P.1 LITERACY LESSON NOTES FOR TERM I

Date	Class	L. area	No. of children	Time

THEME : Our School

SUB THEME : People in our school

CONTENT : A school

COMPETENCES : A learner

- Defines the word school
- Mentions the name of our school.
- Mentions titles of people at school.
- Spells, reads and pronounces words correctly.
- *Draws the picture of the school correctly.*

METHODS

- Orientation
- Guided discovery
- Question and answer

CONTENT

What is a school?

A school is a place where people go to learn.

The name of our school is Cornerstone Junior School.

Neighbouring schools (oral)

- Top care primary school
- Global Junior School
- Mukono boarding school
- Mukono Junior school

Location of our school

- Kitete village
- Mukono district
- Kayunga road

(A PICTURE OF OUR SCHOOL)

Exercise

1. A _____ is a place where people go to learn.
2. Circle the name of our school.
   a) Top Care Primary School
   b) Cornerstone Junior School
   c) Mukono Boarding School
3. Draw a school
4. In which village is cornerstone Junior school _____(kiyunga, kitete)
5. *Fill in the missing letters*

   Sch __ __ l cl __ ss t __ ___cher

Date	Class	L. area	No. of children	Time

THEME : Our school

SUB THEME : People in our school

COMPETENCES : A learner

- Writes names of people in our school and their titles.
- Reads, spells and pronounces words correctly.
- Fills in the missing letters

METHODS:-

- Observation
- Guided discovery
- Question and answer

CONTENT

<u>People at school</u>

<u>TITLES</u>

Director

Head teacher

Deputy Head teacher

Director of studies

Secretary

Bursar

Driver

Security

Cook

Assistant

Nurse

Librarian

Cleaners

Learning areas taught in school

English

Literacy

Luganda

P.E

R.E

Reading

Art and craft etc.

Activities

1. Listen and write ……
2. *Draw people found at school*

Teacher	Nurse	Head teacher

3. *Who heads a school?*
4. *Give two learning areas taught at school.*_____ _____

Date	Class	L. area	No. of children	Time
√	P.1Y	Literacy		

THEME : Our school

SUB THEME: People in our school

COMPETENCES : a learner

- Identifies people in our school and their roles
- Matches people to their roles.
- Draws people doing their work.
- Reads, spells and pronounces words correctly

METHOD:-

- Guided discovery
- Observation
- Question and answer

CONTENT: PEOPLE IN OUR SCHOOL AND THEIR WORK. (roles)

At school different people do different type of work.

Example

Teachers - teach pupils

Head teacher - heads a school/ supervises all work

Director - owns a school

Cooks - cook food

Cleaners - clean the school

Bursar - collects school fees.

Drivers - drive the school van

Nurse - treats pupils at school.

Librarian - looks after school books in the library

Gate keeper - provides security

Matrons - take care of children in the dormitory

EXERCISE

1. Listen and write ……..

1 Match people to their work

Teachers	-	looks after children
Head teacher	-	treats sick people
Cooks	-	teach children
Bursar	-	heads a school
Nurse	-	drive the school vans
Drivers		-cook food
Matron	-	Collects money

2: Draw the following people doing their work.

Teacher	Cook	Driver	Cleaner

4. Why do pupils go to school? _____

5. What is the name of your literacy teacher? _____

Date	Class	L. area		
	P1Y	Literacy		

THEME : Our School

SUB THEME : Activities in our school

COMPETENCES : A learner

- Identifies activities done at school
- Reads, spells and pronounces the words correctly
- Draw different activities done at school
- States the importance of coming at school

METHODS:-

- Guided discussion
- Explanation
- Whole class discussion

CONTENT: ACTIVITIES DONE AT SCHOOL

These are the different things we do out while at school.

Activities done by children

- Sweeping the classroom
- Gardening
- Reading books
- Writing
- Playing with others
- Praying
- Sweeping the compound
- Caring for others
- Learning
- Drawing pictures
- Dancing
- Singing
- Modeling
- Picking rubbish
- Washing clothes/ plates
- Swimming

Activities done by teachers at school

- Teaching
- Guidance and counseling
- Disciplining children

Importance of coming to school

- We come to school to learn

Exercise

1. *Fill in the missing letters*

   sw __ __ ping *r __ __ding* *pl__ying* *danc_ng*

2. *Name the activities below*



_____



_____

3. *Why do you come to school?*
4. *Who teaches pupils at school?*

5. *State the importance of the people at school.*

(a) teachers _____

Cooks _____

Cleaners _____

Date	Class	L. area	No. of children	Time
√	P1Y	Literacy		

THEME : Our school

SUB THEME : Things in our school

COMPETENCES : Learner

- Gives examples of buildings in our school
- Spells the words correctly.
- Draws some of the buildings in the school.

METHOD:-

- Guided discovery
- Explanation
- Whole class discussion

CONTENT: AT SCHOOL WE FIND DIFFERENT EXAMPLES OF BUILDINGS

Examples of buildings in our school are:-(out of classroom)

- Classrooms
- Latrines / toilets
- Kitchen
- Offices
- Store
- Dormitories
- Library
- Sick bay
- School canteen

.

EXERCISE:

1. Write down twobuildings in our school.
2. Fill in the missing letters.
   a) Cl_ssr_ _m
   b) L_trin_s
   c) S_ckb_y
   d) K_tch_n
   e) L_br_ry
3. Read and draw

Latrine *classrooms*

4. Of what importance is a kitchen at school?

5.Who is your class teacher?

6. Where do sick pupils go for treatment at school?

Date	Class	L. area	No. of children	Time

THEME : Our school

SUB THEME : Things in our school

COMPENTENCES : A Learner

- Mentions classroom objects
- Draws the class room objects.
- Reads, spells and pronounces the words correctly
- Fills in the missing letter

METHODS:-

- Guided discovery
- Explanation
- Whole class discussion

CONTENT: **CLASS ROOM OBJECTS**:

There are different things found in class e.g. desks, benches, tables, black board, charts, bags, brooms, pencils, chairs, chalk, ruler etc.

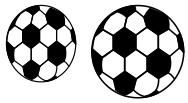
Books, pens, blackboard, dustbin, bags, register, duster, reading cards, calendars

EXERCISE:

1. Name 4 things found in our class.
2. Draw and name things in our class.

			
Table	Bench	Chair	Broom

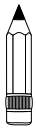
3. Draw the following play objects

			
Balls	Doll	Rope	Toy car

4. Fill in the missing letters

   P__ncil bl __ckb__ __ rd br __ ___m

5. Of what use are the objects below

 _____  _____  _____

Date	Class	L. area		
	P1Y	Literacy		

THEME : Our School

SUB THEME :

COMPETENCES : A learner

- Mentions work places of people at school.
- States people found in class.
- Reads, spells, pronounces words correctly
- Draws some people at school and their work places

METHODS:-

- Guided discovery
- Brain storming
- Observation

CONTENT: WORK PLACES OF PEOPLE AT SCHOOL

Head teacher – office

Bursar – office

Secretary – office

Teacher – classroom

Cook – kitchen

Watchman – gate

Matron – dormitory

Librarian – library

Director – office

Nurse sick bay

People found in class

Teachers

Pupils

Exercise

1. **Match people at school and their work places**

Head teacher	classroom
Matron	kitchen
Teacher	dormitory
Cook	office
Gate man	gate

2. **Mention 3 people found at school**
3. *Listen and write*
4. *Draw the following building*

   Kitchen _____ *Classrooms*_____

5. On which road is your school found? _____

   (kampala road, Gayaza road , Kayunga road)

Date	Class	L. area		
	P1Y	Literacy		

THEME : Our School

SUB THEME : Things in our school

COMPETENCES : A learner

- Identifies the school needs
- Spells, read and pronounces words correctly
- *Fills in the missing letters*

METHODS:-

- Guided discovery
- Brain storming
- Observation

CONTENT: SCHOOL NEEDS

These are things we use at school.

Examples

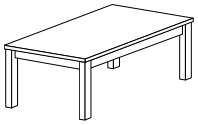
Books, rulers, papers, tables, chair, benches, water, beds, food, rubbers, markers, pencils, classroom, pens, manilas etc

Things used do keep the school clean

Brooms, rake, brushes, water

Exercise

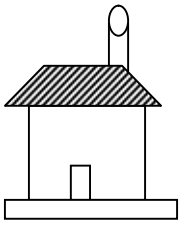
1. Identify these school needs

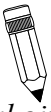
2. Mention three things we use to keep the school clean

   _____ _____

3. *Name the school building below*



(canteen, latrine)

4. *Pupils use a*  _____ *and a*  _____ *to write*
5. *Which animal gives us milk?* _____
6. *Mention any two teachers found at school.*

   _____

   _____

Date	Class	L. area		
	P1Y	Literacy		

THEME : Our School

SUB THEME : Things in our school

COMPETENCES : A learner

- Identifies the school symbols
- Learns the school motto
- Reads, spells and pronounces words correctly
- Draws the school symbols

METHODS:-

- Guided discovery
- Brain storming
- Observation

CONTENT: SCHOOL Symbols

These are things which make our school different from others

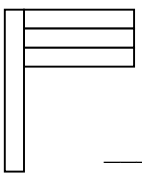
Examples

- School uniform
- School badge
- School flag
- School motto
- School anthem
- Sign post
- School name
- School mission

Our school motto "Discover the Hidden Treasure"

Exercise

1. Listen and write
2. Identify these school symbols







_____ _____ _____

3. Our school motto is _____
4. *What is the name of our head teacher?*

5. *Which school symbol direct people where the school is _____ (school badge, signpost)*
6. *Tick our school motto_____(in God we trust, Discover the Hidden Treasure, Hard work pays*
7. *In which district is your district?*

_____ *(Jinja, Mukono)*

Date	Class	L. area		
	P1Y	Literacy		

THEME : Our School

SUB THEME : Things on our way to school

COMPETENCES : Learners will

- Mentions means they use when coming to school
- Draws different means they use when coming to school.
- Reads spells pronounces the words correctly

METHODS:-

- Guided discussion
- Explanation
- Whole class discussion

CONTENT: MEANS WE USE WHEN COMING TO SCHOOL.

There are different means we use when coming to school.

e.g:

- By van
- On foot
- By motor cycle
- By bicycle
- By car
- By taxis

Things we see on our way to school

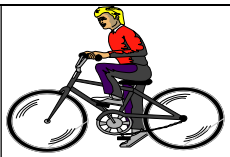
- Cars
- Roads
- People
- Birds
- Animals
- Trees / Plants
- Buildings

EXERCISE

1. Write down two means used when coming to school

   On _____ by _____

2. Name the following means used when coming to school.

3. Draw one things you see when coming to school. _____

4. Fill in the missing letters

   a) an _mals

   b) tr_ _ s

   c) b_ _ ds

   d) c _ rs

5. How do you come to school?

6. Who drives a school van?

Date	Class	L. area	No. of children	Time

THEME : Our school

SUB THEME : Dangers on our way to school

COMPETENCES : A Learner's

- Identifies different dangers on the way to school.
- Draws different dangers on the way to school.
- Reads, spells and pronounces the words correctly

METHODS:-

- Explanation
- Observation
- Question and answer

CONTENT: DANGERS ON THE WAY TO SCHOOL

Dangers are the problems we find on the way to school.

Examples of these dangers are

- Falling down
- Car knock
- Kidnapping
- Snake bite
- Motor cycle accidents
- Stepping on sharp objects
- Rape

EXERCISE

1. *Listen and write* _____ _____ _____
2. *Circle dangers on the way to school*

   Car knock *sitting down* *kidnapping*
3. *Why do you come to school?*
4. *Read and draw*

   Car knock _____ *snake bite*_____
5. *Name the school symbols below*



_____



_____

THEME : OUR SCHOOL

SUB THEME : DANGERS ON OUR WAY TO SCHOOL

COMPETENCES : A Learner

- Mention causes of dangers on our way to school.
- *Reads spells and pronounces the words correctly*
- *Fills in the missing letters correctly*

METHODS:-

- Demonstration
- Guided discovery

CONTENT: CAUSES OF DANGERS ON OUR WAY TO SCHOOL.

There are different causes of dangers on our way to school.

Examples(causes)

- Playing on the road
- Over speeding of cars
- Over loading of vehicles
- Walking in bushy areas
- playing with sharp objects
- Careless walking.

<u>Dangers on the way to school</u>

- Snake bite
- Dog bite
- Falling down
- Cuts
- Motorcycle accident
- Electric shock

EXERCISE

1. Listen and write_____ _____
2. Name three dangers on our way to school. _____ _____ _____
3. Draw children playing on the road.
4. A _____ is a place where pupils go to learn.

5. What is your name?_____
6. Which school symbol is found on your uniform?_____
7. Why do we wear school uniforms?
   _____ (to dance, to look smart)

Date	Class	L. area	No. of children	Time
	P1Y	Literacy		

THEME : Our school

SUB THEME : Road signs

COMPETENCES : A Learner

- Defines road signs
- Identifies road signs
- Draws road signs
- Reads, spells and pronounces the words correctly

METHODS:-

- Observation
- Guided discovery

CONTENT: ROAD SIGNS

What are road signs?

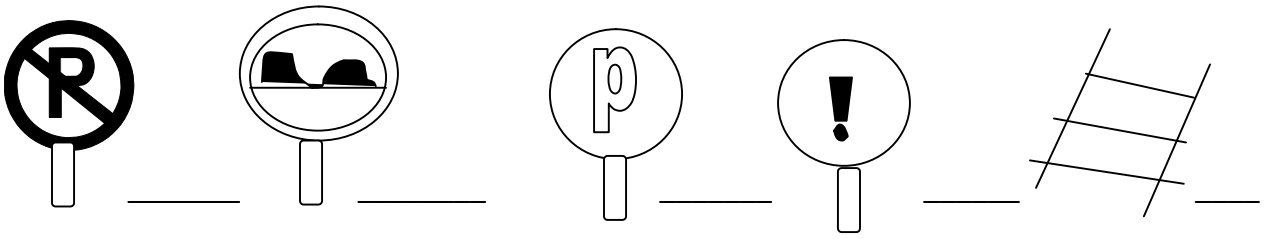
These are symbols which guides road users.

Examples of road signs.

- Zebra crossing
- Stop
- School ahead
- Railway crossing
- Humps a head
- Round about
- Parking
- Danger ahead
- No parking

EXERCISE:

1. Name these road signs



2. *Write the name of your head teacher*
   (doctor Faith, Madam immaculate, Tr. Christine)
3. ***Who heads a school?***
4. *Where do school children cross a busy road? _____ (parking, zebra crossing)*

Date	Class	L. area	No. of children	Time
	P1Y	Literacy		

THEME : Our school

SUB THEME : Road signs

COMPETENCES : Learner's will:-

- Draw the traffic lights
- Identify the traffic lights
- Tell the meaning of each colour.

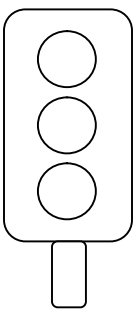
METHODS:-

- Observation
- Explanation
- Guided discovery

CONTENT: TRAFFIC LIGHTS

Traffic lights are signs which guide the road users on how to control their movements on the road depending on colour shown.

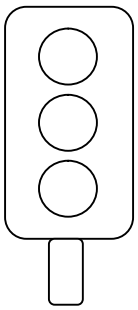
There are three colours of the traffic lights.



Red	means	stop
Orange	means	get ready
Green	means	go

EXERCISE.

1. Listen and write
2. Shade the traffic lights



3. Match the traffic lights to their meanings.

Red	go
Orange	stop
Green	get ready

4. How many colours has a traffic light?

   The traffic lights has _____ colours

5. How do we call a person who work in the library? _____ (cook, librarian)

Date	Class	L. area	No. of children	Time
	P1Y	Literacy		

THEME : Our school

SUB THEME : Road signs

COMPETENCES : A Learner's will:-

- Identifies bad acts on the road.
- Fills in the correct answers in structured farm

METHOD: -

- Question and answer
- Explanation
- Guided

EXERCISE

Structured questions

Fill in the missing words

1. Running on the ……..(wall, road)
2. Not following road signs _____
3. Over load _____ vehicles
4. Jumping off from moving ……..(car, book)
5. Playing on the …….(pen, road)
6. Climbing ……...along the road (tent, trees)

Date	Class	L. area	No. of children	Time

THEME : Our home

SUB THEME : People in our home

COMPETENCES : Learner's will:-

- Define the term home
- State things that make up a home
- Draw a picture of a home

METHODS:-

- Guided discovery
- Explanation
- Observation

CONTENT: **OUR HOME**.

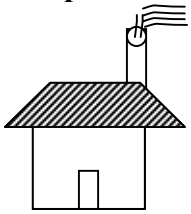
What is a home?

A home is a place where people live or stay.

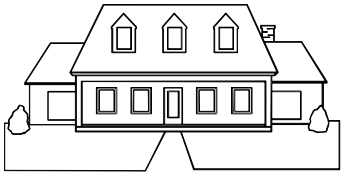
What is a homestead?

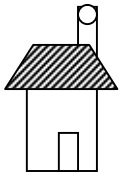
It is a home and its surroundings

(**Draw a picture of a home)**

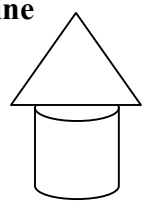


kitchen





Latrine



dust bin

Things that make up a home

- A house
- Kitchen
- Latrine
- Rack
- Dust bin

EXERCISE:

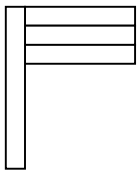
1. Listen and write
2. What is a home?

   A _____ is a place where people live or stay.

   A_____ is a home and its surroundings.
3. Draw a home and its surroundings

End of theme text (Our School)

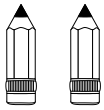
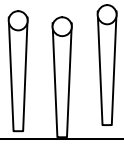
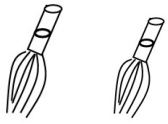
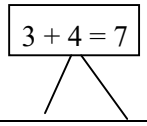
1. *A _____ is a place where people go to learn (hospital, school)*
2. *Who heads a school?*
3. *Write the name of your head teacher*
4. *_____ Madam Faith, Madam Immaculate)*
5. *Name the school symbols below*





6. *Why do you come to school?*
7. *Underline people found at school*

   teacherbaby matron nurse priest
8. *At school, we buy eats from the _____ (kitchen, canteen)*
9. *Name the school needs below*



10. Name the road signs



11. Who teaches pupils at school?_____

12. Write the name of your school_____

13. Write your school motto

(in God we trust Discover the Hidden Treasure

Date	Class	L. area	No. of children	Time

THEME : Our Home

SUB THEME : People in our home

COMPETENCES : A Learner

- Defines basic needs of a family
- Reads, spells and pronounces words correctly
- Draws the basic needs at home

METHOD:-

- Guided discovery

CONTENT: Basic needs at home

These are things that man cannot live without.

Examples

Food, water, shelter, clothes, medical care

Exercise

1. Listen and write
2. A _____ is a place where people live

3.Draw these basic needs of man.

house	**food**	**water**	**clothes**	**Medicine**

3. Write three thing that make up a home _____ _____ _____

Date	Class	L. area	No. of children	Time

THEME : Our Home

SUB THEME : Family

COMPETENCES : Learner's will:-

- Define a family.
- Mention types of families
- Define a nuclear family
- Give examples of members found in nuclear family.

METHOD:-

- Guided discovery
- Explanation
- Question and answer
- Role play

CONTENT: A FAMILY

A family is a group of people related by blood or marriage.

There are two types of families i.e. Nuclear and Extended family.

People who begin a family

Husband and wife

Nuclear family

This is a family where we find father, mother and theirownchildren.

Examples of people in a nuclear family

- Father - Mother

- Sister - Brother

- Baby

The youngest member of a family is a baby.

EXERCISE

1. Listen and write _____ _____ _____

2. What is a nuclear family?

2. Draw these people in a nuclear family.

Father	Mother	Sister	Brother

3. Fill in the missing letters

m_th_r f_th_r s_st_r br_th_r

4. *Which two people start a family?*

5. *Who is the youngest member in the family?*

Date	Class	L. area	No. of children	Time
	P1Y	Literacy		

THEME ; Our home

SUB THEME : Family

COMPENTENCES : A learner

- Defines an extended family
- Lists members of an extended family
- Draws and name members of an extended family.

METHODS:-

- Discussion
- Explanation
- Question discovery
- *Observation*

CONTENT: - EXTENDED FAMILY

This is the family where we find mother, father, children and their relatives.

People found in an extended family.

These are;

father	uncle	mother	grand father	sister
grand mother	brother	cousin	baby	nephew
aunt	niece			

EXERCISE

1. List down five people found in an extended family. _____ _____ _____ _____ ____
2. Draw the following people in an extended family.

Grand father	Grand mother	Uncle	Aunt

3. Fill in the missing letters

   aun_ n_ph_w

   br_th_r gr_nd_other

   s_st_r
4. Who heads of a family?
5. Of what importance is chalk in the classroom? _____

Date	Class	L. area	No. of children	Time

THEME : Our home

SUB THEME : Roles and responsibilities of different family members

COMPETENCES : A learner

- States the activities done at home
- Reads, spells and pronounces words correctly
- Draws people at home doing work

METHODS:-

- Guided discussion
- Discovery

CONTENT: ACTIVITIES DONE AT HOME

These include:

- cooking food
- milking cows
- washing clothes
- pounding g/ nuts
- grinding
- digging
- peeling food
- slashing the compound
- mopping the house
- breast feeding
- sweeping the house
- ironing clothes

Exercise

1. Read and draw the activities below

cooking	Washing	Digging	Slashing	Grinding

2. Listen and write
3. Write the name of your class teacher
4. Who breast feeds the baby _____ (father, mother)
5. What does a teacher uses to teach in a class? _____ _____

Date	Class	L. area	No. of children	Time

THEME : Our home

SUB THEME : Roles and responsibilities of different family members

COMPETENCES : A Learner

- States the roles of people at home
- Reads, spells and pronounces words correctly
- *Fills in the missing letters*

METHODS:-

- Guided discussion
- Discovery
- *Question and answer*

CONTENT: ROLES OF PEOPLE FOUND AT HOME

Father is the head of a family

Roles of a father in a home

- Father pays school fees
- Fathers buys clothes
- Father disciplines children

Roles of a mother in a home

- Mother cooks food
- Mother disciplines children
- Mother prepares food
- Mother cleans the home

Activity

1. Listen and write _____ _____ _____ _____
2. Who is the head of a family?
3. Underline the roles of children in a home

   Fetching water, preparing food, mopping the house, discipline children
4. Draw your mother cooking food _____
5. Who pays school fees? _____ (brother, father)
6. We use a _____ to rub the chalkboard.

CONTENT: ROLES OF CHILDREN IN A HOME

Roles of children in a home

- Children fetch water
- Children sweep the compound
- Children mop the house
- Children carry the babies
- Children wash utensils
- Collecting firewood

EXERCISE

1. Match correctly

Mother	washes utensils
Father	cooks food
Sister	buys food
Brother	fetches water

2. Read and draw

   David slashing the compound

   Mary is washing clothes

   The boy is fetching water

3. Fill in the missing letters

   c __ ___king f ___tching

4. Who looks after children in the family?

Date	Class	L. area	No. of children	Time

THEME : Our home

SUB THEME : Things found in our home

COMPETENCES : A Learner

- Mentions things found at home
- Draws and names things found at home.
- Reads, spells and pronounces words correctly

METHODS:-

- Guided Discovery
- Group discussion
- Brain storming

CONTENT: THINGS FOUND IN OUR HOME

There are many things we find at home among these include:-

- chairs
- tables
- radios
- televisions
- granary
- bucket
- cups
- fridges
- stools
- knife
- winnower
- beds
- plates
- mats
- house
- cupboard
- baskets
- latrine

- plate stand

Things found near our homes

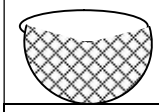
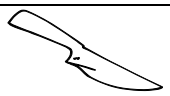
- trees
- garden
- road
- animals
- houses
- plants
- grass

EXERCISE:

1. **Listen and write**
2. List down four things we find at home.
3. Draw these things we find at home.

Chair	Mat	Cup	Knife

4. Name these things we find at home.

5. Fill in the missing letters

gran_ry	rad_o	t _ bl_
ch_ _ r	m_t	pl_t_

6. Tick things found near our home

   Trees tables roads beds gardens

LESSON EVALUATION:

Date	Class	L. area	No. of children	Time

THEME : Our home

SUB THEME : Things in our home

COMPETENCES : A learner

- Identifies use of different things in our home.
- Matches things to their uses
- Writes the uses of different things at home.
- Reads, spells and pronounces the words correctly

METHODS:-

- Guided discovery
- Group discussion
- Brain storming

CONTENT: USES OF THINGS AT HOME.

Things at home have particular uses e.g.

Mat	-	for sitting on.
Granary	-	for storing harvested food
Knife	-	for peeling and cutting
Plate	-	for eating on
Radio	-	for communication
Chair	-	for sitting on
Pot	-	for keeping drinking water
Television	-	for entertainment
Saucepan	-	for cooking
Jerry can	-	for carrying water
Latrine	–	for defecating in
Urinal	-	for urinating in

EXERCISE

1. Match things to their uses

mat	eating on
granary	keeping water
radio	sitting on

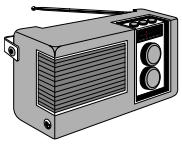
pot storing food

plate communication

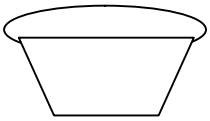
2. Write the uses of the objects below



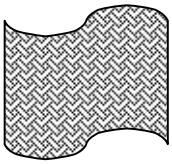
_____



_____



_____



_____

4. Listen and write

Date	Class	L. area	No. of children	Time

THEME : Our home

SUB THEME : Things at home

COMPETENCES : A learner

- Identifies the things they use for playing.
- States the dangerous objects at home.
- Draws the play objects and dangerous objects at home
- Reads, spells and pronounces words correctly

METHODS:-

- Guided discovery
- Explanation
- Question and answer

CONTENT:- OBJECTS WE USE FOR PLAYING AT HOME

At home we use various objects for playing and these include:-

- balls
- kites
- ropes
- toy cars
- bicycles
- counters
- dolls
- balloons

Dangerous objects at home.

At home in our daily life we find dangerous objects which damage our bodies these are:-

- Broken bottles
- Safety pins
- Broken glasses
- Knives
- Razor blades
- Nails
- Poison
- Medicine
- Hot plates / metals

Common accidents faced at home.

An accident is a sudden happening that may cause harm/ injury to the body.

- falls
- dog bites
- poisoning
- cuts
- burns
- snake bites

EXERCISE

1. Listen and write.
2. Draw these things we use for playing

Balls	Doll	Rope	Balloon

3. Fill in the missing letters

t _ y cars r _ pe doll b _ll

4. Circle dangerous objects

Knife, ball, nail razorblade

5. How dangerous is fire to children

Date	Class	L. area	No. of children	Time

THEME : Our home

SUB THEME : Things found in our home and their uses

COMPETENCES : A learner

- Defines a house
- Draws and names parts of a house
- States the uses of different parts of a house

METHODS:-

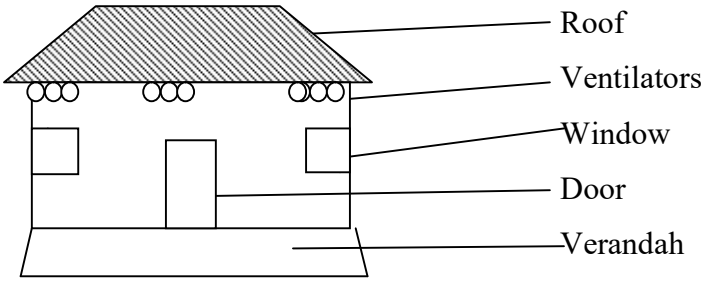
- Guided discovery
- Brain storming
- Observation

CONTENT: A HOUSE

Ahouse

A house is a building where people live and keep their property

PARTS OF A HOUSE



THINGS WHICH A GOOD HOUSE MUST HAVE

Ventilators –

Roof –

Window –

Verandah –

Door –

USES OF PARTS OF A HOUSE

Ventilators –remove warm air from the house

Roof – covers the house from rain and sunshine

Window – allow light and cool air in house

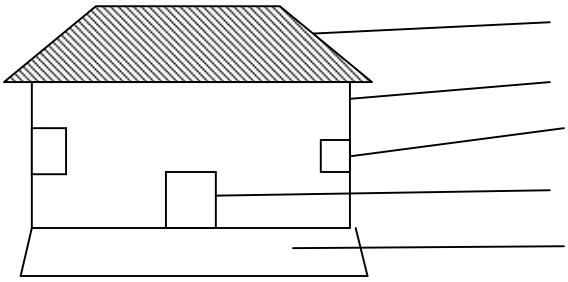
Verandah – Protects the house from water

Door – to get in and out

- **Allows light and cool air in the house**

EXERCISE

1. Name the parts of a house



2. Match correctly

door	covers the house
verandah	to get in and out
roof	for sitting on

3. Who heads a family

Which part of the house protect us from rain and sun.

4. State the importance of a house. _____

Date	Class	L. area	No. of children	Time

THEME : Our home

SUB THEME : Things found in our home and their uses

COMPETENCES : A learner

- Mentions the two types of houses
- Defines permanent houses and gives examples
- States and identifies materials used to build permanent houses
- Reads, spells and pronounces words correctly

METHODS:-

- Guided discovery
- Brain storming
- Observation

CONTENT: TYPES OF HOUSES

There are two types of houses

a) Permanent houses

b) Temporary houses

Permanent houses

These are houses built using strong materials and last for a long period of time

Examples of permanent houses

Flat



Bungalow



Materials used to build permanent houses

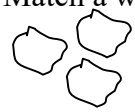
- tiles
- cement
- bricks
- wooden poles
- iron sheets
- stones
- timber
- water
- iron bars
- sand
- nails

Exercise

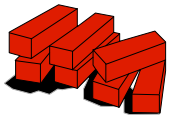
1. **Circle the materials used to build a permanent house**

stones	snake	pencil
tins	water	cement
soil	timber	iron sheets

2. Match a word to a picture



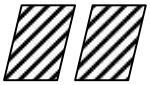
nails



iron sheets



bricks



stones

3. Listen and write
4. Name the house below



_____



_____

5. Which school symbol is found on a uniform?

Date	Class	L. area	No. of children	Time

THEME : Our home
SUB THEME : Things found in our home and their uses
COMPETENCES : A learner

- Defines temporary houses and gives examples
- Draws temporary houses
- States and identifies materials used to build temporary houses
- Reads, spells and pronounces words correctly

METHODS:-

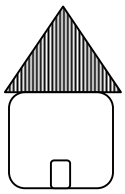
- Guided discovery
- Brain storming
- Observation

CONTENT: TEMPORARY HOUSES

These are houses which built using weak materials and last for a short period

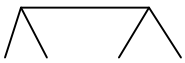
Examples of temporary houses

Hut

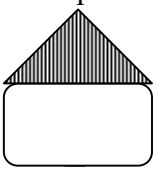


kiosk

Tent



unipot



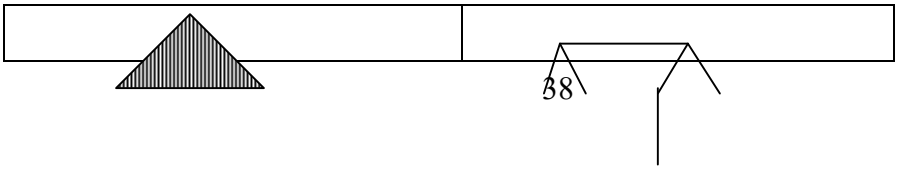
Materials used to build temporary houses

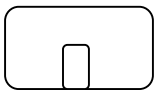
e.g. a hut

- Grass
- Wood en poles
- Clay soil
- Mud
- Reeds
- Banana fibres

Activity

1. **Listen and write**
2. **Name these houses**



3. **Tick the temporary houses**

   hut flat kiosk unipot bungalow tent

4. Name two materials used to build a hut
5. Which building material can be used to build a hut? _____
6. Draw to show sand._____

Date	Class	L. area	No. of children	Time

THEME : Our home

SUB THEME : Sources of building materials

COMPETENCES : A learner

- States sources of building materials
- States the importance of houses
- Reads, spells and pronounces words correctly
- Matches materials and their sources

METHODS:-

- Guided discovery
- Brain storming
- Observation

CONTENT: SOURCES OF BUILDING MATERIALS

- cement – factory
- bricks – soil
- nails – shop
- iron sheets – factory
- mud – soil
- sand swamp
- timber – forest
- banana fibres – garden
- reeds – bush
- grass – bush

Why do people need houses (importance of house?)

- House protect people from wild animals
- Houses protect people from bad people
- People need houses to sleep in
- People need houses to keep their property
- *Houses protect from rain and sunshine*

Activity

1. *Listen and write*
2. Match materials and their sources

Banana fibres	factory
Cement	forest
Timber	shop
Bricks	garden

3. *Tick uses of a house*

For sleeping *for eating* *for protection*

Date	Class	L. area	No. of children	Time

THEME : Our home

SUB THEME : Rooms found in the house

COMPETENCES : A Learner

- Mentions the rooms found in our house and things found in each room
- Reads, spells and pronounces words correctly
- *Tell the importance of rooms found in the house*

METHODS:-

- Guided discovery
- Brain storming
- Observation

CONTENT: Rooms found in the house

- The sitting room
- The dining room
- The bed room
- The kitchen
- Study room
- Garage

A KITCHEN

What is a kitchen?

A kitchen is a place where food is prepared

Things found in the kitchen

- saucepans
- kettle
- knife
- firewood
- charcoal
- basket

A dining room

What is a dining room?

This is a room where meals are served

Things found in the dining room

- tables
- cups
- plates
- sink
- chairs
- utensil
- flask
- food
- table mats

A BED ROOM

What is a bed room?

A bedroom is a room where people sleep

Things found in a bed room

- bed sheets
- bed
- blanket
- mattress
- wardrobe

SITTING ROOM

This is a room where we sit

THINGS FOUND IN A SITTING ROOM

Chairs Television

Tables Carpet

Exercises

1. Write any four rooms found in our house
2. Draw the following things found in the kitchen

kettle	saucepan	knife	Mingling stick	Basket	Stool

3. People bathe in the _____
4. A _____ is a place where food is prepared (sitting room , kitchen) (
5. Match things to their rooms

Sauce pan	bathroom
Chair	bedroom
Blanket	sitting room
Soap / sponge	kitchen

6. In which room do we find beds and a mosquito net?
7. Mention three things found I the sitting room _____ _____ _____
8. circle things found in the bed room etc.

Date	Class	L. area	No. of children	Time

THEME : Our home

SUB THEME : Ways how we can care for our houses

COMPETENCES : A Learner

- States ways of caring for our homes
- Reads, spells and pronounces words correctly
- Draws people cleaning homes

METHODS:-

- Guided discovery
- Brain storming
- Demonstration

CONTENT: WAYS OF CARING FOR OUR HOMES

- **(Children read and draw pictures)**
- Slashing the compound
- Mopping the floor
- Washing utensils
- Removing cob webs
- Throwing rubbish in the rubbish pits
- Covering pit latrines
- Sweeping the compound

EXECRISE

1. *Listen and write*
2. State two ways of caring for our home.
3. Read and draw

   Mother is washing utensils

   Kato is sweeping the compound

   Father is slashing the compound
4. Fill in the missing letters

   Sl__shing sw__ __ping c__mpound ut__nsils
5. Draw these things in a bed room

   Blanket mosquito net
6. *What do people use to mop the house*

Date	Class	L. area	No. of children	Time
	P1Y	Literacy		

THEME : Our home

SUB THEME : Animals in our home

COMPETENCES : A learner

- Defines domestic animals
- Identifies domestic animals
- Draws and names domestic animals
- Reads, spells and pronounces words correctly

METHODS:-

- Guided discovery
- Observation
- Question and answer

CONTENT: ANIMALS KEPT AT HOME

Animals kept at home are called **domestic animals.**

Domestic animals are animals kept at home

These include:-

goats donkey dogs cats horse cows

sheep pigs rabbits etc …

Importance of domestic animals

Dogs - guard our homes

Horses and camels – provide transport

Cats – chase away rats

We get meat from them

We sell them and get money

We get skins and horns in them.

EXERCISE:

1. Fill in the missing letters

c_w d_g g_ _ t h_rse

c_mel r_bbit sh_ _p.

2. What are domestic animals? _____ are animals we keep at home

3. List down any three domestic animals

4. Draw these animals

cat	cow	goat	pig

5. Match correctly

Animals	**uses**
cow	transport
horse	guards our home
dog	meat
sheep	chase rats
cats	wool

I am a domestic animal. I guard people's homes.

Who I am i? _____

6. How is horse useful to man

Date	Class	L. area	No. of children	Time

THEME : Our home

BUB THEME : Animals in our home

COMPETENCES : A learner

- Matches animals and their products correctly
- States ways of caring for domestic animals
- Reads, spells and pronounces words correctly

METHODS:-

- Question and answer
- Explanation
- Guided discovery

CONTENT: THINGS WE GET FROM ANIMALS

cow – milk,beef,skins and horns

goat –goat meat, milk and skin

horse – transporting people and their things

rabbits – meat and skin

sheep – meat (mutton) and wool.

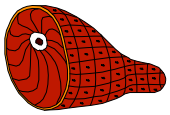
pig –pork

WAYS OF CARING FOR DOMESTIC ANIMALS

- Giving them food
- Giving them water for drinking
- Treating sick animals
- Cleaning their houses every day

EXERCISE.

1. How are these animals important to us.
   a) A cow _____
   b) A pig _____
2. Write two things we get from a cow.
3. Which animal guards our home?
4. What is a horse used for?
5. Name these things we get from animals.

(Milk, skin, meat)

6. Name two types of families.

(i) _____

(ii) _____

(School, nuclear, hospital, extended)

7. Give one importance of a driver in a community.

_____

LESSON EVALUATION:

Date	Class	L. area	No. of children	Time

THEME : **Our home**

SUBTHEME : **Birds in our homes**

COMPETENCES : **A learner**

- Defines domestic birds
- Gives examples of domestic birds
- Identifies things we get from domestic birds
- Reads, spells and pronounces words correctly

METHODS:-

- Guided discovery
- Brain storming

CONTENT: BIRDS IN OUR HOMES / DOMESTIC BIRDS.

What are domestic birds?

These are birds kept at home.

Examples of domestic birds are as follow.

- hen
- pigeon
- duck
- turkey
- Guinea fow

THINGS WE GET FROM BIRDS (Importance of domestic birds)

Chicken, eggs, turkey, feathers

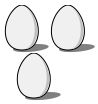
EXERCISE

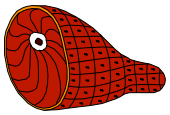
1. What are domestic birds?

   These are _____ we keep at _____

2. Write three examples of birds kept at home

3. Name these things we get from birds





_____ _____ _____

4. Draw these birds kept at home

			
_____	Turkey	Dove	Duck

5. Fill in the missing letters

d_ck d_ve turk_y h_n

6. Which bird gives us chicken? _____

7. Why do people keep birds ? _____

Date	Class	L. area	No. of children	Time

THEME : Our home

SUBTHEME : Plants we grow at home

COMPETENCES : A learner

- Identifies some plants grown at home
- Reads, spells and pronounces words correctly
- Draws some plants grown at home

METHODS:-

- Guided discovery
- Brain storming
- Observation

CONTENT: PLANTS WE GROW AT HOME.

- Maize plant
- Guava plant
- Banana plant
- Mango plant
- Flowers
- avocado plant
- Bean plant
- Pineapple plant

- Cassava plant
- Pawpaw plant

IMPORTANCE OF PLANTS

- We eat them as food
- We sell them and get money
- We use some of them for decoration
- We use some of them as building materials
- We get flowers
- We get local medicine
- We get shade

EXERCISE

1. List and write
2. Draw these plants we grow at home

Banana plant	Mango plant
Pineapple plant	Sugarcane plant
Paw paw plant	Cassava

3. How are plants important to people ?

We get _____

We get _____

4. Identify two plants where we get fruits
   a) _____
   b) _____

Date	Class	L. area	No. of children	Time

THEME : Our home

SUBTHEME : Plants we grow at home

COMPETENCES: A learner

- Identifies the garden tools
- Reads, spells and pronounces words correctly
- Draws and names the garden tools
- Matches garden tools and their uses

METHODS:-

- Guided discovery
- Brain storming
- Observation

CONTENT: GARDEN TOOLS

<u>Garden tools.</u>

These are tools we use in the garden.

Examples are:-

- hoe
- spade
- panga
- basket
- rake
- wheel barrow
- knife
- slasher
- axe

Garden tools and their uses

Hoe : digging

Axe : for splitting wood/ For big cutting trees

Basket : for carrying things

Watering can : for watering plants

Rake : for collecting rubbish

Knife : for cutting

Wheel barrow : for carrying rubbish and food

Panga for cutting small trees

Slasher for slashing tall grass

Trowel : for transporting

Sickle : for cutting grass

EXERCISE

1. Write four tools we use in the garden.
2. Draw these garden tools.

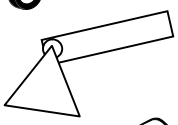
wheel barrow	basket	knife	rake	hoe

4. fill in the missing letters.

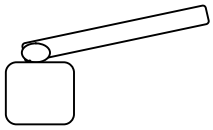
h_e	p_ng_	kn_f_
r_ke	sp_de	bask_t

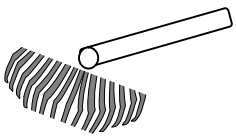
5. Match garden tools to their uses











Collecting rubbish

Cutting small trees

Digging

Cutting g things

Splitting

Cutting big trees

Carrying things



5. ***Write the name of your literacy teacher***
6. ***Name three examples of fruits.***

   (i) _____

   (ii)_____

   (iii)_____
7. I am a garden tool. People use me for peeling food. Who am I ?

End of theme test (our home)

1. *A _____ is a place where people live.*
2. *Circle things which make a good home*

   house food dustbin latrine cups
3. *Who heads a family?*
4. *Draw the four basic needs*

Shelter	*Food*	*clothes*

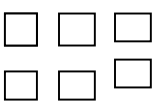
5. *Match people to their roles*

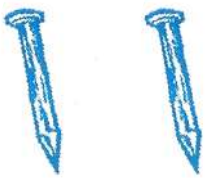
   Father looks after children

   Children buys food

   Mother fetch water
6. *Name the building materials*







7. *Underline temporary houses*

   Tent flat kiosik hut bungalow

8. *Draw a flat*
9. *Which animal guards our homes?*

   From a cow we get _____ and _____

10. *Draw the domestic birds below*
11. *Which animal gives us*

    a) *pork*

    b) *wool and mutton*

    c) *goats meat*

12. *_____ chases away rats. (horse, cat)*

Date	Class	L. area	No. of children	Time

THEME : Our community

SUBTHEME : People in our community

COMPETENCES : A learner

- defines a community
- identifies people in our community
- states examples of community
- reads, spells and pronounces words correctly
- draws some communities and people in our community

METHODS:-

- Guided discovery
- Brain storming
- Observation

CONTENT: COMMUNITY

A community is a group of people living or working together

Examples of communities

homecommunity	mosquecommunity	marketcommunity
churchcommunity	bankcommunity	schoolcommunity

hospitalcommunity

People in our community

- Doctors
- Carpenters
- Nurses
- Religious leaders
- Farmers
- Cobblers
- Teachers
- Drivers
- Police Officers
- L.Cs
- Builders
- Traders
- Shopkeepers
- Barbers

EXERCISE

1. Write down four people in our community.
2. Fill in the missing letters

   T_ _ cher nurs_ d_ct_r

   Dr_v_r C-rpenter
3. What is a community?

   It is a group of _____living together or

   _____ together.
4. **.** Draw these examples of *important places in the community*

mosque	church	hospital	school

5. *Where do doctor and nurses work?*

7. List three examples of communities

a) _____

b) _____

c) _____

Date	Class	L. area	No. of children	Time

THEME : OUR COMMUNITY

SUBTHEME : People in our community

COMPETENCES : A learner

- Identifies the roles of people in our Community
- Matches people to their roles
- Reads, spells and pronounces words correctly

METHODS:-

- Guided discovery
- Brain storming

CONTENT: ROLES OF PEOPLE IN OUR COMMUNITY

Doctor : treats sick people

Farmer : grows crops and keep animals

Cobbler : repairs shoes

Builder : builds houses

Barber : cuts hair

Policemen : keeps law and order

Shop keeper : sells in the shop

Nurse : cares for sick people

Teacher : teaches children

Carpenter : makes furniture

Religious leaders: leads prayers in churches / mosques.

EXERCISE

1.Listen and write

2. Match people with their work.

Doctor	cuts hair
Builder	treats sick people
Barber	grows crops and keep animals
Farmer	builds houses

3. Draw the following people in our community

doctor	father	shopkeeper

4. Who makes furniture?

5. How is a doctor important in the community?

6. Who sells things in the shop?

7. List two learning areas taught at school?

(i)_____

(ii)_____

Date	Class	L. area	No. of children	Time

THEME : OUR COMMUNITY

SUBTHEME : Activities in our community

COMPETENCES : A learner

- States activities done by people in our community
- Reads, spells and pronounces words correctly
- Draws people doing different activities

METHODS:-

- Guided discovery
- Brain storming
- *Question and answer*

CONTENT: ACTIVITIES DONE BY PEOPLE IN OUR COMMUNITY

(Children should draw or paste and shade them)

People do different things in the community. These include:-

- Fishing
- Keeping cattle
- Farming
- Trading
- Washing things e.g. cars
- Building
- Mining
- Hair dressing
- Marriage
- Tailoring
- Carpentry
- Trading

Exercise

1. *Listen and write*
2. *Draw the activities below*

   Building *teaching*
3. *Who grows crops and keeps animals*
4. *Which garden tool can a farmer use for*
   a) *Peeling*
   b) *digging*

Date	Class	L. area	No. of children	Time
	P.1 Y	Literacy		

THEME : Our community

SUBTHEME : Important places in our community

COMPETENCES: A Learner

- Identifies the important places in our community.
- Lists down the important places in our community.

- Draws some important places in our community.

METHODS:-

- Guided discovery
- Brain storming
- Observation

CONTENT:

IMPORTANT PLACES IN OUR COMMUNITY

- Schools - a place where people go to learn
- Post office - a place where letters are sent and received from
- Hospitals - a place where we go when we are sick
- Police station – a place where wrong doers are taken
- Banks - a place where we keep our money safely
- Radio stations – a place where communication is made from
- Mosques– a place where Moslems go for prayers
- Churches – a place where Christians go for places
- Car parks - a place where cars are parked
- Market – a place where we buy food from.
- Shops – is a place where we buy things from

EXERCISE

1. List down four important places in our community.
2. Fill in the missing letters

   m_sque chu_ches

   h_sp_tals m_rk_ts

3. Draw these important places in our community

Church	Mosque	Hospital	School	Market

4. A _____ sells in a shop. (doctor, shopkeeper)

5. Where do people keep money safely?_____

5. State any two things we buy in a shop?
6. What do we call a place where Muslims go for Juma prayers?
7. How is a market important to people?

   _____

8. How useful are ears to the human body?

Date	Class	L. area	No. of children	Time
	P.1 Y	Literacy		

THEME : Our community

SUBTHEME : Important places in our community

COMPETENCES : A learner

- Identifies work places of people in the community
- Reads, spells and pronounces words correctly
- Matches people and their places of work

METHODS:-

- Guided discovery
- Brain storming
- Observation

CONTENT: PEOPLE AND THEIR WORK PLACES

Teacher	-	school
Doctor	-	hospital
Barber	-	salon
Carpenter	-	workshop
Policeman	-	police station
Religious leaders	-	churches / mosques
Nurse	-	hospital
Farmer	-	garden

Languages spoken in our communities (and tribes)

Baganda-Luganda

Basoga –Lusoga

Bateeso –Ateeso

English is the official language spoken at school.

NEEDS OF PEOPLE AT HOME

Food	Money	Shelter
Water	Education	
Clothes	Security	

EXERCISE:

1. Match people to their places of work

Teacher	saloon
Doctor	workshop
Barber	in the bus
Shopkeeper	hospital
Carpenter	police station
Policeman	garden
Religious leaders	School
Nurse	shop
Farmer	churches/ mosques
Driver	hospital

2. **Underline needs of people at home**

   food chalk shelter water grass

3. **Who keeps law and order in our community?**

   _____ (teacher, policeman)

4. **Mention two languages spoken by people in our community?**

   a. _____

   b. _____

5. **How are farmers important in our community?**

_____

(they treat sick people, they grow crops)

Date	Class	L. area	No. of children	Time

REVISION TEST.(Community)

1. What is a community?
2. Write down four people in our community.
3. Draw these people in our community

Teacher	Nurse	Farmer	Reverend

4. Fill in the missing letters

t_acher	b_nk
ch_rch	sch_ _l
p-stor	d_ct_r

5. Match people and their places of work.

Doctor	Saloon
Teacher	Mosque
Imam	Hospital
Barber	School

8. Mention any four important places in our community

9. A _____ builds houses(barbar, builders)

10. Who leads prayers in a church?_____(doctor, priest, nurse)

11. Where do we buy food from?

12. Draw these important places in the community

Hospital school mosque

13. Give two examples of furniture

14. Write place where the following people work

15. Priest _____ doctor _____

16. Sheik_____ farmer_____

Date	Class	L. area	No. of children	Time
	P.1 Y	Literacy		

THEME : THE HUMAN BODY AND HEALTH

SUBTHEME : Our body parts

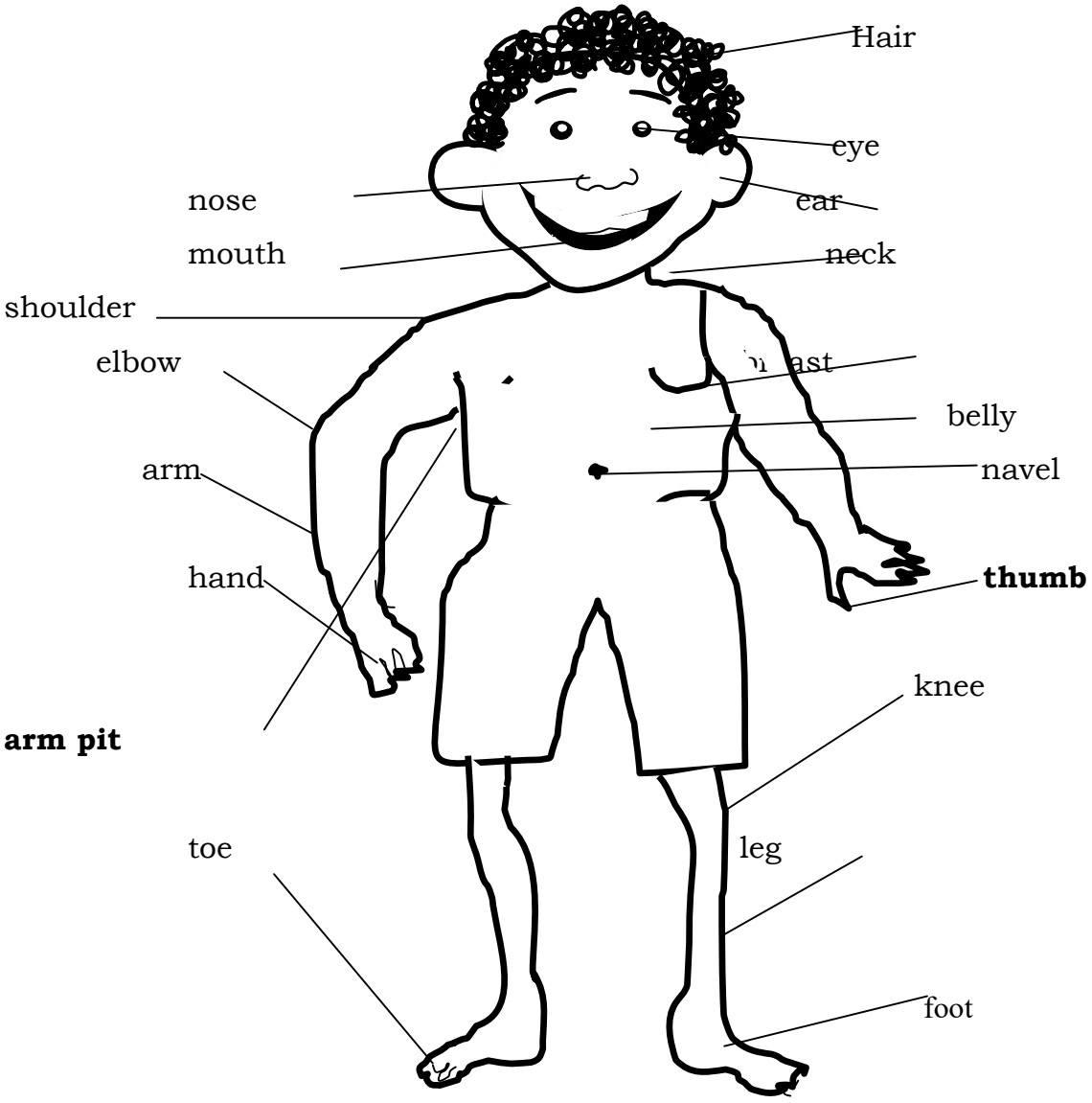
COMPETENCES : A learner

- Identifies our body parts
- Draws and names the body parts
- Reads, spells and pronounces words correctly

METHODS:-

- Guided discovery
- Brain storming
- Observation

CONTENT: OUR BODY PARTS



EXERCISE

1. Draw these parts of the body

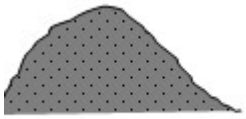
Hand	Leg	Ear	Mouth

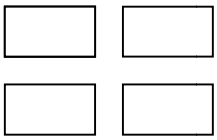
2. Fill in the missing letters

n_ck n_se h_nd

e_rs m_ _th f_ _ t

3. Name these building materials





4. I use my  _____ to walk and my  _____ to see.

Date	Class	L. area	No. of children	Time

THEME : The human body and health

SUBTHEME : Our body parts

COMPETENCES : A learner

- States the uses of body parts
- Reads, spells and pronounces words correctly
- Matches uses of body parts correctly
- States the five senses and their organs

METHODS:-

- Guided discovery
- Brain storming
- Demonstration

CONTENT: **USES OF OUR BODY PARTS**

Eyes - for seeing

Ears	-	for hearing
Nose	-	for smelling/ breathing
Tongue	-	for tasting
Legs	-	for walking
Mouth	-	for talking/ eating
Hands	-	for touching
Skin	-	for feeling
Teeth	-	for chewing

THE FIVE SENSES

We have 5 senses and these are

Sense of feeling

Sense of seeing

Sense of smelling

Sense of hearing

Sense of tasting

Organs and their senses



Nose for smelling

Eyes for seeing

Ears for hearing

Tongue for tasting

EXERCISE

1. Listen and write

2. Match body parts to their uses

Eyes	feeling
Ears	eating
Nose	tasting
Tongue	seeing
Mouth	hearing
Skin	smelling

3. Fill in the missing letters

f _ _ling sm _lling s _ _ing t _st_ng

4.Draw these sense organs

eyes	ears	tongue	nose

5. Match organs to their senses

Eyes	feeling
Ears	tasting
Nose	seeing
Tongue	hearing
Skin	smelling

6. How many senses do you have? _____

7.

Date	Class	L. area	No. of children	Time

THEME : The human body and health

SUB THEME : Our body

COMPETENCES : A learner

- Defines personal hygiene
- States ways of caring for our bodies
- Reads, spells and pronounces words correctly
- Identifies things we use to clean our bodies
- Draws and names things we use to clean our bodies

METHODS;-

- Guided discovery
- Brain storming
- Demonstration

CONTENT: PERSONAL HYGIENE

Is the general cleaning of the body.

Is the keeping of our body clean

How we keep our bodies clean/ ways of caring for our body parts

- By bathing every day.
- By combing our hair
- By cutting our nails and hair short
- By washing our clothes
- By brushing our teeth
- By wearing clean clothes

THINGS WE USE TO CLEAN OUR BODY.

- soap
- tooth paste
- water
- nail cutter
- bathing soap
- comb
- tooth brush
- razorblade
- handkerchief
- sponge
- towel
- brush
- basin

EXERCISE

1.Listen and write

2. List down 4 things we use to clean our body

3. Draw these things we use to clean our body.

Soap	comb	Brush	Water

4.Underline the ways we keep our bodies clean

- By washing clothes
- By throwing clothes
- By cutting our hair short
- By jumping
- By brushing our teeth
-

7. Write the sense organs for

Seeing _____ smelling _____

Hearing _____ tasting _____

8. Of what use are ears to a P.I Child

Date	Class	L. area	No. of children	Time
	P.1 Y	Literacy		

THEME : The human body and health

SUBTHEME : Our body

COMPETENCES : A learner

- Identifies the importance of keeping our bodies clean
- Draws pictures of people cleaning their bodies
- Mentions the body exercises
- Caries out the body exercise
- Reads, spells and pronounces words correctly
- Draws some of the body exercise

METHODS:-

- Guided discovery
- Demonstration
- Brain storming

CONTENT: IMPORTANCE OF KEEPING OUR BODIES CLEAN

These are reasons why we keep our body /bodies clean

- To avoid skin diseases
- To prevent a bad body smell

BODY EXERCISES (Draw them)

These are activities that our bodies need to be healthy

Examples of body exercises include:-

- Running
- Jogging
- Jumping

- Walking
- Skipping
- Swimming
- Riding
- Boxing the air
- Sit ups
- Dancing
- Kicking
- Playing

Whydo we need body exercises

- To be fit
- To reduce weight
- To avoid diseases

EXERCISE

1. Why do we keep our bodies clean?

   To avoid _____ (water, germs)
2. Draw yourself washing clothes.
3. What do we use these things for?
   a) A comb __ for _____
   b) A razorblade __ for ____
   c) Water __ for _____
4. Circle the body exercises

   Kicking the ball

   Crying

   Dancing

   Looking

   Boxing the air
5. Draw the following body exercises

Skipping	Running	Riding	Swimming

6. Where do pupils swim from?
7. What do girls use for skipping?
8. Match the animal young ones?

Dog	cub
Cat	puppy
Hen	kitten
Lion	chick

Date	Class	L. area	No. of children	Time

THEME : The human body and health

SUBTHEME : Diseases of the body

COMPETENCES : A learner

- States common diseases that affects the body
- Reads, spells and pronounces words correctly

METHODS:-

- Guided discovery
- Demonstration
- Brain storming

CONTENT: **COMMON DISEASES OF OUR BODY**

Our bodies are affected by several diseases as seen below

Examples

- Ring worm Malaria flu typhoid measles
- Polio - cholera

INSECTS WHICH SPREAD DISEASES

- Mosquitoes
- Housefly
- Tsetse fly
- Black fly

- Cockroaches etc……

Insect	Diseases
Mosquitoes	- Malaria - Yellow fever - Elephantiasis
Housefly	- Diarrhoea - Cholera - Typhoid
Cockroaches	- Dysentery - Polio
Tsetsefly	- Sleeping sickness
Black fly	- River blindness

Immunisable

- Polio
- Measles
- Tuberculosis
- Whooping cough

NON – CURABLE

- AIDS
- Cancer

EXERCISE

1. Fill in the missing letters

   H_ _ sefly w_rms Mosq_it_ f_ _ d

2. Draw these insects which spread diseases.

House fly	Mosquito	Cockroach

4. listen and write
5. Circle the diseases of the body.

   Flu polio malaria

6. Which insect spread malaria
   _____(mosquito , cockroach)

Date	Class	L. area	No. of children	Time

THEME : The human body and health
SUBTHEME : Diseases of the body
COMPETENCES : A learner

- States common causes of diseases of our bodies
- States the possible ways of preventing diseases
- Reads, spells and pronounces words correctly

METHODS:-

- Guided discovery
- Demonstration
- Brain storming

CONTENT: **Ways diseases spread**

- Drinking un boiled water (typhoid)
- Mosquito bites (malaria)
- Eating dirty food
- Failure to bathe everyday
- Staying in dirty places

HOW TO PREVENT DISEASES

- Drinking boiled water
- Eating clean food
- Bathe everyday
- Keeping our homes clean
- Sleeping under mosquito nets `
- Eating in clean containers

Exercise

1. Listen and write
2. Write down insects which spread the following
   Malaria _____
3. Write the diseases the children suffer from

4. Circle ways we can get diseases
   a) By bathing
   b) By not sleeping under a mosquito net
   c) By sharing clothes
   d) By covering our food

End of theme tests (Human body and healthy)

1. Name the body parts below





2. I use my  ____ to see.

3. Match body parts to their uses

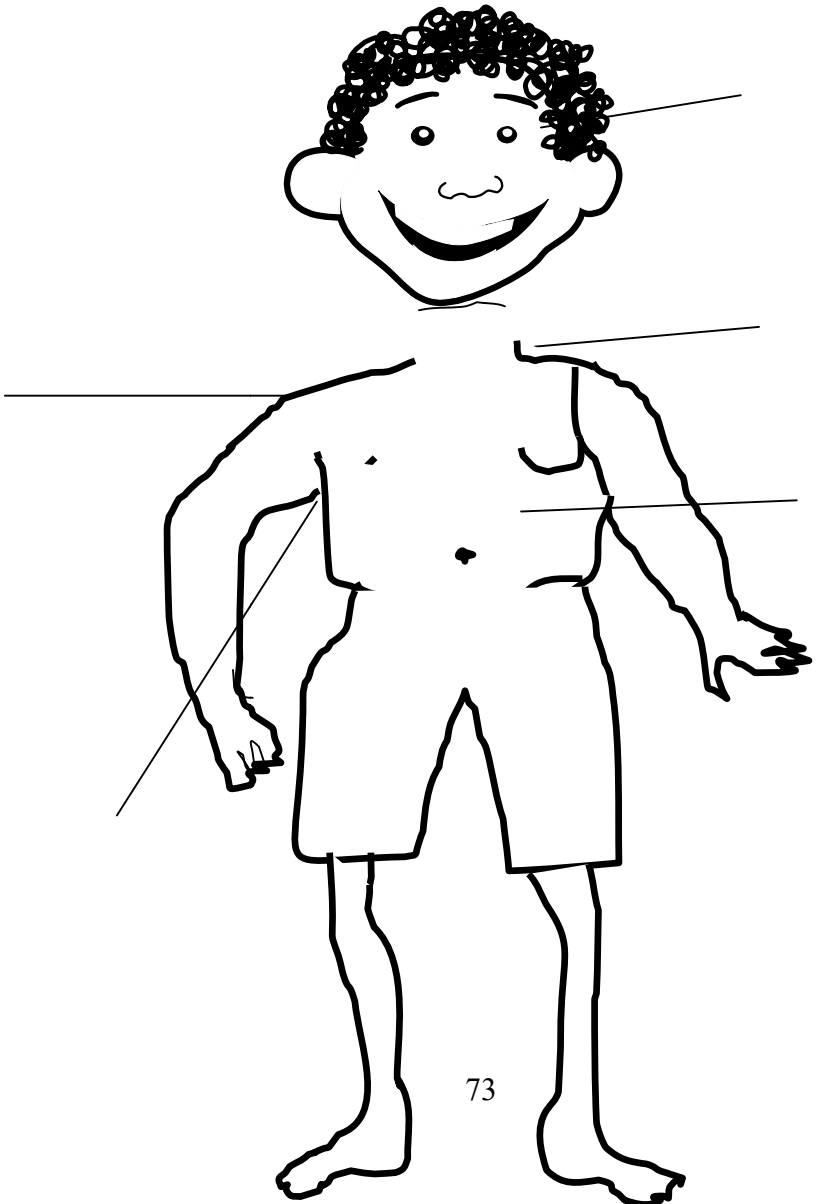
legs	smelling
eyes	touching
hands	walking
nose	seeing

4. Underline common diseases

Flu polio malaria cough

5. God gave us ____ fingers
6. John has _____ senses

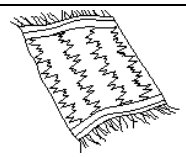
7. Name the body parts



8. Match ways of cleaning our body parts

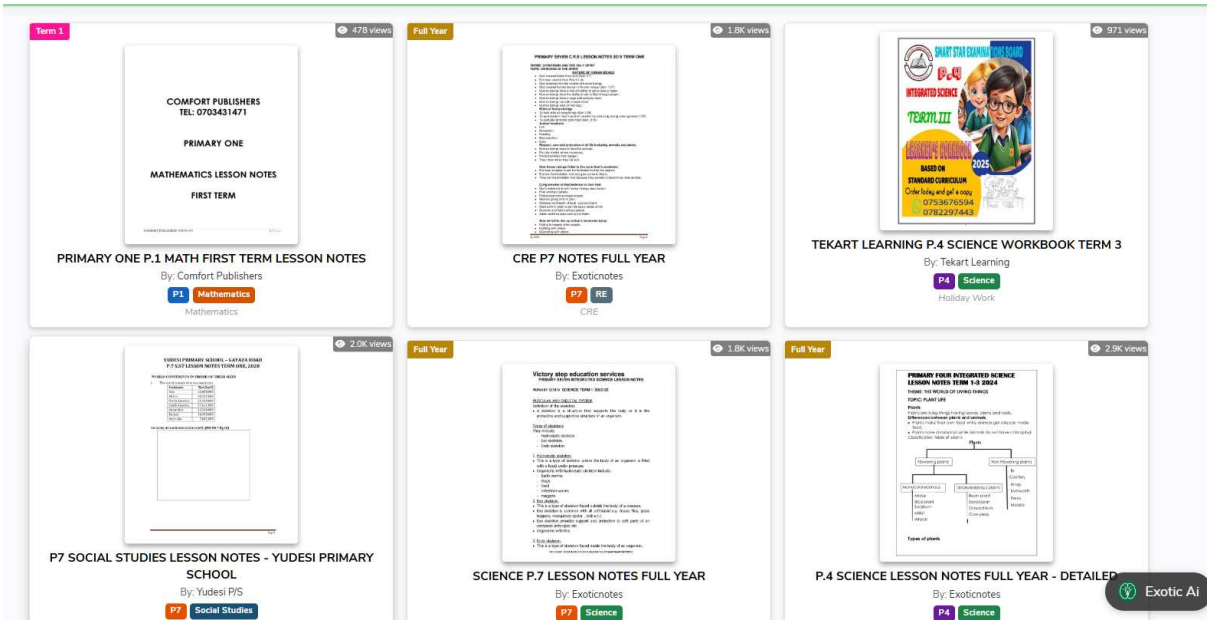
face	combing
hair	bathing
teeth	washing
body	brushing
nails	cutting them short

9. Name these things we use to clean our body

10. What do we use to clean the body parts below (underline
    a) Hair: comb broom
    b) Finger nails: water, nail cutter
    c) Teeth: tooth brush rubber

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