



**ENGLISH GRAMMAR
PRIMARY THREE
TERM THREE**

<p>Theme Sub – theme Skills Lessons content Evaluation activity</p>	<p>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.</p>
<p>Theme Sub theme Skills Lessons content Evaluation activity</p>	<p>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. Alihis father yesterday. (greet) 9. Did Johnin the morning? (pray) 10. Did Rose.....? (cry) No, Yes, 11. What did Joan.....? (write) 12. Petera nice shirt last week.(wear)</p>
<p>Lesson evaluation</p>	
<p>Theme Sub - theme Skills</p>	<p>Culture and gender in our division/ sub county. Gender Self awareness, assertiveness, effective communication. Vocabulary</p>

<p>Lesson content</p> <p>Evaluation activity.</p> <p>Lesson evaluation</p>	<p>Share, work, help, same, different, beat, kids, slap, eat,, cake, milk, hungry, wash, cook, mop, wash.</p> <p>a. Fill in the missing letters to complete the words correctly.</p> <p>1. S__m 2. Sl__p 3. C__k</p> <p>4. B__t 5. Wo_k 6. S__as__</p> <p>b. Make correct sentences using;</p> <p>i. Different</p> <p>ii. Wash</p> <p>iii. Hungry</p> <p>iv. Milk</p>
<p>Theme</p> <p>Sub theme</p> <p>Skills</p> <p>Lesson content</p> <p>Lesson evaluation</p>	<p>Culture and gender in our division/ sub county.</p> <p>Gender</p> <p>Effective communication, creative thinking, self – awareness, decision - decision making.</p> <p>Structures</p> <p>Why did he/ she/ they run away from(school/ home)?</p> <p>He / she/ they ran away from (school/ home) because the (teacher, mother, father) kicked / slapped/beat him/her)</p> <p>Why was / were he/ she/ they beaten/ kicked/ slapped?</p> <p>Who (slapped/ kicked/ beathim/her/ them?)</p> <p>Answer the questions correctly.</p> <p>6) Why did she run away from home? (Her father beat her)</p> <p>7) Why was she slapped? (abused her sister)</p> <p>8) Why were they crying? (their mother died)</p> <p>9) Why did Paul fall down? (Tom kicked him)</p> <p>10) Why were the girls punished? (They were playing in the classroom)</p>
<p>Theme</p> <p>Sub – theme</p> <p>Skills</p> <p>Lesson content</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Culture and gender in our divion / sub county. Ways of promoting and preserving culture.</p> <p>Effective communication, creative thinking, self, awareness, decision making.</p> <p>Vocabulary.</p> <p>Sing, dance, play, blow , flute, drum, sick, medicine, needles, razarblade, syringe, safety pins, scissors, tablets, children.</p> <p>c. Spell the words correctly.</p> <p>(i) Flute 2. Needles 3. Drum 4. Blow</p> <p>d. Complete these sentences correctly.</p> <p>6) Dorah cut her finger with a (safety pin, razor blade)</p> <p>7)people are called patients. (sick, well)</p> <p>8) The doctor told me to take two.... Everyday. (tables, medicine)</p> <p>9) Juma is wearing a black pair of(shoes, shirt)</p> <p>10) A nurse uses aand a needle to give an injection. (drum, syringe)</p>
<p>Theme</p>	<p>Culture and gender in our division/ sub county.</p> <p>Ways of promoting and preserving culture.</p>

	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	Fill in the gaps with correct words. 6) Never share..... (stones, needles) 7) My sister waswhen she was sick. (medicine, pencils) 8) Mirembe can play a (bicycle, piano) 9) The doctor told me to take two...every morning. (tablets, sodas)
Lesson evaluation	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 manyhave 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	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;
Lesson evaluation	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	Culture and gender in our division/ sub – county Relationships Self awareness, critical thinking, appreciation. Jumbled story
Evaluation activity Lesson evaluation	- 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.

<p>Evaluation activity</p>	<p>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</p> <p>c. Write the past form of the given words.</p> <table border="0"> <tr> <td>1. Bring</td> <td>6. Catch</td> </tr> <tr> <td>2. Ride</td> <td>7. Sleep</td> </tr> <tr> <td>3. Fight</td> <td>8. Sweep</td> </tr> <tr> <td>4. Sing</td> <td>9. Swim</td> </tr> <tr> <td>5. See</td> <td>10. Speak</td> </tr> </table> <p>e. Use the correct form of the given words to fill in the gaps</p> <p>11. The farmerin his garden yesterday. (dig) 12. Wemilk tea last morning. (drink) 13. Peterthe books in the book shelf. (keep) 14. Joanita.....the sweetest cake. (choose) 15. The pupilsmatooke and meat last Friday. (eat)</p>	1. Bring	6. Catch	2. Ride	7. Sleep	3. Fight	8. Sweep	4. Sing	9. Swim	5. See	10. Speak														
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<p>Theme</p> <p>Sub theme</p> <p>Skills</p> <p>Lesson content</p>	<p>Culture and gender in our division/ sub county.</p> <p>Tenses of irregular verbs.</p> <p>Self awareness, effective thinking, appreciation.</p> <p>Irregular verbs</p> <table border="0"> <thead> <tr> <th>Present</th> <th>past</th> </tr> </thead> <tbody> <tr> <td>Know</td> <td>knew</td> </tr> <tr> <td>Put</td> <td>put</td> </tr> <tr> <td>Feed</td> <td>fed</td> </tr> <tr> <td>Bite</td> <td>bit</td> </tr> <tr> <td>Tear</td> <td>tore</td> </tr> <tr> <td>Wear</td> <td>wore</td> </tr> <tr> <td>Hang</td> <td>hung</td> </tr> <tr> <td>Lie</td> <td>lied</td> </tr> <tr> <td>Beat</td> <td>beat</td> </tr> <tr> <td>Cut</td> <td>cut</td> </tr> <tr> <td>Hurt</td> <td>hurt</td> </tr> </tbody> </table>	Present	past	Know	knew	Put	put	Feed	fed	Bite	bit	Tear	tore	Wear	wore	Hang	hung	Lie	lied	Beat	beat	Cut	cut	Hurt	hurt
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	Shut shut
Evaluation activity	Write the past simple tense Present past Tear _____ Rise _____ Wear _____ Break _____ Steal _____ Ring _____
Lesson evaluation	Fill in the gaps with the correct form of the words in brackets. - Second termon 25 th 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	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?
Lesson evaluation.	
Theme Sub theme Skills Lesson content Evaluation activity	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?
Lesson evaluation	
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

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

<p>Sub - theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Adverbs Adverbs of time. These are adverbs that tell when an action is done. i.e early, lately, now, tomorrow, yesterday, evening, soon, before, after, today, since, already.</p> <p>Structure She lost her bag yesterday. The bell has already gone. Speaking, listening, reading, writing.</p> <p>Make sentences using each of the words below. 9. early 10. yesterday 11. today 12. already 13. since 14. now 15. before 16. late</p>
<p>Theme Sub – theme Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Culture and gender in our division / sub county Adverbs 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,</p> <p>Other examples. Where ,every where, nowhere, anywhere, listening, speaking, reading, 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” 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.</p>
<p>Theme Sub theme Lesson content</p>	<p>Culture and gender in our division/sub county. Adverbs Formation of adverbs. Other adverbs can be formed adding Note: To the adjective that end with “y” Drop “y” and put (ily)</p>

<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Examples Noisy - noisily Happy - happily Easy - easily Busy - busily Heavy - heavily</p> <p>Adjectives that end with letter “e” as adverbs e.g Late - lately Love - lovely Wide - widely Polite - politely Nice - nicely Safe - safely</p> <p>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) 20. They put on uniforms and looked (love) 21. They did those sums (quick) and went for breakfast.</p>
<p>Theme</p> <p>Sub – theme</p> <p>Lesson content</p> <p>Skills</p> <p>Lesson evaluation</p>	<p>Culture and gender in our division / sub county Adverbs Topical questions</p> <ul style="list-style-type: none"> - The sun was shinning.....(brightly) - When he got his money, he smiled (happy) - 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) - The school team played well and won the game.....(easy) - He ate his food..... (early)

	<ul style="list-style-type: none"> - Hearranges 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 exercisetoday. (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; <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Animal</td> <td>diseases</td> </tr> <tr> <td>Mosquito</td> <td>malaria</td> </tr> <tr> <td>Rat</td> <td>plague</td> </tr> <tr> <td>Cockroaches</td> <td></td> </tr> <tr> <td>House fly</td> <td></td> </tr> <tr> <td>Flea</td> <td></td> </tr> <tr> <td>Bed bug</td> <td></td> </tr> <tr> <td>dog</td> <td></td> </tr> </table>	Animal	diseases	Mosquito	malaria	Rat	plague	Cockroaches		House fly		Flea		Bed bug		dog	
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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. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Animal</td> <td style="width: 50%;">diseases</td> </tr> <tr> <td>Mosquito</td> <td>_____</td> </tr> <tr> <td>Rat</td> <td>_____</td> </tr> </table>	Animal	diseases	Mosquito	_____	Rat	_____										
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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																

<p>Sub = theme</p> <p>Lesson content</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Disease vectors.</p> <p>What we should do to prevent diseases. Wash hands after using 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.</p> <p>Structures. What do you do every day? I/we clean the house 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?</p> <ul style="list-style-type: none"> - I/We (clean, sweep, close, brush.....) - What do they do every day? - What does he/she do daily? <p>She/ he.....</p>
<p>Theme</p> <p>Sub – theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Health in our sub – county / division</p> <p>Disease vectors.</p> <p>HIV/ AIDS HIV - Human immune virus AIDS – Acquired immune deficiency syndrome.</p> <p>Vocabulary Sharp , share, eat, help, care, medicine, patient, gloves, take, share, needle, towel, comb, razorblade, syringe.</p> <p>Listening, speaking, reading, writing.</p> <p>C. Fill in the missing letters.</p> <p>1. sh__rp 2. e__t 3. med__ci__e 4. Co__b 5. gl__ves 6. n__ __ dle</p> <p>D. Arrange the letters to form a correct word.</p> <p>7. keta 8. tweevl 9. reca 10. koob</p> <p>E. Choose a correct word from the brackets to complete the sentences.</p> <p>6. A needle is a Object. (sharp, needle) 7. We use ato comb our hair. (needle, comb)</p>

Lesson evaluation	8. We should not play withobjects. (sharp, gloves) 9. We take..... when we are sick. (medicine, gloves) 10. It is very dangerous to play withobjects. (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)

Lesson evaluation	<p>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.</p>																																			
<p>Theme Sub – theme Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Accidents Structures Make sentences from the table below.</p> <table border="1" data-bbox="516 449 1417 743"> <tr> <td data-bbox="516 449 691 520">He</td> <td data-bbox="691 449 867 520"></td> <td data-bbox="867 449 1042 520">Knocked</td> <td data-bbox="1042 449 1218 520"></td> <td data-bbox="1218 449 1417 520">A knife</td> </tr> <tr> <td data-bbox="516 520 691 592"></td> <td data-bbox="691 520 867 592">was</td> <td data-bbox="867 520 1042 592">Bitten</td> <td data-bbox="1042 520 1218 592"></td> <td data-bbox="1218 520 1417 592">Fire</td> </tr> <tr> <td data-bbox="516 592 691 663">she</td> <td data-bbox="691 592 867 663"></td> <td data-bbox="867 592 1042 663">Hit</td> <td data-bbox="1042 592 1218 663">by</td> <td data-bbox="1218 592 1417 663">Electricity</td> </tr> <tr> <td data-bbox="516 663 691 735"></td> <td data-bbox="691 663 867 735"></td> <td data-bbox="867 663 1042 735">Struck</td> <td data-bbox="1042 663 1218 735"></td> <td data-bbox="1218 663 1417 735">a car</td> </tr> <tr> <td data-bbox="516 735 691 806"></td> <td data-bbox="691 735 867 806"></td> <td data-bbox="867 735 1042 806">Cut</td> <td data-bbox="1042 735 1218 806"></td> <td data-bbox="1218 735 1417 806">a snake</td> </tr> <tr> <td data-bbox="516 806 691 877"></td> <td data-bbox="691 806 867 877"></td> <td data-bbox="867 806 1042 877">burnt</td> <td data-bbox="1042 806 1218 877"></td> <td data-bbox="1218 806 1417 877">a hammer</td> </tr> <tr> <td data-bbox="516 877 691 949"></td> <td data-bbox="691 877 867 949"></td> <td data-bbox="867 877 1042 949"></td> <td data-bbox="1042 877 1218 949"></td> <td data-bbox="1218 877 1417 949">a dog</td> </tr> </table> <p>He was struck by electricity. She was bitten by a snake. Listening, speaking, reading, writing.</p>	He		Knocked		A knife		was	Bitten		Fire	she		Hit	by	Electricity			Struck		a car			Cut		a snake			burnt		a hammer					a dog
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<p>Theme</p> <p>Sub – theme Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Accidents</p> <p>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.</p> <p>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.</p> <p>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?</p>																																			

Lesson evaluation	<p>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</p>
Theme Sub – theme Lesson content Skills Evaluation Activity	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?
Lesson evaluation Theme Sub – theme Lesson content Skills Evaluation activity	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 wasby a dog last night. (bite) 12. Kato.....when he fell from the roof. (cry) 13. The girl isa tree now. (climb) 14. Noah has injured himself. He is (bleed) 15. Anekherself with a knife when she was peeling potatoes. (to cut) 16. Barongo fell off the motorcycle and his right leg. (break) 17. The nurseMusa’s wound with a bandage. (cover) 18. The small boy wasdown by a bicycle. (knock) 19. The teacher is from malaria. (suffer) 20. Lule’s daughter.....from a tree. (fall)
Lesson evaluation 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.
Skills	Listening, reading, speaking, writing. Use the correct form of the words in brackets. Choose right hand side/ left hand side
Evaluation activity	5. The trees on theof the road. 6. The salon is on theof the house. 7. The flowers are on theof the tree. 8. She is standing on theof the school. Use these words in a sentence. 6. along 7. towards 8. turn right 9. paths 10. road
Lesson evaluation	
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 20. putting
Lesson evaluation	
Theme	Health in our sub county/ division Direction

<p>Sub theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation</p> <p>Lesson evaluation</p>	<p>Turn to</p> <p>Tell the direction.</p> <p>Direction to the church, dinning hall. Play centre, new plot.</p> <p>What do you do to go the kitchen?</p> <p>Listening , speaking, reading, writing.</p> <p>Make correct sentences from the table.</p> <table border="1" data-bbox="516 447 1412 632"> <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 border="1" data-bbox="516 667 1412 890"> <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> </table>	To go to	The office Our classroom The kitchen The church	turn left and go straight, turn right and go straight go straight and turn left. go straight and turn right.	the	School Shop Market Hospital School - garden	Is On the	Left hand side Right hand side	The road The mosque The church Our home	
To go to	The office Our classroom The kitchen The church	turn left and go straight, turn right and go straight go straight and turn left. go straight and turn right.								
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<p>Theme</p> <p>Sub – theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Health in our division; sub county</p> <p>Dialogue</p> <p>The dialogue tiffet</p> <p>“Aminah directs Mr. Kintu”</p> <p>Listening, speaking, reading, writing.</p> <p>Reading and acting the dialogue</p> <p>“Amirah directs Mr. Kintu”</p>									
<p>Theme</p> <p>Sub - theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Health in our sub – county/ division</p> <p>Guided composition</p> <p>Reading the guided composition</p> <p>“Joan and Joel go to school”.</p> <p>Listening, speaking, reading, writing</p> <p>Refer to MK pri. EngBk 3 pg 121</p>									
<p>Theme</p> <p>Sub – theme</p> <p>Lesson content</p> <p>Lesson evaluation</p>	<p>Basic technology in our sub – county/ division.</p> <p>Making things from artificial materials.</p> <p>Vocabulary</p> <p>Toy, bicycle, car, flower, candle, bag, wear, decoration, beads, hat, sell, buy, for listening, speaking, reading, writing.</p> <p>Make sentences using each of the words below.</p> <p>a. bicycle e. buy</p> <p>b. Flower f. sell</p> <p>c. Car g. wear</p>									

	d. Beads h. toy
Theme	Basic technology in our sub – county/ division
Sub - theme	Concept of technology
Lesson content	Structures; What will you use to make (mat, doll, toy, car, ball)? I/We shall use..... (banana fibre/ wire) to make (mat, doll, ball, toy car)
Skills	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.
Evaluation activity	Draw and name some examples of crafts and materials used to make them.
Lesson evaluation.	
Theme	Basic technology in our sub – county/division
Sub theme	Concept of technology
Lesson content	Vocabulary Banana leaf, plastic, straw, wire, heavy, light, size, colour, fibre,big, palm leaves, weight, small, long, short, good, texture.
Skills	Listening, speaking, reading, writing.
Evaluation activity	Make sentences using each of the words below; colourfibre banana plastic palm leaves small good straw
Lesson evaluation	
Theme	Basic technology in our sub – county/division
Sub –theme	Processing and making things from natural materials.
Lesson content	Vocabulary Swamp, food, mat, rope, bush, garden, play, clay, pot, cut, weave, tie, juice
Skills	Listening , speaking, reading, writing.
Evaluation activity	Fill in the missing letters a. Fo__d f. m__t b. B__sh g. juic__ c. Gard__n h. pl__y d. Sw__mp i. rop__ e. Cl__y
Lesson evaluation	
Theme	Basic technology in our sub – county/ division
Sub – theme	Processing and making things from natural materials.
Lesson content	Structure s (Musa/ Sarah) will mke a (Pot, mat/ rope) using (clay/ banana fibre/ sisal)

<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>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 shallclay 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 willtheir classroom with flowers. (decorate) 15. I shall the rope tomorrow. (skip) 16. Tom willthat pot with water. (fill)</p>
<p>Theme</p> <p>Sub – theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Basic technology in our sub – county / division. Making things from artificial materials.</p> <p>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.</p> <p>Listening, reading, writing, speaking</p> <p>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?</p>
<p>Theme</p> <p>Sub – theme</p> <p>Lesson content</p>	<p>Food</p> <p>Vocabulary</p> <p>New words Weeds, cobs of corn, plants, garden, market, bush, forest, farmer, shop, some and any,</p>

Skills Evaluation activity Lesson evaluation	<p>New actions Grow, hoe, weed, grow,(dig) harvest. Listening, speaking, reading, writing</p> <p>Make sentences using each of the words below</p> <p>Garden any shop Garden bush harvest Farmer crops weeds</p>															
Theme Sub theme Lesson content Skills Evaluation Lesson evaluation	<p>Food</p> <p>Structure</p> <p>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.</p> <p>Listening, speaking, reading, writing.</p> <p>Study the pictures and answer the questions below.</p> <p>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?</p>															
Theme Sub theme Lesson content Evaluation activity	<p>Food</p> <p>Structures</p> <p>Make sentences from the substitutional table below;</p> <table border="1" data-bbox="516 1581 1417 1801"> <tr> <td data-bbox="516 1581 695 1654">There is</td> <td data-bbox="695 1581 873 1654"></td> <td data-bbox="873 1581 1060 1654">Water Beans Milk</td> <td data-bbox="1060 1581 1230 1654"></td> <td data-bbox="1230 1581 1417 1654">the garden. the sack.</td> </tr> <tr> <td data-bbox="516 1654 695 1728">There are</td> <td data-bbox="695 1654 873 1728">some</td> <td data-bbox="873 1654 1060 1728">Juice Yams potatoes</td> <td data-bbox="1060 1654 1230 1728">in</td> <td data-bbox="1230 1654 1417 1728">the basket.</td> </tr> <tr> <td data-bbox="516 1728 695 1801"></td> <td data-bbox="695 1728 873 1801"></td> <td data-bbox="873 1728 1060 1801"></td> <td data-bbox="1060 1728 1230 1801"></td> <td data-bbox="1230 1728 1417 1801">the jug</td> </tr> </table>	There is		Water Beans Milk		the garden. the sack.	There are	some	Juice Yams potatoes	in	the basket.					the jug
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				the jug												

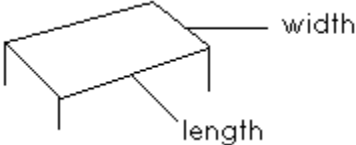
				the glass																														
	<p>There are some yams in the sack.</p> <p>With negative</p> <p>Make ten correct sentences from the table below.</p> <table border="1"> <tr> <td>There isn't</td> <td></td> <td>Juice</td> <td>In the glass</td> <td></td> </tr> <tr> <td>There aren't</td> <td>any</td> <td>Bananas</td> <td>In the bottle.</td> <td></td> </tr> <tr> <td></td> <td></td> <td>Milk</td> <td>In the jerrycan.</td> <td></td> </tr> <tr> <td></td> <td></td> <td>Potatoes</td> <td>In the basket.</td> <td></td> </tr> <tr> <td></td> <td></td> <td>Water</td> <td>On the plate.</td> <td></td> </tr> <tr> <td></td> <td></td> <td>food</td> <td>In the garden.</td> <td></td> </tr> </table> <p>There isn't any food in the basket.</p>				There isn't		Juice	In the glass		There aren't	any	Bananas	In the bottle.				Milk	In the jerrycan.				Potatoes	In the basket.				Water	On the plate.				food	In the garden.	
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Lesson evaluation																																		
Theme	Food																																	
Sub – theme	Jumbled story																																	
Lesson content	<p>Re – arrange these sentences in order to form correct stories.</p> <p>f. Okot went running and bought the eggs.</p> <p>g. Mother wanted to bake a cake.</p> <p>h. So she sent Okot to a nearby shop to buy some.</p> <p>i. But on his way back home, he fell and all the eggs got broken.</p> <p>j. She needed some eggs.</p>																																	
Skills	Listening, speaking, reading, writing.																																	
Evaluation activity	<p>Arrange these sentences in order to form correct stories.</p> <p>e. The beef was bad.</p> <p>f. The shopkeeper refunded his money.</p> <p>g. Tom went to the shop.</p> <p>h. He returned the beef to the shop.</p> <p>i. He bought a tin of beef.</p> <p>B</p> <p>a. She drank all the splash.</p> <p>b. She put a straw in the packet.</p> <p>c. She threw the empty packet in the dust bin.</p> <p>d. Jane took a packet of splash from the box.</p> <p>e. She opened the packet.</p>																																	
Lesson evaluation																																		
Theme	Food																																	
Sub theme	Reading and writing																																	
Lesson content	Read stories titled																																	

<p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>f. Good food (MkPri. EngBk 3 pg 11) g. Feeling fine. h. The lazy Hare.</p> <p>Listening , speaking, reading, writing.</p> <p>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?</p>
<p>Theme</p> <p>Sub – theme</p> <p>Lesson content</p>	<p>Food Guided composition Choose the correct words from the box below to complete the guided composition. (Ref: Mk Pri. EngBk 3 pg 113)</p>
<p>Theme</p> <p>Sub theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Transport Vocabulary Revision, donkey, oxen, taxi. New words Conductor, pump, flat tyre, puncture, passenger, on foot, speed, cart etc. Commands Get on, get off thecar, bus, train, plane, tie on, put on, loading on, off loading. Listening, speaking, reading and writing.</p> <p>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</p> <p>Draw and name means of transport used on land,</p>
<p>Theme sub – theme</p> <p>Sub theme</p> <p>Lesson content</p>	<p>Transport Structure Get on the (bus/ train)</p>

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

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 Absent Outside
Lesson evaluation	
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/ theyswitched 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	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 ____ rnssock ____ t hu ____ b ____ g Use the given words to make correct sentences. a. burn d. tall b. Kill e. blunt c. Short f. fire
Lesson evaluation 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) Whichbird/ 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 isthan a goat. (small) 15. A giraffe is than a goat. (tall) 16. A buffalo isthan an elephant. (big)

<p>Lesson evaluation</p>	<p>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</p>
<p>Theme</p> <p>Content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Energy in our sub – county/ division.</p> <p>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.</p> <p>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 apath. (narrow, high) 15. Mwambu uses ato measure the weight of sugar. (weighing scale, capacity) 16. The teacher told Paul tothe length of the desk. (weigh, measure)</p>
<p>Theme</p> <p>Sub – theme</p> <p>Content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Energy in our sub – county/ division.</p> <p>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?</p>  <p>Listening, speaking, reading, writing.</p> <p>Taking measurements of different objects and children.</p>

Lesson evaluation	The table is cm Allan is.....tall. She istall. The blackboard's length is.....and width is Taking records.															
Theme Sub – theme Lesson content Skills Evaluation activity Lesson evaluation	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 2 nd edition pg 72)															
Theme Sub – theme Content Skills Lesson evaluation	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)															
Theme Sub- theme Content Skills Evaluation activity	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 border="1"> <thead> <tr> <th>Name</th> <th>High jump</th> <th>Long jump</th> </tr> </thead> <tbody> <tr> <td>Sarah</td> <td>1m 2cm</td> <td>1m 86 cm</td> </tr> <tr> <td>John</td> <td>1m 2cm</td> <td>2m</td> </tr> <tr> <td>Aman</td> <td>1m 1cm</td> <td>1m 7cm</td> </tr> <tr> <td>Alex</td> <td>1 m 4cm</td> <td>1m</td> </tr> </tbody> </table>	Name	High jump	Long jump	Sarah	1m 2cm	1m 86 cm	John	1m 2cm	2m	Aman	1m 1cm	1m 7cm	Alex	1 m 4cm	1m
Name	High jump	Long jump														
Sarah	1m 2cm	1m 86 cm														
John	1m 2cm	2m														
Aman	1m 1cm	1m 7cm														
Alex	1 m 4cm	1m														

<p>Lesson evaluation</p>	<p>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?</p>
<p>Theme Sub – theme Content Skills Evaluation activity</p>	<p>Energy in our sub – county Conjunctions used in pairs eitheror..... 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.</p> <p>Use either and or in these sentences. 11. Takea bananaan 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 goingt o the hospital.....to the market. 19. The man maybe a dentist.....an optician. 20. Either AbelFred is absent</p>
<p>Theme Sub – theme Lesson content Skills Evaluation activity</p>	<p>Energy in our sub – county/ division</p> <p>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.</p> <p>Fill in the missing letters. 1. W__tc__ 2. L __t __e 3, s __ap 4. gr__c__ry 5. bak __ __y</p> <p>Use these words in a sentence. 6. shillings 7. Money 8. Notes 9. change 10. Shopping list</p>
<p>Theme</p>	<p>Energy in our sub – county/division Shopping</p>

Sub – theme	<p>Structures 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. Listening, speaking, reading, writing.</p> <p>Use “much’ or “many” in these sentences. 11. There is food in the store. 12. Howteachers are in your class? 13. May I know how you earn? 14. Here is milk in the jug. 15. Howbooks do you need? 16. There arewords on this chart. 17. Our school has Classes. 18. fish is in that lake. 19. Howdo you pay for a car? 20. There aredishes of sauce at the party.</p>
Lesson content	
Skills	
Evaluation activity	
Lesson evaluation	
Theme	Energy in our sub – county / division.
Sub – theme	Vocabulary (shopping)
Lesson content	<p>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.</p>
Skills	Listening, speaking, reading, writing.
Evaluation activity	<p>Fill in the missing letters. 1. W ___tc___ 2. L ___t___e 3. S ___op 4, gr___c___ry 5. Bak ___ ___y</p> <p>Use these words in a sentence. 6. shillings 7. money 8. notes 9. change 10. shopping list</p>
Lesson evaluation	
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	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.
Lesson evaluation	Here is a _____ of drinking water.
Theme	Energy in our sub – county / division.
Sub – theme	Shopping
Lesson content	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.
Lesson evaluation	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	Energy in our sub – county / division
Sub –theme	Shopping
Lesson content	Structures How much money did you pay for? How much did Mukwasi pay for soap?

Skills Evaluation activity	He paid four hundred shillings for soap. Listening, speaking, reading, writing. Mk Pri. EngBkpg 135
Theme Sub - theme Lesson content Skills Evaluation activity	Energy in our sub – county/division Shopping Structures How much change didget? Lukema had 1000 shillings. He bought one litre of milk at 800 shillings. He got 200 shillings as change. Listening, speaking, reading, writing. MK Pri. EngBk 3 pg 137
Theme Sub – theme Lesson content Skills Evaluation activity Lesson evaluation	Energy in our sub – county/ division Shopping A story entitled “Jane and Aisha go for shopping” The shopping list. iii. What did Mr. Jumba want the children to buy? iv. Who were sent to the grocery? Listening, speaking, reading, writing. MK Pri. EngBk 3 pg 139.
Theme Sub theme Lesson content Lesson evaluation	Energy in our sub – county / division Shopping – self testing exercise. Choose the correct word from the brackets to complete the sentences.
Theme Sub theme Lesson content Skills Evaluation activity	Energy in our sub – county/ division Shopping Guided composition “Atwooki goes shopping” Listening, speaking, reading, writing. 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.

<p>Lesson evaluation</p>	<p>Shopping list Ground nuts 1400/= Cooking oil 1000/= Sugar 1000/= A loaf of bread 700/=</p> <p>When she reached the shop, she asked the Atwoki: Do you havecooking 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. Atwoki gave the shopkeeper five thousand shillings. The shop keeper gave her the items and _____ of one thousand shillings.</p>
<p>Theme</p> <p>Sub- theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p> <p>Lesson evaluation</p>	<p>Energy in our sub – county / division</p> <p>Word building The word “where” can be joined to some words and form longer words e.g somewhere, any where, every where, nowhere. Listening, speaking, reading, writing.</p> <p>Use the following words to form sentences. 10. somewhere 11. any where 12. every where 13. nowhere</p> <p>Complete the sentences below using anywhere, nowhere, somewhere, everywhere. 14. I checked _____ in the house but I couldn’t find my pen. 15. I told him to hide _____ . 16. You aren’t going with my shoes. 17. I went _____ for help. 18. Do you know _____ we can get soap?</p>
<p>Theme</p> <p>Sub – theme</p> <p>Lesson content</p> <p>Skills</p> <p>Evaluation activity</p>	<p>Energy in our sub – county / division</p> <p>Word building</p> <p>Body It can be joined to every, some, no, any, Jill knocked at the door but no body answered. Listening, speaking, reading, writing.</p> <p>Use the words below to make meaningful sentences. Everybody, nobody, somebody, anybody. Complete the sentences below using the following words. Everybody, anybody, somebody, nobody.</p>

Lesson evaluation	5. _____ should go out. 6. Did you call _____ for me? 7. I came with _____ here. 8. Call _____ here.
Theme Sub – theme Lesson content Skills Evaluation activity	Energy in our sub – county/ division Word building 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? Something; is used in telling sentences. There is something in that box. 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 haveto say. 16. Pick _____ from the cupboard.
Theme Sub theme Lesson content Skills Evaluation activity Lesson evaluation	Energy in our sub – county / division Word building The word ever can be joined to who, how, when, where, what and which, i.e whichever, whenever, whatever, however, whoever. You can visit us whenever you like. Listening, speaking, reading, writing. 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. 5. Call me _____ is ready.