.
- What is a nouns?</td></tr>
</table>

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	Skill Evaluation activity	- A noun is a naming word Listening , speaking, reading, writing Underline nouns in the given sentences 1. This is a book 2. The pencil is very long. 3. He is a tall boy. 4. I am sitting on the chair. 5. My umbrella is new. 6. The bottle is on the table. 7. She is using a red pen. 8. His bag is torn. 9. Your sweater is torn. 10. He s cleaning the blackboard.
	Lesson Evaluation	- Countable and incountable nouns are the two classes of common nouns. - Countable nouns: These are things that we can count. Examples . Book, stones, pencil , tables, boys, sticks room etc. Un – countable nouns. - These are things that we cant count.
	Evaluation activity	Example - Water , sugar, sand, milk, salt etc. Complete the table correctly.

Ten countable nouns	Five un – countable nouns
1 2 3 4 5 6 7	1 2 5 4 5

		8 9 10
Lesson	**Theme**	**Our Sub – county / Division**
	Sub Theme	**Name and location of our sub – county**
	Lesson content	**<u>Collective Nouns</u>** - A collective noun is a name given to a collective / group of people / things take as one. - These nouns are always found n pairs. - Examples - A gang of thieves - A herd of cattle - A bunch of bananas - A pack of wolves - A team of players - A trouple of dancers - A swarm of bees - A choir of singers - A band of musicians - A pride of elephants - A crew of sailors - A troop of monkeys - A bunch/ bouquet of flowers - A board director - A bench of bishops / magistrates - A congregation of worshippers. - A heap stone , books, soil, sand etc. - An army of soldiers - A flock of birds / sheep

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		- A Staff of servants / teachers - A litter of puppies / kittens / piglets etc - A party of friends etc.
	Skill Evaluation Activity 1 Lesson Evaluation	Listening , speaking , reading , writing Fill in the correct word 1. A herd of _____ 2. A choir of _____ 3. A crew of _____ 4. A bench of _____ 5. A litter of _____ 6. A_____of birds 7. A_____of bananas 8. A_____of teacher. 9. A_____player .
Lesson	**Theme**	**Our Sub – County / Division**
	Sub - Theme	**Name and location of our sub – county**
	Lesson content	Gender (Male and Female) Examples **Male** — **Female** Man — woman Boy — girl Husband — wife Nephew — niece Monitor — monitress Widow — widower Gentlemen — lady

		Waiter waitress Wizard witch Father mother Prince princess Brother sister Brother - in – law sister – in – law He she Son daughter Landlord landlady Sir madam Poet poetess Actor actress Bachelor spinster etc
	Lesson activity	Fill in the missing words **Male** **Female** Man _____ Actor _____ _____ daughter _____ lady Sir _____ He _____ _____ mother _____ widower Prince Wife _____
	Lesson Evaluation	
Lesson	**Theme**	**Our Sub – county / Division**
	Sub – Theme	**Name and location of our Sub – county**
	Lesson content	Gender (Male and female)

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		Animals and birds Examples Male Female Boar sow Ram ewe Leopard leopardess Bull cow Dog bitch Lion lioness Buck doe Tiger tigress He goat she goat Bear she bear Wolf she – wolf
	Skills. Evaluation Activity 1	Listening, speaking, reading , writing Complete the table **Male** **Female** Boer _____ Raw _____ Leopard _____ Bull _____ Dog _____ Lion _____ Buck _____ Bull _____ Drake _____ He goat _____ Stallion _____
	Lesson Evaluation	
Lesson	Theme	(Lower class work)

	Sub theme	Our sub county
		Name and location of our sub county
		Articles A, an, and the A is used before nouns that begin with consonants and these nouns must be singular. Ie a baby a monkey etc An . an is used before nouns that begin with"an" Eg an insect an owl. Lule eats an egg. Note: Some words don't start with vowel letters but when pronounced seem to start with vowel sounds. Hour such beg in with an article an eg an hour. Exercise Fill in the gaps with a or an. 1. There is_____umbrella on the table 2. Sam met them_____year ago 3. The supervisors waited for less than_____hour 4. Joel eats_____egg everyday. 5. The teacher asked me whether I have ever seen_____ghost. 6. She wants to buy_____ruler and____inkpot 7. Get me_____glass of milk 8. _____old man was seated next to the door **Article "the "** The article the is used both on uncountable and uncountable nouns. It points out nouns that you are eg Here is the boy who stole my book Has she done al the questions She took the ruler which was on my desk The water is the glass

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		Fill in the blank spaces with “a””an” the where 1. We must help_____poor and_____sick. 2. Can I have_____cup of black coffee? 3. Do you want_____card and_____envelope? 4. There is_____dog in front of_____old house 5. Sam is_____smallest boy in_____class 6. _____sun rises in_____East.
	Nouns	Arranging words in alphabetical order. Vocabulary – glass , tree leaf stem root mouth, Betty eye nose hand leg John Sarah Dorothy
Lesson	**Theme**	**Our sub – county / Division**
	Sub – Theme	**Nouns (after articles a, an and the)**
	Lesson content	Arranging word in alphabetical order. Vocabulary – class, tree, leaf, stem, root , month, Betty, eye, nose hand, leg, john, sarah, Dorothy . Listening , speaking , reading , writing.
	Skill Evaluation Activity	Arrange the following words in alphabetical order 1. Horse, Camel, Lion, Ox, Donkey. 2. Desk , Table, Stool, Chair, Bench 3. Woman , boy, girl, man, child. 4. Water , milk, soda, tea, coffee 5. Pen, chalk, ruler, duster. 6. Saucer, jug, cup, bowl, plate. 7. White , brown, red, green, yellow 8. Mango, orange, grape, apple, pineapple 9. Alice , Annet Allan, Angella 10. Volleyball , swimming, cricket, hockey, netball 11. Dog , ram, buck, drake, tiger, boar.
	Lesson Evaluation	

Lesson	**Theme**	**Our Sub – County / Division.**
	Sub Theme	**Name and location of our Sub – county / Division.**
	Lesson content Skills Evaluation Activity Lesson Evaluation	Nouns Vocabulary. Teacher will guide pupils on how to change. Arrange words in alphabetical order. E.g bush, bell, bird, board, band. Listening , speaking, Reading , writing. Arrange these words in alphabetical order. 1. Meat, Mouse , Mug, Map, Milk 2. Road, race, rung, rise, read. 3. Girl, goal, geese, gun, gate. 4. Bull, bank, beef, book, bite 5. Seed , sow, sing, sand, sun 6. Leaf , lung, loose, lamp , little. 7. Puppy, pite , pail, peace, pot 8. Deaf, dull, dam, dish, doll. 9. Needle, nail, nose, nice, null. 10. Tick, turn, tool, tomato, tea.
Lesson	Theme	Our Sub – county / Division
	Sub – Theme	Nouns
	Lesson content Skill Evaluation Activity	Vocabulary Teacher will guide pupils on how to arrange words alphabetically Arranging words n ABC order. (The first two letters are the same) eg blown, blind, bleat, blue, black. Listening , speaking , reading, Arrange these words alphabetically. 1. Tree, trace, true, trip, trolley.

	Lesson Evaluation	2. Floor , fleet, fly, flue, flag 3. Dress, drum, draw, drink, drop 4. Slipper, slum, sleep, slap, slow 5. Club, climb, clean, close, clan, church 6. Stem, stole, stamp, stung , still 7. Shut, share, show, ship, she 8. Group, grind , grade, grunt, greedy 9. Gold, silver, wood, copper, iron, zinc. 10. Crue, crow, crack, create, crisis
Lesson	Theme	Our sub – county / Division
	Sub – Theme	Nouns - Odd man out
	Lesson content Skill Evaluation Activity Lesson Evaluation	Finding odd man out. (Underline the words which do not fit in group) eg – chair, stool , table, bench. - Lemon , avocados, orange, mango - Uganda , Kenya, Sudan, Nairobi Listening , speaking, reading , writing Underline the odd words 1. Paper , sugar, ruler, pencil, pen 2. Table , chair , bed, bed, stool, cup 3. Henry , Paul, Richard, Jane, Tom 4. Happy , eat, drink, write, throw 5. Bread, milk, water, coffee, tea 6. Gold , silver, wood, copper, iron 7. Dog, monkey, cat, rabbit, parrot 8. Gentleman , doctor, farmer, plumber, tailor 9. Alice, Annet, Annita, Allan, Angella 10. Young , Sweet, read, tall , good
Lesson	Theme	Our Sub – County / Division
	Sub - Theme	Nouns – Making little words from the table.

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	Lesson content	Making little words from big ones Eg stone – one , to, tone. - Sold - old , so - Harvest – vest - Classroom - class, ass, room.
	Skills Evaluation	Listening , speaking , Reading, writing.
	Activity	Find the little words from the big one 1. Headmaster _____ 2. Rain bow _____ 3. Children _____ 4. Evening _____ 5. Weed _____ 6. Father _____ 7. Because _____ 8. What _____ 9. Must _____ 10. Today _____ 11. Game _____ 12. Teacher _____ 13. Railway _____ 14. Monkey _____
	Lesson Evaluation	15. Choice _____ 16. Soldier _____ 17. Firewood _____ 18. Garden _____ 19. Cold _____ 20. Season _____
Lesson	**Theme**	**Our Sub – County / Division**
	Sub – Theme	**Name and location of our Sub – county / Division**
	Lesson Content	Vocabulary

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	Skills Evaluation activity Lesson Evaluation	North, South, East, west, right, opposite, sunrise, sunset, above, direction. Listening , speaking , reading , writing Name the cardinal points on a compass. a ▲ a_____b_____c_____d_____ d———————— c b fill in the correct letter. 5. N___r___h 6._____a___t 7. Co_____as___8. Su_____et Use these words in a sentence 9.. Above _____ 10. direction _____ 11. Sunrise _____
Lesson	Theme	Our Sub – County / Division
	Sub - Theme	Name and location of our sub county
	Lesson content Skills Evaluation activity Lesson Evaluation	Structures What direction is the ----------? Listening, speaking , Reading , writing Complete the sentences with a correct word. 1. Where does the sun_____? 2. The sun rises from the_____direction. 3. The_____is opposite the building .(mountain, Sun) 4. The valley is_____the hill. (along, across) 5. The_____is in the East. (spring, mountain) 6. We get_____from a lake. (food, fish) 7. The_____sets in the West. (Moon , sun) 8. It is_____the path. (Valley, well)
Lesson	**Theme**	**Our sub – County / division**

<table>
<tr><td></td><td>Sub - Theme</td><td>Commands – Substitution tables.</td></tr>
<tr><td></td><td>Lesson Content
Skill
Evaluation
activity</td><td>Substitutional tables.
Listening, speaking, reading, writing.
Make correct sentences from the table.
<table>
<tr><td>To go to</td><td>The office
Our classroom
The kitchen
The church</td><td>Turn left and go straight.
Turn right & go straight.
Go straight and turn left
Go straight and turn right.</td></tr>
</table>
1 , 2 , 3 , 4 , 5,</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td>Lesson
Evaluation</td><td>
<table>
<tr><td>The</td><td>School
Shop
Market
School garden
Hospital</td><td>Is on the</td><td>Left hand side of

Right hand side of</td><td>The road
The mosque
The church

Our home</td></tr>
</table>
1, 2 , 3 , 4 , 5</td></tr>
<tr><td>Lesson</td><td>Theme</td><td>Our sub – county / division</td></tr>
<tr><td></td><td>Sub - theme</td><td>Requests and Refusals</td></tr>
<tr><td></td><td>Lesson content

Skill</td><td>Vocabrary – lend, borrow. Teacher will introduce the lesson by use of comments.
Revisions of command ie. Stand up , go out, come in borrow, lend on, May

Listening , reading , writing , speaking
May I borrow your book please ?</td></tr>
</table>

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<table>
<tr><td></td><td>Evaluation
Activity</td><td>Yes, you may
No, I am sorry, I am using it.
May I come in please? Yes you may.
Can is used when asking for permission.
Can you have a seat?
Can I come in ?
Make five requests using can or may.</td></tr>
<tr><td>Lesson</td><td>Theme</td><td>Our sub – county / division</td></tr>
<tr><td></td><td>Sub – Theme</td><td>Requests and refusals.</td></tr>
<tr><td></td><td>Lesson content

Evaluation
activity

Lesson
evaluation</td><td>Teacher guides pupils on how to use the given structures.
May I have a pencil please? Yes, you may. Can I borrow your book please? No you cant
Listening , speaking , Reading , writing.
<table>
<tr><td>May</td><td>I have</td><td>a</td><td>Rulers</td><td>Please?</td></tr>
<tr><td></td><td>I borrow</td><td rowspan="2">Some</td><td>Tea</td><td></td></tr>
<tr><td></td><td>We have</td><td>Pencil</td><td></td></tr>
<tr><td>Can</td><td>We borrow</td><td></td><td>Juice book</td><td></td></tr>
</table>
Can I have a pencil , please?
May we borrow. Some books, please?
Listening , speaking , reading , writing.
Make ten correct requests from the table below.
<table>
<tr><td>May

Can</td><td>I have
We borrow

I borrow</td><td>a
some</td><td>Juice
Pencil
Toilet
Rubber
pen</td><td>

Please?</td></tr>
</table></td></tr>
<tr><td></td><td>Lesson
Evaluation</td><td></td></tr>
<tr><td>Lesson</td><td>Theme</td><td>Our Sub – county / Division</td></tr>
<tr><td></td><td>Sub – Theme</td><td>Request and refusals.</td></tr>
</table>

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	Lesson content Skill Evaluation activity Evaluation activity	A teacher will guide pupils on how develop language related to the dialogue. A dialogue s a talk two or more people Borrowing a pencil Mugisha : Good Morning , Opio Opio : Good morning to you. Mugisha : I cant find my pencil can I borrow your spare pencil, please ? Opio : yes you may Listening , Speaking, reading , writing. Questions 1. How many people are in the dialogue? 2. What is the tittle of the dialogue? 3. Who are the people talking ? 4. What couldn't Mugisha find? 5. When did the conversation take place? 6. Whom did Mugisha borrow a pencil from? 7. Give the opposite of the word. Borrow.
Lesson	**Theme**	**Our sub – county / division**
	Sub theme	**Request and Refusals**
	Lesson content Skills Evaluation activity	Reading and writing Read the story entitled "**KITUYI ASKS FOR A PEN**" (MK primary English book 3 pg) Listening , speaking , reading, writing. Answer these questions in full sentences. 1. How old is Kituyi? 2. In which class is Kituyi? 3. Why was Kituyi not writing? 4. What happened to her pen? 5. From whom did Kituyi borrow a pen? 6. What was wrong with Kituy's bag? 7. Who lent Kituyi a pen? 8. Which school does Kituyi go to?

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

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	activity Lesson Evaluation.	Listening , speaking, reading , writing. Complete this table correctly. **Singular** **Plural** Branch branches Cross _____ Glass _____ Tomato _____ Mosquito _____ Coach _____ Bench _____ Dress _____ Cargo _____ Dish _____ Fox _____ Branch _____ Potato _____
	Theme	**Nouns**
	Sub theme Skills Evaluation Activity	Singular and plural Forming plurals by adding - "ies" Factory - Factories. Community - Communities Story - Stories Listening, speaking , reading , writing Complete this table correctly. **Singular** **plural**. Puppy _____ Lorry _____ Baby _____ Party _____ Factory _____ Study _____

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

	activity Lesson evaluation	Write the plurals of these words **Singular** **Plural** Chair _____ Table _____ Book _____ Rubber _____ Ruler _____ Boy _____ Girl _____ Day _____ Window _____ Brother - in – law _____ Sister – in – law _____ Head – of state _____ Head – of – department _____
	Theme	**Nouns**
	Sub – theme Skills	Singular and plural Nouns whose plural form is the same as singular. Food food Water water Dust dust Luggage luggage Listening, speaking, reading, writing. Singular Plural Wood _____ Dozen _____ Luggage _____ Flour _____ Milk _____

		Food _____ Equipment _____ Timber _____ Bread _____ Soap _____ Butter _____ Money _____ Property _____
	Lesson Evaluation	Deer _____ Juice _____
	Theme	**Nouns**
	Sub – theme	**Singular and plural**
	Content Skills Evaluation activity Lesson Evaluation.	Nouns whose plural form does not follow any of the rules above. Child children Ox Oxen Mouse mice Listening , speaking , reading, writing. Singular Plural Child _____ Man _____ Tooth _____ Goose _____ Ox _____ Woman _____ Foot _____ Mouse _____ Louse _____
	Theme	**Nouns**
	Sub – theme	**Singular and plural**

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

		They are watching them.
	Skills	Listening , reading, writing, speaking
	Evaluation activity	Change these sentences to plural 1. This man is a thief 2. She lost her pen yesterday. 3. I am learning English now. 4. My book was stolen. 5. He bought a loaf of bread from the bakery. 6. This lady is ever smart. 7. The child looked at the little white mouse 8. The shelf was opened by the chief.
	Lesson Evaluation	9. She can sing very well. 10. I did that sum by myself.
	Theme	**Nouns**
	Sub – theme	Structures Use of has and have Has – its used in singular – he / she / the boy Have – its used in plural – they , we and also with I and you. Eg The child has long hair . They have forgotten their books
	Skills	Where has Mary gone at this time? Listening , speaking , reading , writing
	Evaluation Activity	Fill in the gaps with has or have 1. I_____a good pen. 2. Your teacher_____punished the boy. 3. We_____lost our books. 4. The bird made a nice nest. 5. _____she gone to school today? 6. Those flowers_____a good smell. 7. Who_____broken this cup?

	Evaluation activity	8. I_____done my work and he_____done his 9. She to sweep this room. 10. They_____to arrange the furniture.
	Theme	**Nouns**
	Sub – theme	**Structures: "these is " and "There are"**
	Content Skills Evaluation activity Lesson evaluation	There is – its used in singular There are – its used in plural There is some water in the kettle There are some books on the desk. Listening, speaking, reading , writing. Fill in the blanks with "There is" or "There are" 1. _____are many flowers in the garden. 2. _____no teacher in our classroom. 3. _____a chair near the table 4. _____nobody with a pen. 5. _____six buses in the garage. 6. _____many books in the library. 7. _____a bird in the cage. 8. _____many children in our school. 9. _____three knives on the table. 10._____a map on the wall. 11. _____a dog in the house 12. _____850 pupils at our school.
	Theme	**Nouns**
	Sub – theme	**Article**
	Content	"Some " and "Any" Some is used to mean little left. Any is used if there's nothing left also in questions and negative statements. Listening, reading, writing speaking.

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	Skills Evaluation activity Lesson Evaluation	Use some or any in these sentences 1. The child does not drink_____milk. 2. There is_____coffee in the jug 3. There are_____children in the classroom 4. He doesn't want_____food 5. There is_____dust on the chair 6. Is there_____water in the jug? 7. Are there_____flowers in the garden? 8. There are_____monkeys on the branch of the tree. 9. Do you know_____body here? 10._____thing is better than nothing. 11.There isn't_____letter from him.
	Theme	**Nouns**
	Sub – theme	**Reading and writing**
	Content Skills Lesson Evaluation	Reading and writing Story titled : "my sister's wedding party ". Listening , speaking , reading writing 1. When was Sarah's sisters wedding? 2. Who went to the party? 3. What did Sarah's sister give the bride? 4. What was the colour of the bride's dress 5. What did Sarah eat? 6. Who did Sarah dance with? 7. Give the opposite of these words 8. Aunts_____b) beautiful_____c) Sister_____
	Theme	**Pronouns**
	Sub – theme	**Types of pronouns**
	Contents	- What is a pronoun? A pronoun is a word that takes place of a noun eg he, she , it etc.

	Skills Evaluation activity Lesson Evaluation	- **Types of pronouns** a) Subject pronouns b) Possessive pronouns c) Object pronouns d) Reflexive pronouns e) Interrogative pronouns. f) Relative pronouns - Subject pronouns These are pronouns used to begin a sentence. Eg He, she , it , they , we . - He is used on male people while she is used on female eg. Tom us a good boy. He is a good boy. The actor is sleeping. He is sleeping. Listening, speaking , reading , writing Replace the underlined nouns with a correct pronoun. 1. <u>The man</u> took poison but did not die. 2. <u>His uncle</u> has just gone to Nairobi. 3. <u>My father</u> works in a bank. 4. <u>The bridegroom</u> is more handsome than the best man. 5. <u>The waiter</u> served us with a lot of food. 6. <u>Mr. Mubiru</u> is the richest man in our village. 7. <u>His son</u> is a lecturer at Makerere University. 8. <u>That Headmaster</u> will address us next week. 9. <u>That gentleman</u> is very smart. 10. <u>The king</u> is very sick.
	Theme	**Pronouns**
	Sub – theme	**Types of pronouns**
	Content	Subject pronouns She is used on female people. Eg the nurse is sleeping. She is sleeping.

	Evaluation activity Lesson evaluation.	My mother is tall. She is tall. Replace the underlined noun with a correct pronoun. 1. <u>The bride</u> is happier than her sister. 2. <u>My sister</u> died of cancer. 3. <u>Mrs Mutebi</u> has five children. 4. <u>My mother</u> is a teacher at Mengo primary school. 5. <u>The actress</u> has a beautiful dress. 6. <u>The queen</u> will meet all woman leader tomorrow. 7. <u>Her daughter</u> is my class mate . 8. <u>My aunt</u> is a mid wife at Mulago hospital. 9. <u>That lady</u> is unkind. 10. <u>My grandmother</u> is very old .
	Theme	**Pronouns**
	Sub – theme Evaluation activity Lesson Evaluation	Types of pronouns. Pronouns WE eg <u>John and I</u> will go to school. We shall go to school tomorrow. b) My aunt and I went to Nairobi last week. We went to Nairobi last week. Replace the underlined nouns with a pronoun. 1. <u>The baby</u> and I ate food. 2. <u>My friend and I</u> will buy ice cream from the super market. 3. <u>Rose and I</u> go to school every day. 4. <u>My father and I</u> will pay shs. 2000 for the concert. 5. <u>Lule and I</u> will not play football.
	Theme	**Pronouns**
	Sub – theme	**Types of nouns**
	Contents	Subject pronouns <u>it</u> and <u>they</u>. - It is used in singular and on. Objects that don't talk. Eg <u>the goat</u> is eating grass. - It is eating grass.

	Evaluation activity Lesson Evaluation	- They is used in plural. Oranges , mangoes , and apples . They are fruits Replace the underlined nouns with a correct pronouns. - The baby cried so loudly last night. - Hens, ducks ,and turkeys are domestic birds. - The bird has four nestlings. - Cars buses and lorries are means of transport. - A fish lives in water - Circus , stratus , nimbus and cumulus are types of clouds. - That cat has lovely kittens. - A lion is a very brave animals
	Theme	Pronouns
	Sub – theme	Types of pronouns
	Content Evaluation activity Lesson evaluation	Possessive pronouns Hers, mine , his, yours, theirs, its also , Mary's , Peter's etc. eg That is mary's bag. It is hers. Those are my books they are mine. Fill in the gaps with a correct possessive pronoun. 1. This book belongs to me it is_____. 2. John bought a new shirt. It is_____. 3. They are our pencils. They are_____. 4. I have finished my work. It is_____. 5. Take the bag to Mary. It is _____ 6. These are their clothes. They are_____. 7. Give me this pen. It is_____. 8. These are our toys. These toys are _____ 9. That dog has a beautiful puppy . it is _____

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

	activity	1. _____of these pens do you like best? 2. _____is your name? 3. _____is your class teacher ? 4. _____is the boy doing in the picture 4? 5. _____is standing between Peter and allen? 6. _____of these books belongs to you? 7. _____time is it now? 8. _____is the date today? 9. _____are you going to town? 10._____teacher is on duty today? 11._____is that girl over there ? 12._____are you wearing a sweater?
	Theme	Pronouns
		Relative pronouns
	Content Evaluation exercise	These are pronouns that can be used as Conjunctions. Conjunctions are joining words Eg. Who, when, where , which, whom, whose, etc. We use who as a relative pronoun when we are talking about people instead of him, her, and them. Eg I went to see my cousin. He is sick. I went to see my cousin who is sick. Join the sentences using -----who------ 1. Here is the girl. She is an orphan. 2. That is the policeman. He shot the mad man. 3. Here is the lady. She lost a child. 4. I spoke to the man. He came from Kenya. 5. There comes the boy. He is our timekeeper. 6. Eddie is the boy. He stole the money. 7. Here comes the lady. She teaches mathematics. 8. I want to call my friend. She stays net door. 9. We saw the Girl Guide. She saved the boy from danger.

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	Lesson evaluation	10.Herbert is the boy. He is very playful.
	Theme	Pronouns
	Content Skills Evaluation activity Lesson evaluation Lesson Evaluation	Relative pronouns Those used “es” joining words eg whom – used for people. That is the teacher. I was telling you about. That is the teacher whom I was telling you about. Listening, speaking, reading, writing. Join the sentences using ------ whom ------ 1. That is the man. I met him on the way. 2. Here is the soldier . I talked to him for help 3. Here is the woman. I wanted to talk to her. 4. There comes the man. I spoke to him on phone. 5. Here is the girl. I sent her to the market. 6. There is the policeman. I gave him the watch I found. 7. That is the boy. I was telling you about that boy. 8. There comes the baby. I was going to meet her. 9. This is the child. I went to look for her 10.This is the driver. We drove with him to Kisoro The use of ------- which------- Which is used for things Akello is writing a letter. It is very long. Akello is writing a letter which is very long. Evaluation activity 1. Mugenyi found the key. It was lost. 1. Here is the girl. She is an orphan 2. That is the policeman. He spot the madman 3. Here is the lady. She lost a child. 4. I spoke to the man. He is our timekeeper 5. Eddie is the boy. He stole the money.

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		6. Here comes the lady. she teaches mathematics 7. I want to call my friend . She stays next door. 8. We saw the girl guide. She saved the boy from danger. 9. Herbert is the boy. He is very playful.
	Theme	Pronouns
	Content	Relative pronouns
	Skills	The use of "whom" "whom is used for people. 1. That is the teacher. I was telling you about That is the teacher. I was telling you about. 2. This is the girl. I shared food with her This is the girl with whom I shared food. Listening , specking, reading, writing
	Theme	**Pronouns**
	Sub – theme	**Relative pronouns**
	Content Evaluation activity Lesson	Use to which Which is used for things. Akello is writing a letter. It is very long. Listening , speaking, reading , writing. Join these sentences using ------which ------ 1. Mugenyi found the key . it was lost. 2. She told me a story. It was very exciting. 3. Here is a picture. Musa drew it. 4. He is reading a book. She borrowed it from the library. 5. Sarah is wearing a dress. It has short sleeves. 6. This is the house. Jack built it. 7. Tom has a camera. His mother bought it for him. 8. Anne is eating a mango. She bought it from the market. 9. They are doing their homework. It is very easy.

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

	Lesson evaluation Lesson evaluation	1. Listen and write - Valley, pond mountain, pring 2. Use the following words ina sentence. - Fish - Spring - Along - Cross from. 3. Answer correctly - Where do we get water from? (hill, spring) - Where do we find a valley? (below the hill, east) - Is the --------(hill, valley) near the--------- (lake, river)
	Theme	**Requests and Refusals**
	Sub – theme Lesson activity	Topical questions / exercise. Choose the correct word from the box to complete the sentences. Please , borrow, yes, you , may, pencil, I am sorry, lent, can I use, lend , one thank you, borrowed. 1. May I borrow your book_____? 2. _____, you may. 3. Apollo didn't have a pencil, so he_____from Amooti. 4. Busingye is kind. He_____Mugizi a book. 5. When he leands you a book, say "_____" 6. Bbaale_____me your coat, please said Bua. 7. When I asked for a banana, mother said "you may have_____. 8. Mugisha didn't lend me his pen. He said_____I am using it. 9. I asked Ouma if I could use his pen. Yes you_____use it. 10.May I come in_____? 11.May I have a_____please. 12._____a young baby walk?
	Theme	**Our sub – county / Division.**

	Sub – theme	**Physical features of our sub – county**
	Content Evaluation activity Lesson evaluation	A story about physical features. **BUKINDA VILLAGE** Long ago, people from Bukinda Sub – County were hard working. The men used to go hunting animals from forests. Women used to grow crops like millet, Sorghum, irish potatoes , onions on the top of hills. Young boys would go fishing from L. Bunyonyo and sell the fish to earn activity. Every Saturday young children would collect fire wood from forests. They used to enjoy eating fruits like barriers and passion fruits which grew in forests. They would gather around rivers, lakes and swim which was a very interesting game in the sub – county. People in this place used to protect rivers, lakes, swaps, mountains and they lived a happy life. Questions. 1. From which sub – county is the writer? 2. What do men do in Bukinda Sub – county ? 3. Give the work of woman in this sub – county. 4. Write down three crops grown in Bukinda sub – county. 5. What / write down two activities done in Bukinda sub county. 6. When do young children collect fire wood from the forest. 7. What interesting game do young boys like to do ? 8. What features were protected in Bukinda village? 9. What is the title of the story
Lesson	**Theme**	**Our sub – county / Division**
	Sub – theme	**Occupation**
	Content Skills Lesson activity	Vocabulary - Chairperson, Secretary , office , parish , leader, policeman, farmer , doctor, fishmonger, tailor , a teacher, baker etc. (Ref: MK primary Bk 3 page 86 - 87) Listening , speaking, reading , writing. Pupils will do an exercise in MK primary BK 3 page 87.(Answering given question) 1. Eg A person who makes furniture

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		2. Spelling exercise 3. Sentence construction
Lesson	Theme	Our sub – county / Division
	Sub – theme	Occupations
	Content Lesson activity	Analogies Example 1. Teacher is to pupils as doctor is to patient. 2. Hot is to hotter as bad is to worse. 3. Fruits is to dish as flower is to vase 4. Husband is to wife as lion is to lioness. 5. Feathers are to birds as scales are to fish. Put in suitable words in the spaces to complete these analogies. 1. Madam is to woman as sir is to _____ 2. Old is to young as cheap is to_____. 3. Father is to_____as mother is to daughter. 4. Inside is to outside as_____is to stand. 5. East is to west as south is to _____ 6. Day is to_____as month is to year. 7. Fingers are to_____as toes are to foot. 8. _____is to smell as tongue is to taste. 9. _____is to sty as horse is to stable. 10.Food is to hungry as drink is to _____ 11.Artist is to_____as author is to book. 12.One is to single as two is to_____ 13.Actor is to actress as_____is to poetess. 14.Mosque is to_____as church is to Christians 15.Owlet is to owl as duckling is to_____ 16.Calf is to cow as_____is to lion. 17.Photograph is to studio as_____is to diary. 18._____is to sheep as beef is to cow.

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	Lesson evaluation	19.Man is to woman as bachelor is to_____ 20.Pen is to_____as bell is to write. 21.Optician is to eye as_____is to teeth. 22.Lion is to den as_____is to stable. etc
Lesson	Theme	Our Sub – county / Division
	Sub – theme	Occupations
	Content Skills Lesson activity Lesson evaluation	Vocabulary - Milk man - Herbalist - Journalist - Shepherd - Photographer - Author - Librarian - Plumber - Electrician Listening, speaking , reading , writing Who I am? 1. I look after sheep?_____ 2. I write articles for newspapers / magizines_____ 3. I catch fish from a lake or river_____ 4. I repair and fit water piper_____ 5. Iam in charge of the library_____ 6. I sell medicines and ointments_____ 7. I take photographs _____ 8. I sell herbs. I am a _____
	Theme	Our sub – county / Division
	Sub – theme	Occupation
	Content	Work places Examples : Hospital , bank , airport , dairy , studio, bus park, garage, post office, butcher,

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		school, kitchen, police station, workshop, saloon, barber's shop.
	Skills	Listening , speaking, reading , writing.
	Evaluation activity	Complete the sentences correctly 1. A place where milk is sold _____ 2. A place where aeroplanes land and take off _____ 3. A place where books are sold from_____ 4. A place where furniture is made from_____ 5. A place where we take photographs from_____
	Lesson evaluation	6. A place where meat is sold from_____ 7. A place we books are kept _____
Lesson	Theme	**LIVELIHOOD IN OUR SUB COUNTY / DIVISION**
	Sub theme	Occupations of people in our sub – county / Division and their importance.
	Content	Vocabulary Examples : Bricks, fishermen, dance, sew, drum, weaver, cook, carpenter , play, sell, secretary, teacher, butcher, tailor, neating, brewing, herbalist etc.
	Skills	Listening, speaking, reading , writing.
	Evaluation activity	Complete the sentences correctly. 1. A person who drives a car is a _____ 2. A person who shaves or trims men's beards is a _____ 3. A person who grows or sells flowers is a _____ 4. A person who stitches clothes is a _____ 5. A person who collects money and gives tickets is a _____ 6. A person who repairs cars and buses is a _____ 7. A person who sells herbs is a_____ 8. A person who makes furniture is a _____ 9. A place where meat is sold is a_____
	Lesson evaluation	10. A person who types is a _____ 11. A person who catches fish is a_____
Lesson	Theme	Livelihood in our sub – county / division.
	Sub – theme	Occupations of people in our sub – county / division

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	Lesson Content Skills Evaluation activity Lesson evaluation	Vocabulary Milk man , photographer, herbalist , librarian, shephers, journalist, glazier, chemist, baker, chef, artist, author, sculptor , plumber, mechanic, herdsman, hair dresser . Listening, speaking, reading, writing. What am I? 1. I look after sheep. I am a_____ 2. I write articles for newspapers or magazines. I am a _____ 3. I catch fish from a lake or river. I am a _____ 4. I repair and fit water pipes. So I am a _____ 5. I am in charge of a library. I am a _____ 6. I sell medicines and ointments. I am a_____ 7. I take photographs . I am a _____ 8. I sell herbs, so I am a _____ 9. I plait and treat women's hair. I am a _____ 10. I make bread. I am a _____ 11. I repair people's cars . I am a _____
	Theme	Livelihood in our sub – county / division
	Sub- theme	Occupation
	Lesson content Skills Evaluation activity	Vocabulary Work place. Hospital , bank , airport , diary, factory, office, hotel, garage,, studio, post office, school, bus park , game park, work shop, barber's shop, salon, market, confectionary, taxi park, bookshop. Listening , speaking , reading, and writing Complete these sentences correctly. 1. A place where milk is sold is a _____ 2. A place where aeroplanes land and take off is a _____ 3. A place where books are sold from is a _____ 4. A place where furniture is made from a _____ 5. A place where we take photographs from is a

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	Lesson evaluation	6. A place where meat is sols from is a ____ 7. A place where books are kept is a _____ 8. A place where letters are posted through is a _____ 9. A place where buses park is known as a _____ 10. A place where wild animals are kept is a _____ 11. A place where people buy and sell things is a _____
	Theme	Livelihood in our sub – county
	Sub – theme	Occupations. Guided composition
	Lesson content Evaluation activity	Guided composition entitled ABAD DAY FOR OMONDI PRIMARY ENGLISH Book 3 Pg 92 Pupils will answer questions using the text book
	Theme	Livelihood in our sub – county
	Sub – theme	Occupations – Reading and writing.
	Lesson content Evaluation activity	A dialogue – Teachers Resource book Pg 30 Ntulume : Why do you think is more useful in our sub – county; a doctor or a mechanic? Nsumbi : A doctor is more useful than a mechanic. Ntulume : Why do you say so? Nsumbi : A doctor treats people when they are sick. Ntulume: Yes , but a mechanic is than a teacher. Suluma : What about a builder and a teacher? Ntulume : A builder is better because he builds our houses. Perry: A teacher is the best because he teaches all of them Siima: Listen to me; All occupations are important. Reciting, Role playing.
	Theme	Livelihood in our sub – county
	Sub – theme	Occupation
	Evaluation activity	1. How many are involved in the dialogue? 2. Why is a doctor more useful than a teacher? 3. Who said “A teacher is the best”? 4. Who is a mechanic?

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	Lesson evaluation	5. What do you want to become in future?
	Theme	Livelihood in our sun - county
	Sub – theme	Occupation
	Lesson content Skills Evaluation exercise Lesson evaluation	Comprehension – Reading and writing . (Mk Bk 3 Pg 90) Speaking , reading, writing , listening Questions 1. Who had very long hair? 2. Who never wanted to cut his hair short? 3. Where did Topaco ask Asiimwe to go with him? 4. What did Asiimwe see on the chart? 5. How many hair styles did Asiimwe like? 6. Who laughed at Asiimwe ? 7. Did Topaco cut off his hair? 8. Give the title of the story?
	Theme	Livelihood in our sub – county / division
	Sub – theme	Occupations – analogies
	Content Skills Evaluation activity.	Analogies Structures. - Teacher is to pupils as doctors is to _____ - Fruits is to dish as flower is to_____. - Hot is to hotter as_____is to worse - Food is to hungry as water is to _____ Listening , speaking, reading, writing Complete the following. 1. Husband is to wife as lion is to _____ 2. Fruits is to dish as_____is to worse 3. Feathers are to birds as scales are to_____

	Lesson evaluation	4. Man is to woman as sir is to_____ 5. Run is to worse as_____is to frog. 6. Old is to young as cheap is to _____ 7. Father is to_____as mother is to daughter . 8. Inside is to outside as sit is to _____ 9. East is to_____as south is to North. 10. Day is to_____as moth is to _____ 11. One is to many as knife is to _____ 12. A dentist is to teeth as a herbalist is to _____
	Theme	Livelihood in our sub – county / division
	Sub – theme	Occupations
	Content Life skills Evaluation activity Lesson evaluation	A jumbled story. Re – arrange sentences to form a good story. - He sells the milk from cows and gets money. - He is a happy man. - He has animals like cows , goats and sheep - He grows crops and keeps animals. Mr. Asiimwe is a farmer. Listening , Reading , Writing, speaking Arranging in correct order to form a good story
	Theme	Livelihood in our sub – county / Division
	Sub - theme	Occupations
	Lesson content Skills Evaluation activity	<u>Testing exercise</u> Listening , speaking , writing, reading <u>Give one word for the underlined group of words</u>
	Theme	Livelihood in our sub – county

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	Sub – theme	Occupations
	Content Skills Evaluation activity Lesson evaluation	Give one word for theunderlined group of words Listening , speaking, reading , writing. Give one word for the underlined group of words 1. I met a man who flies an aeroplane. 2. I left my book in the place where they are kept 3. His sister treats sick people. 4. My uncle repairs people's cars 5. My mother is a person who teaches pupils. 6. We all work in a place where money is kept safely 7. That man fought with a person who sells herbs. 8. Benches , chairs , tables, cup board are made by_____ 9. I saw my friend entering a place where photographs are taken. 10. We are going to place where buses park.
	Theme	Livelihood in our sub – county
	Lesson evaluation Skills Evaluation activity. Skills Evaluation activity	Social services and their importance. Vocabulary Social services are things provided to people to by the Government. Examples Education , health, communication, transport, water supply, security. Aeroplane, train, water , lorry , taxi, telephone , television , hospital, clinic, police, treat etc. Listening, speaking, reading, writing. Choose the correct words from the brackets. 1. A person who flies an aeroplane is a_____(cook , pilot) 2. One who works in a hospital is a_____(teacher , doctor) 3. Everyday I use a_____to go to school. (television , taxi) 4. When I fall sick, I go to the_____(school, hospital)

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	Lesson evaluation	5. We use a_____for watching news. (lorry, television) 6. I go to a_____for treatment. (police , hospital) 7. The_____keeps law and order. (clinic, police) 8. A_____is a means of communication. (hospital, telephone) 9. A nurse_____sick people(teacher, treats) 10. We use a_____for transport. (clinic , lorry)
Lesson	**Theme**	**Livelihood in our sub – county / Division**
	Sub – theme	**Social services and their importance**
	Lesson content Skills Evaluation activity Lesson evaluation	Vocabulary Listening, speaking, reading, writing. Write the letters correctly to form a correct word. 1. Nairt_____ 2. Yrorl_____ 3. Aitx _____ 4. Cnilci_____ 5. Arpleone_____ 6. Artew_____ Use the words in simple sentences. 7. Train_____ 8. Television_____ 9. Hospital_____ 10. Lorry_____ 11. Telephone_____ 12. police
Lesson	**Theme**	**Livelihood in our sub- county / Division**
	Sub – county	**Social service and their importance**
	Lesson content	Vocabulary Teaching , treating the sick, praying, driving , building, transport.

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	Skills Evaluation activity Lesson evaluation	Listening , speaking reading, writing Write a paragraph describing an activity Teaching or any other. Use the guiding words Teachers , classes, text book, chalk, school ,pupils
Lesson	Theme	Livelihood in our sub – county / Division
	Sub – theme	Numbers
	Lesson content Skills Evaluation activity Lesson evaluation	Number words Cardinal number from 1 – 100 Listening, speaking, reading, writing. Write these numbers in words 31___32___33___34____35___36____37___38___39____40___41__42__43__44 45__46___47___48___49___50__51__52__53__54__55__56___57__58__59__
Lesson	Theme	Livelihood in our sub – county / Division
	Sub – theme	Structures
	Lesson content Skills Evaluation activity Lesson	How many -----are there? (Chairs , books) Who has ten apples? May has ten apples. Listening, speaking, reading, writing. Answering these questions in full sentences 1. How many cups are there on the trays in picture 3 ? 2. How many beads are on strings in picture 6? 3. How many sticks are there in picture4? 4. How many oranges are there in picture 5? 5. How many pencils are there in picture 8? 6. How many bananas are there in picture 10?

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

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

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<table>
<tr><td></td><td>Lesson evaluation</td><td>7. Which number comes between four and six?
8. Which number comes between thirty six and thirty eight?
9. Which number comes between ten and twelve?
10. Which number comes between fifteen and seventeen?</td></tr>
<tr><td>Lesson</td><td>Theme</td><td>Livelihood in our sub – county / Division</td></tr>
<tr><td></td><td>Sub – theme</td><td>Testing exercise</td></tr>
<tr><td></td><td>Lesson content

Skills

Lesson evaluation</td><td>Testing exercise
Listening , writing , speaking, reading
Study John’s performance and answer that following in full sentences.
<table>
<tr><th>English</th><th>Literacy</th><th>Reading</th><th>Maths</th><th>Re</th><th>Total</th></tr>
<tr><td>60</td><td>72</td><td>48</td><td>95</td><td>60</td><td>395</td></tr>
</table>
Question
1. In which subject did he get the highest mark?
2. What was john’s worst subject?
3. How many subjects did john do?
4. What did John got in literacy?
5. In which subjects did he get the same marks?
6. How many marks did he fail to get in Maths?
7. Write these figures in words.
a) 60_____b) 72_____c) 95_____48_____
8. Find his total marks
9. Is John a girl or a boy/
10. How many subjects are presented on the table?</td></tr>
<tr><td>Lesson</td><td>Theme</td><td>Livelihood in our sub – county / Division</td></tr>
<tr><td></td><td>Sub – theme</td><td>Numbers – Ordinals</td></tr>
<tr><td></td><td>Lesson content

Skills
Evaluation
Lesson</td><td>Numbers ordinals.
1st – first 2nd second 3rd third 4th fourth 5th fifth 8th eight
Listening , speaking , reading, writing
21_____22_____23_____24_____25_____26_____27_____28____29_____</td></tr>
</table>

<table>
<tr><td></td><td>evaluation</td><td></td></tr>
<tr><td></td><td>Theme</td><td>Numbers</td></tr>
<tr><td></td><td>Content

Skills

Lesson evaluation</td><td>Number words
Ordinals
Days of the week.
<table><tr><td>Sunday
Monday
Tuesday
Wednesday</td><td>First
Second
Third
Fourth</td><td>Thursday
Friday
Saturday</td><td>Fifth
Sixth
Seventh</td></tr></table>Skills ; speaking , reading , writing , listening
Questions
1. Which is the first day of the of the week?
2. Which is the second day of the week?
3. Which is the third day of the week?
4. Which is the fourth day of the week?
5. Which is the sixth day of the week?
6. Which is the seventh day of the week?
7. How many days are there in a week?</td></tr>
<tr><td></td><td>Theme</td><td>Numbers</td></tr>
<tr><td></td><td>Sub – theme</td><td>Number words</td></tr>
<tr><td></td><td>Content

Skills

Evaluation activity</td><td>Ordinals.
Months of the year.
January first February second March third
April fourth May fifth june sixth
July seventh August eight September ninth
October tenth November eleventh December twelfth
Listening , reading , writing, speaking.
Answering these questions correctly
1. Which is the first month of the year?
2. Which is the second month of the year?</td></tr>
</table>

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	Lesson evaluation	3. Which is the third month of the year 4. Which is the fourth month of the year? 5. Which is the fifth month of the year? 6. Which is the sixth month of the year? 7. Which is the seventh month of the year? 8. Which is the eighth month of the year? 9. Which is the ninth month of the year? 10. Which is the tenth month of the year? 11. Which is the eleventh month of the year? 12. Which is the twelfth month of the year?
	Theme	Numbers
	Sub – theme	Number words
	Content Skills Evaluation activity Lesson evaluation	Reading and writing Study Mr. Latigo's family tree First born - Joy Second born – John Third born – Dora Fourth born – Tom Bob – fifth born (last born) Listening , speaking, reading , writing 1. Who is Mr. Latingo's wife? 2. Who is the first born in Mr. Latigo's family? 3. Who is the third born in Mr. Latigo's family? 4. Who is the fourth born in Mr Latigo's family? 5. How many children does Mr. Latigo have? 6. Who is the last born in this family? 7. How many people are they altogether in this family? 8. Who is the head of this family? 9. How many sons does Mr.Latigo have? 10. How many daughter does Mr. Latigo have?

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

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		b) Slash Throw Make Mosquito Exercise Make sentences using each of the words below. There is a policepost near our school. Eg I always burn the rubbish. The baby is sleeping under a mosquito net. a) Boil b) Build c) Bridge d) Throw e) Slash f) Plant g) Mud h) Police post
	Theme	Livelihood in our sub – county / Division
	Sub – theme	Challenges in the environment through human activities
	Content Skills Evaluation activity Lesson evaluation	Proverbs **What is a proverb?** A proverb is a wise saying with hidden meanings. Ie. One by one makes a bundle. Two heads are better than one. Listening, speaking , reading, writing **Complete these proverbs correctly** 1. A friend in need is a_____indeed. 2. One mans _____ is another man's poison. 3. Set a thief to catch a _____ 4. Fire is a good servant but a_____master. 5. Empty vessels make the loud set_____ 6. First come_____served 7. Too much of anything is always _____ 8. _____of a feather flock together.

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

	Lesson evaluation	Sheep _____ Rabbit _____ Bird _____ Goat _____ Frog _____ Lion _____ Dog _____ Duck _____ Leopard _____ Owl _____ Eagle _____ Elephant _____ Hen _____
	Theme	Our environment in our sub – county / Division
	Sub – county Lesson evaluation	Composition of soil , water , air, dead plant, animals, particles of rocks, **Animals** Animals and their sounds A cat - _____ A Bull_____A Frog_____A pig_____A Man _____ A Rat_____ A cow_____ A Monkey_____A donkey_____ _____A Hen__ An Owl____A Baby_An Elephant____A Donkey__
	Theme	Our environment in our sub – county / Division
	Sub – theme Skills Evaluation activity	Composition of soil, water, air , dead plant, animals, particles of rocks. **Animals and their homes.** A pig – sty. A spider – web A parrot – cage A nun – Covent A soldier – barracks A prisoner – cell A king – palace A horse – stable A lion – den A sheep – fold A mouse – hole

	Lesson evaluation	A bee – bee hive etc. Listening, speaking, reading, writing. **Write down the homes of these creatures** A dog_____ A soldier_____ A lion_____A pig_____A bee_____ A spider_____ A nun_____ A bird_____A cow_____A Sheep_____ A Snail_____ A man_____ A King_____A Horse____A domestic_____ A mouse_____ A prisoner____ A rabbit_____A Fish_____A parrot_____
	Theme	Our environment in our sub – county / Division.
	Sub – theme	Composition of soil , water , air , animals, dead plants and particles of rocks.
	Content Skills Evaluation activity Lesson evaluation	Conjunction Conjunctions are joining words Conjunction ----- and ------- a) We saw a lion. We saw a tiger. We saw a lion and a tiger. b) A goat is a domestic animal. A dog is a domestic animal. A goat and a dog are domestic animals Listening, reading, writing, speaking. Join these sentences using ---- and --- 1. We saw a monkey. We saw a leopard. 2. A duck is a bird. A turkey is abird. 3. Joan is my sister. Alice is my sister. 4. Come in . sit down. 5. John likes posho. John likes beans. 6. Get the duster . clean the blackboard. 7. Mary paid the shopkeeper. She left the shop. 8. Tom was absent yesterday. Sam was absent yesterday. 9. I went to town. Bought a school bag. 10. Allan was very hungry. Robert was very hungry.
	Theme	Our environment in our sub – county / Division
	Sub – theme	Conjunction -------Both------

	Content Skills Evaluation activity Lesson evaluation	A cat is a pet. A dog is a pet. Both a cat and a dog are pets Ducks lay eggs. Hens lay eggs. Both ducks and hens lay eggs. Listening, speaking, reading, writing. Re- write these sentences beginning with ---- Both----- 1. Mum will go to town. Daddy will go to town. 2. Joy has come late. Dora has come late. 3. Alex is a bright boy. Ivan is a bright boy. 4. Kabanda was absent yesterday. Kyazze was absent yesterday. 5. Tom is very smart. Allan is very smart. 6. Betty is a beautiful girl. Her friend is also beautiful. 7. Atim is sick. Her sister is also sick. 8. John is a tall boy. Amos is a tall boy.
	Theme	Our environment in our sub – county / Division
	Sub – theme	Composition of soil , water air , dead plants, animals, particles of rocks.
	Content Skills Evaluation activity Lesson	Conjunction -------- because -------- The dog is barking. It is hungry. The dog is barking because it is hungry. The dog is barking because it is hungry. Listening, speaking, reading, writing. Join these sentences using ------because ----- 1. He washed his shirt. It was dirty. 2. Kato is crying. He is hungry . 3. Rose got a new book. This one is full. 4. My teacher was angry. I came late. 5. He doesn't like lemons. They are sour. 6. Tom is swearing. It is very hot. 7. She got a new dress. The old one torn. 8. I must do that sum again . My answering.

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

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	Lesson evaluation	Birabwa: Yes, I did. Agaba: Which animals did you see? Birabwa: I saw a kob . Buffalo, a donkey and many others. Agaba: Mulisa told me that he saw a Zebra. Birabwa : Yes, I saw a Zebra too. Agaba: Which animal is bigger than a Zebra? Birabwa : A buffalo is bigger than a Zebra but an elephant is the biggest of them all Agaba: I must visit the Zoo next month. Birabwa : it is a good place to visit Questions 1. How many people are in the dialogue? 2. Who are the people speaking? 3. Which animals did Birabwa see? 4. Who saw a Zebra? 5. Which animal is bigger than a Zebra? 6. Who was the first to talk? 7. What is the title of the dialogue? 8. Which animal is the biggest of all? 9. When will Agaba visit the Zoo?
	Theme	Our environment in our sub – county /Division
	Sub – theme	Composition of soil, water, air, dead plant, animals, particles of rocks.
	Content Skills Evaluation activity	Topical question Give one word for the underlined group of words. 1. The young dog is in the kennel. (puppy) 2. The female pig is very fat. (sow) 3. Ben destroyed the home of a bird. (nest) Listening, speaking, reading, writing. Give one word for the underlined group of words 1. The <u>female sheep</u> is very fat. 2. The <u>home of a cow</u> was destroyed by wind.

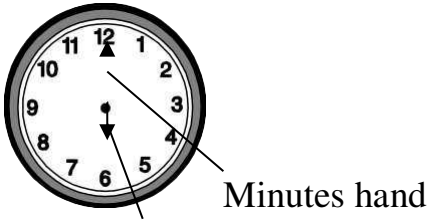
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	Lesson evaluation	3. The male rabbit is in the hutch. 4. There are many young dogs in the kennel. 5. I met a man who catches fish from lakes 6. My father does not eat meat from a sheep. 7. She works in a place where milk is sold from. 8. The young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

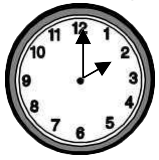
	Evaluation activity Lesson evaluation Lesson evaluation	We wear jackets / sweater on a rainy day. Why are you wearing a sweater? I am wearing a sweater because it is cold. Answer these questions in full sentences. 1. Why is Sam wearing a vest? 2. Why is Tom using an umbrella? 3. Why are the clothes on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

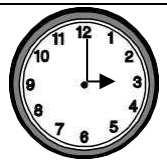
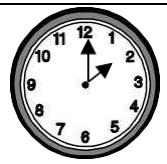
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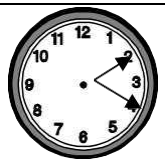
	evaluation	8. How many colours does a rainbow have?
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content Skills Evaluation activity Lesson evaluation	Guided composition Choose the words from the box to complete the story. Sweater , Sunday,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

	Lesson evaluation	½ an hour =_____minutes ¼ an hour=_____minutes 1 day =_____hours 1 week =_____days 2 weeks=_____days
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content Evaluation activity Lesson evaluation	Telling time using a clock face How does a clock look like? It has two hands The long hand is the minutes hand The short hand is the hour hand We tell time in hours and minutes.  Minutes hand Hour hand Complete these sentences 1. We can tell the time using a _____ 2. The clock face has _____hands. 3. The short hand is known a _____ 4. The long hand is known as a _____ 5. The short hand shows hours and the long hand shows_____ 6. We tell the time using hours and _____ 7. 1 hour =_____Minutes 1 day =_____hours 8. A part from the clock , what else tells you time?
	Theme	Our environment in our sub – county /Division

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	Sub – theme	Natural causes of changes in the environment.
	Content	Telling time hours and minutes   It is five minutes past eight o'clock It is twenty minutes past ten o'clock Listening, speaking, reading, writing What time is it?  it is____minutes past twelve O'clock   
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content Skills Evaluation activity	Telling time in hours  it is nine O'clock  it is two o'clock Listening , speaking, reading, writing  it is_____o'clock  it is_____o'clock

	Lesson evaluation	 it is_____o'clock  it is_____o'clock
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content Skills Evaluation activity	Time and calendar Structures. What time do you have lunch ? I have lunch at one o'clock. At what time do you go to bed? I go to bed at nine o'clock. At what time does she go to school? She goes to school at seven o'clock. Listening , speaking , reading , writing. Answer the questions 1.  at what time does Mary go to school? 2.  at what time does John go back home from school?

	Lesson evaluation	3.  at what time does Sam wash the clothes? 4. At what time do you get up? 5. At what time do you take break fast? 6. At what time does Ali go to bed? 7. At what time do you pray?
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content Skills	The calendar Features on a calendar . - Days , months, dates, public holidays The calendar **MARCH 2004** **SUN** | **MON** | **TUE** | **WED** | **THUR** | **FRI** | **SAT** | | 1 | 2 | 3 | 4 | 5 | 6 7 | **8** | 9 | 10 | 11 | 12 | 13

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<table>
<tr><td></td><td>Evaluation activity

Lesson evaluation</td><td>
<table>
<tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr>
<tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr>
<tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr>
</table>
8 = women’s Day
Listening , speaking , reading , writing
Study the calendar and answer the questions that follow.
1. How may days does this month have?
2. On which day does this month begin?
3. Which month is shown on the calendar?
4. On which day did the month end?
5. List the dates of all Thursday in this month.
6. How many Saturday s are in this month?
7. Why is 8th March a public holiday?
8. How many public holidays were in this month?
9. How many times will Musa attend Juma prayers?
</td></tr>
<tr><td></td><td>Theme</td><td>Our environment in our sub – county /Division</td></tr>
<tr><td></td><td>Sub – theme</td><td>Natural causes of changes in the environment.</td></tr>
<tr><td></td><td>Content

Skills</td><td>Time and the calendar
Months and their days
a. Months which have 31 days .
January
March
May
July
August
October
December
b. Months which have 30 days
April</td></tr>
</table>

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	Evaluation activity Lesson evaluation	June September November c. February has 28 or 29. Listening, speaking, reading, writing. Answer the following questions i. How many months are in a year? ii. List the months which have 31 days. iii. List the months which have 30 days. iv. How many days has February?
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content Skills Evaluation activity Lesson evaluation	A rhyme Thirty days have September. April, June and November. All the rest have thirty one, except February alone, which has 28 day in an ordinary year. And 29 days in each leap year. Listening , speaking, reading, writing. Read the rhyme and answer the questions that follow in full sentences 1. What is the rhyme about? 2. How many months have thirty days? 3. Which months has the shortest name? 4. Write down any two months with 31 days? 5. Which month jhas less than 30 days? 6. In which month do we celebrate Christmas? 7. Which month begin with letter O? 8. How many months are there in year?
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content	The school timetable

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

P. 3 TIME TABLE FOR TERM 1,

	7:30 8:30	8:30 9:30	9:30 10:30	10:30 11:00
Mon	English	Maths	Oral literature	B
Tue	Literacy I	Literacy II	P.E	R
Wed	Maths	RE	Library	E
Thur	Comp	English	Maths	A
Fri	English	Maths	Assembly	k

Evaluation activity

1. Which is the first lesson on Monday?
2. How many times do you learn R.E?
3. On which day do you have assembly?

Study the timetable and answer questions that follow in full sentences

1. What lesson do pupils have first on Monday ?
2. On which day do they have an assembly?
3. At what time do they go for break?
4. On which days do they learn computer?
5. How many times do they learn English?
6. Which is the second lesson on Tuesday?
7. Which is the third lesson on Thursday ?
8. Which class uses the timetable?
9. Write these words in full form

Lesson evaluation

a) R.E
b) P.E

	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content Skills Evaluation activity Lesson evaluation	The school timetable The poem titled “the timetable” (Ref. Mk English Bk 3 pg 36) Listening , speaking, reading, writing Read the poem and answer the questions that follow in full sentences. 1. What begins the writers day? 2. How long are the activities? 3. When does he buy pancakes? 4. What marks the beginning of each lesson? 5. When does the writer go for assembly?
	Theme	Our environment in our sub – county /Division
	Sub – theme	Natural causes of changes in the environment.
	Content Lesson activity Lesson evaluation	Reading and writing Read the story titled (Gimei learns about the timetable) (Ref. Mk English bk3 Pg. 36) Read the story and answer the questions that follow in full sentences 1. In which class is Gimei? 2. Write down other places where a timetable is used. 3. How long does a lesson take? 4. When does Gimei begin lessons? 5. When does Gimei have lunch? 6. What does Gimei do at 4:30Pm? 7. When does Gimei have break?

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<table>
<tr><td></td><td>Theme</td><td>Our environment in our sub – county /Division</td></tr>
<tr><td></td><td>Sub – theme</td><td>Natural causes of changes in the environment.</td></tr>
<tr><td></td><td>Content

Lesson evaluation</td><td>Guided composition
Choose the words in the box to complete the sentences every morning I wake up at six o’clock. I brush my_____, wash the face and wash the plates.
My sister prepares_____. After my work , I dress up quickly then I take my_____.
After tea I_____my school. I_____always the_____first to reach_____. My teacher_____happy with me . at the_____of the year she said I_____get a present.

School, get, teeth, is, end, walk, shall, to, am, breakfast.</td></tr>
<tr><td></td><td>Theme</td><td>Our environment in our sub – county /Division</td></tr>
<tr><td></td><td>Sub – theme</td><td>Natural causes of changes in the environment.</td></tr>
<tr><td></td><td>Content</td><td>Topical questions
Study Namuli’s timetables at home and answer the questions in full sentences

NAMULI’S TIMETABLE
<table>
<tr><td></td><td>5:00
6:00</td><td>6:00
7:00</td><td>7:00
8:00</td><td>8:00
9:00</td></tr>
<tr><td>Mon</td><td>Fetching water</td><td>Washing plates</td><td>Homework</td><td>Supper</td></tr>
<tr><td>Tue</td><td>Collecting fire wood</td><td>Helping mother</td><td>Homework</td><td>Supper</td></tr>
<tr><td>Wed</td><td>Cookng</td><td>Homework</td><td>Reading stories</td><td>Supper</td></tr>
<tr><td>Thur</td><td>Washing plates</td><td>Ironing clothes</td><td>Homework</td><td>Supper</td></tr>
<tr><td>Fri</td><td>Cooking</td><td>Home work</td><td>Ironing clothes</td><td>Supper</td></tr>
</table>
1. Whose timetable is this?</td></tr>
</table>

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	Lesson evaluation	2. At what time does Namuli fetch water on Monday? 3. When does Namuli do homework on Friday? 4. At what time does Namuli wash plates on Thursday? 5. When does Namuli cook on Friday? 6. What activity does Namuli do lastly every day? 7. How many times does Namuli fetch water a week? 8. What does Namuli do at seven o'clock on Wednesday? 9. Does Namuli iron clothes on Wednesday? 10. Which activity does Namuli do first on Friday?
	Theme	Environment and weather in our sub – county / Division.
	Sub – theme	Air and the sun
	Content Skills Evaluation activity Lesson evaluation	Vocabulary Examples. Air, sun, move, wind, dry, wash, heat, warm, blow, break, fall, rise, set, roof, house, clean, etc Listening , speaking, reading, writing. Listen and write . 1. Write the letters correctly words. a. Nus - b. Iar – c. Krbea – d. Ehouse – e. Nclae – 2. Use the words in simple sentences a. Move - b. Roof – c. Rise- d. Warm- e. Clean –

		f. Set- g. Wind
	Theme	Environment and weather in our sub – county / Division.
	Sub – theme	Daily activities
	Content Evaluation activity Lesson evaluation	Present continuous tense Defining verb. A verb is a naming word. Examples of verbs Move , dance, clap, jump, climb, swim, touch, walk, beat, eat, do etc, Types of verbs a. Regular verbs – they don't end with "ed" in past tense. b. Irregular verbs – they end with "ed" in past tense. Underline verbs in these sentences 1. The boy is smoking a cigarette 2. The sun is shining brightly 3. The children build a kennel. 4. His uncle sold all his cows 5. The teacher is explaining the words 6. Some flowers grow well in the garden. 7. They have stolen my book 8. The ducks swam in the pond 9. Alex is riding a bicycle 10. The leaves are falling off the tree.
	Theme	Environment and weather in our sub – county / Division.
	Sub – theme	Daily activities
	Content	The present continuous tense is used for an action that is still going on. It is used with "ing" eg come – coming. Move – moving

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	Skills Evaluation activity Lesson evaluation	N.B . The present continuous tense with verbs that end with letter "e" (except with – see / be/ agree). Eg. Shake - shaking hide – hiding love - loving Wake – waking make – making weave weaving Listening , speaking, reading, writing Put the verbs in brackets into present continuous tense 1. The boy is_____a bicycle. (ride) 2. Tom is_____up now.(wake) 3. The policemen are_____the thieves (chase) 4. She is_____a nice basket(weak) 5. They are_____now. (move) 6. He is____the goats behind. (tie) 7. Rose is_____a nice doll. (make) 8. They are_____us behind. (leave) 9. They are____the mango tree. (shake) 10.The dog is_____the little boy. (bite)
	Theme	Environment and weather in our sub – county / Division.
	Sub – theme	Daily activities
	Content Lesson activity	Verbs that double their last letter eg. Sit – sitting Clap – clapping Swim – swimming Begin – beginning Cut – cutting Hit – hitting Set – setting Shut – shutting Drop – dropping

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	Lesson evaluation.	Listening , speaking, reading, writing 1. Change the given verbs to present continuous tense 2. Fill in the gaps with the correct form of the word in brackets 1. The girls are_____now (swim) 2. She is_____the table. (set) 3. Who is_____in the garden. (dig) 4. They are_____to school. (run) 5. He is_____while laughing (clap) 3. Change the sentences to present continuous 1. The priest gave us money. 2. She was hit by a running car. 3. They dropped the subject at the moment. 4. Musa put the ruler under his desk
	Theme	Environment and weather in our sub – county / Division.
	Sub – theme	Daily activities
	Content	Regular verbs that end with "ed" / "ied" in the past tense Examples : copy - copied Hurry – Carry – Cry – Clap- Drop – dropped Show - showed Sew sewed Listening , speaking, reading, writing. **Topical questions about tenses.** 1. Topical questions about tenses. 1 – 6 2. Change the verbs / complete the table below. Verb Present continuous Past tense Hurry hurrying hurried

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

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

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

	Lesson evaluation	5. They always_____behind the cupboard 6. I always_____on a good chair in the classroom. 7. I always_____up when the teacher calls my name. 8. I always _____plates after lunch. 9. Farmers always _____crops in the dry season 10.They always_____to school early.
	Theme	Environment and weather in our sub – county / Division.
	Sub – theme	Daily activities
	Content Skills Evaluation activity. Lesson evaluation.	Structures . Use of always, some times & never Example 1. I always walk to school. 2. I always go to the market. 3. I always wash plates. 4. I sometimes wear a jacket. 5. I sometimes go to bed late. Listening , speaking , reading, writing Complete the sentences. Choose correct words from the table. Wash wake up stand sit hide play milk dig 1. I always_____in the garden. 2. I always_____early . 3. I always_____the cows. 4. I always_____the ball with my friends. 5. I always_____behind the cupboard. 6. I always_____on a good chair in the classroom 7. I always_____up when the teacher calls my name. Burn , go, listen, wake, drink, bathe, collect, jump play 8. I sometimes_____to music . 9. I sometimes_____to church. 10.I sometimes_____rubbish. 11.I sometimes_____cold water

		12.I sometimes_____milk. 13.I sometimes_____up late.
	Theme	Environment and weather in our sub – county / Division.
	Sub – theme	Daily activities
	Content Skills Evaluation activity	Jumbled story . Example Re- arrange sentences to form a good story - We do it from home. - The teacher mark the work - Then we do corrections - Every evening our teacher gives us work. Listening , speaking, reading, writing Arrange these sentences to form a correct story. 1. As he was digging , he saw a snake. 2. He went to her garden. 3. Yesterday Musisi woke up early. 4. Hit it on the head with a hoe 5. She dressed up and got her hoe c) The waved to his dear old wife d) And started up the engine. e) He drove out of the garage f) He got into his car. g) Mr. Musoke opened the door of the garage.

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ENGLISH LESSON NOTESFOR P.3

TERM II

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

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

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	A lion_____ a hen _____ A sheep_____ a cat _____ A donkey_____ a bull _____ An elephant_____ a snake _____ A horse_____ a duck _____
Lesson evaluation	
Theme	Living things
Sub-theme	Animals in our sub-county/division
Content	**Animals and their young ones** Dog – puppy cat – kitten pig – piglet Cow – calf frog – tadpole owl – owlet Goat – kid duck – duckling eagle – eaglet Lion – cub sheep – lamb elephant – calf Leopard – cub tiger – cub butterfly – caterpillar Rabbit – rack/bunny horse - foal
Evaluation exercise	**Give one word for the underlined group of words** 1. The young dog is in the kennel 2. The female pig gave birth to four young ones 3. The young goat is very fat 4. There are some is very fat 5. There are some young cows in the kraal 6. The young lion is in the den. 7. The cat and its young ones made a lot of noise 8. Most of the chicks were eaten up by the young eagle 9. The sheep and its young ones looked very strong

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

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	A monkey is small. An elephant is big Which animals is bigger than a kob? a) A zebra is bigger than a kob b) A buffalo is bigger than a kob Which animal is faster? Which animals is slower?
Skills	Listening, speaking, reading and writing
Evaluation exercise	Choose the correct word from the box to complete the sentences (Ref. MK Primary Eng. Bk.3 pg 70) 1. A cat is_____than a hen (slower, faster) 2. An eagle is_____than a parrot. (bigger, smaller) 3. A chameleon is_____than a cow. (slow, slower) 4. A dog is_____than a goat. (fast, faster) etc **Exercise B:** Draw and name some animals and birds. (Ref. MK Bk.3 Pg. 65 & 69)
Theme	Living things
Sub-theme	Oral literature
Content	Recite the poem. At the National Park (Ref. MK Primary Eng Bk.3 pg 71)
Skills	Listening, speaking, reading and writing
Evaluation exercise	1. Which place did the poet visit? 2. What did the poet see? 3. Which animal is the biggest in the national park? 4. Which animal is the tallest in the national park? 5. How many stanzas does the poem have? 6. What is the title of the poem?

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

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	2. Why are animals kept in cages? 3. Which is the most beautiful bird? 4. When did the pupils visit the zoo? 5. Which animals live in water? 6. Give the title of the story. 7. Write down any two big animals they saw.
Lesson evaluation	
Theme	Living things
Sub-theme	Position
Content	Vocabulary (new words) Left, right, at, near, opposite, into, down, out of, against, along, across, up, over, from etc.
Skills	Listening, speaking, reading and writing
Evaluation exercise	**Fill in the gaps with a correct preposition** 1. Tom leaned_____the wall of the classroom 2. The dustbin is full_____rubbish 3. Her baby is suffering_____malaria 4. P.3 boys shouted_____the mad man last night 5. Put the water_____the bucket 6. John went_____the river by boat 7. The bird is flying_____the tree 8. The children are walking_____the road 9. Our school is_____the petrol station 10. The rat went out_____the hole and ran away
Lesson evaluation	
Theme	Living things

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

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

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

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Sub-theme	Position
Content	Oral literature Read the dialogue titled: "RIDING ALONG THE ROAD"
Skills	Listening, speaking, reading and writing
Evaluation exercise	1. Who are the people conversing? 2. What is the colour of Isaiah's bicycle? 3. Who was knocked by the car? 4. How many pople are active (talking) in the dialogue? 5. Give the title of the dialogue 6. Who is conversing with Nambi? 7. Is Isaiah riding so fast? 8. Write down the opposites of these words a) A friend_____ b) careful_____c) down d) fast
Theme	Living things
Sub-theme	Position
Content	Reading and writing Read the story titled "MY SCHOOL"
Skills	Listening, speaking, reading and writing
Evaluation exercise	**Read the story and answer questions that follow in full sentences.** 1. Where is the school? 2. What are the pupils doing? 3. What are the boys doing? 4. Where is the teacher? 5. What is the teacher doing?

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

Skills	Listening, speaking, reading and writing
Evaluation exercise	**Fill in the gaps with suitable adjectives** 1. a_____boy 8) a_____chair 2. a_____road 9) a_____shirt 3. a_____knife 10) a_____stone 4. a_____flower 11) an_____story 5. a_____dress 12) a_____snake 6. an_____bottle 13) a_____street 7. a_____stick 14) a_____floor
Lesson evaluation	
Theme	Living things
Sub-theme	Community
Content	Adjectives Underline the adjectives in these sentences a) The teacher gave us an easy test. b) There were many bottles on the wall Note: Few, little, many and much are adjectives of quantity also numbers ten one three etc. **Underline the adjectives in these sentences.** 1. The farmer sold some fat cows. 2. Our teacher killed a poisonous snake 3. We drank some sweet juice 4. John is a clever boy 5. Tom told us an interesting story 6. There are many pupils in our school 7. My white dress is torn

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	8. Two small girls were knocked down by a car 9. The headmaster punished the stubborn boys 10. A big lorry was packed outside the school
Lesson evaluation	
Theme	Living things
Sub-theme	Community
Content	Structures: 1. There's a_____church. (big, large) 2. There are_____schools in our division. (many/few) 3. This chair is new and the other one is_____. (old, young)
Skills	Listening, speaking, reading and writing
Evaluation exercise	**Choose the correct words from the brackets to complete these sentences.** 1. Ali climbed a_____tree. (long, tall) 2. He planted_____flowers near his house. (narrow, beautiful) 3. The sky looks_____today. (rough, clear) 4. Okello has a_____cupboard of cups in his room. (full, empty) 5. There is a_____woman standing at the corner of the house. (new, short) 6. We always pray in a_____church. (large, rough) 7. There is a_____borehole in our school. (thin, new) 8. I met a_____man walking near his house. (large, fat) 9. He sat on a_____chair. (full, smooth)
Lesson evaluation	

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Theme	Living things
Sub-theme	Community
Content	**Comparing adjectives** Positive — comparative — superlative Cheap — cheaper — cheapest Strong — stronger — strongest High — higher — highest Sharp — sharper — sharpest Great — greater — greatest
Skills	Listening, speaking, reading and writing
Evaluation exercise	**Complete this table correctly**

Positive	Comparative	Superlative
1. Clever	Cleverer	_____
2. Slow	_____	Slowest
3. Deep	_____	_____
4. Tall	_____	_____
5. Short	_____	_____
6. Low	_____	_____
7. Quick	_____	_____
8. Sweet	_____	_____
9. Near	_____	_____
10. Long	_____	_____

Lesson evaluation	
Theme	Living things
Sub-theme	Community

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

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

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	<table><tr><td>Bad</td><td>Worse</td><td>Worst</td></tr><tr><td>Much</td><td>_____</td><td>_____</td></tr><tr><td>Many</td><td>_____</td><td>_____</td></tr><tr><td>Beautiful</td><td>_____</td><td>_____</td></tr><tr><td>Comfortable</td><td>_____</td><td>_____</td></tr><tr><td>Difficult</td><td>_____</td><td>_____</td></tr><tr><td>Handsome</td><td>_____</td><td>_____</td></tr><tr><td>Useful</td><td>_____</td><td>_____</td></tr></table>
Theme	Living things
Sub-theme	Community
Content	**Structures** Joining sentences using:……..than…… a) Haliima is smart. Joyce is smarter. Joyce is smarter than Haliima b) A bottle is smooth. A mirror is smoother. A mirror is smoother than a bottle.
Skills	Listening, speaking, reading and writing
Evaluation exercise	Join these sentences using:……than…… 1. James is fast. Andrew is faster 2. A lizard is slow. A tortoise is slower 3. The red pencil is long. The yellow pencil is longer 4. Marvin is tall. Moses is taller 5. Joan is clever. Jemima is cleverer 6. The bride is short. The bridegroom is shorter 7. This box is heavy. That box is heavier

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

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	1. Both boys read well but Dan is the_____reader. (good) 2. English is_____difficult than Maths. (much) 3. Matama is the_____girl of the three sisters. (ugly) 4. The bride was_____than the bridegroom. (happy) 5. This coat is_____than that one. (cheap) 6. What is the_____news? (late) 7. Today is_____than yesterday. (hot) 8. Betty is_____than her elder sister. (clever) 9. November was the_____month of the year. (wet) 10. My uniform is_____than yours. (dirty) 11. Jane chose the_____dress in the shop. (expensive) 12. Kato is always_____at school. (busy)
Lesson evaluation	
Theme	Living things
Sub-theme	Community
Content	Reading and writing Read the story titled: “Makoy’s village”. (MK Bk.3 pg 63)
Skills	Listening, speaking, reading and writing
Evaluation	Read the story and answer the questions that follow in full sentences. 1. In which village does Makoyi live? 2. Who sent Makoyi to the butcher’s for meat? 3. Which is the next trading centre to Buwesi? 4. What type of buildings are found in Buwesa? 5. Who broke down the old buildings in Magale trading

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

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	2. The rich people must help the_____ones
Skills	Listening, speaking, reading and writing
Evaluation exercise	**Write the opposites of the underlined words in the sentences below:** 1. Stop reading and_____writing. 2. Your handwriting is good but mine is _____ 3. There wasn't any cold or_____water in the bathroom. 4. The rich people must help the_____ones. 5. Her clothes are dirty but mine are _____ 6. Give me your bicycle and_____mine. 7. tell them to come here and not to go_____. 8. Some balls are hard but others are _____ 9. Joseph is present but Andrew is _____ 10. I was late yesterday but I am_____today.
Lesson evaluation	
Theme	Living things
Sub-theme	Community Opposites Some opposites are made by adding certain letters at the beginning (prefixes) A. **words making their opposites by adding "un"** happy_____common_____suitable_____ kind_____ pleasant_____screw_____ fold_____ friendly_____comfortable healthy_ _____wise_____steady _____

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

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Theme	Punctuation
Sub-theme	Punctuation marks
Content	What are punctuation marks? These are marks used to make clear the sense of reading and writing e.g. comma (,) a full stop (.) an exclamation mark (!) a question mark (?) an apostrophe(‘) **A. a comma (,)** Its used to show a slight pause /rest Its also used to separate words or items in a sentence e.g. gold, iron and lead are minerals. **B. a full stop(.)** Its used to end a sentence
Evaluation exercise	Put a comma, fullstop or capital letters where necessary 1. john has gone to nairobi 2. the day today is tuesday 3. ben is shorter than peter 4. hens ducks and turkeys lay eggs 5. mr. mutebi is a kind man 6. kampala is know for her beauty 7. there are five eggs on the tray 8. december is the last month of the year 9. lemons apples and oranges are fruits
Theme	Punctuation
Sub-theme	Punctuation marks
Content	A question mark A question mark is placed at the end of a questioning statement.

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	Questions usually begin with questioning words e.g. who, why where, what, whom, why, do, did etc.
Skills	Listening, speaking, reading and writing
Evaluation exercise	Complete these sentences by adding the right questioning word. 1. _____is the day today? 2. _____much is that dress? 3. _____are you going to town? 4. _____bag is that? 5. _____I borrow your pencil, please? 6. _____is your class teacher? 7. _____children are in P.3?
Lesson evaluation	
Theme	Punctuation
Sub-theme	Punctuation marks
Content	Capital letters – These are used at the beginning of every sentence. Proper nouns also begin with capital letters. What are proper nouns? Proper nouns are particular names of people, places or things
Skills	Listening, speaking, reading and writing
Evaluation exercise	**Re-write these sentences putting capital letters, question marks and full stops where necessary.** 1. april is the fourth month of the year 2. how many days are there in a week 3. mr. lukwago is going to jinja 4. alice, suzan betty and joy are sisters

	5. today is thursday 6. sam bob and dan are brothers 7. why are you wearing a sweater 8. the stranger had a very big luggage 9. where do you live 10. may i have a book please
Lesson evaluation	
Theme	Punctuation
Sub-theme	Use of punctuation marks
Content	**<u>Use of an apostrophe</u>** Its used with a noun to show ownership or belonging Sarah's dress is new **Rule 1** In case of one thing or person the apostrophe is put before "s"
Skills	Listening, speaking, reading and writing
Evaluation exercise	Re-write these sentences using an apostrophe correctly. 1. The girls dress is torn 2. Toms shirt is white in colour 3. This kettles lid is broken 4. That dogs kennel is large 5. Our teachers child is sick 6. Bens books is missing 7. This childs face is not good 8. The bishops gown has nice colours 9. The old mans beard is grey

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	10. The lays purse was snatched
Lesson evaluation	
Theme	Punctuation
Sub-theme	Punctuation marks
Content	Use of an apostrophe Its used to write contractions or short forms e.g that is (‘s) that’s she is – she’s not – n’t eng will not – won’t is not – isn’t are – (‘re) there are – there’re you are – you’re have (‘ve) you have – you’ve Remember the apostrophe stands for the o, i, ha, and a which are left out in the above.
Evaluation exercise	**Re-write these sentences replacing the underlined word with a correct short form.** 1. I think that is a loverly dress 2. I can guess what is in the box. 3. He doesnot like playing tennis. 4. I wonder who is going to the party tonight. 5. It is not raining now. 6. how is your brother now? 7. They have drawn nice pictures. 8. I am locking the door. 9. We can’t work when there is noise in the room. 10. We are playing football

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

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	trees – forests b) **Structures:** 1. Who planted maize in the garden? Mary planted……. 2. Where did she plant…..... ? 3. What did Musa plant in the..... ?
Skills	Listening, speaking, reading and writing
Evaluation activity	Choose a correct word from the brackets to complete the sentences. 1. Who planted_____(flowers, sisal, maize) in the _____(garden, swamp)? 2. Janet planted_____(flowers, sisal, maize) in the_____(garden, swamp) 3. (He, she, they)_____planted_____(flowers, sisal, cactus) in the_____(garden, swamp) 4. What did_____(she, he, they, you) do? 5. (He, she, they, I)_____planted (maize, sisal,yams) 6. Where did_____(he, she, they, we, you) plant? 7. _____(he, she, they, we I) planted_____(maize, sisal, yams) in the_____(tins, swamp, garden)
Theme	Living things
Sub-theme	Tenses
Lesson content	Past simple tense a) Forming verbs in past simple tense with irregular verbs **Examples** Take – took, fly – flew, get – got, come – came, write – wrote, choose – chose, eat – ate, go – went, teach – taught, catch – caught, buy – bought, read – read, run – ran etc

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

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

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

	- I was coming home - He was playing football - They were all asleep when the thief broke in. - You were shouting from inside
Skills	Listening, speaking, reading and writing
Evaluation activity	Write 'was' or 'were' in the gaps below: - 1. There_____a film show in our school. 2. There_____monkeys in the forest. 3. He_____the only man in the field. 4. We_____coming to see you. 5. You_____counting my dresses yesterday. 6. There_____a man in the store 7. There_____many flowers in the garden 8. You_____going home in the afternoon. 9. We_____going for the party. 10. I_____doing my homework.
Lesson evaluation	
Theme	Living things
Sub-theme	Plants in our sub-county
Lesson content	Past simple tense Jumbled story Arrange these sentences to form a correct story. a) As she was digging, she saw a snake. b) She went to her garden. c) Yesterday, Namusisi woke up early.

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

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Skills	Listening, speaking, reading and writing
Evaluation activity	Questions: 1. How many people are talking in the dialogue? 2. At what time were these people talking? 3. Who was preparing the garden? 4. What was Akol going to plant? 5. How was Akol going to plant maize and beans? 6. How long will the rows be from each other? 7. What are weeds? 8. Who advised Akol? 9. Use the following words in a sentence: - Preparing - Planting
Lesson evaluation	
Theme	Living things
Sub-theme	Plants in our sub-county
Lesson content	Poem Plants plants plants Plants are useful Home for birds and animals, for example care for plants, plants are good. Oh plants, plants, plants Food from plants Fruits from plants Firewood from plants

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	Protect plants, plants are good Questions: 1. What is the poem about? 2. Give four things got from plants 3. Where do birds and animals live? 4. Why do you think plants are good? 5. Write down two uses of domestic birds. 6. How many stanzas has the poem? 7. How many lines has the poem?
Lesson evaluation	
Theme	Tenses
Sub-theme	Tenses with irregular verbs
Lesson content	Future simple tense Use of 'will' and 'shall' She, He, They, It } will I, we } shall - What will Musa do tomorrow? He will construct the house. - Will she go to town tomorrow? She will not / Yes, she will
Skills	Listening, speaking, reading and writing
Evaluation activity	Fill in 'will' or 'shall' in the gaps below: 1._____go to the market tomorrow

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

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	1. Who are the people talking in the dialogue? 2. How many people are speaking? 3. Who was the first to speak? 4. Where is Natasha lying? 5. What is wrong with Natasha? 6. Who drank unboiled water? 7. What will Kugonza do to help her? 8. –10
Lesson evaluation	
Theme	Conjuctions
Sub-theme	Structures
Content	Use of Both Examples: 1. Peter is fat. Tom is fat Both Peter and Tom are fat 2. Rose is a smart girl. Teo is a smart girl too. Both Rose and Teo are smart girls 3. Hens lay eggs. Ducks lay eggs Both hens and ducks lay eggs
Evaluation activity	Join these sentences using:…….both……. 1. Mum will go to town. daddy will go to town. 2. Joy has come late. Dorah has come late. 3. Betty is a beautiful girl. Her friend is also beautiful. 4. Tom is very smart. Allan is very smart. 5. Alex is a bright boy. Ivan is a bright boy.

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	6. Cats are pets. Dogs are pets. 7. Ducks lay eggs. Hens lay eggs. 8. Kato was absent yesterday. Kyazze was absent yesterday. 9. Cows are domestic animals. Goats are domestic animals.
Lesson evaluation	
Theme	Living things
Sub-theme	Conjunctions
Content	Using: as…….as……. Examples: - Peter is tall. Ali is tall Peter is as tall as Ali - Henry is clever. His sister is also clever. Henry is as clever as his sister.
Skills	Listening, speaking, reading and writing
Lesson activity	1. Joan is smart. Joyce is smart 2. You are lazy. Your friend is also lazy. 3. John is tall. Amos is tall 4. This tea is hot. The fire is also hot. 5. Musa is short. Isaac is also short. 6. That girl is beautiful. Her mother is also beautiful. 7. That food is cold. Ice is also cold. 8. You are playful. The kitten is also playful. 9. Peter is bright. Ben is bright 10. The old man was happy. The king was also happy

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Lesson evaluation	
Theme	Living things
Sub-theme	Use of too…..to….
Content	Use of too…..to…. Examples: 1. The lady is big. She cannot sit on that small chair. 2. The lady is too big to sit on that small chair. 3. The boy is too young to cross the road by himself. 4. The boy is too old to remain in this class. 5. Ritah is too dirty to go inside the house.
Skills	Listening, speaking, reading and writing
Evaluation activity	Join the sentences using:…… too……to……. 1. Olive is young. She cannot go to school by her own. 2. The lady is old. She cannot carry the luggage by herself. 3. The boy is very lazy. He cannot mop that house. 4. The animal is very fierce. It can not stay with other animals. 5. The class is very dirty. We can not study from there. 6. The weather is very bad. Children ca not go outside. 7. The tea is hot. The baby cannot take it. 8. Alex is still very weak. He cannot stand by himself. 9. Dorothy is very fat. She cannot fit in that skirt.
Lesson evaluation	
Theme	Living things

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Sub-theme	Conjunctions
Content	Use of prefer: ..... to…… Examples: 1. I like meat more than fish I prefer meat to fish 2. I like eating posho more than rice. I prefer eating posho to rice 3. I like soda more than water I prefer soda to water
Skills	Listening, speaking, reading and writing
Evaluation activity	Re-write these sentences using prefer……to……. 1. I like chicken more than meat. 2. Mary likes eating rice more than posho. 3. Arnold likes watching movies more than cartoons. 4. I like chocolate more than biscuits 5. He likes apples more than lemons 6. Hellen likes reading more than writing. 7. I like singing more than dancing 8. Joy likes play netball more than volleyball 9. My mother likes eating bananas more than cassava 10. Our teacher likes cakes more than cookies
Lesson evaluation	
Theme	Living things
Sub-theme	Conjunctions
Content	Use of so……that….. It is used to make emphasis. It is used on both negative and

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	affirmative statements. Negative statements are those that have the word <u>not</u> Example: Nasser is very fat. He cannot ran fast. b) He is strong. He lifted the table. He is so strong that he lifted the table.
Evaluation activity	Join the sentences using:….so…….that…… 1. The room is noisy. We cannot revise our notes. 2. Sarah's mother is very old. She can not walk by herself 3. She woke up late. She missed the bus. 4. The man was very short. Everyone wanted to look at him. 5. The weather was very hot. James put off his coat. 6. The journey was very long. We had to arrive late. 7. The sandals were expensive. Daddy couldn't buy them. 8. My grandfather was a kind man. Everyone liked him. 9. Kiwuka is very clever. He will not repeat P.3. 10. He runs very fast. You cannot catch him.
Theme	Living things
Sub-theme	Conjunctions
Content	Use of:……..but…….. Examples: 1. Rose fell down. Rose didn't cry. Rose fell down but didn't cry. 2. He dropped the pen. The pen didn't break. He dropped the pen but didn't break.
Skills	Listening, speaking, reading and writing

Evaluation activity	Join these sentences using:……but…… 1. The man is poor. The man is honest 2. We asked him to help us. He didn't do anything. 3. Agnes worked hard. She failed the exams. 4. The car is old. It works very well. 5. Our class is small. Our class is tidy. 6. The woman fell off the bus. She wasn't hurt. 7. I dropped the glass. The glass did not break. 8. He was knocked by the car. He did not die. 9. Fire destroyed the factory. No lives were hurt. 10. Ben looked everywhere for his cap. He could not find it.
Lesson evaluation	
Sub-theme	Saving resources and concept of resources
Content	Vocabulary Time, firewood, money, bank, bag, waste, box, plant, need, bundle, charcoal, save.
Skills	Listening, speaking, reading and writing
Evaluation activity	Fill in the missing letters 1. b___nk 2. m__n__y 3. b__g 4. b___x 5. pl_____t 6. b__ndl___ Make sentences using these words 7. Time _____ 8. Charcoal _____ 9. Firewood _____ 10. Save _____

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

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

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	want? - i/we/they/he/she want/wants…….(quality of items)
Evaluation activity	Fill in the correct words from the brackets. 1. What are you… ..... ? (digging, selling)? 2. She…….. buying some sugar. (is, are) 3. He…….. some milk. (want, wants) 4. How…… money do you have? (many, much) 5. There…….. any sugar in the bowl. (aren't, isn't) 6. How……. Kilos of meat do you want? (many, much)
Lesson evaluation	
Theme	Managing resources in our division/subcounty
Sub-theme	Spending resources
Skills	Self confidence, self awareness
Lesson content	Situational game: Mr. Omoit: Hullo Collins, I am a shopkeeper selling milk, beans and sugar Collins: What type of money do you use for buying and selling? Mr. Omoit: I use Uganda currency notes and coins Sanyu: Do you keep you money in the shop? Mr. Omoit: Oh no, I save my money and take it to the bank.
Evaluation activity	a) Recite and act the game b) Answer these questions in full sentences. 1. How many people are taking part in the game? 2. Who sells in the shop? 3. What currency does Mr. Omoit use?

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	4. Where does Mr. Omoit keep his money? 5. What do we call a person who sells in a shop?
Lesson evaluation	
Theme	Managing resources in our division/sub-county
Sub-theme	Occupations
Skills	Listening, speaking, reading and writing
Lesson content	**Vocabulary**: Occupation is work done by a particular person example: builder, teacher, judge, barber, lawyer, singer, painter, hair dresser, dentist, oculist, cobbler, conductor, fisherman, fish monger, tailor etc.
Evaluation activity	Fill in the correct words. 1. A..... treats sick people 2. The… .....made my dress neatly 3. The… .....promised to mend my shoes by Friday 4. The.....has a nice salon 5. Paul took his painful tooth to the…….. 6. That is the..... who painted our house. 7. That… ..... Catches a lot of fish every day. 8. The.....Trims my brother's hair well.
Lesson evaluation	
Teme	Managing resources in our Division/sub-county
Sub-theme	Occupations
Skills	Listening, speaking, reading and writing
Lesson content	Vocabulary: Milkman, herbalist, shepherd, journalist, author, photographer, glazier, chef, baker, postman, librarian, mechanic, nurse, butcher, postman, florist, carpenter, oculist, clothier, fruiterer,

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	iron monger, plumber, lawyer, milliner etc.
Evaluation activity	Fill in correct words 1. A_____works in a school 2. A_____sells meat 3. A_____repairs vehicles 4. A_____works in the library 5. A_____treats our eyes 6. An_____writes books 7. A_____takes photographs 8. A_____connects and repairs water pipes
Lesson evaluation	
Theme	Managing resources in our division/sub-county
Sub-theme	Occupations
Lesson content	**Work places**: Hospital, office, school, saloon, garden, market, garage, studio, post office, workshop, butchers, factory, bus park, dairy
Evaluation activity	**Fill in the correct words** 1. A.....is a place where milk is sold 2. Mum sent me to a.....To buy bread 3. He is in the ..... repairing cars 4. Ruth has gone to the .....to buy food 5. Jimmy is in the.....taking photographs 6. The carpenter is in his.....Making furniture 7. Joan has gone to the.....for treatment 8. The farmer is in his garden……
Lesson evaluation	

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

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

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

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Lesson content	Vocabulary: wash, mop, peel, sweep, work, slash, wear, share, cook, bathe, milk, read, eat, “the”, “a”, “an”,
Lesson activity	1. Fill in the missing letters to form a correct word (a) was_____ (b) c__o____ (c) b___th (d) w_____r (e) r___a____ (f) m__l___ (g) sh__r____ 2. Write the words below in order to form a correct sentence/question (h) you your when do wash clothes? (i) knows Jane to how and wash sweep (j) cook The cooking is food (k) black The cat our drank milk
Lesson evaluation	
Theme	Keeping peace in our sub-county/division
Sub-theme	Living in peace with others
Lesson content	Structures: - May I play/work/share/sing with you please? Yes, you may, No I am sorry - You should never beat/abuse/fight/push your friend. - What do you like? I like sweeping/playing/dancing - What don’t you like? I don’t like stealing/beating/abusing …..(he/she/I)….. like/likes/don’t like/likes/doesn’t like playing, sharing, fighting, stealing)
Skills	Speaking, listening, reading, writing
Lesson activity	Children will give responses to the given structures. 1. May I work with you please?

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

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<table>
<tr><td>Lesson content</td><td>Vocabulary:

Revision of kinds of food; carrots, cassava, beans

New vocabulary: sweet, cake, bun, sports, watering</td></tr>
<tr><td>Skills</td><td>Speaking, listening, reading, writing</td></tr>
<tr><td></td><td>Structures:

- Do you like bananas?

Yes, I do / No, I don’t</td></tr>
<tr><td>Lesson activity</td><td>Make five correct sentences from this table below:

<table>
<tr><td>Derrick

Our teacher

My friend

She</td><td>Likes

Does not like</td><td>Games and sports

Eating cakes and buns

Wearing a watch

Eating cassava

Watering the crops</td></tr>
</table>
Revision:

Join these sentences using…”because”…..

1. We like cows. They give us milk.
2. pupils like their teachers. They teach them.
3. okello does not like games and sports. They make him very tired.
Join sentences using:…..but…..

4. I like a bun. I don’t like a cake.
5. Joan likes watering plants. Molly likes games

Answer these questions orally:

1. Does Mwesigye like beans or peas?</td></tr>
</table>

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	2. Does Ian like cakes or samosas? 3. Does Acham like oranges or lemons
Theme	Keeping in our sub-county/division
Lesson content	Read the story titled KEEPING A HEALTHY BODY
Skills	Speaking, listening, reading, writing
Lesson activity	Read the story below and answer the questions in full sentences. Mukama and Kusiima are brothers Mukama is a small and weak boy Kusiima is a health boy. Kusiima likes doing exercises and goes for games everyday. He likes eating fruits because they have vitamins. The vitamins keep him healthy and strong. Mukama is very weak. He doesn't like doing exercises. He is weak. He doesn't like eating fruits but likes cakes because they are sweet. Mukama also needs vitamins to become healthy and strong. **Questions:** 1. Who are the two brothers 2. Who likes games? 3. Who doesn't like fruits but likes cakes? 4. Who likes eating fruits? 5. Who doesn't like doing exercises? 6. What is the use of vitamins in the body?
Theme	Keeping peace in our sub-county/division
Sub-theme	Akiiki – Abili look! What is that woma wearing on her head? Abili: It is called a veil? Akiiki: What does she do? Abili: She is a nun. She works in a Catholic church Akiiki: I see, she covers herself like a Moslem.

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	Abili: Oh yes, but the ones who work in the mosque are called Imams. Imams lead prayers in the mosque. Akiiki: Imams? Both men and women? Abili: No, only men. Women don't lead prayers in a mosque. Akiiki: Thank you Abili. Abili: You are welcome
Skills	Speaking, listening, reading, writing
Lesson activity	Answering the questions about the conversation in full sentences: 1. How many people are conversing? 2. where does a nun work? 3. what does a nun wear on her head? 4. can a woman lead prayers in a mosque? 5. who leads prayers in a mosque? 6. who was thanked? 7. make words using the given sounds 8. 'ur_____9. oe _____ 9. que_____10 ri _____
Lesson evaluation	
Theme	Keeping peace in our sub-county/division
Sub-theme	Story: Read the story and answer questions about it in full sentences. Once upon a time, there lived…… (Ministry of Education and sports)
Lesson activity	Teachers' resource book pg 69 - children reading the story on pg 69 - Answer the questions about the story in full sentence 1. From the story, whom did the child live with? 2. who locked the child in the house? 3. who saw the child almost dying? 4. who reported the case to police? 5. why was the father not taken to police?
Lesson evaluation	
Theme	Basic health and sanitation

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Sub-theme	Vocabulary: bathing, polishing shoes, cutting hair, cutting finger nails
Evaluation activity	1. Make sentences using the given words Bathing, cutting hair, polishing shoes, cutting finger nails 2. Revision of possessive pronouns; hers, mine, his, yours, theirs, its, also, Mary's, Peter's -
Theme	Basic health and sanitation
Sub-theme	Vocabulary: bathing, polishing shoes, cutting hair, cutting finger nails
Evaluation activity	1. Make sentences using the given words Bathing, cutting hair, polishing shoes, cutting finger nails 2. Revision of possessive pronouns; hers, mine, his, yours, theirs, its, also, Mary's, Peter's – That is Mary's bag. It is hers. Those are my books they are mine. Fill in the gaps with a correct possessive pronoun. 1. This book belongs to me. It is …… 2. that is your tin of shoe polish. It is…… 3. that is his comb. It is…… 4. these are shoes. They belong to them. They are…. 5. these are our toys. These toys are……
Evaluation activity	
Theme	Basic health and hygiene
Sub-theme	Basic health and hygiene
Lesson content	Structures: Whose------ is this? Towel, toothbrush, basin, soap - It's Mary's towel. It belongs to her. Its hers. - Whose tooth brushes are these? They are ours. - This is my uniform and that is hers. - Those are your pairs of shoes. They belong to you. They are yours.
Skills	Speaking, listening, reading, writing
Lesson activity	Use the correct form of the words in brackets to fill the blank

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	spaces 1. This is_____piece of soap. It is_____(me) 2. These are_____shoes. They are_____. (you) 3. this is_____tooth paste. It is_____. (he) 4. these are_____tooth brushes. They are_____. (we) 5. these are_____dresses. They are_____(she) Match the following activities with items used. Bathing slasher Ironing sponge Slashing flat iron Washing broom Sweeping soap
Skills	Speaking, listening, reading, writing
Lesson evaluation	
Theme	Peace and security in our sub-county/division
Sub-theme	Basic health and sanitation
Skills	Speaking, listening, reading, writing
Lesson content	Story: Nina the smart girl
Lesson activity	Read the story below and answer questions about it in full sentence (MK primary English Course Bk.3 pg. 101 – 102)
Theme	Keeping peace and security in our sub-county
Sub-theme	Basic health and sanitation
Skills	Speaking, listening, reading, writing
Lesson content	Poems and dialogue about sanitation dialogue: whose shoes are they? (Mk. Primary English Bk.3 pg 101)
Theme	Peace and security in our sub-county/division
Sub-theme	Basic health and sanitation
Lesson content	Jumbled story

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	Example: Arrange the sentences to form a correct story. - I put it on the wire to dry - I went to the tap and got water - I was running and I fell down - I washed it - My shirt got dirty
Skills	Speaking, listening, reading, writing
Evaluation activity	Arrange the sentences to form a good story. a) As she was digging, she saw a snake b) She went to her garden c) Yesterday, Nalule woke up early d) She hit it on the head with a hoe e) She dressed up and got her hoe 2(a) The bird flew down and ate all seeds b) He decided to give it something to eat c) One day, Alex saw a bird on a tree d) So he put some seeds under the tree. e) It told him that it was hungry.
Theme	Peace and security in our sub-county/division
Sub-theme	Basic health and sanitation
Lesson content	Guided composition - Vocabulary - Spellings - Articulation
Skills	Speaking, listening, reading, writing
Evaluation activity	'Good children' Choose the correct word from the table and fill in the blank spaces Soap, hair, clean, iron, bathe, shoes, nail cutter, sweep etc. We are good children in primary three. Good children look_____all the time. We need water and_____to have a bath. Bathing helps us to be clean and healthy.

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

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	Questions: 1. Who wrote the letter? 2. When was the letter written? 3. In which school is Wasswa Travor? 4. Why did he write the letter? 5. Give the opposite of these words. Morning_____buy_____ Honey _____ 6. Why does the writer need an umbrella? 7. To whom was the letter written?
Theme	Keeping peace in our sub-county
Sub-theme	Letter writing
Content	Guided writing - Reading - Interpretation - Gap filling
Evaluation activity	Complete the letter below using the correct words from the brackets Kampala Pri-School, P.O. Box 30199, 30th June, 2006 Dear Anne, Will you_____(not come, come) to my birthday on Saturday? My mother says she will_____(take, not take) us out. I hope you will_____(have, had) a nice time so please _____(come, go) early so that I can_____(show,

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	shows) you around our_____(farm, book).

ENGLISH LESSON NOTESFOR P.3

TERM III

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

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

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	Lesson content Lesson evaluation	**Structures:** - Why did (he/she/they run away from……(school/home) - He/she they ran away from (school/home) because the (teacher, mother, father kicked/slapped/beat him/her) - Why was/were he/she/they beaten/kicked/slapped? - Who…… (slapped/kicked/beat……him/her them. Answer the questions correctly. (1) Why did she run away from home? (her father beat her) (2) Why was she slapped? (abused her sister) (3) Why were they crying? (their mother died) (4) Why did Paul fall down? (Tom kicked him) (5) Why were the girls punished? (They were playing in the classroom)
Lesson	Theme Sub-theme Skills Lesson content Evaluation activity	Culture and gender in our division/sub-county. Ways of promoting and preserving culture Effective communication, creative thinking, self awareness, decision making. **Vocabulary:** Sing, dance, play, blow, flute, drum, sick, medicine, needles, razorblade, syringe, safety pins, scissors, tablets, children (a) Spell the words correctly. 1) flute 2) needles 3) drum 4) blow (b) Complete these sentences correctly. (1) Dorah cut her finger with a… .....(safety pin,

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	Lesson evaluation	razor blade) (2) ……. People are called patients. (sick, well) (3) The doctor told me to take two…… everyday. (tablets, medicine) (4) Juma is wearing a black pair of……. (5) A nurse uses a..... and a needle to give an injection. (drum, syringe)
Lesson	Theme Sub-theme Skills Lesson content Evaluation activity Lesson evaluation	Culture and gender in our division/sub-county. Ways of promoting and preserving culture. Effective communication, creative thinking, self awareness, decision making. **Structures:** - Never share (needles, safety pins, razor blades) You/he/she should always take (medicine/tablets) when you/he/she is/are sick. - He/she/they/we/I can play a (drum/piano but I /she/we/they/he cannot play/blow a (flute/drum) **Fill in the gaps with correct words.** (1) Never share…….. (stones, needles) (2) My sister was…..... When she was sick. (medicine, pencils) (3) Miremebe can play a ……. (bicycle, piano) (4) The doctor told me to take two ..... every morning. (tablets, sodas) (5) He cut himself with a ..... (safety pin, razor blade)

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Lesson	Theme Sub-theme Skills Lesson content Evaluation activity Lesson evaluation	Culture and gender in our division/sub-county Relationships **Vocabulary:** Teachers, pupils, parents monitor, family sister, cousin, brother, nephew, uncle, aunt, son, first born. Types of families: i.e. Nuclear family – parents and their biological children. - Extended family – parents, their children and other relatives. A written exercise in the MK pupil's Book 3 on page 141.
Lesson	Theme Sub-theme Lesson content Evaluation activity	Culture and gender in our division/sub-county Relationships **Structures:** - How many ..... have you? I have six… .....(brothers/sisters) - How many brothers does he have? He has four brothers. - Who is your little sister? - What position do you hold in the family? Answer the given questions in full sentences. (1) How many sisters do you have? (2) How many brothers does Mary have? (3) What position does Peter hold in the family? (4) How old is your eldest brother? (5) What is the name of your last born?

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

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Lesson	Theme Sub-theme Skills Lesson content Evaluation activity Lesson evaluation	Culture and gender in our division/sub-county Relationships Critical thinking, self awareness, appreciation **Story** – Mr. Muwanga and family (MK Bk.3 pg 144) Answer the given questions in full sentences. (MK pupil's Book 3 page 145)
Lesson	Theme Sub-theme Skills Lesson content Evaluation activity Lesson evaluation	Culture and gender in our division/sub-county Relationships Critical thinking, appreciation, self awareness **Guided composition** (MK Bk. 3 page 145) Use the given words to fill in the gaps and complete the composition correctly.
Lesson	Theme Sub-theme Skills Lesson content	Culture and gender in our division/sub-county Relationships Self awareness, critical thinking, appreciation **Jumbled story:** - She feared to go there alone. - Jane got a stick and killed it.

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		- Mother sent Halima to the well to fetch water. - As they walked to the well, they saw a snake. - Halima called her friend Jane to escort her.
	Evaluation activity	The sentences below are in wrong order. Re-arrange them in correct order to make a correct story.
	Lesson evaluation	
Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	Tenses of irregular verbs
	Skills	Effective thinking, assertiveness, self awareness
		Vocabulary:
	Lesson content	Note: Irregular verbs are which don't add **ed** in the past form. e.g. **present - past** hear - heard throw - threw dig - dug read - read draw - drew spell - spelt drink - drank tell - told drive - drove leave - left cost - cost pay - paid lose - lost

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	Evaluation activity <

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

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		- What will she do? - Namuli will go to school next week. I / We } shall { she / he / it / they / you } will - Shall we sweep the room tomorrow? Yes, we shall No, we shan't
	Evaluation activity	**Fill in the gaps with the correct form of the words in brackets.** 1. John will .....to town next Monday. (go) 2. We shall…..... The books to the library tomorrow. (take) 3. I.....to the headmaster next week. (talk) 4. Mrs. Mukiibi.....oranges from the market next Tuesday. (buy) 5. Will you…..... on your way home tomorrow? (pick) 6. Babirye and Nakato will…..... Their aunt tomorrow. (visit) 7. It… ..... heavily tonight. (rain) 8. The pupils…..... a science test next Friday. (do) 9. Shall we…..... the compound tomorrow? (sweep) 10. I.....my books next Sunday. (revise)
	Lesson evaluation	

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

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

I
we
they
you
} have

he

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

Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	Present perfect tense
	Skills	Listening, speaking, reading, writing
	Lesson content	Verbs whose past simple and present perfect form are the same. **Examples:** keep - kept clap - clapped sweep - swept think - thought

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	Evaluation activity	catch - caught teach - taught fight - fought bring - brought buy - bought leave - left read - read feel - felt sleep - slept shut - shut weep - wept spell - spelt burst - burst lay - laid drop - dropped etc. **Fill in the gaps with the correct form of the words in brackets.** 1. Mr. Mubiru has_____us science. (teach) 2. My father has_____a new car. (buy)

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

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

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	Lesson content	**Examples:**		
		Present tense	Past tense	Past participle
		Begin	began	begun
		Ring	rang	rung
		Sing	sang	sung
		Strike	struck	struck
		Dig	dug	dug
		Swim	swam	swum
		Drink	drank	drunk
		Fight	fought	fought
		Buy	bought	bought
		Think	thought	thought
		Teach	taught	taught
		Catch	caught	caught
		Cut	cut	cut
		Put	put	put
		Burst	burst	burst

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		Hurt	hurt	hurt
		Spin	span	spun
		Lay	laid	laid
		Lie	lied	lied
		Lie	lay	lain
	Skills	Listening, speaking, reading, writing		
	Evaluation activity	Copying and completing the table given		
	Lesson evaluation			

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Lesson	Theme	Culture and gender in our sub-county/division.
	Sub-theme	Picture story
	Lesson content	Activities at home & working at the farm.
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Study the pictures and write sentences about them. A. What is he/she doing? 1. (painting) 2. (washing) 3. (sweeping) 4. (cooking) 5. (washing) B. Okia spends his holidays at his uncle's home in Palisa. Write four sentences about what Okia is doing. Use words in the box below. Planting uprooting feeding collecting

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	Lesson evaluation	
Lesson	Theme Sub-theme Lesson content	Culture and gender in our sub-county/division. Adverbs Adverbs are words that explain more about a verb. Types of adverbs: - Adverbs of manner - Adverbs of place - Adverbs of time a) Adverbs of manner These tell how an action is done. They are formed by adding “ly” to an adjective.

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	Skills Evaluation activity	Examples: - Sweet – sweetly, soft - softly, loud – loudly - Quite - quietly, quick - quickly, slow – slowly - Hurry – hurriedly Structures: 1) The dog barks <u>loudly</u> 2) He speaks <u>softly.</u> Listening, speaking, reading, writing Change the following words to the correct adverbs. 1. Deep _____ 2. Loud _____ 3. Quiet _____ 4. Proper _____ 5. Correct _____ 6. Sudden _____

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	Lesson evaluation	7. Slow _____ 8. Month _____ 9. Bright _____ 10. Year _____ 11. Equal _____ 12. Kind _____ 13. Immediate _____ 14. Brave _____ 15. Soft _____ 16. Brief_____etc.
Lesson	Theme Sub-theme Lesson content	Culture and gender in our sub-county/division. Adverbs Adverbs of time These are adverbs that tell when an action is done i.e. early, lately, now, tomorrow, yesterday, evening, soon, before, after, today, since, already.

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	Skills Evaluation activity	Structures: She lost her bag yesterday The bell has already gone. Listening, speaking, reading, writing Make sentences using each of the words below. 1. Early – 2. Yesterday –

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

	Evaluation activity	Underline the adverbs in these sentences. 1. The man died from there. 2. Why did you go there? 3. Open that door quickly 4. They have cleaned everywhere. 5. The match was played well. 6. Sara shouted loudly, “the car is here!

	Lesson evaluation	7. He ate his breakfast and then ran quickly. 8. I saw Jane yesterday and I shall see her again tomorrow. 9. Simon returned my pen unhappily.

Lesson	Theme Sub-theme Lesson content	Culture and gender in our sub-county/division. Adverbs Formation of adverbs Other adverbs can be formed by adding <u>Note:</u> To the adjectives that end with 'y', drop y and put (ily) **Examples:** noisy - noisly happy - happily easy - easily busy - busily heavy - heavily Adjectives that end with letter 'e' as adverbs e.g. late - lately love - lovely wide - widely polite - politely nice - nicely

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		safe - safely
	Skills	listening, speaking, reading, writing
	Evaluation activity	<u>Fill in the spaces with the correct form of the word in brackets.</u> 1. The sun was shinning_____. (bright) 2. We kept your pen_____(safe) 3. The door was_____open. (wide) 4. He_____welcomed me to his home. (happy) 5. She was_____dressed yesterday. (nice) 6. He was hurt very_____. (bad) 7. You must spell your name_____. (correct) 8. It rained_____that night. (rain) 9. They put on uniforms and looked_____(love) 10. They did those sums_____(quick)
	Lesson evaluation	

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Lesson	Theme	Culture and gender in our sub-county/division.
	Sub-theme	Adverbs
	Lesson content	Topical questions
	Skills	1. The sun was shinning_____(bright) 2. When he got his money, he smiled_____(happy
	Evaluation activity	3. The door opened_____and the queen entered. (sudden) 4. Osman writes_____. (bed) 5. The cows graze_____(day) 6. He washed the plates_____(careful)

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	Lesson evaluation	7. He was hurt very_____(bad) 8. You must spell your words_____. (correct) 9. I can't hear you_____, please. (clear) 10. We shall do the sums_____. (patient) 11. Hellen asked for permission_____. (polite) 12. All newspapers are published_____(week) 13. You must not sleep_____. (sound) 14. The school team played well and won the game _____(easy) 15. He ate his food_____(early) 16. He_____arranged the clothes in the suit case. (neat) 17. Daddy punished the young_____(bad) 18. It rained very_____last week. (heavy) 19. We should talk_____to one another. (polite) 20. Money is kept_____in the bank. (safe) 21. Kato_____stood up and went out. (quick) 22. The old lady walked_____across the river. (slow)

		23. P.3 pupils did the English exercise_____today. (quite)

Lesson	Theme Sub-theme Lesson content	Health in our sub-county/division. Disease vectors **<u>Vocabulary:</u>** a) Mosquito, rat, louse/lice, cockroach, housefly, flea, bed-bug Vectors are living organisms/animals which cause diseases.

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

	Lesson evaluation	Rat - ---------- etc

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

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		toilet etc.
	Skills	Listening, speaking, reading, writing
	Evaluation activity	1. Fill in the missing letters 2. Arrange letters to form a correct word. 3. Use the words in a sentence
	Lesson evaluation	
Lesson	Theme	Health in our sub-county/division
	Sub-theme	Disease vectors
	Lesson content	What we should do to prevent diseases - Wash hands after visiting the toilet/latrine - Boil the water and cover it. - Spray mosquitoes - Sleep under a mosquito net - Smoke the toilet - Cut bushes around our compounds

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		- Shut windows early - Burn the dust bins **Structures:** What do you do everyday? I / we clean the house…….. What does she/he/it… ..... ? He cleans the house…….. a) Write down measures that should be taken to prevent diseases.
	Evaluation activity	

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

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	Evaluation activity	**A. <u>Fill in the missing letters.</u>** 1. sh__rp 2. e___t 3. med___ci___e 4. co___b 5. gl___ves 6. n_____dle **B. <u>Arrange the letters to form a correct word.</u>** 7. keta____ 8. twelve 9. reca 10. book C. **<u>Choose a correct word from the brackets to complete the sentences</u>**. 1. A needle is a_____object. (sharp, needle) 2. We use a_____to comb our hair (needle, comb)

	Lesson evaluation	3. We should not play with_____objects. (sharp, gloves) 4. We take_____when we are sick. (medicine, gloves) 5. It is very dangerous to play with_____objects. (gloves, sharp)
Lesson	Theme Sub-theme Lesson content	Health in our sub-county/division. Diseases spread by vectors **Causes and spread of AIDS.** • Having unprotected sex with an infected person. • Sharing sharp objects **How to control the spread of AIDS.** • Go for a blood test • Avoid having sex • Don't play with sharp objects

	Skills Evaluation activity	• Taking medicine • Feeding well (balanced diet) • Use gloves when caring for them **<u>Caring for AIDS patients</u>** • Show them love. • Help them in all aspects Listening, speaking, reading, writing - Oral work (discussion) - Copying down given aspects

	Lesson evaluation	
Lesson	Theme Sub-theme Lesson content Skills Evaluation activity Lesson evaluation	Accidents Vocabulary **New vocabulary:** Bleeding, injury, injured, hurt, cut, bite, pain, snake, dog, bite, break, broke, wound, knock, plaster, fall off, knife, bicycle, scissor, snake bite, syringe, needle, bandage, tablets etc. Listening, speaking, reading, writing 1. Spelling exercise 2. Fill in the missing letters 3. Write the letters properly to form a correct word. 4. Use the vocabulary to make simple sentences
Lesson	Theme Sub-theme Lesson content	Accidents Structures: What is the matter with you/him/her - I cut my finger. I am suffering from malaria. I have hurt my finger.

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		- What is the matter with Joseph? He has fallen off the bicycle.
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Study the pictures (MK Bk.3 pgs 158 – 160) 1. What is the matter with Paul? 2. What is the matter with Anna? 3. “ “ “ Mdly?

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<table>
<tr><td></td><td>Lesson evaluation</td><td>4. “ “ Alice?
5. “ “ Jack and Musa?
6. Why are you crying?
7. Why is she crying? She has cut her finger etc.</td></tr>
<tr><td>Lesson</td><td>Theme
Sub-theme
Lesson content</td><td>Accidents
Structures
Make sentences from the table below.
<table><tr><td>He

She</td><td>was</td><td>knocked
bitten
hit
struck
cut
burnt</td><td>by</td><td>a knife
fire
electricity
a car
a snake
a hammer
a dog</td></tr></table></td></tr>
</table>

		- He was struck by electricity. - She was bitten by a snake
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Form correct sentences from the table below.
	Lesson evaluation	
Lesson	Theme	Accidents
	Sub-theme	Comprehension
	Lesson content	Poems <u>Read the poem:</u>

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		I hate to see people in pain I hate to see people in accidents I hate to see somebody getting hurt When a friend is cut or burnt It makes me sad Accidents are bad - We should be careful when using tools at home. - We should be careful at school while playing. - On the way to school or work. - All we need is care and safety. - We must care
	Skills	Listening, speaking, reading, writing
	Evaluation activity	1. What is the poem about? 2. Who hates to see people in pain? 3. Write down three examples of accidents that we are likely to get. 4. How many lines has the poem?

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	Lesson evaluation	5. How many stanzas has the poem?

Lesson	Theme	Accidents
	Sub-theme	Comprehension
	Lesson content	Reading and writing
		Read the stories titled “YASABA”
	Skills	Listening, speaking, reading, writing

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	Evaluation activity	<u>Read the story below and answer questions that follow in full sentences.</u> Yasaba wanted to cut her finger nails. She got a razor blade from the drawer. Yasaba was not careful. She accidently cut herself and cried loudly. Mrs. Masaba heard her daughter crying. When she reached Yasaba's room, she saw the little girl's finger bleeding. What is the matter, Yasaba? I told you not to use a razor blade" Mrs. Masaba washed the girls finger and then put iodine and tied the finger with plaster. She said, "Next time learn to remember what you have been told." <u>Questions:</u> 1. Who had long nails? 2. Where was the razor blade? 3. What happened to Yasaba? 4. Whose finger was bleeding? 5. Who was Yasaba's mother? 6. How did Mrs. Masaba clean the wound? 7. What made Yasaba cry? 8. Give the opposites of these words: a) Careful_____ b) herself _____

	Lesson evaluation	c) Remember_____ d) crying _____ e) she _____

Lesson	Theme Sub-theme Lesson content	Accidents Story Read the story titled “ALEX LEARNS A LESSON (Ref. MK. Bk.3 pg 163)

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	Skills	Listening, speaking, reading, writing
	Evaluation activity	1. Who climbed the tree? 2. What did Alex step on? 3. What happened to Alex when he stepped on a dry branch? 4. Why did Alex cry loudly? 5. Who took Alex to the clinic? 6. What is the title of the story? 7. What lesson did Alex learn? 8. Was Alex a careful boy? 9. How did Alex's father feel?
	Lesson evaluation	

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Lesson	Theme	Health in our sub-county
	Sub-theme	Accidents
	Lesson content	Testing exercise Revision exercise on accidents
	Skills	Reading, writing
	Evaluation activity	**Complete the sentences using the correct form of words in brackets.** 1. Rukuba was_____by a dog last night. (bite) 2. Kato_____when he fell from the roof. (cry) 3. The girl is_____a tree now. (climb) 4. Noah has injured himself. He is_____(bleed) 5. Anek_____herself with a knife when she was peeling potatoes. (to cut)

	Lesson evaluation	6. Barongo fell off the motorcycle and_____his right leg. (break) 7. The nurse_____musa's wound with a bandage. (cover) 8. The small boy was_____down by a bicycle. (knock) 9. The teacher is_____from malaria. (suffer) 10. Lule's daughter_____from a tree. (fall)
Lesson	Theme Sub-theme Lesson content Skills	Health in our division/sub-county Vocabulary Along, look left, look right, turn right, towards, turn left **Examples:** Tom is seated on the left hand side of the house. Simon is seated on the right hand side of John Listening, reading, speaking, writing

	Evaluation activity	**Use the correct form of the words in brackets. Choose right hand side / left hand side.** 1. The trees are on the_____of the road. 2. The salon is on the_____of the house. 3. The flowers are on the_____of the tree. 4. She is standing on_____of the school. **Us e these words in a sentence.** 1. a long _____ 2. towards _____

	Lesson evaluation	3. turn right _____ 4. paths _____ 5. road _____
Lesson	Theme Sub-theme Lesson content Skills	Health in our sub-county/division Structures: Structures: Walk along the… ..... (road, path) What is she doing? They? Who seats on the leaf hand side of the classroom? Where is the nature corner? Where is the petrol station? - The petrol station is on the right hand side of the road. Where is our school? Listening, speaking, reading, writing

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	Evaluation activity	**Complete the sentences.** 1. Where is the school? 2. Where is the mosque? 3. Where is the church? 4. Where is the shop? 5. Where is the kitchen? **Use the given words in a sentence.** 6. Walking 7. Sitting

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

To go to	the office	turn left and go straight
	our classroom	turn right and go straight
	the kitchen	go straight and turn left
	the church	go straight and turn right

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	Evaluation activity	Make correct sentences from the table.			
		The	school shop market school garden hospital	left hand side of right hand side of	the road the mosque the church our home

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

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

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	Evaluation activity Lesson evaluation	Refer to MK primary English Bk.3 pg. 121
Lesson	Theme Sub-theme Lesson content Skills Evaluation activity Lesson evaluation	Basic technology in our sub-county/division. Making things from artificial materials. Vocabulary: toy, bicycle, car, flower, candle, bag, wear, decoration, beads, hat, sell, buy for listening, speaking, reading, writing make sentences using each of the words below: a) bicycle b) flower c) car d) beads e) buy f) sell g) wear h) toy
Lesson	Theme	Basic technology in our sub-county/division.

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

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

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

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		cut, weave, tie, juice
	Skills	Listening, speaking, reading, writing
	Evaluation activity	**Fill in the missing letters.** a) fo___d f) m____t b) b___sh g) juic_____ c) gard___n h) pl____y d) sw___mp i) rop_____ e) cl___y
	Lesson evaluation	
Lesson	Theme	Basic Technology in our sub-county/division
	Sub-theme	Processing and making things from natural materials.

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

	Lesson evaluation	1. John and Mary will_____a rope. (make) 2. I shall_____clay from the swamp. (get) 3. Allen will_____a mat tomorrow. (weave) 4. We shall_____those straws next week. (use) 5. The baby will_____its toy. (break) 6. They will_____their classroom with flowers. (decorate) 7. I shall_____the rope tomorrow. (skip) 8. Tom will_____that pot with water. (fill)

Lesson	Theme	Basic technology in our sub-county/division
	Sub-theme	Making things from artificial materials
	Lesson content	Jama will make a toy car/candle. Why will Mary/Juma make a toy car/candle? for (selling, decoration, playing etc) He will make a toy car to play with. She will make flowers for decoration. They will make the beads for selling etc.
	Skills	Listening, reading, writing, speaking
	Evaluation activity	**Answer these questions correctly.** 1. Why will Mary make a toy car? 2. Why shall I make a mat? 3. Why will you make the beads? 4. Why will Jane make the bags?

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	Lesson evaluation	5. Why will Ben make the hats? 6. Why will Sam make the toy car? 7. Why will mummy collect palm leaves? 8. Why will the teacher buy sisal?
Lesson	Theme Sub-theme Lesson content Skills Evaluation activity	Food Vocabulary New words Weeds, cobs of corn, plants, garden, market, bush, forest, farmer, shop, some and any New actions: Grow, hoe, weed, grow (dig), harvest Listening, speaking, reading, writing, Make sentences using each of the words below: garden any shop farmer bush harvest some crops weeds

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

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		No, there aren't any Is there any water in the tin? No. there isn't any.
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Study the pictures and answer the questions below: 1. Are there any beans in the tin in picture 3? 2. Are there any eggs on the tray in picture 6? 3. Is there any chicken on the plate in picture 4? 4. Is there any milk in the jug in picture 5? 5. Is there any rice in the basket in picture 6? 6. Is there any water in the glass in picture 2? 7. Is there any food on the plate in picture 4?
	Lesson evaluation	

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

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Lesson	Theme Sub-theme Lesson content	Food Structures Make sentences from the subsistitutional table below: There are some yams in the sack. <u>With negatives:</u>

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<table>
<tr><td></td><td>Evaluation activity</td><td>Make ten correct sentences from the table below:
<table><tr><td>There isn’t
There aren’t</td><td>any</td><td>juice
bananas
milk
potatoes
water
food</td><td>in the glass
in the bottle
in the jerrycan
in the basket
on the plate
in the garden</td></tr></table></td></tr>
<tr><td></td><td>Lesson evaluation</td><td>There isn’t any food in the basket.</td></tr>
<tr><td>Lesson</td><td>Theme

Sub-theme

Lesson content

Skills</td><td>Food

Jumbled story

<u>Re-arrange these sentences in order to form correct stories.</u>

a) Okot went running and bought the eggs.

b) Mother wanted to bake a cake.

c) So she sent Okot to a nearby shop to buy some.

d) But on his way back home, he fell and all the eggs got broken.

e) She needed some eggs.

Listening, speaking, reading, writing</td></tr>
</table>

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	Evaluation activity	<u>Arrange these sentences in order to form correct stories.</u> a) The beef was bad b) The shopkeeper refunded his money. c) Tom went to the shop. d) He returned the beef to the shop. e) He bought a tin of beef.
	Lesson evaluation	B. a) She drank all the splash.

		b) She put a straw in the pocket. c) She threw the empty packet in the dustbin. d) Jane took a packet of splash from the box. e) She opened the packet.
Lesson	Theme Sub-theme Lesson content Skills Evaluation activity	Food Reading and writing Read stories titled: a) Good food (MK Primary English Bk.3 pg.111) b) Feeling fine c) The lazy Hare Listening, speaking, reading, writing <u>Questions:</u> 1. What does good food give us? 2. Name some fruits which protect us from diseases 3. Why should a person eat meat and eggs? 4. What other kinds of food should people eat?

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

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

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

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		questions below: 1. How does George come to school? 2. How does Maria come to school? 3. How does Ali come to school? 4. How does Moses come to school? 5. How does Mercy come to school? 6. How does Adam come to school? 7. What is Anguzu doing? 8. Who is getting on the plane? 9. Who is getting on they donkey?
	Lesson evaluation	
Lesson	Theme	Transport
	Sub-theme	Structures:
	Lesson content	Make sentences from the substitutional table
	Skills	Listening, speaking, reading, writing
	Evaluation activity	(Ref. MK Bk. 3 page 151)
	Lesson evaluation	

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

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

	Evaluation activity	1. Write the words correctly. a) dgetfri b) tkie (c) seledi d) kcoo e) yub 2. Use the given words to make correct sentences. f) firewood g) sell h) store Use some or any to fill in the gaps correctly. (i) Is there_____salt in the food? (ii) There is_____sugar in the tin. (iii) There aren't_____beans in the tin. (iv) There are_____fish in the basket. (v) There isn't_____water in the pot.

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

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	Evaluation activity	<u>Fill in the blank spaces using the correct form of the word in brackets.</u> 1. Alice and Mary are_____food. (eat) 2. Father is_____for Christmas. (shop) 3. Grandfather is_____under the tree. (sit) 4. They are_____a heavy bag. (lift) 5. The children are_____in a river. (swim) 6. Everyday I_____the bell ringing. (hearing) 7. Mummy and I shall_____millet tomorrow. (grinding) 8. They will_____the cake at the party. (eating)

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

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	Evaluation activity	**listen and write** 1. Always switch off machines after use. 2. My friend fire helps you in cooking, ironing and lighting. 3. Solar energy is the power from the sun. 4. Sarah bought a red torch. 5. She bough a match box from that shop. **Give the opposite of the given words.** good – switch on – long – buy – smooth – ugly –

	Lesson evaluation	bottom - absent – outside -

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

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

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	Lesson content	Vocabulary: warm, burn, fire, socket, plant, kill, hurt, warm, danger, alarm, report, comparison, small, big, tall, short
	Skills	Listening, speaking, reading, writing
	Evaluation activity	**Fill in the missing letters:** w_____m b___rn fir____ sock____t pla___t hu_____ sm___ll b___g ta_____sh_____t **Use the given words to make correct sentences:**

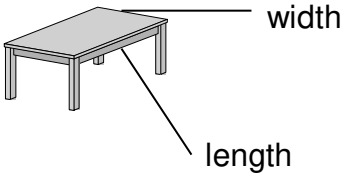
	Lesson evaluation	(a) burn (b) short (c) blant (d) kill (e) tall (f) fire
Lesson	Theme Sub-theme Lesson content Skills	Energy in our sub-county/division Ways of saving energy Structure: future tenses What will…..... (you/she/he/they) do when in danger? i/we/shall… ..... (make an alarm/report) for help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

	Evaluation activity	Answer the questions sensibly using “true” or “false” 1. I shall make an alarm when I’m in danger. 2. A dog is bigger than a cow. 3. We have to report wrong doers to our elders. Use of correct form of the words in brackets to complete the sentences. 4. A rabbit is_____than a goat. (small) 5. A giraffe is_____than a goat. (tall) 6. A buffalo is_____than an elephant. (big) Arrange the following words to make correct sentences. 7. Zebra / big / animal / is / A / a 8. Beautiful / ostrich / bird / An / is a

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

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	Content evaluation <

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

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

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	Lesson evaluation	
Lesson	Theme Sub-theme Content	Energy in our sub-county Measuring Story “A DE LA”
	Skills	Listening, speaking, reading, writing
	Lesson activity	- Children reading the story “Adela” - Children answer questions about the story in full sentences (UPEC Bk. 3 pg 73)
	Lesson evaluation	

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<table>
<tr><td>Lesson</td><td>Theme

Sub-theme

Content</td><td>Energy in our sub county / division

Measuring self testing exercise

Testing exercise
- Practicing for sports day
- Activities they do when practicing for sports day
- Sack race - High jump
- Football - Rope skipping
- Short lilies - Long races
- Egg race - Candle race
- Bottle filling - Long jump</td></tr>
<tr><td></td><td>Skills</td><td>Listening, speaking, reading, writing</td></tr>
<tr><td></td><td>Lesson activity</td><td>Exercise:

Study the table below and answer the questions that follow in full sentences.

<table><tr><td>Name</td><td>High jump</td><td>Long jump</td></tr><tr><td>Sarah

John</td><td>1m 2cm

1m 2cm</td><td>1m 86cm

2m</td></tr></table></td></tr>
</table>

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		Aman Alex	1m 1cm 1m 4cm	1m 7cm 1m	
		Questions: 1. How high did John jump? 2. How did Aman jump? 3. How far did Alex jump? 4. Who won in high jump? 5. How high did Sarah jump? 6. How many pupils participated in high jum?			
	Lesson evaluation				

Lesson	Theme Sub-theme Content	Energy in our sub-county Conjunctions used in pairs either……or…… Either is used to refer to only two persons or objects - Peter will come. Sarah will come. Either Peter or Sarah will come - I can eat matooke. I can eat posho I can eat either matooke or posho
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Use either and or in these sentences. 1. Take_____a banana_____an orange 2. You either go out_____keep quiet. 3. Either Mary_____her friends beat the girl. 4. _____James_____Paul is telling her. 5. I can use_____a pencil_____a pen. 6. _____my father_____my mother will come to

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

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

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

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	Evaluation activity	Use “much” or “many” in these sentences: 1. There is_____food in the store. 2. How_____teachers are in your class? 3. May I know how_____you earn? 4. Here is_____milk in the jug. 5. How_____books do you need? 6. There are_____words on this chart. 7. Our school has_____classes. 8. _____fish is in that lake. 9. How_____do you pay for a car? 10. There_____dishes of sauce on the party.
Lesson	Theme Sub-theme Lesson Content	Energy in our sub-county /division Vocabulary (shopping) New words: Change, shillings, money, price, notes, watch, play, paid, buy, litre, bring, price, list, sell, sold, how, much, shopping list, how many, grocery, grocer, taker, bakery, confectioners etch.

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

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	Evaluation activity	Fill in the correct words 1. A loaf of _____ 2. A tin of _____ 3. A bottle of _____ 4. A crate of _____ 5. A litre of _____ 6. A carton of _____ 7. A kilogram of _____

		8. I went to the market and bought a kilo of _____ 9. May I have a_____of bread 10. Here is a_____of drinking water.

Lesson	Theme	Energy in our sub-county / division
	Sub-theme	Shopping
	Lesson	Rhyme / situational game
	Content	Blessing: What is the matter miracle? Miracle: I am not feeling well Blessing: Are you sick? Miracle: Yes, I am. I think I have Malaria. There are many mosquitoes around our home. Purity: You should always sleep under a mosquito net Blessing: Do you clean your compound and burry all the rubbish? Miracle: I always, but from today I am going to keep clean Questions: 1. How many people are acting the game? 2. Who spoke first? 3. Why did Miracle suffer from malaria? 4. Why should we sleep under a mosquito net? 5. Write the title of the game

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		6. Write the opposites of these: (a) Clean (b) Today

	Lesson evaluation	

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Lesson	Theme Sub-theme Lesson Content	Energy in our sub-county / division Shopping Structures: - How much money did you pay for… .....? - How much did Mukwasi pay for soap? He paid four hundred shillings for soap
	Skills	Listening, speaking, reading, writing
	Evaluation activity	MK primary English pupils' Bk.3 pg. 135
	Lesson evaluation	
Lesson	Theme Sub-theme Lesson content	Energy in our sub-county / division Shopping Structures: How much change did…..... get? Lukema had 1000. He bought one litre of milk for 800 shillings. He got 200 shillings as change
	Skills	Listening, speaking, reading, writing
	Evaluation activity	MK primary English Bk.3 pg. 137
	Lesson evaluation	

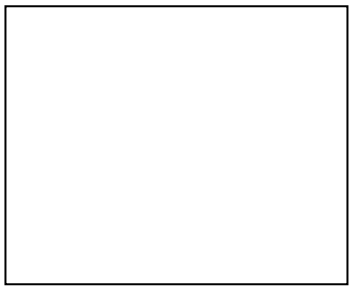
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Lesson	Theme Sub-theme Lesson content	Energy in our sub-county/division Shopping A story entitled Jane and Aisha go shopping. The shopping list (i) What did Mr. Jumba want the children to buy? (ii) Who were sent to the grocery?
	Skills	Listening, speaking,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

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





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

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

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	Evaluation activity	Use the following words to form sentences 1. Somewhere 2. Anywhere 3. Everywhere 4. Nowhere Complete the sentences below using anywhere, nowhere, somewhere, everywhere. 5. I checked_____in the house but I couldn't find my pen. 6. I told him to hide _____ 7. You aren't going_____with my shoes. 8. I went_____for help. 9. Do you know_____we can get soap?
	Lesson evaluation	
Lesson	Theme Sub-theme Lesson content	Energy in our sub-county / division Word building Body It can be joined to every, some, no, any Jill knocked at the door but nobody answered.
	Skills	Listening, speaking, reading, writing

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	Evaluation activity	Use the words below to make meaningful sentences everybody, nobody, somebody, anybody Complete the sentences below using the following words: - Everybody, anybody, somebody, nobody 1. _____should go out. 2. Did you call_____for me? 3. I came with_____here. 4. Call_____here.
	Lesson evaluation	
Lesson	Theme Sub-theme Lesson content	Energy in our sub-county/division Word building Use of "Thing" It can be used to words like any, some, no every, i.e. everything, nothing, anything, something. **Anything:** can be used in asking questions Have you done anything to him? **Something:** is used in telling sentences There is something in that box
	Skills	Listening, speaking, reading, writing

	Evaluation activity	Use the words below to make meaningful sentences: 1. Anything 2. Nothing 3. Something 4. Everything Complete the sentences below: 5. I don't have_____for you. 6. Did you check_____? 7. I have_____to say.

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

ENGLISH LESSON NOTESFOR P.3

TERM III

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

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		a) kneel (b) wear (c) greet (d) pray (2) Make sentences using: - happy, sad, cry, dance
Lesson	Theme Sub-theme Skills Lesson content	Culture and gender in our sub-county/division. Customs in our division/sub-county Self awareness, effective communication, assertiveness.
	Evaluation activity Lesson evaluation	Use the given structures correctly. 7. What did Mary…….(done, do) 8. Ali… ..... his father yesterday. (greet) 9. Did John…….in morning? (pray) 10. Did Rose…..? (cry) No…… Yes,…… 11. What did Joan… .....? (write) 12. Peter ..... a nice shirt last week. (wear)

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

	Lesson evaluation	(5) sl__p (5) wo____k (6) c_____k (6) s___as_____ (b) Make correct sentences using: 1. different 2. milk 3. was 4. hungry

Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	**Gender**
	Skills	Effective communication, creative thinking, self awareness, decision making.
	Lesson content	**Structures:** - Why did (he/she/they run away from……(school/home) - He/she they ran away from (school/home) because the (teacher, mother, father kicked/slapped/beat him/her) - Why was/were he/she/they beaten/kicked/slapped? - Who…… (slapped/kicked/beat……him/her them. Answer the questions correctly. (6) Why did she run away from home? (her father beat her) (7) Why was she slapped? (abused her sister) (8) Why were they crying? (their mother died) (9) Why did Paul fall down? (Tom kicked him)

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	Lesson evaluation	(10) Why were the girls punished? (They were playing in the classroom)
Lesson	Theme Sub-theme Skills Lesson content Evaluation activity	Culture and gender in our division/sub-county. Ways of promoting and preserving culture Effective communication, creative thinking, self awareness, decision making. **Vocabulary:** Sing, dance, play, blow, flute, drum, sick, medicine, needles, razorblade, syringe, safety pins, scissors, tablets, children (c) Spell the words correctly. 2) flute 2) needles 3) drum 4) blow (d) Complete these sentences correctly. (6) Dorah cut her finger with a… .....(safety pin, razor blade) (7) ……. People are called patients. (sick, well)

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

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	Lesson content Evaluation activity Lesson evaluation	- Never share (needles, safety pins, razor blades) You/he/she should always take (medicine/tablets) when you/he/she is/are sick. - He/she/they/we/I can play a (drum/piano but I /she/we/they/he cannot play/blow a (flute/drum) **Fill in the gaps with correct words.** (6) Never share…….. (stones, needles) (7) My sister was…..... When she was sick. (medicine, pencils) (8) Miremebe can play a ……. (bicycle, piano) (9) The doctor told me to take two ..... every morning. (tablets, sodas) (10) He cut himself with a .....(safety pin, razor blade)
Lesson	Theme Sub-theme Skills Lesson content	Culture and gender in our division/sub-county Relationships **Vocabulary:** Teachers, pupils, parents monitor, family sister, cousin, brother, nephew, uncle, aunt, son, first born.

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

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	Lesson content Evaluation activity Lesson evaluation	**Structures:** - How many ..... have you? I have six… .....(brothers/sisters) - How many brothers does he have? He has four brothers. - Who is your little sister? - What position do you hold in the family? Answer the given questions in full sentences. (7) How many sisters do you have? (8) How many brothers does Mary have? (9) What position does Peter hold in the family? (10) How old is your eldest brother? (11) What is the name of your last born? (12) How many members are in your family?
Lesson	Theme Sub-theme	Culture and gender in our division/sub-county Relationships

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

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

	Lesson content	**Story** – Mr. Muwanga and family (MK Bk.3 pg 144)
	Evaluation activity	Answer the given questions in full sentences. (MK pupil's Book 3 page 145)
	Lesson evaluation	
Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	Relationships
	Skills	Critical thinking, appreciation, self awareness

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	Lesson content	**Guided composition** (MK Bk. 3 page 145)
	Evaluation activity	Use the given words to fill in the gaps and complete the composition correctly.
	Lesson evaluation	
Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	Relationships
	Skills	Self awareness, critical thinking, appreciation
	Lesson content	**Jumbled story:** - She feared to go there alone. - Jane got a stick and killed it. - Mother sent Halima to the well to fetch water. - As they walked to the well, they saw a snake. - Halima called her friend Jane to escort her.
	Evaluation activity	The sentences below are in wrong order. Re-arrange them in correct order to make a correct story.

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

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

		9. sing 9. swim 10. see 10. Speak **(d) Use the correct form of the given words to fill in the gaps.** 11. The farmer…..... in his garden yesterday. (dig) 12. We ..... milk tea last morning. (drink) 13. Peter… ..... the books in the book shelf. (keep) 14. Joanita…… the sweetest cake. (choose)

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	Lesson evaluation	15. The pupils…..... matooke and meat last Friday. (eat)
Lesson	Theme Sub-theme Skills	Culture and gender in our division/sub-county Tenses of irregular verbs Self awareness, effective thinking, appreciation

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

		12. rise _____

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	Lesson evaluation	13. wear _____ 14. break _____ 15. steal _____ 16. ring _____ Fill in the gaps with the correct form of the words in brackets. 17. Second term… .....on 25th May . (begin) 18. The baby..... The milk last night. (drink) 19. The headmaster… .....for Nairobi yesterday. (leave 20. A snake… ..... Sarah yesterday. (bite)
Lesson	Theme Sub-theme Lesson content	Culture and gender in our sub-county/division Tenses of the irregular verbs **Future simple tense** (MK BK.3 page 167-8) - What will he do? - What will she do? - Namuli will go to school next week.

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

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

Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	Future simple tense
	Skills	Self esteem, assertiveness, self confidence
	Lesson content	**Dialogue –** (MK. Bk.3 page 168)
	Evaluation activity	Answer the given questions in full sentences. (7) How many people are taking part in the dialogue? (8) Who was waiting for Natasha? (9) Where was Natasha? (10) What was the matter with Natasha? (11) Who ware the people taking part in the dialogue? (12) What is the name of the doctor mentioned in the

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	Lesson evaluation	dialogue?
Lesson	Theme Sub-theme Skills Lesson content Evaluation activity Lesson evaluation	Culture and gender in our division/sub-county Future simple tense Reading, writing **Story – Mr. Kintu's glasses (MK. Pg. 168 – 9)** Answer the questions in full sentences. (7) Whom did the two pupils meet? (8) Why was Mr. Kintu sad? (9) What dropped from Mr. Kintu's handkerchief? (10) Who saw the glasses? (11) Why was Mr. Kintu not going to give a reward to the little girl? (12) What is the title of the story?

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

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

I
we
they
have

	Evaluation activity	hide - hidden you drive - driven rote - rotten he drive - driven she has forgive - forgiven it choose - chosen (c) Write the present perfect tense of the following: - 5. Steal 5. forgive 6. Choose 6. raise 7. Drive 8. Hide (d) Fill in the gaps with the correct form of the words in brackets. 7. Ritah has ..... my pen. (take) 8. The headmaster has.....to the pupils. (speak)

	Lesson evaluation	9. The children have… .....The mango tree. (shake) 10. Why have……. My food? (eat)

Lesson	Theme	Culture and gender in our division/sub-county
	Sub-theme	Present perfect tense
	Skills	Listening, speaking, reading, writing
	Lesson content	Verbs whose past simple and present perfect form are the same. **Examples:** keep - kept clap - clapped sweep - swept think - thought catch - caught teach - taught fight - fought bring - brought buy - bought leave - left read - read

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		feel - felt sleep - slept shut - shut weep - wept spell - spelt

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	Evaluation activity Lesson evaluation	burst - burst lay - laid drop - dropped etc. **Fill in the gaps with the correct form of the words in brackets.** 11. Mr. Mubiru has_____us science. (teach) 12. My father has_____a new car. (buy) 13. The children have_____the words correctly. (spell) 14. The monitor has_____the news papers. (read) 15. The headmaster has_____for Jinja. (leave) 16. Nalule has_____all the dishes. (drop) 17. My sister has_____us good news. (bring) 18. Joseph has_____the classroom. (sweep) 19. She has_____a good idea. (think) 20. I have not_____the windows. (close)

Lesson	Theme	Culture and gender in our sub-county/division.
	Sub-theme	Other verbs
	Lesson content	**Examples:**

Present tense	Past tense	Past participle
Begin	began	begun
Ring	rang	rung

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

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

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

Lesson	Theme Sub-theme Lesson content	Culture and gender in our sub-county/division. Adverbs Adverbs are words that explain more about a verb. Types of adverbs: - Adverbs of manner - Adverbs of place - Adverbs of time b) Adverbs of manner These tell how an action is done. They are formed by adding “ly” to an adjective. Examples: - Sweet – sweetly, soft - softly, loud – loudly

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		- Quite - quietly, quick - quickly, slow – slowly - Hurry – hurriedly Structures: 3) The dog barks <u>loudly</u> 4) He speaks <u>softly.</u>
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Change the following words to the correct adverbs. 17. Deep _____ 18. Loud _____ 19. Quiet _____ 20. Proper _____ 21. Correct _____ 22. Sudden _____ 23. Slow _____ 24. Month _____ 25. Bright _____ 26. Year _____ 27. Equal _____

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	Lesson evaluation	28. Kind _____ 29. Immediate _____ 30. Brave _____ 31. Soft _____ 32. Brief_____etc.

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Lesson	Theme	Culture and gender in our sub-county/division.
	Sub-theme	Adverbs
	Lesson content	Adverbs of time These are adverbs that tell when an action is done i.e. early, lately, now, tomorrow, yesterday, evening, soon, before, after, today, since, already. Structures: She lost her bag <u>yesterday</u> The bell has <u>already</u> gone.
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Make sentences using each of the words below. 9. Early – 10. Yesterday – 11. Today – 12. Already –

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	Lesson evaluation	13. Since – 14. Now – 15. Before – 16. Late -
Lesson	Theme Sub-theme Lesson content	Culture and gender in our sub-county/division. Adverbs Adverbs of place These are adverbs which tell us where an action is done from e.g. I kept the bag <u>there.</u>

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

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	Lesson evaluation	

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Lesson	Theme Sub-theme Lesson content	Culture and gender in our sub-county/division. Adverbs Formation of adverbs Other adverbs can be formed by adding <u>Note:</u> To the adjectives that end with 'y', drop y and put (ily)

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		Examples: noisy - noisly happy - happily easy - easily busy - busily heavy - heavily Adjectives that end with letter 'e' as adverbs e.g. late - lately love - lovely wide - widely polite - politely nice - nicely safe - safely
	Skills	listening, speaking, reading, writing
	Evaluation activity	<u>Fill in the spaces with the correct form of the word in brackets.</u> 11. The sun was shinning_____. (bright)

		12. We kept your pen_____(safe) 13. The door was_____open. (wide) 14. He_____welcomed me to his home. (happy) 15. She was_____dressed yesterday. (nice) 16. He was hurt very_____. (bad) 17. You must spell your name_____. (correct) 18. It rained_____that night. (rain)

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	Lesson evaluation	19. They put on uniforms and looked_____(love) 20. They did those sums_____(quick)
Lesson	Theme Sub-theme Lesson content Skills Evaluation activity	Culture and gender in our sub-county/division. Adverbs Topical questions 24. The sun was shinning_____(bright) 25. When he got his money, he smiled_____(happy 26. The door opened_____and the queen entered. (sudden) 27. Osman writes_____. (bed) 28. The cows graze_____(day) 29. He washed the plates_____(careful) 30. He was hurt very_____(bad)

	Lesson evaluation	31. You must spell your words_____. (correct) 32. I can't hear you_____, please. (clear) 33. We shall do the sums_____. (patient) 34. Hellen asked for permission_____. (polite) 35. All newspapers are published_____(week) 36. You must not sleep_____. (sound) 37. The school team played well and won the game _____(easy) 38. He ate his food_____(early) 39. He_____arranged the clothes in the suit case. (neat)

		40. Daddy punished the young_____(bad) 41. It rained very_____last week. (heavy) 42. We should talk_____to one another. (polite) 43. Money is kept_____in the bank. (safe) 44. Kato_____stood up and went out. (quick) 45. The old lady walked_____across the river. (slow) 46. P.3 pupils did the English exercise_____today. (quite)

Lesson	Theme Sub-theme Lesson content	Health in our sub-county/division. Disease vectors **Vocabulary:** b) Mosquito, rat, louse/lice, cockroach, housefly, flea, bed-bug Vectors are living organisms/animals which cause diseases. **Examples of vectors:** Mosquitoes, rats, lice, cockroaches, housefly, fly, bed-bug, dog, tsetse fly **Diseases include:** Animal diseases mosquito malaria rat plague lice cockroaches - house fly - flea - bed bug -

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

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

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		- Wash hands after visiting the toilet/latrine - Boil the water and cover it. - Spray mosquitoes - Sleep under a mosquito net - Smoke the toilet - Cut bushes around our compounds - Shut windows early - Burn the dust bins **Structures:** What do you do everyday? I / we clean the house…….. What does she/he/it… ..... ? He cleans the house……..
	Evaluation activity	c) Write down measures that should be taken to prevent diseases. d) What do you do everyday? 5. I / we…….. (clean, sweep, close, brush……) 6. What do they do every day?

	Lesson evaluation	7. What does he/she do daily? She/he……

Lesson	Theme Sub-theme Lesson content	Health in our sub-county/division Disease vectors **HIV/AIDS** HIV – Human Immuno Virus AIDS – Acquired Immune Deffeciency Syndrome

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	Skills Evaluation activity	**Vocabulary:** Sharp, share, eat, help, care, medicine, patient, gloves, take, shave, needle, towel, comb, razorblade, syringe. Listening, speaking, reading, writing **C. Fill in the missing letters.** 5. sh__rp 2. e___t 3. med___ci___e 8. co___b 5. gl___ves 6. n_____dle **D. Arrange the letters to form a correct word.** 7. keta____ 8. twelve 9. reca 10. book C. **Choose a correct word from the brackets to complete the sentences**. 6. A needle is a_____object. (sharp, needle) 7. We use a_____to comb our hair (needle, comb) 8. We should not play with_____objects. (sharp, gloves) 9. We take_____when we are sick.

	Lesson evaluation	(medicine, gloves) 10. It is very dangerous to play with_____objects. (gloves, sharp)

Lesson	Theme Sub-theme Lesson content	Health in our sub-county/division. Diseases spread by vectors **<u>Causes and spread of AIDS.</u>** • Having unprotected sex with an infected person.

	Skills Evaluation activity Lesson evaluation	• Sharing sharp objects **<u>How to control the spread of AIDS.</u>** • Go for a blood test • Avoid having sex • Don't play with sharp objects • Taking medicine • Feeding well (balanced diet) • Use gloves when caring for them **<u>Caring for AIDS patients</u>** • Show them love. • Help them in all aspects Listening, speaking, reading, writing - Oral work (discussion) - Copying down given aspects
Lesson	Theme Sub-theme	Accidents

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

	Lesson evaluation	8. Use the vocabulary to make simple sentences
Lesson	Theme Sub-theme Lesson content Skills Evaluation activity	Accidents Structures: What is the matter with you/him/her - I cut my finger. I am suffering from malaria. I have hurt my finger. - What is the matter with Joseph? He has fallen off the bicycle. Listening, speaking, reading, writing Study the pictures (MK Bk.3 pgs 158 – 160) 8. What is the matter with Paul? 9. What is the matter with Anna? 10. “ “ “ Mdly? 11. “ “ Alice?

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

He	was	knocked bitten		a knife fire

	Skills Evaluation activity Lesson evaluation	<table><tr><td>She</td><td></td><td>hit struck cut burnt</td><td>by</td><td>electricity a car a snake a hammer a dog</td></tr></table> - He was struck by electricity. - She was bitten by a snake Listening, speaking, reading, writing Form correct sentences from the table below.

Lesson	Theme Sub-theme Lesson content	Accidents Comprehension Poems <u>Read the poem:</u> I hate to see people in pain I hate to see people in accidents I hate to see somebody getting hurt When a friend is cut or burnt It makes me sad Accidents are bad - We should be careful when using tools at home. - We should be careful at school while playing. - On the way to school or work. - All we need is care and safety.

		- We must care
	Skills	Listening, speaking, reading, writing
	Evaluation activity	6. What is the poem about? 7. Who hates to see people in pain? 8. Write down three examples of accidents that we are likely to get. 9. How many lines has the poem? 10. How many stanzas has the poem?
	Lesson evaluation	

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

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

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

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

	Lesson evaluation	16. Barongo fell off the motorcycle and_____his right leg. (break) 17. The nurse_____musa's wound with a bandage. (cover) 18. The small boy was_____down by a bicycle. (knock) 19. The teacher is_____from malaria. (suffer) 20. Lule's daughter_____from a tree. (fall)
Lesson	Theme Sub-theme Lesson content	Health in our division/sub-county Vocabulary Along, look left, look right, turn right, towards, turn left

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

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

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

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

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	Evaluation activity	Make correct sentences from the table.

To go to	the office our classroom the kitchen the church	turn left and go straight turn right and go straight go straight and turn left go straight and turn right

The	school shop market school garden hospital	left hand side of right hand side of	the road the mosque the church our home

Lesson evaluation

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

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

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

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

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Lesson	Theme	Basic technology in our subcounty/division.
	Sub-theme	Concept of technology
	Lesson content	Vocabulary:
		Banana leaf, plastic, straw, wire, heavy, light, size, colour, fibre, palm leaves, bard, weight, small, long, short, big, good, texture.
	Skills	Listening, speaking, reading, writing

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

	Evaluation activity Lesson evaluation	**Fill in the missing letters.** a) fo___d f) m____t b) b___sh g) juic_____ c) gard___n h) pl____y d) sw___mp i) rop_____ e) cl___y

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

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	Evaluation activity Lesson evaluation	**Fill in the gaps with a correct form of the words in brackets.** 9. John and Mary will_____a rope. (make) 10. I shall_____clay from the swamp. (get) 11. Allen will_____a mat tomorrow. (weave) 12. We shall_____those straws next week. (use) 13. The baby will_____its toy. (break) 14. They will_____their classroom with flowers. (decorate) 15. I shall_____the rope tomorrow. (skip) 16. Tom will_____that pot with water. (fill)
Lesson	Theme	Basic technology in our sub-county/division

	Sub-theme	Making things from artificial materials
	Lesson content	Jama will make a toy car/candle. Why will Mary/Juma make a toy car/candle? for (selling, decoration, playing etc) He will make a toy car to play with. She will make flowers for decoration. They will make the beads for selling etc.
	Skills	Listening, reading, writing, speaking
	Evaluation activity	**Answer these questions correctly.** 9. Why will Mary make a toy car? 10. Why shall I make a mat? 11. Why will you make the beads? 12. Why will Jane make the bags? 13. Why will Ben make the hats? 14. Why will Sam make the toy car? 15. Why will mummy collect palm leaves? 16. Why will the teacher buy sisal?

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	Lesson evaluation	
Lesson	Theme Sub-theme Lesson content	Food Vocabulary New words Weeds, cobs of corn, plants, garden, market, bush, forest, farmer, shop, some and any New actions: Grow, hoe, weed, grow (dig), harvest

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

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

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<table>
<tr><td></td><td>Lesson evaluation</td><td>13. Is there any water in the glass in picture 2?
14. Is there any food on the plate in picture 4?</td></tr>
<tr><td>Lesson</td><td>Theme
Sub-theme
Lesson content

Evaluation activity</td><td>Food
Structures
Make sentences from the subsistitutional table below:
<table>
<tr><td>There is

There are</td><td>
some
</td><td>water
beans
milk
juice
yams
potatoes</td><td>

in
</td><td>the garden
the sack
the basket
the jug
the glass</td></tr>
</table>
There are some yams in the sack.
<u>With negatives:</u>
Make ten correct sentences from the table below:
<table>
<tr><td>There isn’t
There aren’t</td><td>any</td><td>juice
bananas
milk</td><td>in the glass
in the bottle
in the jerrycan</td></tr>
<tr><td></td><td></td><td>potatoes
water
food</td><td>in the basket
on the plate
in the garden</td></tr>
</table></td></tr>
</table>

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

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

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Lesson	Theme	Food
	Sub-theme	Reading and writing
	Lesson content	Read stories titled: e) Good food (MK Primary English Bk.3 pg.111) f) Feeling fine g) The lazy Hare
	Skills	Listening, speaking, reading, writing

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

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

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

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

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

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

	Skills Evaluation activity <

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

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

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

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

	Lesson evaluation	

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Lesson	Theme Sub-theme Lesson content	

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	Skills Evaluation activity Lesson evaluation	
Lesson	Theme Sub-theme Lesson content	Energy in our sub-county/division Ways of saving energy Revision of past simple tense May/Sarah/David switched on/switched off

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	Skills Evaluation activity	Blew off the candle/light What did ..... He/she/they/we do We/she/they… ..... switched off/blew off the light/candle. Listening, speaking, reading, writing **Children will answer the following questions: -** 6. Who switched on the light? 7. Did Jane blow off the candle? 8. Who switched off the light?

	Lesson evaluation	9. What did he do? 10. What did they/you/he do?
Lesson	Theme Sub-theme Lesson content Skills Evaluation activity Lesson evaluation	Energy in our sub-county/division Ways of saving energy Vocabulary: warm, burn, fire, socket, plant, kill, hurt, warm, danger, alarm, report, comparison, small, big, tall, short Listening, speaking, reading, writing **Fill in the missing letters:** w_____m b___rn fir____ sock____t pla___t hu_____ sm___ll b___g ta_____sh_____t **Use the given words to make correct sentences:** (b) burn (b) short (c) blant (d) kill (e) tall (f) fire

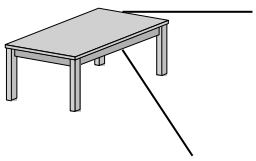
Lesson	Theme Sub-theme Lesson content	Energy in our sub-county/division Ways of saving energy Structure: future tenses What will…..... (you/she/he/they) do when in danger? i/we/shall… ..... (make an alarm/report) for help **Comparison:** A……..(dog, rabbit/rat) is… ..... (smaller/bigger than a… .....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

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

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

	Lesson evaluation	10. My father bought ten_____of meat for a party. (centimeters, kilograms) 11. A road is_____but a path is narrow. (width, wide) 12. My friend gave me two_____of cloth to make a dress. (metres, width) 13. What is the_____of your friend. (height, high) 14. The old woman walked along a_____path. (narrow, high) 15. Mwanbu uses a_____to weigh of the desk. 16. The teacher told Paul to_____the length of the desk. (weigh, measure)



Lesson	Theme	Energy in our subcounty / division
	Sub-theme	Measuring
	Content	Structures
		How tall is the .....?
		How tall is she / he?
		For people, animals, objects
		It is..... Tall
		How far did she jump?
		She jumped five centimetres
		How tall is Allan?
		width
		length

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

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Lesson	Theme Sub-theme Content	Energy in our sub-county Measuring Story “A DE LA”
	Skills	Listening, speaking, reading, writing
	Lesson activity	- Children reading the story “Adela” - Children answer questions about the story in full sentences (UPEC Bk. 3 pg 73)
	Lesson evaluation	
Lesson	Theme	Energy in our sub county / division

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	Sub-theme Content	Measuring self testing exercise Testing exercise - Practicing for sports day - Activities they do when practicing for sports day - Sack race - High jump - Football - Rope skipping - Short lilies - Long races - Egg race - Candle race - Bottle filling - Long jump
	Skills	Listening, speaking, reading, writing

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

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	Lesson activity	Exercise: Study the table below and answer the questions that follow in full sentences. Questions: 7. How high did John jump? 8. How did Aman jump? 9. How far did Alex jump? 10. Who won in high jump? 11. How high did Sarah jump? 12. How many pupils participated in high jum?

	Lesson evaluation	
Lesson	Theme Sub-theme Content	Energy in our sub-county Conjunctions used in pairs either……or…… Either is used to refer to only two persons or objects - Peter will come. Sarah will come. Either Peter or Sarah will come - I can eat matooke. I can eat posho I can eat either matooke or posho
	Skills	Listening, speaking, reading, writing

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	Evaluation activity	Use either and or in these sentences. 11. Take_____a banana_____an orange 12. You either go out_____keep quiet. 13. Either Mary_____her friends beat the girl. 14. _____James_____Paul is telling her. 15. I can use_____a pencil_____a pen. 16. _____my father_____my mother will come to school. 17. _____John_____Jane has taken the book. 18. They were going_____to the hospital_____to the market. 19. The man may_____be a dentist_____an optician 20. Either Abel_____Fred is absent.
Lesson	Theme Sub-theme Lesson Content	Energy in our sub-county / division Vocabulary (shopping) New words change, shillings, money, price, notes, watch, play, paid, buy, litre, bring, price, list, sell, sold, how, much, shopping list, how,

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		many, grocery, grocer, taker, bakery, confectioner etc.
	Skills	Listening, speaking, reading, writing
	Evaluation activity	Fill in the missing letters: 2. W_ tc____ 2. L___t___e 3. S___ap 4. gr___c___ry 5. Bak_____y Use these words in a sentence. 6. shillings 7. money 8. notes 9. change 10. shopping list
	Lesson activity	

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

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		11. There is_____food in the store. 12. How_____teachers are in your class? 13. May I know how_____you earn? 14. Here is_____milk in the jug. 15. How_____books do you need? 16. There are_____words on this chart. 17. Our school has_____classes. 18. _____fish is in that lake. 19. How_____do you pay for a car? 20. There_____dishes of sauce on the party.
Lesson	Theme Sub-theme Lesson Content	Energy in our sub-county /division Vocabulary (shopping) New words: Change, shillings, money, price, notes, watch, play, paid, buy, litre, bring, price, list, sell, sold, how, much, shopping list, how many, grocery, grocer, taker, bakery, confectioners etch.
	Skills	Listening, speaking, reading, writing

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	Evaluation activity	Fill in the missing letters: 1. w__tc____ 2. L___t____e 3. S___op 4. gr___c___ry 3. Bak_____y Use these words in a sentence. 6. shillings 7. money 8. Notes 9. change 10. shopping list

	Lesson activity	
Lesson	theme sub-theme lesson content	Energy in our sub-county / division Shopping Structures: examples A pair of trousers A packet of biscuits
	Skills	Listening, speaking, reading, writing

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	Evaluation activity	Fill in the correct words 11. A loaf of _____ 12. A tin of _____ 13. A bottle of _____ 14. A crate of _____ 15. A litre of _____ 16. A carton of _____ 17. A kilogram of _____ 18. I went to the market and bought a kilo of _____ 19. May I have a _____ of bread 20. Here is a _____ of drinking water.

Lesson	Theme Sub-theme Lesson Content	Energy in our sub-county / division Shopping Rhyme / situational game Blessing: What is the matter miracle? Miracle: I am not feeling well Blessing: Are you sick? Miracle: Yes, I am. I think I have Malaria. There are many mosquitoes around our home.

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		Purity: You should always sleep under a mosquito net Blessing: Do you clean your compound and burry all the rubbish? Miracle: I always, but from today I am going to keep clean Questions: 7. How many people are acting the game? 8. Who spoke first? 9. Why did Miracle suffer from malaria? 10. Why should we sleep under a mosquito net? 11. Write the title of the game 12. Write the opposites of these: (c) Clean (d) Today
	Lesson evaluation	

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Lesson	Theme Sub-theme Lesson Content	Energy in our sub-county / division Shopping Structures: - How much money did you pay for… .....? - How much did Mukwasi pay for soap? He paid four hundred shillings for soap
	Skills	Listening, speaking, reading, writing
	Evaluation activity	MK primary English pupils' Bk.3 pg. 135
	Lesson evaluation	
Lesson	Theme	Energy in our sub-county / division

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

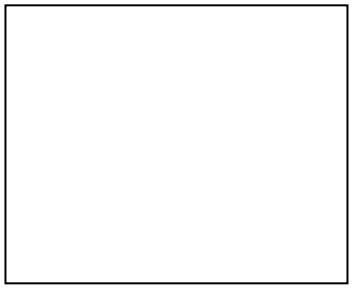
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Lesson	Theme Sub-theme Lesson content	Energy in our subcounty / division Shopping – self testing exercise Choose the correct word from the brackets to complete the sentences.
	Evaluation activity	MK Primary English Bk. 3 pg. 140
	Lesson evaluation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

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		“Atwooki goes shopping”
	Skills	Listening, speaking, reading, writing





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

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

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	Evaluation activity	Use the following words to form sentences 10. Somewhere 11. Anywhere 12. Everywhere 13. Nowhere Complete the sentences below using anywhere, nowhere, somewhere, everywhere. 14. I checked_____in the house but I couldn't find my pen. 15. I told him to hide _____ 16. You aren't going_____with my shoes. 17. I went_____for help. 18. Do you know_____we can get soap?
	Lesson evaluation	

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

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

	Evaluation activity	Use the words below to make meaningful sentences: 9. Anything 10. Nothing 11. Something 12. Everything Complete the sentences below: 13. I don't have_____for you. 14. Did you check_____? 15. I have_____to say. 16. Pick_____from the cupboard.
	Lesson evaluation	
Lesson	Theme Sub-theme	Energy in our sub-county / division Word building

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

THE END

THE END

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

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

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

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

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

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

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

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

7	MO N	1 & 2		Occupations of people in our Sub – county / division and their importance	Eng. -do-	**<u>A story</u>** **<u>Baba the trader</u>** Trs resource Pg29 A jumbled story Re-arranging sentences to form a short story. -He Sells the milk from cows an d gets money. -He is a happy man. He has animals like cows, goats and sheep. -He grows crop and keeps animals. -Mr Asiimwe is a farmer. Correct order.	-Read the story and understand the story. -Answer the questions about the story. -Read the sentences fluently. -Arrange the sentences to form a good story.	-Discussion Explanation. -Discussion -do-	-Reading -writing -do-	-creative thinking . -Problem solving -Co-operation -do-	Text Bk	Teacher's Resource Bk Pg29 Tr's resources Bk 36
7	T U E	3 TO 4		Social services and their importance.	Eng.	-Social services are things provided to people by the government. Examples -Education, health, communication. -transport , water supply, security. <u>Vocabulary</u> -Aeroplane , train, water , lorry, taxi, telephone , television, hospital, clinic , police , treat etc. Structures	-Give the meaning of social services. -Construct sentences. -Make predictions of what they want to be in future. -Talk about what people can do to get money.	Discussion Explanation	-Naming - Constructing sentences	-Creative thinking. -Critical thinking. -Effective communicatio n.		A chart showing people and what they do.

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

						immediately before twenty ? What number comes immediately after fifty two? Between Which number comes between number seven and number nine? What number comes between number twenty two and twenty two and twenty three ?	-Use after appropriately prepositions between appropriately					
8	Mon	1 & 2	Livelihood in our sub county / Division.	Numbers	English	Numbers Reading and writing Reading the stories titled At the market Amooti's farm.	-Read the given stories and answer the comprehension questions. Write meaningful sentences using number words.	Guided discussion.	Reading Writing Answering	Creative thinking . -Decision making Tolerance.	-Flash cards -A chart -Jig saws	Mk primary English Bk 3 Pg 15
					-Do-	Reading and writing Study John's performance and answer question that follow. eng: 50%; sst: 72%; Read: 45%; mtc: 45%; Sci: 93% a)In which subject did he get the highest mark? What is John's worst subject? Numbers Ordinals	Study the given table correctly and answer questions about it. Read the ordinals Pronounce the words correctly.	-Discussion -Explanation -Do-	- Do-	-Do-	Blackboard illustration Flash card	UPEC Bk 3 1st edition Pg 94

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

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

ENGLISH SCHEME OF WORK FOR P.3 TERM III

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

						you/they/he/she/get….(sisal/fibre/clay) to make a (rope/ball/pot) I / we shall get…..(sisal/fibre/clay) from…..(swamp/garden/bush)							
			Basic technology in our sub-county/division			1. What will she/he/they make? She/he/they will make a (pot/mat/rope) 2. Where will you/they/he/she get….(sisal/fibre/clay) to make a (rope/ball/pot) 3. I/we shall get….(sisal/fibre/clay) from….(swamp/garden/bush)	- Give correct responses to the given commands	Discussion Demonstration	Reading Modeling Creativity Appreciation	Pupils already made practical work Sisal, banana fibres clay etc	Primary curriculum Bk.3 pg.53		
		4	-do-	Making things from artificial materials		New structures: 1…. (Juma/Mary) will make a (toy car/beads/hat) 2. Why will….(Mary/Juma) make a…..(toy car, candle, bag)? 3. She will make a….candle/beads for…..(selling/play/decoration/wearing) 4. Why will….(you/she/he/they) make a ….(toy car/bicycle/beads/flowers for….(selling/decoration/play) 5. He/she/they will make (bags/hats/beads/flowers)	- Read the given structures properly. - Give reasons as to why people make crafts	Discussion Explanation	Reading Writing	Creativity Self expression	Collection of real objects Chalkboard illustration i.e. candles, beads, toys, hats, flowers, feathers etc	Primary school curriculum for Uganda pg. 53	

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

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

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

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

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

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

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

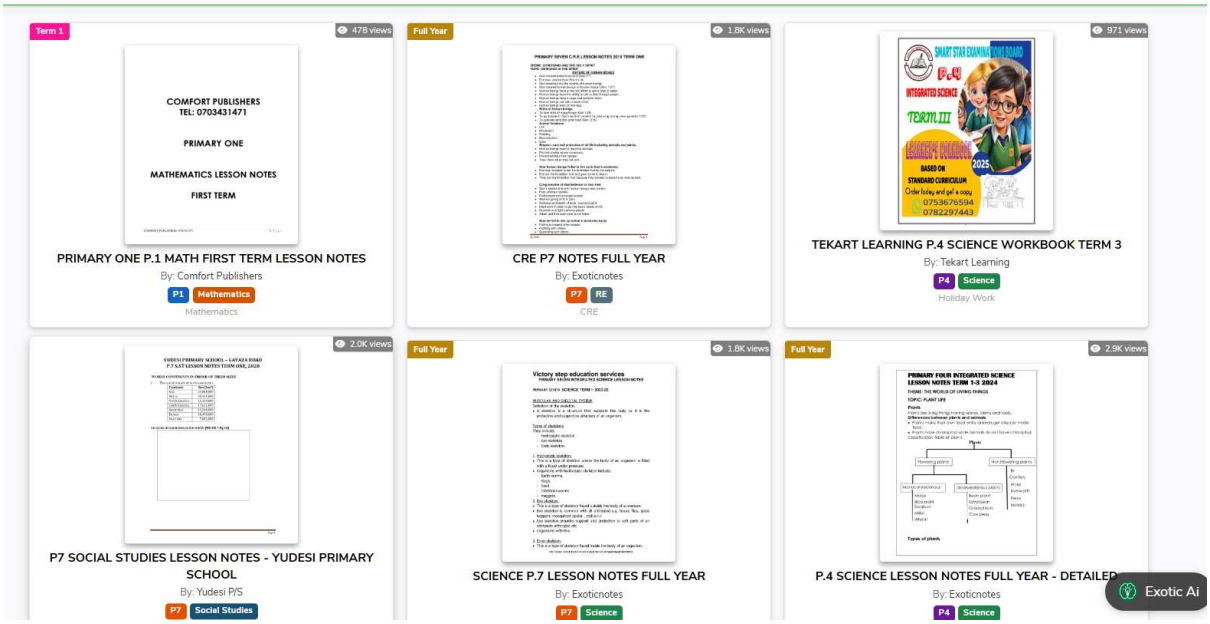
		7		Structures	-do-	Structures: Do you have some….please? Yes, I have some. Use of <u>much</u> and <u>many</u> (a) How much milk do you want? I want three litres of milk (b) How many books do you want? I want five dozens of books please	- Complete the given structures correctly - Use much and many in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

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

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

END

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