

ENGLISH GRAMMAR
PRIMARY THREE
TERM THREE

Theme **Sub – theme** **Skills** **Lessons 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.
Theme **Sub theme** **Skills** **Lessons content** **Evaluation activity** **Lesson evaluation**	**Culture and gender in our sub – county / division.** Customs in our division / sub county. Self-awareness, effective communication, assertiveness. Picture interpretation. MK p3 pg 172 **Use the given structures correctly.** 7. What did Mary ……. (done, do) 8. Ali ……his father yesterday. (greet) 9. Did John …..in the morning? (pray) 10. Did Rose……? (cry) No, ……. Yes, ……. 11. What did Joan……..? (write) 12. Peter ……a nice shirt last week.(wear)
Theme **Sub - theme** **Skills**	**Culture and gender in our division/ sub county.** **Gender** Self awareness, assertiveness, effective communication. **Vocabulary**

Lesson content **Evaluation activity.** **Lesson evaluation**	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 2. Sl___p 3. C__ __k 4. B __ __t 5. Wo__k 6. S ___as___ **b. Make correct sentences using;** i. Different ii. Wash iii. Hungry iv. Milk
Theme **Sub theme** **Skills** **Lesson content** **Lesson evaluation**	**Culture and gender in our division/ sub county.** **Gender** Effective communication, creative thinking, self – awareness, decision - decision making. **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) 10) Why were the girls punished? (They were playing in the classroom)
Theme **Sub – theme** **Skills** **Lesson content** **Evaluation activity** **Lesson evaluation**	**Culture and gender in our divion / 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, razarblade, syringe, safety pins, scissors, tablets, children. **c. Spell the words correctly.** (i) 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) 8) The doctor told me to take two…. Everyday. (tables, medicine) 9) Juma is wearing a black pair of …..(shoes, shirt) 10) A nurse uses a ……and a needle to give an injection. (drum, syringe)
Theme	**Culture and gender in our division/ sub county.** Ways of promoting and preserving culture.

	Effective communication, creative thinking, self awareness, decision – making.
Lesson content	**Structure** Never share (needles, safety pins, razorblades) 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)
Evaluation activity **Lesson evaluation**	**Fill in the gaps with correct words.** 6) Never share…….. (stones, needles) 7) My sister was ……..when she was sick. (medicine, pencils) 8) Mirembe 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)
Theme	**Culture and gender in our division / sub county.** **Relationships**.
Sub theme skills **Lesson content**	**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.
Evaluation activity **Lesson evaluation**	**Make meaningful sentences using each of the words below.** Parents, last born, niece, cousin, nephew, twins, daughters, aunt, uncle, first born.
Theme **Sub theme** **Lesson content**	**Culture and gender in our division/ sub county** **Relation ships** **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?
Evaluation activity **Lesson evaluation**	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?
Theme **Sub theme** **skills**	**Culture and gender in our division/ sub county** **Relationships** Critical thinking, self awareness, appreciation, effective thinking.

Lesson content	Mr. Mrs. Opio's family tree (MK pupils book 3 pg142 – 143)
Evaluation activity **Lesson evaluation**	**Answer the given questions in full sentences.** (Mk pupils bk 3 pg 142 – 143)
Theme sub – theme **Skills** **Lesson content** **Lesson evaluation**	**Culture and gender in our division/ sub – county.** **Relationships** Self – awareness, appreciation, creative thinking. Poem - The son of my father (Mk Bk3 pg 144) 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; i) uncle ii. Nephew
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 pupils Bk 3 pg 145)
Theme **Sub theme** **Skills** **Lesson content** **Evaluation activity**	**Culture and gender in our division/ sub county** **Relationships** Critical thinking, appreciations, self awareness. Guided composition (Mk bk 3pg 145) Use the given words to fill in the gaps and complete the composition correctly.
Theme **Sub – theme** **Skills** **Lesson content** **Evaluation activity** **Lesson evaluation**	**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. - 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. **The sentences below are in wrong order**. **Re – arrange them in correct order to make a correct story**.
Theme **Sub theme** **Skills** **Lesson content**	**Culture and gender in our division/ sub – county** Tenses of irregular verbs, Effective thinking, assertiveness, self awareness. **Vocabulary** Note: Irregular verbs are which don't add ed in the past form.

Evaluation activity **Lesson evaluation**	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 buy - bought c. **Write the past form of the given words.** 1. Bring 6. Catch 2. Ride 7. Sleep 3. Fight 8. Sweep 4. Sing 9. Swim 5. See 10. Speak **e. 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) 15. The pupils ……matooke and meat last Friday. (eat)
Theme **Sub theme** **Skills** **Lesson content**	**Culture and gender in our division/ sub county.** **Tenses of irregular verbs**. Self awareness, effective thinking, appreciation. **Irregular verbs** **Present** **past** Know knew Put put Feed fed Bite bit Tear tore Wear wore Hang hung Lie lied Beat beat Cut cut Hurt hurt

	Shut shut
Evaluation activity **Lesson evaluation**	**Write the past simple tense** **Present past** Tear _____ Rise _____ Wear _____ Break _____ Steal _____ Ring _____ **Fill in the gaps with the correct form of the words in brackets**. - Second term ……on 25th May 2012. (begin) - The baby …….. the milk last night. (d rink) - The headmaster……..for Nairobi yesterday. (leave) - A snake …… Sarah yesterday. (bite)
Theme **Sub – theme** **Skills** **Lesson content** **Evaluation activity** **Lesson evaluation.**	**Culture and gender in our division/ sub – county** **Future simple tense** **Self esteem, assertiveness, self confidence**. Dialogue - (Mk Bk 3 pg 168) **Answer the given questions in full sentences**. 6. How many people are taking part in the dialogue? 7. Who was waiting for Natasha? 8. Where was Natasha? 9. What was the matter with Natasha? 10. Who were the people taking part in the dialogue? 11. What is the name of the doctor mentioned in the dialogue?
Theme **Sub theme** **Skills** **Lesson content** **Evaluation activity** **Lesson evaluation**	**Gender and culture in our division/ sub county** **Future simple tense** Reading, writing. Story – Mr. Kintu's glasses (Mk Bk 3 pg 168 -9) **Answer the questions in full sentences.** Whom did the two pupils meet? Why was Mr. Kintu sad? What dropped from Mr. Kintu's handkerchief? Who saw the glasses? Why was Mr.Kintu not going to give a reward to the little girl? What us the title of the story?
Theme **Sub theme** **Skills** **Lesson content** **Evaluation activity** **Lesson evaluation.**	**Culture and gender in our division/ sub county** Reading, writing, self confidence, assertiveness. Testing exercise (revision exercise) Mk pupils bk 3 pg 169 – 170) Written exercises on pg 169 – 170
Theme **Sub – theme**	**Culture and gender in our division/ sub county** **Present perfect tense**

Skills	Listening, speaking, reading, writing,
Lesson content	Helping verbs used in this tense are has and have. **Examples.** Do - done Speak - spoke Take - taken Eat - eaten Hide - hidden Drive - driven Rot - rotten Drive - driven Forgive - forgiven Choose - chosen I we have they you he she has it
Evaluation activity	c) **Write the present perfect tense of the following:** - steal hide - choose forgive - drive raise 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) 9. The children have ……..the mango tree. (shake)
Lesson evaluation	10. Why have you ……..my food? (eat)
Theme **Sub –theme** **Skills**	**Culture and gender in our division/ sub county** **Present perfect tense** 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 Drop - dropped lay - laid buy - bought leave - left read - read feel - felt sleep - slept shut - shut weep - wept burst - burst
Evaluation activity	**Fill in the gaps with the correct form of the words in brackets**. - Mr. Mubiru has …….us science. (teach) - My father has ……a new car. (buy) - The children have……the words correctly. (spell) - The monitor has ……the newspaper. (read)

<table>
<tr><td>Lesson evaluation</td><td>- The headmaster has …….. forJinja. (leave)
- Nalule has …… all the dishes. (drop)
- My sister has…… us good news. (bring)
- Joseph has ……the classroom. (sweep)
- She has …… o f a good idea. (think)
- I have not ……the windows. (close)</td></tr>
<tr><td>Theme
Sub theme
Skills
Lesson content

<br

Lesson evaluation	**Use words below.** Planting, uprooting, feeding, collecting
Theme **Sub theme** **Lesson content**	**Culture and gender in our division/ sub county** **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. **Examples** Sweet - sweetly Quiet - quietly Hurry - hurriedly Soft - softly Quick - quickly Soft - softly Quick - quickly Loud - loudly Slow - slowly Structures 3. The dog barks <u>loudly</u>. 4. He speaks <u>softly</u>.
Skills	Listening , speaking, reading, writing
Evaluation activity	**Change he 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 28. kind 29. immediately 30. brave
Lesson evaluation	31. soft 32. brief
Theme	**Culture and gender in our division/ sub county**

	Adverbs
Sub - theme	**Adverbs of time.**
	These are adverbs that tell when an action is done. i.e early, lately, now,
Lesson content	tomorrow, yesterday, evening, soon, before, after, today, since, already.
Skills	**Structure**
	She lost her bag yesterday.
	The bell has already gone.
Evaluation activity	Speaking, listening, reading, writing.
	Make sentences using each of the words below.
	9. early
	10. yesterday
	11. today
	12. already
	13. since
	14. now
Lesson evaluation	15. before
	16. late
Theme	**Culture and gender in our division / sub county**
Sub – theme	**Adverbs**
Lesson content	**Adverbs of place**
	These are adverbs which tell us where an action is done from e.g
	I kept the bag there.
	Come here and sit down,
Skills	**Other examples.**
	Where ,every where, nowhere, anywhere, listening, speaking, reading,
Evaluation activity	writing.
	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. Sarah shouted loudly, The car is here"
Lesson evaluation	16. He ate his break fast and then ran quickly.
	17. I saw Jane yesterday and I shall see her again tomorrow.
	18. Simon returned my pen unhappily.
Theme	**Culture and gender in our division/sub county.**
Sub theme	**Adverbs**
Lesson content	Formation of adverbs.
	Other adverbs can be formed adding
	Note: To the adjective that end with "y"
	Drop "y" and put (ily)

	Examples Noisy - noisily 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
Skills	Nice - nicely Safe - safely
Evaluation activity	**Listening, speaking, reading , writing** **Fill in the spaces with the correct form of the word in brackets**. 12. The sun was shinning …… . (bright) 13. We kept your pen …… . (safe) 14. The door was …….. open. (wide) 15. He ……. Welcomed me to his home. (happy) 16. She was ……. Dressed yesterday. (nice) 17. He was hurt very …… (bad) 18. You must spell your name …….. (correct) 19. It rained ……. That night. (heavy)
Lesson evaluation	20. They put on uniforms and looked …….. (love) 21. They did those sums …….. (quick) and went for breakfast.
Theme	**Culture and gender in our division / sub county**
	Adverbs
Sub – theme	**Topical questions**
Lesson content	- The sun was shinning……..(brightly) - When he got his money, he smiled ……. (happy)
Skills	- The door opened _____ and the queen entered. ((sudden) - Osman writes…… . (bad) - The cows graze …….. . (day) - He washed the plates…… (careful) - He was hurt very …… . (bad) - You must spell your words…….. (correct) - I can't hear you……, please. (clear) - We shall do the sums …… . (patient) - Hellen asked for permission…….. (polite) - All newspapers are published…….. (week) - You must not sleep…… . (sound)
Lesson evaluation	- The school team played well and won the game……..(easy) - He ate his food…… . (early)

	- He ……arranges the clothes in the suitcase. (neat) - Daddy punished the young boy ……. (bad) - It rained very ……. last week. (heavy) - We should talk …… to one another. (polite) - Money is kept……..in the bank. (safe) - Kato……..stood up and went out, (quick) - The old lady walked…… across the river. (slow) - P.3 pupils did the English exercise ……today. (quiet)
Theme **Sub – theme** **Lesson content**	**Health in our sub – county/ division.** **Disease vectors** **Vocabulary** Mosquito, rat, louse/ lice, cockroach, flea, housefly, bed – bug. Vectors are living organisms/ animals which cause diseases. Examples of vectors Mosquitoes, rats, lice, cockroaches, house fly, bed – bug, tsetse fly. **Diseases include**; Animal diseases Mosquito malaria Rat plague Cockroaches House fly Flea Bed bug dog
Skills **Evaluation activity** **Lesson evaluation**	Listening , speaking, reading, writing f. What are vectors g. Write down eight examples of vectors h. Complete the table below. **Animal diseases** Mosquito _____ Rat _____
Theme **Sub theme** **Lesson content** **Skills** **Evaluation activity** **Lesson evaluation**	**Health in our division / sub county** **Disease vectors** **Vocabulary** Cut, slash, sweep, food, faeces, clean, keep, flies, fingers, cover, malaria, shut, mosquito net, latrine, toilet, etc. Listening, speaking, reading, writing. **Fill in the missing letters** Arrange letters to form a correct word. Use the words in a sentence.
Theme	**Health in our sub – county/ division**

Sub = theme	**Disease vectors**.
Lesson content	What we should do to prevent diseases. Wash hands after writing 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 every day? I/we clean the house ……
Evaluation activity	What does she/ he/ it……? He cleans the house……. c, Write down measures that should be taken to prevent diseases. d, What do you do every day?
Lesson evaluation	- I/We …….. (clean, sweep, close, brush…..) - What do they do every day? - What does he/she do daily? She/ he……..
Theme	**Health in our sub – county / division**
Sub – theme	**Disease vectors**. **HIV/ AIDS**
Lesson content	HIV - Human immune virus AIDS – Acquired immune deficiency syndrome. **Vocabulary** Sharp , share, eat, help, care, medicine, patient, gloves, take, share, needle, towel, comb, razarblade, syringe.
Skills	Listening, speaking, reading, writing.
Evaluation activity	C. **Fill in the missing letters.** 1. sh___rp 2. e___t 3. med__ci__e 4. Co___b 5. gl___ves 6. n__ ___ dle D. **Arrange the letters to form a correct word.** 7. keta 8. tweevl 9. reca 10. koob E. **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)

Lesson evaluation	8. We should not play with …….objects. (sharp, gloves) 9. We take…….. when we are sick. (medicine, gloves) 10. It is very dangerous to play with ……..objects. (gloves, sharp)
Theme **Sub –theme** **Lesson content** **Skills** **Evaluation activity** **Lesson evaluation**	**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. Taking medicine Feeding well (balanced diet) Use gloves when caring for them. Caring for AIDS patients. Show them love. Help them in all aspects. Listening, speaking, reading, writing. Oral work (discussion) Copying down given aspects.
Theme **Sub theme** **Lesson content** **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. 5. Spelling exercise 6. Filling the missing letters 7. Write the letters properly to form a correct word. 8. Use the vocabulary to make simple sentences.
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 of the bicycle. Listening, speaking, reading, writing. Study the pictures (Mk Bk 3 pg 158 – 160)

<table>
<tr><td>Lesson evaluation</td><td>What is the matter with Paul?
What is the matter with Anna?
Why are you crying?
Why is she crying? She has cut her finger etc.</td></tr>
<tr><td>Theme
Sub – theme
Lesson content

Skills

Evaluation activity

Lesson evaluation</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>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table>
He was struck by electricity.
She was bitten by a snake.
Listening, speaking, reading, writing.</td></tr>
<tr><td>Theme

Sub – theme
Lesson content

Skills

Evaluation activity</td><td>Accidents

Comprehension
Poems
Read the poem
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 careful when using tools at home.
We shall be careful at school while playing.
On the way to school or work.
All we need is care and safety.
We must care.
Listening, speaking, reading, writing.
Read the story about “YASABA” and answer questions that follow in full sentences.
Who had long nails?
Where was the razarblade?
What happened to Yasba?
Whose finger was bleeding?
Who was Yasaba’s mother?</td></tr>
</table>

Lesson evaluation	How did MrsMasaba clean the wound? What made Yasaba cry? **Give the opposites of these words**. a. Careful b. her self b. Remember c. crying e. she
Theme **Sub – theme** **Lesson content** **Skills** **Evaluation** **Activity** **Lesson evaluation**	**Accidents** **Story** **Read the story titled** "ALEX LEARNS A LESSON" (Ref Mk Bk 3 pg 163) Listening, speaking, reading, writing. 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?
Theme **Sub – theme** **Lesson content** **Skills** **Evaluation activity** **Lesson evaluation**	**Health in our sub – county** **Accidents** Testing exercise Revision exercise on accidents. Reading, writing **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) 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)
Theme **Sub – theme**	**Health in our division/ sub county** **Vocabulary** Along, look left, look right, turn right, towards turn left. **Examples**

Lesson content	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.
Skills	**Use the correct form of the words in brackets.** **Choose right hand side/ left hand side**
Evaluation activity	5. The trees 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 the ……..of the school. Use these words in a sentence. 6. along 7. towards 8. turn right 9. paths
Lesson evaluation	10. road
Theme	**Health in our division/ sub county.**
Sub theme	**Structures**
Lesson content	**Structures** Walk along the …… (road , path) What is she doing? They? Who sits on the left hand side of the class room? Where is the nature corner?
Skills	Where is the petrol station? The petrol station is on the right hand side of the road. Where is our school?
Evaluation activity	Listening, speaking, reading, writing **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
Lesson evaluation	20. putting
Theme	**Health in our sub county/ division** **Direction**

<table>
<tr><td>Sub theme

Lesson content

Skills
Evaluation

Lesson evaluation</td><td>Turn to ……..
Tell the direction.
Direction to the church, dinning hall. Play centre, new plot.
What do you do to go the kitchen?
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 and go straight
go straight and turn left.
go straight and turn right.</td></tr>
</table>
<table>
<tr><td>the</td><td>School
Shop
Market
Hospital
School - garden</td><td>Is

On

the</td><td>Left hand side

Right hand side</td><td>The road
The mosque
The church
Our home</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table></td></tr>
<tr><td>Theme
Sub – theme
Lesson content

Skills
Evaluation activity

Lesson evaluation</td><td>Health in our division; sub county

Dialogue
The dialogue tiflet
“Aminah directs Mr. Kintu”
Listening, speaking, reading, writing.
Reading and acting the dialogue
“Amirah directs Mr. Kintu”</td></tr>
<tr><td>Theme
Sub - theme

Lesson content
Skills
Evaluation activity
Lesson evaluation</td><td>Health in our sub – county/ division
Guided composition
Reading the guided composition
“Joan and Joel go to school”.
Listening, speaking, reading, writing

Refer to MK pri. EngBk 3 pg 121</td></tr>
<tr><td>Theme
Sub – theme
Lesson content

Lesson evaluation</td><td>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 e. buy
b. Flower f. sell
c. Car g. wear</td></tr>
</table>

	d. Beads h. toy
Theme **Sub - theme** **Lesson content** **Skills** **Evaluation activity** **Lesson evaluation.**	**Basic technology in our sub – county/ division** **Concept of technology** **Structures;** What will you use to make (mat, doll, toy, car, ball)? I/We shall use…… (banana fibre/ wire) to make (mat, doll, ball, toy car) What will (Musa. Mary) use to make…… (mat, toy car, ball, hat)? They will use …….. (bananafibres, leaves , wire) to make a mat, toy car, ball etc. Draw and name some examples of crafts and materials used to make them.
Theme **Sub theme** **Lesson content** **Skills** **Evaluation activity** **Lesson evaluation**	**Basic technology in our sub – county/division** **Concept of technology** **Vocabulary** Banana leaf, plastic, straw, wire, heavy, light, size, colour, fibre,big, palm leaves, weight, small, long, short, good, texture. Listening, speaking, reading, writing. **Make sentences using each of the words below;** colourfibre banana plastic palm leaves small good straw
Theme **Sub –theme** **Lesson content** **Skills** **Evaluation activity** **Lesson evaluation**	**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. **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
Theme **Sub – theme** **Lesson content**	**Basic technology in our sub – county/ division** **Processing and making things from natural materials.** **Structure s** (Musa/ Sarah) will mke a (Pot, mat/ rope) using ……. (clay/ banana fibre/ sisal)

Skills **Evaluation activity** **Lesson evaluation**	What will you make? I/we shall make a ……. (pot/ mat/ rope) What will she/ he / they make? She/ he will make a pot/ mat/ rope. Where will you get the clay? I shall get it from the swamp. Listening, reading, writing, speaking. **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)
Theme **Sub – theme** **Lesson content** **Skills** **Evaluation activity** **Lesson evaluation**	**Basic technology in our sub – county / division.** **Making things from artificial materials.** Juma 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 care to play with. She will make flowers for decoration. They will make the beads for selling etc. Listening, reading, writing, speaking **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?
Theme **Sub – theme** **Lesson content**	**Food** **Vocabulary** **New words** Weeds, cobs of corn, plants, garden, market, bush, forest, farmer, shop, some and any,

<table>
<tr><td>Skills

Evaluation activity

Lesson evaluation</td><td>New actions
Grow, hoe, weed, grow,(dig) harvest.
Listening, speaking, reading, writing

Make sentences using each of the words below
Garden any shop
Garden bush harvest
Farmer crops weeds</td></tr>
<tr><td>Theme

Sub theme

Lesson content

Skills

Evaluation

Lesson evaluation</td><td>Food

Structure

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.

Listening, speaking, reading, writing.

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?
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>Theme

Sub theme

Lesson content

Evaluation activity</td><td>Food

Structures

Make sentences from the substitutional 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</td></tr></table></td></tr>
</table>

					the glass

There are some yams in the sack.

With negative

Make ten correct sentences from the table below.

There isn't There aren't	any	Juice Bananas Milk Potatoes Water food	In the glass In the bottle. In the jerrycan. In the basket. On the plate. In the garden.	

There isn't any food in the basket.

Lesson evaluation

Theme	**Food**
Sub – theme	**Jumbled story**
Lesson content	**Re – arrange these sentences in order to form correct stories**. 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.
Skills	Listening, speaking, reading, writing.
Evaluation activity	**Arrange these sentences in order to form correct stories.** e. The beef was bad. f. The shopkeeper refunded his money. g. Tom went to the shop. h. He returned the beef to the shop. i. He bought a tin of beef. **B** a. She drank all the splash. b. She put a straw in the packet. c. She threw the empty packet in the dust bin. d. Jane took a packet of splash from the box. e. She opened the packet.
Lesson evaluation	
Theme	**Food**
Sub theme	**Reading and writing**
Lesson content	Read stories titled

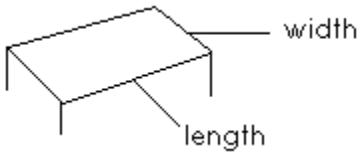
	f. Good food (MkPri. EngBk 3 pg 11) g. Feeling fine. h. The lazy Hare.
Skills	Listening , speaking, reading, writing.
Evaluation activity **Lesson evaluation**	**Questions** 9. What does good food give us? 10. Name some fruits which protect us from diseases? 11. Why should a person eat meat and eggs? 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?
Theme **Sub – theme** **Lesson content**	**Food** **Guided composition** Choose the correct words from the box below to complete the guided composition. (Ref: Mk Pri. EngBk 3 pg 113)
Theme **Sub theme** **Lesson content** **Skills** **Evaluation activity** **Lesson evaluation**	**Transport** **Vocabulary** Revision, donkey, oxen, taxi. **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 on, off loading. Listening, speaking, reading and writing. **Fill in the missing letters.** a. C __nd__ctor b. donk___y c. tax ____ d, fl___t h. sp __ __ d e. p __mp i, ca___t f. tyr____ j, p___ncture g, pas__eng__r k. transp__rt **Draw and name means of transport used on land**,
Theme sub – theme **Sub theme** **Lesson content**	**Transport** **Structure** Get on the …….. (bus/ train)

	What is he doing? He is getting on the bus e.t.c What did he do? He got off the train.
Skills	Speaking, listening, reading, writing.
Evaluation activity	**Study the pictures on pg 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?
Lesson evaluation	18. Who is getting on the donkey?
Theme	**Transport**
Sub – theme	
Lesson content	**Structures** Make sentences from the substitutional table.
Skills	
Evaluation activity	Listening, speaking, reading, writing
Lesson evaluation	(Ref: Mk Pri. EngBkpg 151)
Theme	**Transport**
Sub theme	**Reading and writing**
Lesson content	**Read the story titled** "Asaba's bicycle Gets A flat tyre" Mk Pri. EngBk 3 pg 154)
Skills	Listening . speaking, reading, writing
Evaluation activity	**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? 13. What happened to Asaba's bicycle? 14. Who helped Asaba to repair his bicycle? 15. What was the use of the pump?
Lesson evaluation	16. Give the title of the story.
Theme	**Energy in our sub – county / division**
Sub – theme	**Sources of energy.**
Lesson content	**Vocabulary** Bulb, buy, store, charcoal, fridge, fire wood, petrol, diesel, cook, sell, paraffin, kite.

	Use of "some" and "any"
Skills	Listening, speaking, reading, writing.
Evaluation Activity	3. **Write the words correctly.** a. dgefri b, tkie c. seledi d, kcoo e, yub 4. **Use the given words to make correct sentences**. f, fire wood g, sell h, store **Use some or any to fill in the gaps correctly**. v. Is there _____salt in the food? vi. There is _____ sugar in the tin? vii. There aren't _____ beans in the tin. viii. There are _____ fish in the basket. ix. There isn't _____ water in the pot.
Lesson evaluation	
Theme	**Energy in our sub county/ division**
Sub theme	**Sources of energy**
Lesson content	**Structure** Revision on tenses. Present continuous What are ……..selling/ buying/ carrying? We are buying/ selling fire wood/ charcoal. Past simple tense Ali/ Mary ……..bought…… (sold paraffin/ firewood/ charcoal/ bulb/ fridge) Future simple tense Ali/ Mary …….bought/ sold.
Skills	Listening, speaking, reading, writing
Evaluation activity	**Fill in the blank spaces using the correct form of the word in brackets**. 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, (hear) 18. Mummy and I shall …….millet tomorrow. (grind) 19. They will ……..the cake at the party. (eat) 20. We …….to Jinja yesterday. (go)
Lesson evaluation	21. The little girl…….her hair in the morning. (comb) 22. Dan……..fire wood last evening. (collect)

Theme	**Energy in our sub – county / division**
Sub- theme	**Ways of saving energy**.
Lesson content	**Vocabulary** Switch on/ off, blow off, cover, light, box, match stick, candle, water, torch, switch (n), low, high. Revision on opposites e.g low/ high Switch on – switch off Good - bad Small - big Long - short
Skills	Listening, speaking, reading, writing
Evaluation activity	**Listen and write** 6. Always switch off machine after use. 7. My friend fore helps you in cooking, ironing and lighting. 8. Solar energy is the power from the sun. 9. Sarah bought a red torch. 10. She bought a match box from that shop. **Give the opposites of the given words.** Good Switch on Long Buy Smooth Ugly Bottom
Lesson evaluation	Absent Outside
Theme	**Energy in our sub county/ division**
Sun theme	**Ways of saving energy**
Lesson content	**Revision of past simple tense** Mary/ Sarah/ David switched on/ switched off. Below off the candle/ light. What did …… He/ she/ they/ we do We/ she/ they ……switched off/ blew off the light / candle.
Skills **evaluation activity**	Listening, speaking, reading, writing **Children will answer the following questions.** 6. Who switched on the light? 7. Did Jane blow off the candle?

Lesson evaluation	8. Who switched off the light? 9. What did he do? 10. What did they/ you/ he do?
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 sh ___ ___ t Pla ___t sm ___ll Ta__ ___ fir ____ B___rnsock___t hu __ ___ b___g **Use the given words to make correct sentences.** a. burn d. tall b. Kill e. blunt c. Short f. fire
Theme **Sub –theme** **Lesson content** **Skills** **Evaluation activity**	**Energy in our sub – county/division.** **Ways of saving energy**. Structure: Future tense 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/father than a ……. Hen/ duck/ pigeon. Listening, speaking, reading, writing **Answer the questions sensible 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 the 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)

Lesson evaluation	**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
Theme **Content** **Skills** **Evaluation activity** **Lesson evaluation**	**Energy in our sub – county/ division.** **Vocabulary** Weighing scale, narrow, height, wide –width, high, measure, metres - cloth litres – liquids (capacity) grams – weight weight is the lightness or heaviness of an object. Listening, speaking, reading, writing. **Fill in the gaps with the correct word from the brackets.** 9. The …….. of a bag of sugar is 50 kilograms. (height, weight) 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. Mwambu uses a …….to measure the weight of sugar. (weighing scale, capacity) 16. The teacher told Paul to ……..the length of the desk. (weigh, measure)
Theme **Sub – theme** **Content** **Skills** **Evaluation activity**	**Energy in our sub – county/ division.** **Measuring** Structure How tall is the ……..? How tall in she/ he? For people, animals, objects. It is ……. tall. How far did she jump? She jumped five centimeters How tall is Allan?  Listening, speaking, reading, writing. **Taking measurements of different objects and children.**

<table>
<tr><td>Lesson evaluation</td><td>The table is …… cm
Allan is……..tall.
She is …….tall.
The blackboard's length is……and width is …….
Taking records.</td></tr>
<tr><td>Theme
Sub – theme

Lesson content

Skills

Evaluation activity
Lesson evaluation</td><td>Energy in our sub – county/ division.
Measuring.

Dialogue
Measuring our desks.
Listening , speaking, reading, writing,

Reading the dialogue.
Answering questions about the dialogue (the dialogue is in UPEC Bk 3 2nd edition pg 72)</td></tr>
<tr><td>Theme
Sub – theme
Content
Skills

Lesson evaluation</td><td>Energy in our sub – county
Measuring
Story " ADELA"
Listening, speaking, reading, writing.
Children reading the story "ADELA"
Children answering questions about the story in full sentences.
(UPEC Bk 3 pg 73)</td></tr>
<tr><td>Theme

Sub- theme
Content

Skills

Evaluation activity</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
- Foot ball - rope skipping
- Short lilies - long races
- Egg race - candle race
- Bottle filling - long jump
Listening, speaking, reading, writing,

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
Aman
Alex</td><td>1m 2cm
1m 2cm
1m 1cm
I m 4cm</td><td>1m 86 cm
2m
1m 7cm
1m</td></tr>
</table></td></tr>
</table>

Lesson evaluation	**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 jump?
Theme **Sub – theme** **Content** **Skills** **Evaluation activity** **Lesson evaluation**	**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. Listening, speaking, reading, writing. **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 …….t o the hospital……to the market. 19. The man may ……..be a dentist……..an optician. 20. Either Abel …….Fred is absent
Theme **Sub – theme** **Lesson content** **Skills** **Evaluation activity** **Lesson evaluation**	**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, hoe much, shopping list, how many, grocery, grocer, taker, bakery, confectionery etc. Listening, speaking, reading, writing. **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
Theme	**Energy in our sub – county/division** **Shopping**

Sub – theme	
	Structures
Lesson content	Do you have some…….please? Yes I 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 wan five dozens of books.
Skills	Listening, speaking, reading, writing.
Evaluation activity	**Use "much' or "many" in these sentences.** 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?
Lesson evaluation	20. There are …….dishes of sauce at the party.
Theme	**Energy in our sub – county / division.**
Sub – theme	**Vocabulary (shopping**)
Lesson content	**News 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, etc.
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 5. Bak ___ ___ y **Use these words in a sentence.** 6. shillings 7. money 8. notes
Lesson evaluation	9. change 10. shopping list
Theme	**Energy in our sub – county/ division.**
Sub – theme	**Shopping** Structure e.g

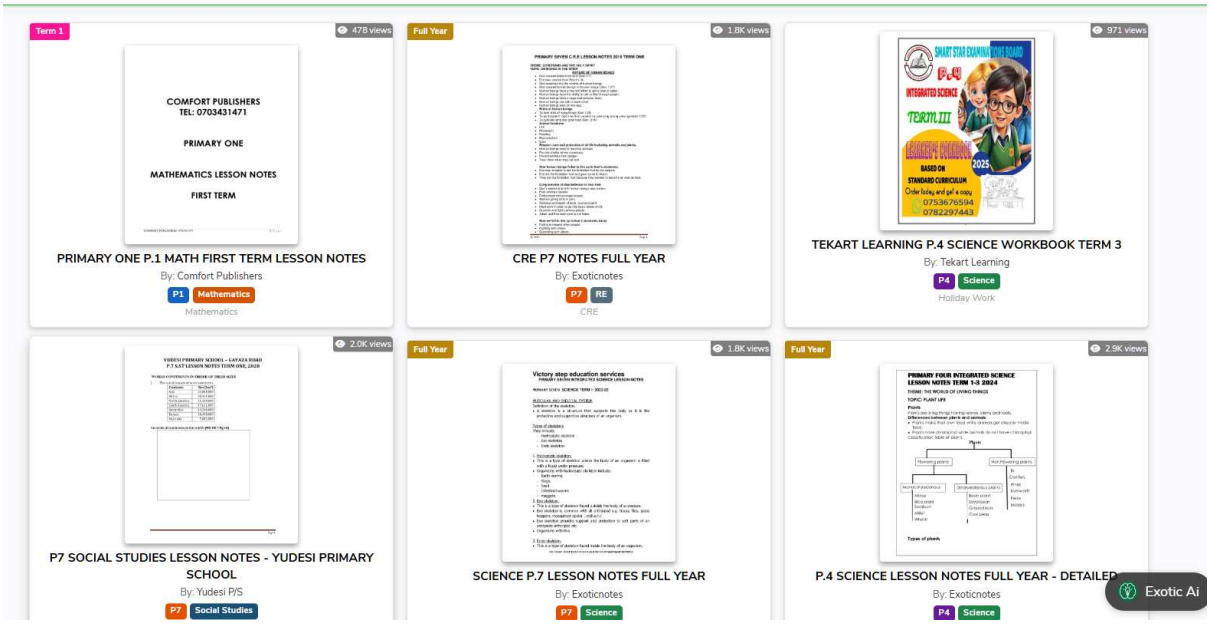
Lesson content	A pair of trousers. A packet of biscuits.
Skills	Listening, speaking, reading, writing
Evaluation activity **Lesson evaluation**	**Fill in the correct words.** 11. A loaf of _____ 12. A tin of _____ 13. A bottle of _____ 14. A crate of _____ 15. A carton of _____ 16. A kilogram of _____ I went to the market and bought a kilo of _____ May I have a _____ of bread. Here is a _____ of drinking water.
Theme **Sub – theme** **Lesson content** **Lesson evaluation**	**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. 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; a. clean b. today
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 Pri. EngBkpg 135
Theme	**Energy in our sub – county/division**
Sub - theme	**Shopping**
Lesson content	Structures How much change did ……get? Lukema had 1000 shillings. He bought one litre of milk at 800 shillings. He got 200 shillings as change.
Skills	Listening, speaking, reading, writing.
Evaluation activity	MK Pri. EngBk 3 pg 137
Theme	Energy in our sub – county/ division
Sub – theme	**Shopping**
Lesson content	A story entitled "Jane and Aisha go for shopping" The shopping list.
Skills	iii. What did Mr. Jumba want the children to buy? iv. Who were sent to the grocery?
Evaluation activity	Listening, speaking, reading, writing.
Lesson evaluation	MK Pri. EngBk 3 pg 139.
Theme	**Energy in our sub – county / division**
Sub theme	**Shopping – self testing exercise.**
Lesson content	
Lesson evaluation	**Choose the correct word from the brackets to complete the sentences**.
Theme	**Energy in our sub – county/ division**
Sub theme	**Shopping**
Lesson content	Guided composition "Atwooki goes shopping"
Skills	Listening, speaking, reading, writing.
Evaluation activity	**Choose the correct words from the given words** **Litre shillings buy change any shopkeeper list** One Saturday evening, Atwoki went to Masindi town. She wanted to _____ some presents for her daughter. Atwooki had a piece of paper in her bag.

	Shopping list Ground nuts 1400/= Cooking oil 1000/= Sugar 1000/= A loaf of bread 700/= When she reached the shop, she asked the …….. Atwoki: Do you have ……..cooking oil please? Shop keeper: Yes, I do. How much would you like? Atwoki: One …… . How much is it? Shop keeper: It costs one thousand shillings.
Lesson evaluation	Atwoki gave the shopkeeper five thousand shillings. The shop keeper gave her the items and _____ of one thousand shillings.
Theme	**Energy in our sub – county / division**
Sub- theme	**Word building**
Lesson content	The word "where" can be joined to some words and form longer words e.g somewhere, any where, every where, nowhere.
Skills	Listening, speaking, reading, writing.
Evaluation activity	**Use the following words to form sentences.** 10. somewhere 11. any where 12. every where 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.
Lesson evaluation	17. I went _____ for help. 18. Do you know _____ we can get soap?
Theme	**Energy in our sub – county / division**
Sub – theme	**Word building**
Lesson content	**Body** It can be joined to every, some, no, any, Jill knocked at the door but no body 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.
Lesson evaluation	8. Call _____here.
Theme	**Energy in our sub – county/ division**
Sub – theme	**Word building**
Lesson content	**Use of thing** It can be used to words like any, some, no, every ie. Everything, nothing, anything, something. Anything can be used in asking questions. Have you done anything to him?
Skills	Something; is used in telling sentences. There is something in that box.
Evaluation activity	Listening, speaking, reading, writing 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.
Lesson evaluation	16. Pick _____ from the cupboard.
Theme	**Energy in our sub – county / division**
Sub theme	**Word building**
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**; 3. _____you feeling hungry? Eat fruits 4. Tell us _____ you think.
Lesson evaluation	5. Call me _____ is ready.

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