Primary one – Term 1

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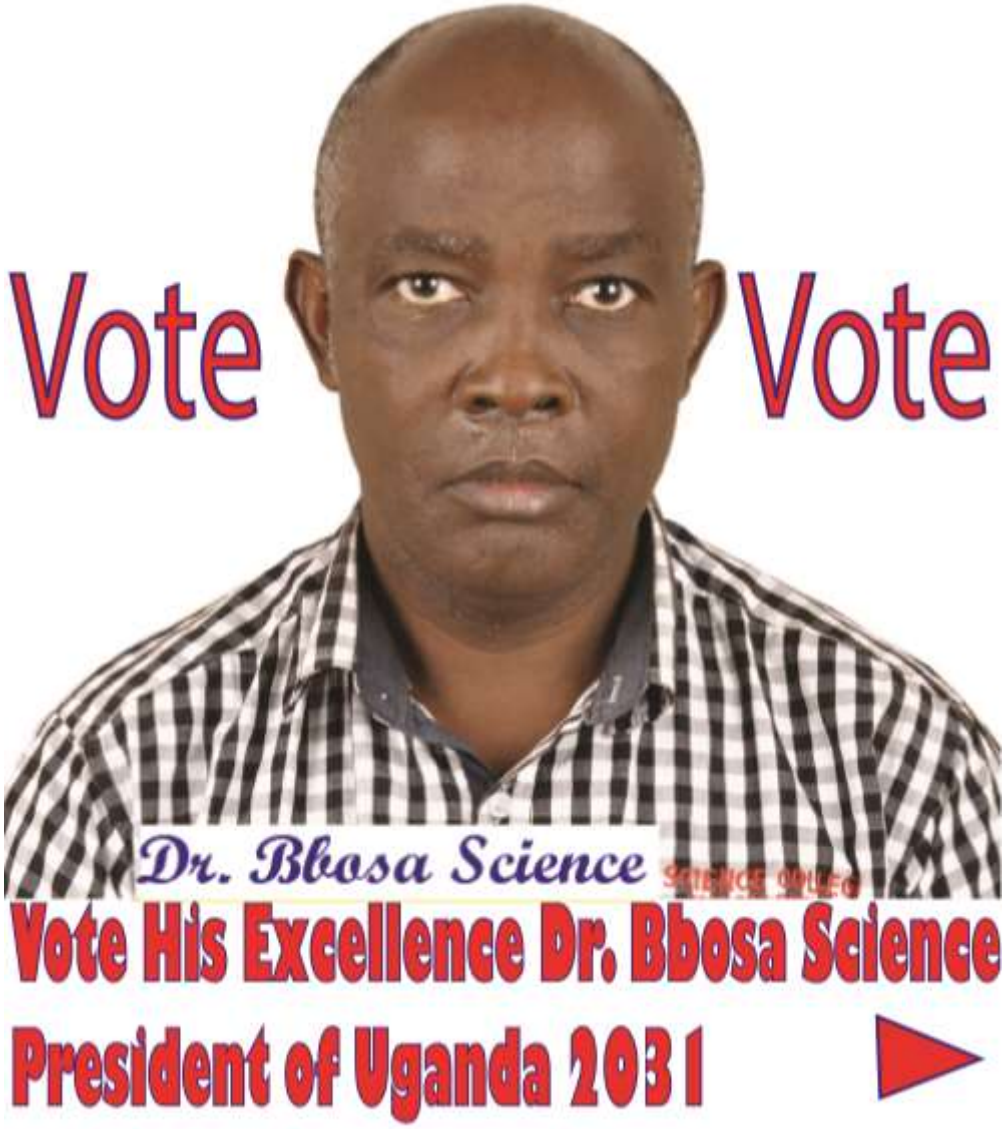


Time, t, is now!!!

PRIMARY ONE

TERM 1

THEME 1: OUR SCHOOL

Learning outcome: the learner is expected to know, communicate with, and related to other people harmoniously, show creativity by producing and manipulating play material available in his/her immediate environment.

People in School

Central Idea: Every person in school has a role that helps the school community function.

Key Sections

Head Teacher

Role of the Head Teacher

(i) **Leads the school** – makes sure learning happens smoothly.

(ii) **Sets rules** – ensures discipline and order.

(iii) **Supports teachers and learners** – helps everyone do their best.

(iv) **Represents the school** – speaks to parents and visitors.

Song Idea (Call and Response)

Who leads our school each day?

Head teacher, head teacher, hooray!

Who helps us learn and play?

Head teacher, head teacher, hooray!

Learners can clap or march in place while singing to show leadership.

Classroom Activities

(i) **Drawing**: Learners draw the head teacher standing at assembly.
(ii) **Role-play**: Act out a head teacher giving morning instructions.
(iii) **Storytelling**: Learners share what they see the head teacher doing at school.
(iv) **Thank-you card**: Learners make a card to appreciate the head teacher's work.

Values Learners Gain

(i) Respect for leadership.

(ii) Understanding of responsibility.

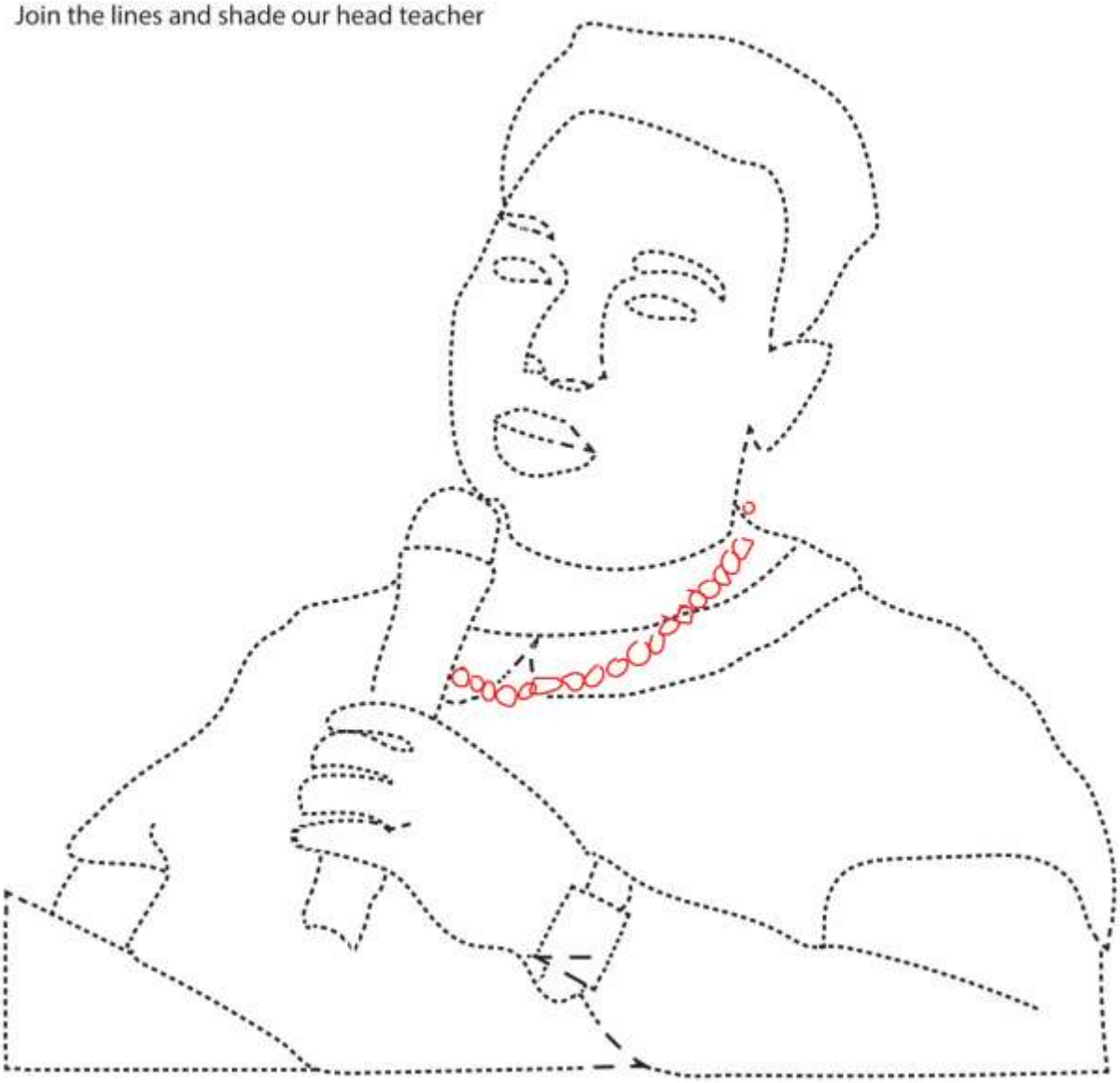
(iii) Appreciation for teamwork in school.

Exercise 1.1

(i) What is the name of your school?
(ii) What is the motto of your school?
(iii) What is the name of your head teacher?
(iv) What are the duties of your headteacher.
(v) Write one thing you like about your head teacher.

Exercise 1.2

Join the lines and shade our head teacher



Exercise 1.3

Read the dialogue and answer the questions that follow with full sentences

Dialogue: *Meeting the Headteacher*

James: Good morning, Headteacher.

Headteacher: Good morning, children. How are you today?

Mary: We are fine, thank you.

Headteacher: That is good. Remember, I want you to work hard in your studies.

James: Headteacher, what is your work in the school?

Headteacher: My work is to lead the school, make rules, and help teachers and pupils.

Mary: Do you also talk to our parents?

Headteacher: Yes, I talk to parents and visitors about the school.

James: Thank you, Headteacher.

Headteacher: You are welcome. Always respect your teachers and study well.

Questions

1. Who leads the school?

   Answer: The Headteacher leads the school.

2. Who makes rules in the school?

   Answer: The Headteacher makes rules in a school.

3. Who helps teachers and pupils?

   Answer: The Headteacher helps teachers and pupils.

4. Who talks to parents and visitors?

   Answer: The Headteacher talks to the parents and visitors.

5. What should pupils do in school?

   Answer: Pupils should respect teachers and study well.

Teaching Aids for the Headteacher

(i) **Picture Cards**

Show a large picture of a headteacher standing at assembly.

Use flashcards with labels: *Headteacher*, *Rules*, *School*, *Assembly*.

(ii) **Role-Play Props**

A small chair or desk to act as the "headteacher's office."

A stick or bell to show the headteacher giving instructions.

(iii) **Song/Chant**

Simple call-and-response chant:

Who leads the school each day?

Headteacher, headteacher, hooray!

(iv) **Story Chart**

A short story chart showing the headteacher helping teachers, pupils, and parents.

(v) **Drawing Activity**

Pupils draw the headteacher at school assembly and label the picture.

Teachers

Role of the Teacher

- **Guides learning** – introduces reading, writing, counting, and basic life skills.
- **Cares for learners** – ensures safety, discipline, and emotional support.
- **Models behavior** – shows respect, kindness, and responsibility.
- **Encourages creativity** – uses songs, stories, and play to make learning fun.

Song Idea (Call and Response)

Who helps us learn each day?

Teacher, teacher, hooray!

Who shows us how to read?

Teacher, teacher, hooray!

Learners can clap or tap desks to keep rhythm.

Classroom Activities

Drawing: Learners draw their teacher and write one word describing them (e.g., kind, helpful).

Role-play: Learners act as "little teachers," showing classmates how to write a letter or count.

Storytelling: Learners share a short story about what their teacher does in class.

Thank-you card: Learners create a card to appreciate their teacher.

Values Learners Gain

(i) Respect for authority.

(ii) Appreciation for guidance.

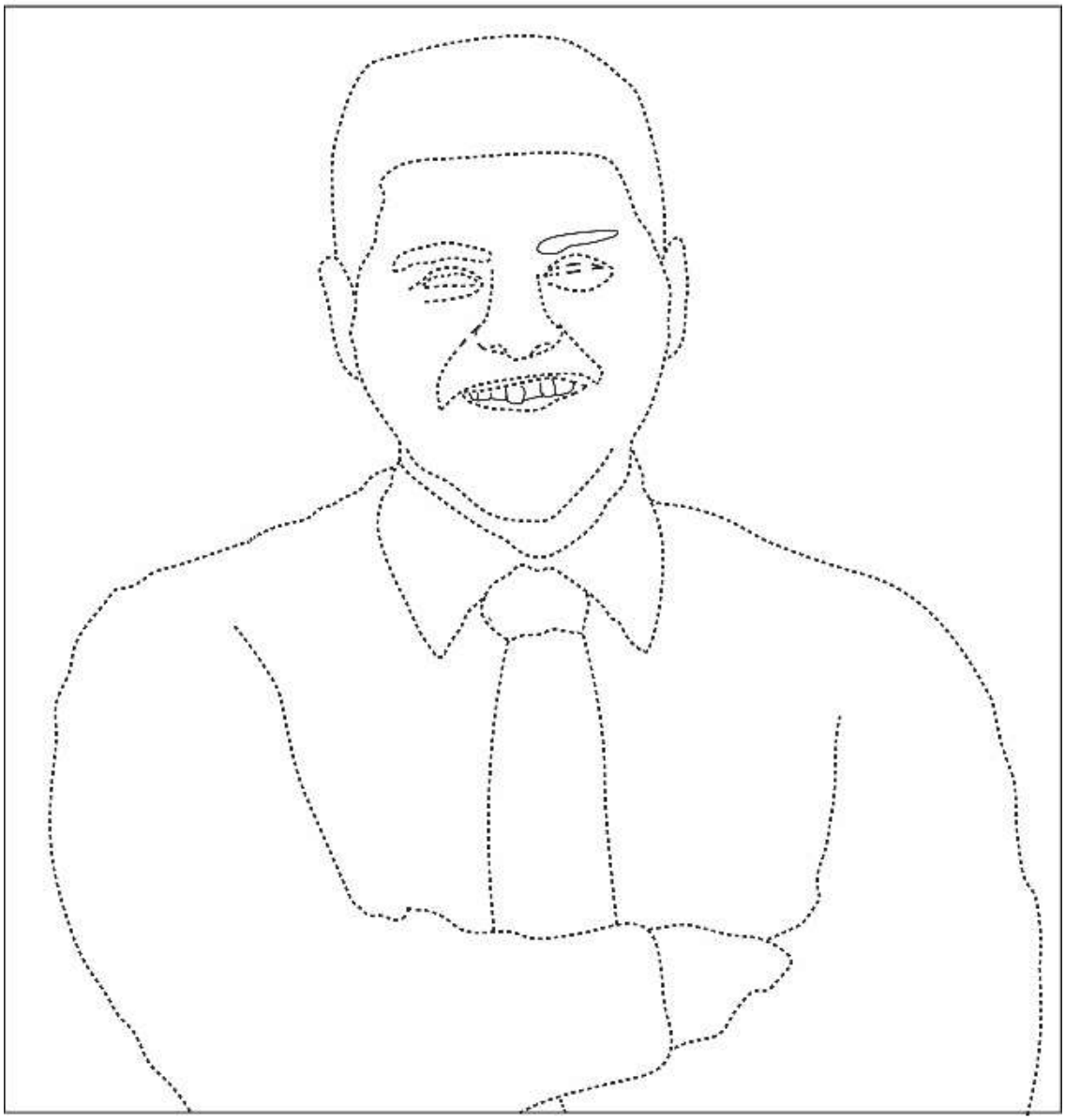
(iii) Understanding that learning is teamwork between teacher and pupils.

Exercise 1.3

(i) In which class are you?
(ii) How many girls are in your class?
(iii) How many boys are in your class?
(iv) Write the names of your teachers.
(v) What is the duty of a teacher?
(vi) Name one thing you like about your teacher?

Exercise 1.4

Join the lines and shade our teacher



Exercise 1.5

Read the poem and answer the question that follow

My Teacher

My teacher is kind,

She helps me to find,

The words I can read,

And the sums I need.

My teacher is bright,

She shows us the light,

She teaches each day,

In a caring way.

My teacher is dear,

She makes learning clear,

We clap and we cheer,

For our teacher here!

Questions

1. Who helps the pupils to read and do sums in the poem?

   Answer: The teacher helps the pupils to read and do sums.

2. How does the teacher show the pupils the light?

   Answer: The teacher shows the pupils the light by teaching them each day in a caring way.

3. What do the pupils do to show they love their teacher?

Answer: The pupils clap and cheer for their teacher.

4. How is the teacher described in the poem?

   Answer: The teacher is described as kind, bright, and dear.

5. What is the main message of the poem?

   Answer: The main message is that teachers are caring and helpful, and pupils should appreciate and respect them.

Teaching Aids for Teaching Roles of a Teacher

(i) **Picture Charts**
Show a chart with a teacher **teaching in class**, **marking books**, and **guiding pupils**.
Use flashcards labeled: *Teacher*, *Teaching*, *Marking*, *Guiding*.

(ii) **Role-Play Props**
Chalk and a small board for pupils to act as teachers.
Exercise books for "marking" during role-play.

(iii) **Story Chart**
A short illustrated story showing a teacher teaching, caring for pupils, and guiding them in school.

(iv) **Song/Chant**
Simple chant for pupils to recite:

Teacher teaches every day,

Teacher shows us the right way.

Teacher cares and helps us grow,

Teacher guides us all to know!

(v) **Drawing Activity**

Pupils draw a teacher in front of the class and label the role (e.g., teaching, caring, guiding).

Prefects/Monitors

Role: Help maintain discipline and order.

Activity: Learners act out how a prefect helps keep the class quiet.

Exercise 1.6

(i) Write the titles and names of the school prefect

Prefects

Title	Name
Head prefect	……
Head boy	……
Head girls	……
Academic prefect	……
Sport prefect	……
Entertainment prefect	……
Food prefect	……
Time keeper	……
Sanitary prefect	……
Dormitory prefect	……

(ii) Name the duties of the following prefect

(iii) Write the titles and names of the school prefect

Title	Duties
Head prefect	……..
Head boy	……
Head girls	……..
Academic prefect	……..
Sport prefect	……..
Entertainment prefect	……..
Food prefect	……..
Time keeper	……..
Sanitary prefect	……..
Dormitory prefect	……..

Exercise 1.7

Read the story and answer the questions that follow in full:

The Helpful Prefects

At Green Valley Primary School, the prefects worked hard every day.

- **Sarah**, the class prefect, reminded pupils to keep the classroom clean.
- **James**, the timekeeper, rang the bell so that lessons started on time.
- **Mary**, the health prefect, checked that pupils washed their hands before eating.
- **Peter**, the games prefect, organized pupils to play football and netball safely.

The prefects helped the teachers and made sure all pupils were happy and disciplined. Everyone respected them because they were good leaders.

Questions

1. Who reminded pupils to keep the classroom clean?

   Answer: Sarah, the class prefect reminded pupils to keep the classroom clean.

2. What was James's duty as a prefect?

   Answer: He rang the bell so lessons started on time.

3. Who checked that pupils washed their hands?

   Answer: Mary, the health prefect.

4. What did Peter do as a prefect?

   Answer: He organized pupils to play football and netball safely.

5. Why did everyone respect the prefects?

   Answer: Because they were good leaders who helped teachers and pupils.

   This story can be used for **reading practice, role-play, or comprehension exercises** in class.

Performing **Activity:** ***"The Prefect Helps Us"***

Remember teaching is characterized by repetition

Step 1: Drama Role-Play

Pupils act as prefects in different situations:

- **Class Prefect** – asks pupils to keep quiet.
- **Health Prefect** – reminds pupils to wash hands.
- **Sports Prefect** – organizes pupils for games.
- **Cleanliness Prefect** – tells pupils to sweep the classroom.

Each pupil pretends to do the prefect's duty.

Step 2: Song/Chant

Teach pupils a simple chant with actions:

Prefects help us every day,

Showing pupils the right way.

Quiet, clean, and games to play,

Prefects guide us all the way!

Learners clap, sing, and act out the prefects' roles while performing.

Step 3: Creative Expression

(i) Pupils add **gestures** (e.g., finger on lips for silence, sweeping, washing hands).

(ii) Small groups perform for the class.

(iii) Teacher encourages **dance or clapping rhythm** to make it lively.

Cook

Role of the School Cook

(i) **Prepares food** for pupils and teachers.

(ii) **Keeps the kitchen clean** and safe.

(iii) **Chooses healthy ingredients** to make balanced meals.

(iv) **Serves food** at the right time.

Song Idea (Call and Response)

Pupils sing the song below

Who cooks our food each day?

The cook, the cook, hooray!

Who makes the porridge hot?

The cook, the cook, hooray!

Learners can clap or use simple percussion instruments while singing.

Classroom Activities

(i) **Drawing**: Learners draw the cook in the kitchen.

(ii) **Role-play**: Act out how the cook prepares and serves food.

(iii) **Thank-you card**: Learners make a card to appreciate the cook.

(iv) **Food sorting game**: Learners sort pictures of foods into “healthy” and “unhealthy” baskets, guided by the cook’s role.

Values Learners Gain

(i) Respect for workers in school.

(ii) Understanding of healthy eating.

(iii) Teamwork and appreciation for community roles.

Exercise 1.8

Read the story and answer the question that follow in full

The Caring School Cook

At Sunrise Primary School, the cook was called **Mr. Kato**. Every morning, Mr. Kato came early to the kitchen. He cleaned the pots and prepared porridge for the pupils. At lunchtime, he cooked beans and posho. The pupils lined up and he served them with a smile.

Mr. Kato always reminded the children to wash their hands before eating. He worked hard to make sure the food was clean and tasty. The pupils loved him because he cared for their health and made them strong for learning.

Questions

1. What is the name of the school cook in the story?

   Answer: The school cook is called Mr. Kato.

2. What did Mr. Kato prepare in the morning?

   Answer: He prepared porridge for the pupils.

3. What food did he cook at lunchtime?

   Answer: He cooked beans and posho.

4. What did Mr. Kato remind the pupils to do before eating?

   Answer: He reminded them to wash their hands.

5. Why did the pupils love Mr. Kato?

   Answer: Because he cared for their health and made them strong for learning.

   *This story can be used for **reading practice, role-play, or comprehension exercises**.

Cleaner

Role of the School Cleaner

(i) **Keeps classrooms, toilets, and compound clean**

(ii) **Ensures a safe environment** by removing dirt and waste

(iii) **Helps prevent diseases** by maintaining hygiene

(iv) **Supports learning** by making the school neat and welcoming

Exercise 1.9

Write 3 sentences about the picture below

Our School

Song Idea (Simple Chant)

Who keeps our school so clean?

Cleaner, cleaner, hooray!

Who sweeps the floor each day?

Cleaner, cleaner, hooray!

Learners can mimic sweeping motions while singing.

Classroom Activities

(i) **Drawing**: Learners draw the cleaner sweeping or mopping.

(ii) **Role-play**: Act out cleaning the classroom or compound.

(iii) **Thank-you card**: Learners make a card to appreciate the cleaner.

(iv) **Sorting game**: Learners sort pictures into “clean” and “dirty” to understand the cleaner’s work.

Values Learners Gain

(i) Respect for all workers in school.

(ii) Awareness of hygiene and cleanliness.

(iii) Responsibility to keep their own environment tidy.

Exercise 1.20

(i) Write the names of our school cleaners?
(ii) Why our cleaners important at school?
(iii) Read the dialogue and answer the questions that follow

Talking to the School Cleaner

Musa: Good morning, cleaner.
Cleaner: Good morning, children. How are you today?
Mary: We are fine, thank you. What is your work in the school?
Cleaner: My work is to sweep the classrooms, mop the floors, and keep the toilets clean.
Musa: Why is cleaning important?
Cleaner: Cleaning keeps the school neat and safe. It also helps prevent diseases.
Mary: How can pupils help you?
Cleaner: Pupils can help by throwing rubbish in the bin and keeping their classrooms tidy.
Musa: Thank you, Cleaner.
Cleaner: You are welcome. Always remember—cleanliness is health!

Questions

(i) Who keeps the school clean?
Answer: The school cleaner keeps the school clean.
(ii) What does the cleaner do in the classrooms?

Answer: The cleaner sweeps and mops the floors.

(iii) Why is cleaning important in the school?

Answer: Because it keeps the school neat, safe, and prevents diseases.

(iv) How can pupils help the cleaner?

Answer: Pupils can help the cleaner by throwing rubbish in the bin and keeping classrooms tidy.

(v) What did the cleaner say about cleanliness?

Answer: The cleaner said, "Cleanliness is health."

- This dialogue can be acted out in class to build **speaking, listening, and respect for school workers**.

Support Staff

Role of School Support Staff

(i) **Cook** – prepares food for learners and teachers.

(ii) **Cleaner** – keeps classrooms, toilets, and the compound clean.

(iii) **Security guard/askari** – protects the school and ensures safety.

(iv) **Groundskeeper/gardener** – takes care of flowers, trees, and the compound.

(v) **Bursar/secretary** – helps with records, money, and office work.

Song Idea (Call and Response)

Who helps our school each day?

Support staff, support staff, hooray!

Who keeps the school so neat?

Support staff, support staff, hooray!

Learners can clap or march while singing to show teamwork.

Classroom Activities

(i) **Drawing**: Learners draw different support staff at work (cooking, cleaning, guarding).

(ii) **Role-play**: Act out how a cook prepares food or how a guard checks the gate.

(iii) **Thank-you card**: Learners make cards to appreciate support staff.

(iv) **Sorting game**: Learners match pictures of staff with their roles (e.g., broom → cleaner).

Values Learners Gain

(i) Respect for all workers in school.

(ii) Awareness that everyone's role is important.

(iii) Responsibility to help keep the school tidy and safe.

- Role: Provide food, keep the school clean and safe.
- Activity: Learners sing a short song thanking the cook or cleaner.

Exercise 1.21

Read the poem and answer the questions that follow in full

Our School Helpers

The cook makes food so sweet,

The cleaner sweeps to keep it neat.

The guard protects us every day,

The gardener waters plants that sway.

The secretary writes with care,

Support staff help us everywhere.

We clap our hands, we say hooray,

For school helpers every day!

Questions

1. Who makes food for the pupils in the poem?

   Answer: The cook makes food for the pupils.

2. What does the cleaner do in the school?

   Answer: The cleaner sweeps to keep the school neat.

3. Who protects the school every day?

   Answer: The guard protects the school every day.

4. What does the gardener do?

   Answer: The gardener waters the plants.

5. What is the main message of the poem?

   Answer: The main message is that school support staff help everywhere and should be appreciated.

   *This poem can be recited with **clapping or marching rhythm** to make it lively.

Classmates/Friends

Role: Learn together, play together, support each other.

Activity: Learners draw a picture of themselves with a friend in school.

Exercise 1.22

Match people at school to what they do

School Personnel	What They Do
Teacher	Teaches pupils in class
Head Teacher	Leads the school
Cook	Prepares food
Cleaner	Sweeps and keeps the school clean
Guard (Askari)	Protects the school
Friends/Classmates	Learn and play together

Titles of School Personnel

(i) **Head Teacher** – leader of the school

(ii) **Teacher** – guides pupils in learning

(iii) **Cook** – prepares food

(iv) **Cleaner** – keeps the school clean

(v) **Security Guard (Askari)** – protects the school

(vi) **Secretary/Bursar** – works in the office with records and money

(vii) **Gardener/Groundskeeper** – takes care of flowers, trees, and the compound

(viii) **Prefect/Monitor** – pupil helper who maintains discipline

(ix) **Classmate/Friend** – learns and plays together with others

Classroom Activity Idea

Matching Game: Learners match each title with a picture or description of what that person does.

Role-play: Learners act out each role (teacher teaching, cook cooking, guard checking the gate).

Song/Chant:

Head teacher leads, teacher teaches,

Cook cooks food, cleaner cleans!

Guard protects, gardener plants,

Prefect helps, friends all learn!

This way, children learn both the **titles** and the **roles** of people in their school community.

Vocabulary

Greetings: "Good morning"

Naming people by title, i.e. Sir, teacher, Mr., Madam, (as used in the school)

Referring to people by name and sex e.g. Wambi, boy, girl

Oral exercise -Use structures

What's your name?

My name is …

I am a …(girl/boy)

What is his/her name?

His/her name is

He / She is …

Performing art activity: *"Act, Sing, and Dance About School People"*

Remember teaching characterized with repetition

Step 1: Drama Role-Play

Pupils act out the roles of different people in the school:

- **Headteacher** – gives morning assembly instructions.
- **Teacher** – teaches a short lesson.
- **Cook** – prepares food.
- **Cleaner** – sweeps the classroom.
- **Guard** – checks the school gate.

Each pupil pretends to do the work of that person.

Step 2: Song/Chant

Teach pupils a simple chant with actions:

Who leads the school each day?

Headteacher, headteacher, hooray!

Who teaches us to read and write?

Teacher, teacher, that is right!

Who cooks our food so sweet?

Cook, cook, what a treat!

Who sweeps the classroom neat?

Cleaner, cleaner, very neat!

Who guards the school with care?

Guard, guard, always there!

Learners clap, dance, or act while singing.

Step 3: Creative Expression

- Pupils add **gestures** (e.g., sweeping, cooking, teaching).
- Small groups perform for the class.
- The teacher can guide them to **combine drama, song, and dance** into one short performance.

Exercise 1.23

1. Who leads the school each day?

   Answer: The headteacher leads the school each day.

2. Who teaches pupils to read and write?

   Answer: The teacher teaches pupils to read and write.

3. Who cooks food for pupils?

   Answer: The cook cooks food for pupils.

4. Who sweeps the classroom neat?

   Answer: The cleaner sweeps the classroom neat.

5. Who guards the school with care?

   Answer: The guard guards the school with care.

This activity blends **drama, music, and movement**, making it a true performing art experience that helps pupils learn about people in their school in a fun and memorable way.

Objects in School

Desk

Chair Table

Chalkboard

(i) **Desk** – where pupils sit and write

(ii) **Chair** – for sitting

(iii) **Table** – used by teachers or for group work

(iv) **Chalkboard/Blackboard** – where the teacher writes

(v) **Chalk/Marker** – used for writing on the board

(vi) **Books** – for reading and learning

Pens

Exercise books

School bags

Rubber

(vii) **Pens/Pencils** – for writing and drawing

(viii) **Eraser/Rubber** – for correcting mistakes

(ix) **School bag** – for carrying books and materials

(x) **Cupboard/Shelf** – for keeping books and supplies

(xi) **Ball** – for playing games

Balls

Drum

speaker

broom

(xii) **Drums/Shakers** – for music activities

(xiii) **Broom/Mop** – for cleaning the classroom

(xiv) **Water bottle** – for drinking water

Exercise 1.24

Draw a line to match the object with what it is used for.

Object	Use
Desk	For writing and sitting
Chair	For sitting
Chalkboard	For teacher to write
Chalk/Marker	For writing on the board
Book	For reading and learning
Pencil	For writing and drawing
Eraser	For correcting mistakes
Ball	For playing games
Broom	For cleaning the classroom
School bag	For carrying books

Song/Chant:

Desk to write, chair to sit,

Chalk for board, books for it!

Ball to play, broom to clean,

School is tidy, bright, and keen!

Exercise 1.25

(i) Draw 5 objects you use daily in school.
(ii) Write five names of your friends.
(iii) Write the names of objects used for writing
(iv) Write names of objects used for cleaning.

(v) Give the name of objects used to carry books to school

(vi) State objects we sit on in class.

Exercise 1.26

Read the dialogue and answer the questions in full

Dialogue: *Talking About School Objects*

David: Good morning, Anna.

Anna: Good morning. What do you have in your school bag?

David: I have a book and a pencil.

Anna: I also have a ruler and an eraser.

David: What do we use a book for?

Anna: We use a book for reading and writing.

David: And what do we use a ruler for?

Anna: We use a ruler for drawing straight lines.

David: Thank you, friend.

Anna: You are welcome. School objects help us to learn.

Questions

1. What did David have in the school bag?

   Answer: David had a book and a pencil.

2. What did Anna have in the school bag?

   Answer: Anna had a ruler and an eraser.

3. What is a book used for?

   Answer: A book is used for reading and writing.

4. What is a ruler used for?

Answer: A ruler is used for drawing straight lines.

5. Why are school objects important?

Answer: Because they help pupils to learn.

Performing art activity: ***"Act, Sing, and Show School Objects"***

Remember teaching is characterized by repetition

Step 1: Drama Role-Play

Pupils act out using different school objects:

- **Book** – A teacher orders "Read a book!" and a pupil pretend to read.

  Then says "I'm reading a book."

- **Pencil** – A teacher orders "write using a pencil!" and a pupil pretends to write.

  Then says "I'm writing using a pencil."

- **Ruler** – A teacher order a pupil: "Draw a straight line!" and a pupil pretend to draw straight line.

  Then says "I'm drawing a straight line using a ruler and pencil."

- **Ball** – A teacher orders a pupil: Play with a ball!" and a pupil pretends to play.

  Then says "I'm playing with a ball."

- **Broom** – A teacher orders a pupil to weep and a pupil pretends to sweep.

  Then says "I'm sweeping using a broom."

  Each pupil demonstrates how the object is used.

Step 2: Song/Chant

Teach pupils a simple chant with actions:

Book to read, pencil to write,

Ruler to draw, lines so right.

Ball to play, broom to sweep,

School is tidy, learning we keep!

Learners clap, sing, and act out the objects while performing.

Step 3: Creative Expression

- Pupils add **gestures** (reading, writing, sweeping).
- Small groups perform for the class.
- Teacher encourages **dance or clapping rhythm** to make it lively.

Exercise 1.27

1. What object is used for reading?

   Answer: A book is used for reading.

2. What object is used for writing?

   Answer: A pencil is used for writing.

3. What object is used to draw straight lines?

   Answer: A ruler is used to draw straight lines.

4. **Question:** What object is used for playing games?

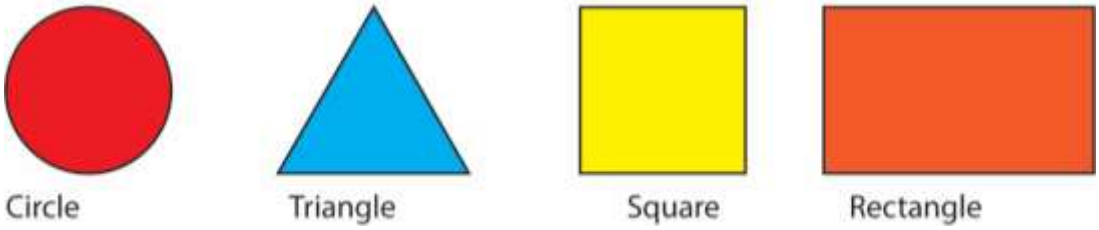
   Answer: A ball is used for playing games.

5. **Question:** What object is used to clean the classroom?

   Answer: A broom is used to clean the classroom.

   This activity blends **drama, song, and movement**, making it a fun performing art lesson that helps pupils remember school objects and their uses.

Shapes



Common Shapes in School Learning

(i) **Circle** – round, no corners (e.g., ball, clock).

(ii) **Square** – four equal sides, four corners (e.g., window, tile).

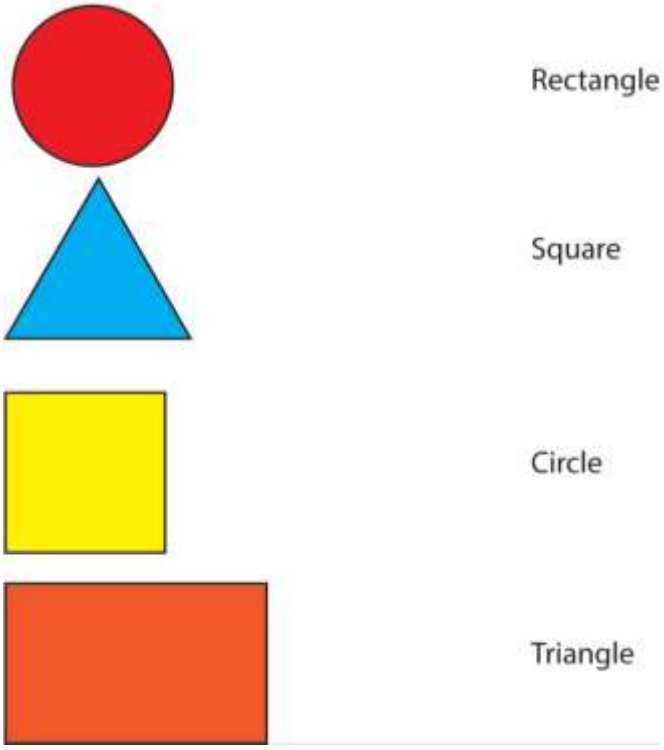
(iii) **Rectangle** – two long sides, two short sides, four corners (e.g., book, door).

(iv) **Triangle** – three sides, three corners (e.g., roof, road sign).

(v) **Oval** – looks like a stretched circle (e.g., mirror, egg).

Exercise 1.28

(i) Match shapes to words



(ii) Draw and shade the following shapes

- Triangle
- Rectangle
- Circle
- Square

(iii) Give an example of an object at school for each of the following shapes

- Triangle
- Rectangle
- Circle
- Square

(iv) Sorting **game**: Put pictures of objects into groups by shape.

Song/Chant:

Circle round, triangle three,

Square has four, rectangle we see!

Oval long, shapes are fun,

We can learn them one by one!

Values Learners Gain

(i) Observation skills (seeing shapes in everyday objects).

(ii) Vocabulary development (naming shapes).

(iii) Creativity (drawing and coloring).

Oral exercise – Use the following structure

(i) What's this?
(ii) This is a …
(iii) What's that?
(iv) It's a …
(v) Show me a …

Activity: *"Act, Sing, and Draw Shapes"*

Remember teaching is characterized by repetition

Step 1: Drama Role-Play

Pupils act out shapes with their bodies:

- **Circle** – stand in a round group holding hands.
- **Square** – four pupils form corners of a square.
- **Triangle** – three pupils form a triangle.
- **Rectangle** – four pupils form a long rectangle.
- **Oval** – pupils stretch arms to make a long round shape.

Step 2: Song/Chant

Teach pupils a simple chant with clapping:

"Circle round, triangle three,

Square has four, rectangle we see.

Oval long, shapes are fun,

We can learn them one by one!

Learners sing while acting out the shapes."

Step 3: Creative Expression

- Pupils **draw shapes in the air** with their fingers.
- Pupils **dance or clap** while chanting.
- Small groups perform their shape role-play for the class.

Exercise 1.29

1. How many pupils are needed to make a triangle shape?

   Answer: Three pupils are needed to make a triangle shape.

2. Which shape is round like a ball? **Answer:** A circle is round like a ball.

3. How many corners does a square have? **Answer:** A square has four corners.

4. Which shape looks long and round? **Answer:** An oval looks long and round.

5. Why are shapes important in school? **Answer:** Because they help pupils learn to see and describe objects around them.

   This activity blends **drama, song, and movement**, making shapes fun and memorable for Primary One learners.

Activities done at school

Here's a lively overview of **activities done at school** that Primary One learners can easily relate to:

Learning Activities

(i) **Reading and writing** – using books, pencils, and chalkboards.

(ii) **Counting and simple maths** – learning numbers and solving problems.

(iii) **Storytelling** – listening to and retelling stories.

(iv) **Drawing and coloring** – expressing creativity.

Play and Physical Activities

(i) **Games and sports** – football, netball, skipping, running.

(ii) **Singing and dancing** – music lessons and cultural dances.

(iii) **Drama and role-play** – acting out short plays.

(iv) **Playtime with friends** – free play in the compound.

Social and Service Activities

(i) **Cleaning the classroom** – sweeping and tidying up.

(ii) **Gardening** – watering flowers or planting trees.

(iii) **Helping roles** – class monitors or prefects assisting teachers.

(iv) **Celebrations** – school assemblies, cultural days, and special events.

Song/Chant Idea

We read and write, we sing and play,

We clean the school and learn each day!

We dance, we draw, we count so well,

Our school is fun, we love to tell!

These activities help learners grow academically, socially, and physically while building respect for their school community.

Oral exercise – Use the structure

(i) What are you doing?
I am …
We are …

(ii) What is she/he doing?

(iii) She/he is …

Exercise 1.30

Draw pupils doing the following activities

(i) sweeping
(ii) cooking
(iii) mopping
(iv) watering flowers
(v) reading
(vi) writing

(vii) playing
(viii) praying
(ix) cleaning
(x) caring
(xi) teaching
(xii) learning

Exercise 1.31

Read the dialogue and answer the questions that follow

Dialogue: ***Activities in Our School***

John: Good morning, friend.

Bbosa: Good morning. What activities do we do in school?

John: We learn by reading and writing.

Bbosa: Yes, and we also play games like football and skipping.

John: Do we sing in school?

Bbosa: Yes, we sing songs and dance during music lessons.

John: What about cleaning?

Bbosa: We clean the classroom and sweep the compound to keep our school neat.

John: School is fun because we learn, play, sing, and keep it clean.

Bbosa: That is true. Activities in school help us grow and be happy.

Questions

1. What activities do pupils do to learn in school?

   Answer: Pupils learn by reading and writing.

2. Which games are mentioned in the dialogue?

   Answer: The games mentioned are football and skipping.

3. What do pupils do during music lessons?

Answer: They sing songs and dance.

4. How do pupils keep the school neat?

Answer: By cleaning the classroom and sweeping the compound.

5. Why are school activities important?

Answer: Because they help pupils grow and be happy.

Numbers

Read and count

1 – one ○

2 – two ○ ○

3 – three ○ ○ ○

4 – four ○ ○ ○ ○

5 – five ○ ○ ○ ○ ○

Exercise 1.32

(i) Carry out the following addition

○ + ○ =

○ ○ + ○ =

○ ○ + ○ ○ =

○ + ○ ○ ○ ○ =

(ii) 2+1 =

(iii) 1+1 =

(iv) 3 + 2 =

(v) 2 + 3 =

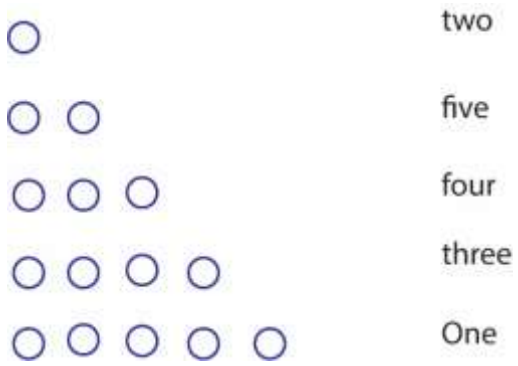
(vi) 1 + 2 =

(vii) 1 + 4 =

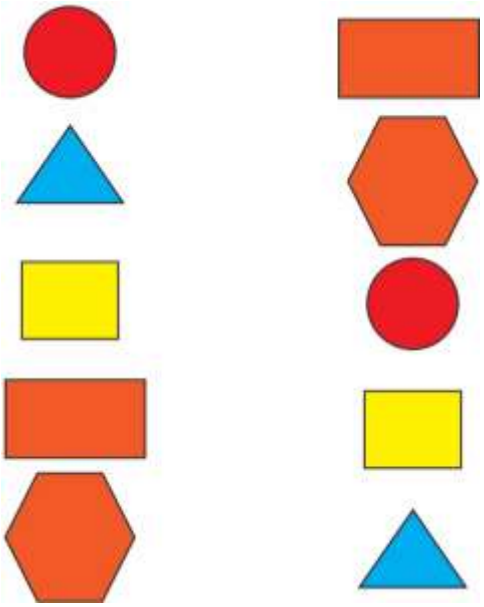
(viii) 4 + 1 =

Exercise 1.33

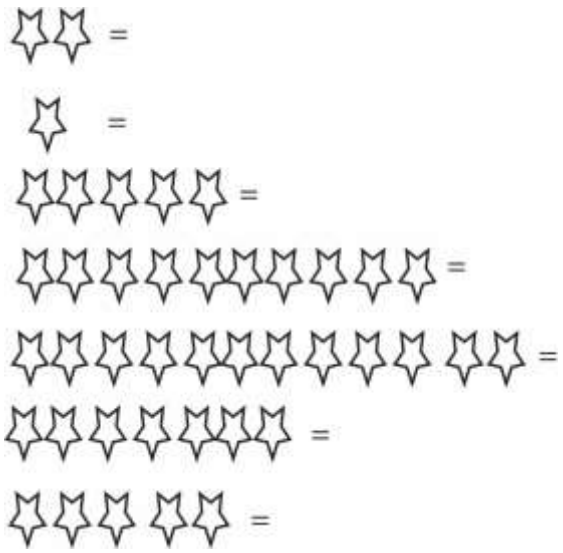
(i) Match figures to numbers



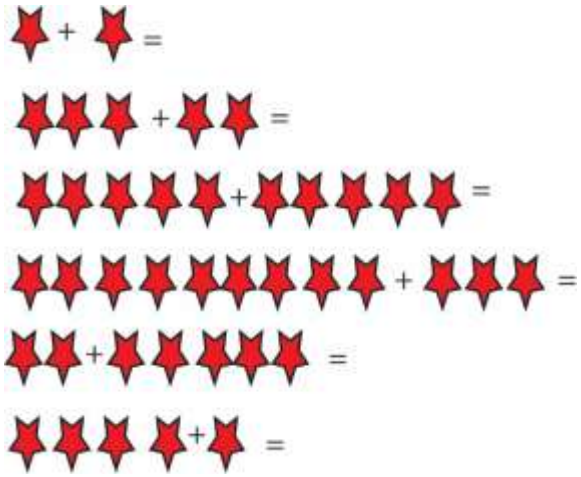
(ii) Match the objects



(iii) **Count**



(iv) Add



THEME 2: OUR HOME

Learning outcome: The learner is able to know and relate to people, identify things in the home, appreciate and participate in home activities.

Nuclear Family

A **nuclear family** is a small family made up of a father, a mother, and their children living together in one home. It is the most common type of family.

Exercise 2.1

1. Who are the members of a nuclear family?

   Answer

   Father, mother, and children.

2. Where does a nuclear family live?

   Answer:

   Together in one home.

3. Name one role of the father in a nuclear family.

   Answer:

   The father provides for the family.

4. Name one role of the mother in a nuclear family.

Answer:

The mother cares for the children.

5. Why is a nuclear family important?

Answer:

Because it gives love, care, and support to the children.

Members of a Nuclear Family

A **nuclear family** is made up of:

(i) **Father** – provides for and guides the family.

(ii) **Mother** – cares for the children and manages the home.

(iii) **Children** – sons and daughters living with their parents.

Exercise 2.2

1. Who are the members of a nuclear family?

Answer:

Father, mother, and children.

2. Where does a nuclear family live?

Answer:

Together in one home.

3. What is one role of the father in a nuclear family?

Answer:

The father provides for the family.

4. What is one role of the mother in a nuclear family?

Answer:

The mother cares for the children.

5. Why is a nuclear family important?

Answer:

Because it gives love, care, and support to the children.

Exercise 2.3

Read the story and answer the question in full

Story: ***The Happy Nuclear Family***

Once upon a time, there was a small family. The family had a **father**, a **mother**, and two **children**. The father worked in the garden to provide food. The mother cooked meals and cared for the children. The children went to school and helped with small chores at home.

Every evening, the family sat together, ate supper, and shared stories. They loved one another and lived happily in their home.

Questions

1. Who are the members of a nuclear family?

Answer: The members of the family are father, mother, and children.

2. What work did the father do in the story?

Answer: He worked in the garden to provide food.

3. What was the mother's role in the family?

   Answer: She cooked meals and cared for the children.

4. What did the children do in the story?

   Answer: They went to school and helped with small chores at home.

5. Why was the family happy?

   Answer: Because they loved one another and lived together peacefully.

   *This story can be used for **reading practice, comprehension, and role-play** in class.

Naming People in Our Home

Here are the common names we use for people in the home:

(i) **Grandfather** – the father of your father or mother.

(ii) **Grandmother** – the mother of your father or mother.
(iii) **Mother** – the woman who cares for the family.
(iv) **Father** – the man who provides and guides the family.
(v) **Baby** – the youngest child in the family.
(vi) **Sister** – a girl child in the family.
(vii) **Brother** – a boy child in the family.
(viii) **Girl** – a young female.
(ix) **Boy** – a young male.
(x) **Woman** – an adult female.
(xi) **Man** – an adult male.
(xii) **Child** – a young person (boy or girl).

Exercise 2.4

1. Who is the woman that cares for the family?

   Answer : The woman that cares for the family is the mother.

2. Who is the man that guides the family?

   Answer: The man that guides the family is the father.

3. What do we call a young female in the home?

   Answer: The young female is called a girl

4. What do we call a young male in the home?

   Answer: A young male is called a boy

5. Who is the youngest person in the family?

   Answer: The youngest person in a family is a bay

Performing Activity: *"Our Family at Home"*

Remember teaching is characterized by repetition

Step 1: Drama Role-Play

Pupils act out the roles of family members, i.e. the teacher requests and

- **Father** – pretends to dig in the garden.
- **Mother** – pretends to cook food.
- **Children** – pretend to read books or sweep the house.
- **Brother/Sister** – pretend to fetch water or play together.

Each pupil demonstrates what people in a home do.

Step 2: Song/Chant

Teach pupils a simple chant with actions:

Father works, mother cooks,

Children learn from story books.

Brother helps, sister too,

Family love is strong and true!

Learners clap, sing, and act out the family roles while performing.

Step 3: Creative Expression

- Pupils add **gestures** (digging, cooking, sweeping, reading).
- Small groups perform for the class.
- Teacher encourages **dance or clapping rhythm** to make it lively.

Comparing (Bigger than, Smaller than, Wider than)

These are simple comparison words used to help children understand differences in size and length.

Key Ideas

- **Bigger than** → means one object is larger in size than another.
- **Smaller than** → means one object is shorter or tinier than another.
- **Wider than** → means one object is broader across than another.

Examples for Learners

(i) 3 is bigger than 2

(ii) 1 is smaller than 4

(iii) An **elephant is bigger than** a goat.

(iv) A **pencil is smaller than** a ruler.

(v) A **road is wider than** a footpath.

Exercise 2.5

1. Write numbers from 1-10
2. Which is bigger 1 or 2?

   Answer: 2 is bigger than 1
3. Which is smaller 5 or 3?

   Answer: 3 is smaller than 5
4. Which is bigger than the other: a ball or a bean?

   Answer: A ball is bigger than a bean.
5. Which is smaller than the other: a house or a chair?

Answer: A chair is smaller than a house.

6. Which is wider than the other: a classroom door or a window?

   Answer: A classroom door is wider than a window.

7. Is a cat bigger than a cow?

   Answer: No, a cow is bigger than a cat.

8. Is a book smaller than a desk?

   Answer: Yes, a book is smaller than a desk.

Exercise 2.6

Read the dialogue and answer the questions that follow

Dialogue

Mother: Look at this table and the chair.

Child: The table is **bigger than** the chair.

Mother: Good! Now compare the cup and the pot.

Child: The cup is **smaller than** the pot.

Mother: Excellent. What about the door and the window?

Child: The door is **wider than** the window.

Mother: Well done! Can you make your own example?

Child: Yes! The bed is **bigger than** the stool.

Questions

1. What object was said to be **bigger than** the chair?
2. Which object was described as **smaller than** the pot?
3. What was said to be **wider than** the window?
4. Give your own example of an object that is **bigger than** another object in the home.

5. Why do we use words like *bigger than, smaller than, wider than*?

✅ **Answers**

1. The **table** was said to be bigger than the chair.
2. The **cup** was described as smaller than the pot.
3. The **door** was said to be wider than the window.
4. Example: The **bed** is bigger than the stool. (Learners may give other correct examples such as "The fridge is bigger than the bucket.")
5. We use words like *bigger than, smaller than, wider than* to **compare the sizes of objects**.

Teaching Notes

- Use real objects in the home or classroom to make the dialogue practical.
- Encourage learners to act out the dialogue in pairs (role-play).
- Add gestures: spreading arms wide for "wider," stretching tall for "bigger," and making a small circle with fingers for "smaller."

USE STRUCTURES in sentences

(i) Show me a …
This is a …

(ii) Point to the …
I am pointing to the …

Roles and Responsibilities of Different Family Members

In a family, each member has special responsibilities that help the home run smoothly. Here are **two examples for each role** using the activities you listed:

(i) **Father**

- Digging in the garden.

- Slashing grass around the home.

(ii) **Mother**

- Cooking food for the family.
- Breast-feeding the baby.

(iii) **Sister**

- Sweeping the house.
- Washing dishes.

(iv) **Brother**

- Fetching water.
- Mopping the floor.

(v) **Baby**

- Playing and learning.
- Being cared for by parents.

(vi) **Grandmother / Grandfather (if present)**

- Grinding food (like millet).
- Giving guidance and advice.

Exercise 2.7

1. Who cooks food in the family?

   Answer: The mother cooks food in a family

2. Who digs in the garden?

   Answer: The father digs in a garden

3. Who sweeps the house?

   Answer: The sister sweeps the house.

4. Who mops the floor?

   Answer: The brother mops the floor.

5. Who breast-feeds the baby?

   Answer: The mother breast-feeds the baby.

Exercise 2.8

Read the poem and answer the questions that follow in full

Poem: ***Our Family Roles***

Father works to give us food,

Mother cares and keeps us good.

Children learn and help each day,

Together we live in a happy way.

Each one has a role to do,

Family love is strong and true.

We share, we care, we all belong,

In our family we grow strong.

Questions

1. What does the father do in the poem?

   Answer: The father works to give the family food.

2. What is the mother's role in the poem?

   Answer: The mother cares for the family and keeps them good.

3. What do the children do in the poem?

   Answer: The children learn and help each day.

4. What makes the family happy according to the poem?

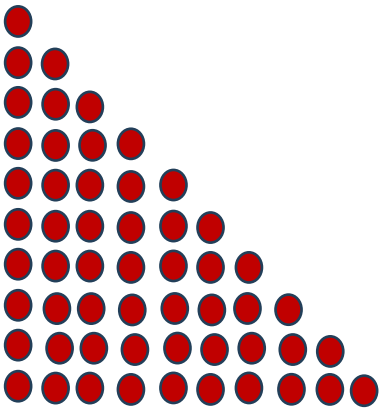
Answer: Living together, sharing, caring, and loving one another.

5. What is the main message of the poem?

Answer: Every family member has a role, and love makes the family strong.

Figures 1 – 10 and words

Figure	Words
1	One
2	Two
3	Three
4	Four
5	Five
6	Six
7	Seven
8	Eight
9	Nine
10	Ten



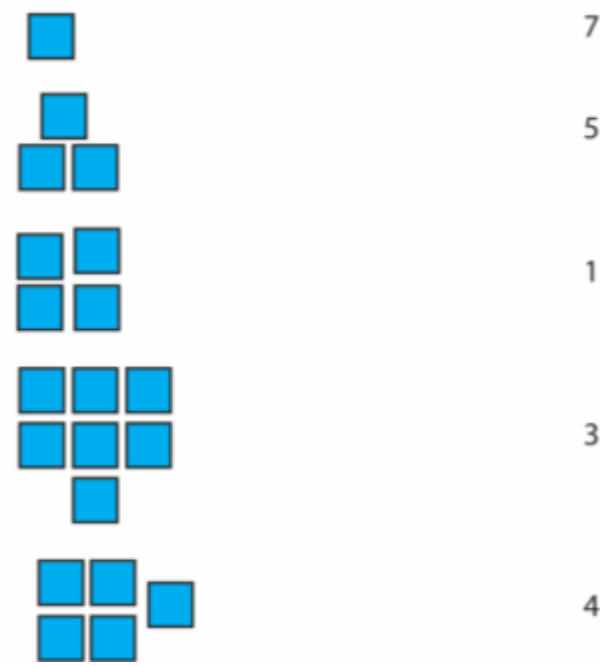
Exercise 2.9

1. Match figures to words

Figures	**Words**
Two	10
Five	6
Six	5
Nine	2
Ten	9

2. Draw and name the following people
   - (i) Mother
   - (ii) Father
   - (iii) Boy
   - (iv) Girls
   - (v) Circle
   - (vi) Triangle
   - (vii) Square
   - (viii) Rectangle

3. Match



Roles and Responsibilities of Family Members

Mother digging

Father digging

Sister washing plates

Brother Slashing

Bother mopping

Here are examples of **tasks** different family members may do at home:

(i) **Father**

- Digging in the garden
- Slashing grass
- Providing security and guidance

(ii) **Mother**

- Cooking food
- Cleaning the house
- Breast-feeding the baby
- Teaching children good manners

(iii) **Children (boys and girls)**

- Sweeping the compound
- Washing utensils
- Mopping the floor
- Helping with peeling and pounding food

(iv) **Older siblings (brother/sister)**

- Assisting with grinding food
- Helping younger ones with homework
- Fetching water or firewood

(v) **Grandparents**

- Advising and guiding the family
- Telling stories and teaching traditions
- Supervising tasks like milking or gardening

Exercise 2.10

1. What does the father do in the family?
   Answer: The father digs in the garden.
2. What is one responsibility of the mother?
   Answer: The mother cooks food.
3. What do children help with at home?
   Answer: Children sweep the compound.
4. What do grandparents do for the family?
   Answer: Grandparents tell stories and give advice.
5. What is one responsibility of older brothers or sisters?
   Answer: They help younger ones with homework.

Exercise 2.11

Draw and paint the following:

1. Mother cooking
2. Sister cleaning plates
3. Girl washing clothes
4. Teacher teaching
5. Baby drinking milk
6. Mother sweeping

USING STRUCTURES

(i) What are you doing?
I am …ing

(ii) What is she/he doing?
She/He is …ing

Common Objects in the Home

Chair

Table

Bed

Door

Window

Cup

Spoon

Plate

Pot

Bulb

Charcoal stove

Exercise 2.12

1. Name one object we sit on at home.

   Answer: We sit on a chair.

2. What object do we sleep on?

   Answer: We sleep on a bed

3. Which object do we use to eat food?

   Answer: We eat food from a plate.

4. What object helps us see at night?

   Answer: We use a lamp to see at night

5. Which object opens and closes the house?

   Answer: The door opens and closes the house

Exercise 2.13

Read the story and answer the questions that follow in full:

Story: ***Our Home Objects***

One Saturday morning, Amina woke up early. She saw the **bed** where she had slept. She walked to the **table** in the living room. On the table, there was a **cup** and a **plate**. Her mother was cooking food in the **pot** in the kitchen. Amina opened the **door** to greet her father, who was sitting on a **chair** outside. All these objects helped the family in their daily life at home.

Questions

1. Where did Amina sleep?

   Answer: Amina slept on the bed.

2. What objects were on the table?

   Answer: A cup and a plate were on the table.

3. Which object did Amina's mother use for cooking?

Answer: Her mother used a pot for cooking.

4. What did Amina open to greet her father?

Answer: Amina opened the door.

5. Where was Amina's father sitting?

Answer: He was sitting on a chair outside.

Common Rooms in the Home

Living room

Bed room

Dining room

Kitchen

Bathroom

(i) **Living room** – where the family sits, talks, and welcomes visitors.

(ii) **Bedroom** – where people sleep and rest.

(iii) **Kitchen** – where food is cooked.

(iv) **Dining room** – where the family eats meals.

(v) **Bathroom** – where people wash and bathe.

Exercise 2.14

1. Which room is used for cooking food?

   Answer: The kitchen is used for cooking food

2. Where do people sleep?

   Answer: People sleep in a bedroom

3. Which room is used for eating meals?

   Answer: Dining room is used for eating meals.

4. Where do visitors sit when they come to the home?

   Answer: Living room is where the visitors sit.

5. Which room is used for bathing?

   Answer: Bathroom is used for bathing.

Exercise 2.15

Read the poem below and answer the questions that follow in full

Poem: ***Rooms in Our Home***

In the **living room**, we sit and talk,

Visitors come, we laugh and walk.

In the **bedroom**, we rest and sleep,

Dreams are quiet, soft and deep.

In the **kitchen**, food is made,

Mother cooks with spoon and blade.

In the **dining room**, we eat together,

Family joy lasts forever.

In the **bathroom**, we wash and clean,

Fresh and happy, bright and keen.

Questions

1. Which room is used for sitting and talking?

   Answer: The living room is used for sitting and talking.

2. Where do people rest and sleep?

   Answer: People rest and sleep in the bedroom.

3. Which room is used for cooking food?

   Answer: The kitchen is used for cooking food.

4. Where does the family eat together?

   Answer: The family eats together in the dining room.

5. Which room is used for washing and cleaning?

   Answer: The bathroom is used for washing and cleaning.

   Teaching tip: Pupils can recite the poem in groups, adding **gestures** (pretend cooking, sleeping, washing) to make it lively.

Domestic Animals

Domestic animals are animals kept at home or on the farm. They help people in different ways.

Examples of domestic animals

Cow – gives milk and meat

Goat – gives meat and milk

Sheep – gives wool and meat

Hen – gives eggs and meat

Dog – guards the home

Cat – chases rats

Exercise 2.16

1. Which domestic animal gives us milk?

   Answer: The cow gives us milk.

2. Which animal guards the home?

   Answer: The dog guards the home

3. Which domestic animal lays eggs?

   Answer: The hen lays eggs

4. Which animal helps to carry loads?

   Answer: The donkey carries loads

5. Which domestic animal chases rats?

   Answer: The cat chases rats

6. Draw and paint the following animals

   (i) Cow
   (ii) Goat
   (iii) Dog
   (iv) Cat
   (v) hen

Exercise 2.17

Read the dialogue and answer the questions that follow in full.

Dialogue: ***Domestic Animals***

Teacher: Children, look at the cow.

James: The cow gives us milk.

Teacher: Good! What about the hen?

Jane: The hen lays eggs.

Teacher: Excellent. And the dog?

Moses: The dog guards the home.

Teacher: Very good. What does the donkey do?

Sarah: The donkey carries loads.

Teacher: Wonderful! Can anyone tell me about the cat?

Mark: The cat chases rats.

Questions

1. Which domestic animal gives us milk?

   Answer: The cow gives us milk.

2. Which domestic animal lays eggs?

   Answer: The hen lays eggs.

3. Which domestic animal guards the home?

   Answer: The dog guards the home.

4. Which domestic animal carries loads?

   Answer: The donkey carries loads.

5. Which domestic animal chases rats?

   Answer: The cat chases rats.

Teaching tip: Pupils can role-play this dialogue, each taking the part of an animal and acting out its role (e.g., mooing like a cow, flapping like a hen, barking like a dog). This makes the lesson fun and memorable.

Domestic Plants

Domestic plants are plants grown at home or near the home. They are useful to the family in many ways.

Banana plant– gives food (bananas)

Mango tree – gives mango fruits.

Papaya tree – gives pawpaw fruits

Maize plant – gives food.

Beans plant– gives food

Jackfruit tree – gives jackfruit

Exercise 2.18

1. Which domestic plant gives us bananas?

   Answer: Banana plant gives us bananas.

2. Which plant makes the home beautiful?

   Answer: A flower plant makes the home beautiful.

3. Which domestic plant gives us maize?

   Answer: A maize plant give us maize.

4. Which plant gives us mangoes?

   Answer: Mango tree.

5. Which domestic plant is used for thatching houses?

   Answer: Grass is used for thatching houses.

Exercise 2.19

Read the story and answer the questions that follow in full

Story: ***Domestic Plants at Home***

In Amina's home, there were many domestic plants. Behind the house grew a **banana plant** that gave sweet bananas. Near the fence stood a **mango tree** full of ripe fruits. In the garden, her family planted **beans** and **maize** for food. Her mother also planted **flowers** in front of the house to make it beautiful.

Every day, Amina watered the plants and helped her parents take care of them. The family enjoyed food from the plants and loved their beautiful home.

Questions

1. Which domestic plant gave Amina's family bananas?

   Answer: The banana plant gave them bananas.

2. Where was the mango tree in the story?

   Answer: The mango tree was near the fence.

3. Which plants were grown in the garden for food?

   Answer: Beans and maize were grown in the garden for food.

4. What did Amina's mother plant in front of the house?

   Answer: She planted flowers to make the home beautiful.

5. How did Amina help her parents with the plants?

   Answer: She watered the plants and helped take care of them.

Domestic Birds

Domestic birds are birds kept at home or on the farm. They provide food and other benefits to the family.

Example

Hen – lays eggs and gives meat.

Cock (rooster) – protects hens and wakes people in the morning.

Duck – gives eggs and meat.

Turkey – gives meat.

Guinea fowl – gives meat and eggs.

Pigeon – used for food and sometimes carrying messages.

Exercise 2.20

1. Which domestic bird lays eggs?

   Answer: A hen lays eggs.

2. Which bird crows in the morning?

   Answer: A cock (rooster) crows in the morning.

3. Which domestic bird gives us meat and eggs?

Answer: A duck gives us meat and eggs

4. Which bird is sometimes used to carry messages?

Answer: A pigeon carries message.

5. Which domestic bird gives us meat during celebrations?

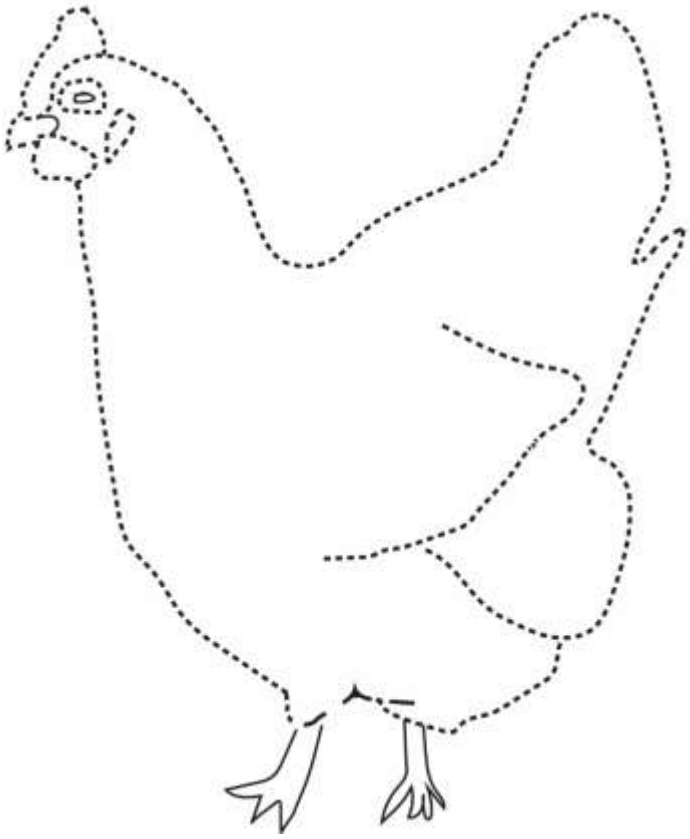
Answer: A turkey give use meat during celebrations.

Using structures

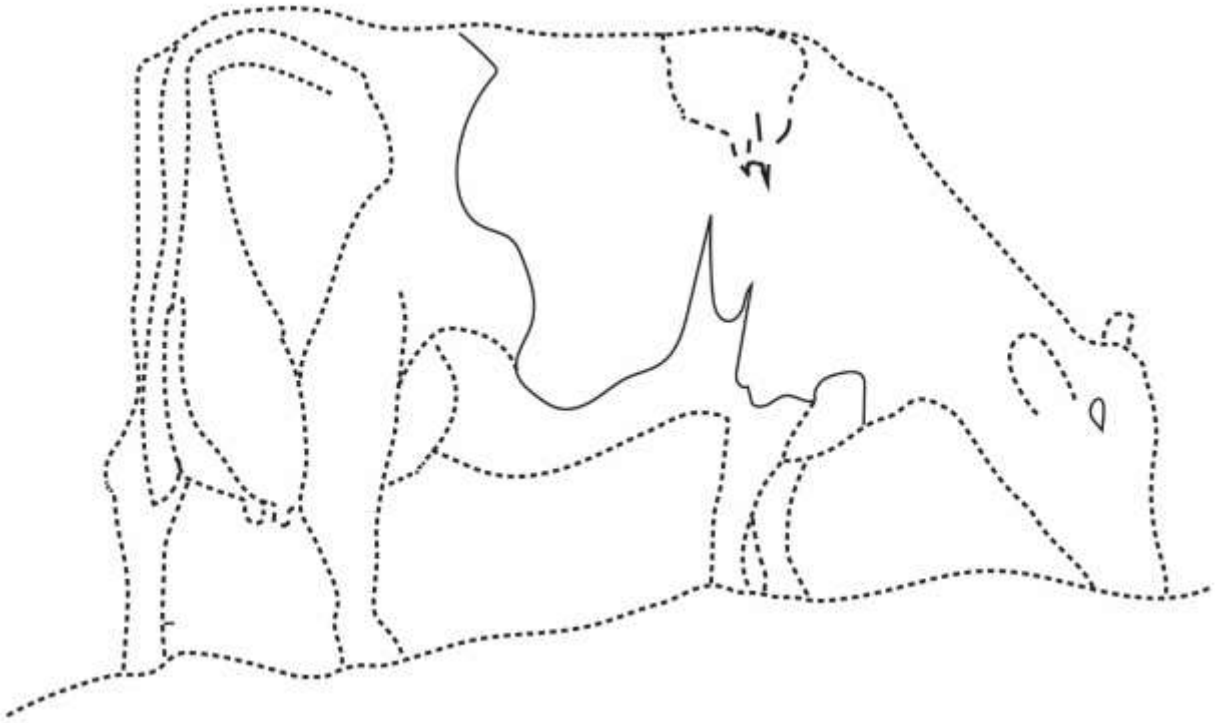
Show me a …

Exercise 2.21

(i) Draw and paint a hen



(ii) Draw and paint a cow



Exercise 2.22

Add

(i) 1 + 2 =

(ii) 5 + 4 =

(iii) 3 + 1 =

(iv) 5 + 3 =

(v) 2 + 7 =

(vi) 1 + 1 =

(vii) 8 + 2 =

(viii) 6 + 3 =

(ix) 7 + 1 =

(x) 9 + 1 =

(xi) 4 + 3 =

(xii) 3 + 3 =

Exercise 2.23

Read the poem below and answer the questions that answer

Poem: ***Domestic Birds at Home***

The **hen** lays eggs each day,

The **cock** crows loud to start our way.

The **duck** swims gently in the pond,

The **turkey** is big and strong beyond.

The **pigeon** flies both near and far,

Domestic birds show who they are.

Teaching tip: Pupils can recite the poem with **actions**—flapping arms for flying, swimming motions for the duck, crowing sounds for the cock—to make learning fun and memorable.

Questions

1. Which domestic bird lays eggs each day?

   Answer: The hen lays eggs each day.

2. Which bird crows loudly in the morning?

   Answer: The cock crows loudly in the morning.

3. Which domestic bird swims in the pond?

   Answer: The duck swims in the pond.

4. Which domestic bird is big and strong?

   Answer: The turkey is big and strong.

5. Which bird can fly both near and far?

Answer: The pigeon can fly both near and far.

Exercise 2.24

Add

(i)

(ii)

(iii)

(iv)

(v)

THEME 3: OUR COMMUNITY

Expected Learning Outcomes: The learner is able to know, communicate and relate with other people harmoniously, and identify important places in the community.

People in Our Community and Their Work

Doctor – treats sick people.

Nurse – helps the doctor and cares for patients.

Teacher – teaches children in school.

Shopkeeper – sells goods in the shop.

Carpenter – makes chairs, tables, and doors

Driver – drives vehicles.

Policemen – keep law and order.

Barber – cuts people's hair.

LC leaders – lead people in the village/community.

Religious leaders – guide people in prayer and worship.

Exercise 3.1

1. Who treats sick people in the community?

   Answer: A Doctor treats sick people in the community.

2. Who teaches children in school?

   Answer: The teacher teaches children in school.

3. Who sells goods in the shop?

   Answer: A Shopkeeper sells goods in a shop.

4. Who cuts people's hair?

   Answer: A barber cuts people's hair.

5. Who keeps law and order in the community?

   Answer: A policeman keeps law and order in the community.

Exercise 3.2

Fill in the missing numbers

(i) 1 + ... = 2

(ii) ..... + 4 = 4

(iii) 5 + ... = 6

(iv) 3 + ... = 4

(v) ..... + 3 = 5

(vi) 4 + 3 =

(vii) 5 + ... = 8

(viii) ..... + 5 = 10

(ix) 3 + ... = 7

(x) 2 + ... = 3

Exercise 3.3

Fill in the missing letter

(i) C …t

(ii) B…ok

(iii) P…n

(iv) D…g

(v) B ….y

(vi) Gi…..l

(vii) M….n

(viii) W….man

(ix) Doct….r

(x) N….rse

(xi) Te….cher

(xii) Shopke….per

Using structures

(i) Show me …
This/that is a …

(ii) Who is he / she …?
He / She is …

(iii) Point to …
I am pointing to …

(iv) Playing situational games related to roles

Exercise 3.4

Read the dialogue and answer the questions in full

Dialogue: ***People in Our Community***

Bbosa: Good morning, friend.

David: Good morning. Who treats sick people in our community?

Bbosa: The doctor treats sick people.

David: And who teaches children in school?

Bbosa: The teacher teaches children.

David: Who sells goods in the shop?

Bbosa: The shopkeeper sells goods.

David: Who keeps law and order?

Bbosa: The policeman keeps law and order.

David: Our community is strong because everyone does their work.

Questions

1. Who treats sick people in the community?

Answer: The doctor treats sick people.

2. Who teaches children in school?

   Answer: The teacher teaches children in school.

3. Who sells goods in the shop?

   Answer: The shopkeeper sells goods in the shop.

4. Who keeps law and order in the community?

   Answer: The policeman keeps law and order.

5. Why is the community strong?

   Answer: Because everyone does their work.

Creative Performing Arts

Creative performing arts are activities where people use their **body, voice, and movement** to express ideas, feelings, and culture in front of others.

Examples for Primary One

(i) **Singing songs**– pupils sing together in class or during assembly.

(ii) **Dancing** – children perform traditional dances or simple steps.

(iii) **Drama/acting** – pupils act out short plays or stories.

(iv) **Poetry recitation** – children recite simple poems aloud.

(v) **Storytelling** – pupils tell folk tales or family stories.

Benefits for Pupils

(i) Builds **confidence** when speaking or performing.

(ii) Encourages **teamwork** through group activities.

(iii) Helps pupils learn about their **culture and community**.

(iv) Improves **listening and memory skills**.

(v) Makes learning **fun and lively**.

Exercise 3.5

1. What are creative performing arts?

   Answer: They are activities where people use body, voice, and movement to express ideas and culture.

2. Name two examples of creative performing arts.

   Answer: Singing and dancing.

3. What do pupils do when acting in drama?

   Answer: They act out short plays or stories.

4. Why are creative performing arts important for pupils?

   Answer: Because they build confidence, teamwork, and help pupils learn about culture.

5. How do performing arts make learning fun?

   Answer: By using songs, dances, and stories that pupils enjoy.

   *This can be taught through **songs, short plays, and simple dances** in class.

Activities in Our Community

(i) **Fishing** – catching fish for food and selling.

(ii) **Keeping cattle**– rearing cows for milk and meat.

(iii) **Farming**– growing crops like maize, beans, and bananas.

(iv) **Trading** – buying and selling goods in shops and markets.

(v) **Building** – constructing houses and other structures.

(vi) **Washing** – cleaning clothes and utensils.

(vii) **Marriage**

(viii) **Dancing**

(ix) Riding bicycle

(x) Driving

Exercise 3.6

1. Which activity provides fish for food?

   Answer: Fishing.

2. Which activity gives us milk and meat?

   Answer: Keeping cattle.

3. Which activity involves growing crops?

   Answer: Farming.

4. Which activity involves buying and selling goods?

   Answer: Trading.

5. Which activity includes marriage and traditional dances?

   Answer: Cultural activities.

6. Which activity involve moving on a bicycle?

   Answer: riding

7. Which activity involve cleaning clothes?

   Answer: washing

Exercise 3.7

Match words to their meanings

Fishing	buying and selling goods in shops and markets.
Keeping cattle	cleaning clothes and utensils.
Farming	growing crops like maize, beans, and bananas.
Trading	constructing houses and other structures.
Building	catching fish for food and selling.
Washing	rearing cows for milk and meat.

Sets

A **set** is a group of things put together because they are alike.

Examples of Sets

(i) A set of cups - group of cups
(ii) A set of books – group books
(iii) **Set of fruits** - {Apple, Banana, Orange}
(iv) **Set of domestic animals** – {Cow, Goat, Hen}
(v) **Set of numbers** – {1, 2, 3, 4, 5}
(vi) **Set of classroom objects** – {Pencil, Book, Chair}

Exercise 3.8

1. Write three things in the set of fruits.

   Answer: Apple, Banana, Orange.

2. Name two animals in the set of domestic animals.

   Answer: Cow, Goat.

3. Write four numbers in the set of numbers.

   Answer: 1, 2, 3, 4.

4. Name three things in the set of classroom objects.

   Answer: Pencil, Book, Chair.

5. Which set has Hen, Cow, and Goat?

   Answer: Set of domestic animals.

6. Name three objects in a class

   Answer: chair, book, pen, pencil

Teaching Tip

You can make this fun by:

(i) **Grouping real objects** in class (cups, books, pencils).

(ii) **Drawing sets** in circles on the board.

(iii) **Songs or chants**: "A set is a group, a set is a team, things that are alike, we put them in the same!"

Numbers 1 – 20

1 →	one	11 →	eleven
2 →	two	12 →	twelve
3 →	three	13 →	thirteen
4 →	four	14 →	fourteen
5 →	five	15 →	fifteen
6 →	six	16 →	sixteen
7 →	seven	17 →	seventeen
8 →	eight	18 →	eighteen
9 →	nine	19 →	nineteen
10 →	ten	20 →	twenty

Exercise 3.9

Add

1.	5 + 6 =	6.	4 + 7 =	11.	2 + 1 =	16.	4 + 15 =
2.	1 + 12 =	7.	12 + 3 =	12.	3 + 5 =	17.	14 + 3 =
3.	7 + 7 =	8.	12 + 3 =	13	2 + 6 =	18.	9 + 1 =
4.	4 + 5 =	9.	13 + 2 =	14.	5 + 9 =	19.	8 + 2 =
5.	6 + 8 =	10.	14 + 4 =	15.	9 + 9 =	20.	7 + 6 =

Measuring Capacity of Containers

Cup

Bottle

Jug

Buckets

Capacity means how much a container can hold.

We measure capacity using **cups, bottles, jugs, tins, buckets**.

Some containers hold **more**, others hold **less**.

Examples

(i) A **cup** holds less water than a **jug**.

(ii) A **bucket** holds more water than a **bottle**.

(iii) A **tin** can hold flour or sugar.

Exercise 3.10

1. Which container holds more water, a cup or a bucket?

   Answer: A bucket.

2. Which container holds less water, a jug or a basin?

   Answer: A jug.

3. What do we use to measure capacity?

   Answer: Containers.

4. Which container is bigger, a bottle or a drum?

   Answer: A drum.

5. Which container can hold sugar or flour?

   Answer: A tin.

6. Draw three containers that measure capacity

Teaching Tip

You can make this lesson practical by:

(i) Bringing real containers (cup, jug, bucket, bottle) to class.

(ii) Letting pupils pour water to compare which holds more or less.

(iii) Drawing pictures of containers and asking learners to circle the biggest or smallest.

Days of the Week

There are **seven days in a week**.

1. **Sunday**
2. **Monday**
3. **Tuesday**
4. **Wednesday**
5. **Thursday**
6. **Friday**
7. **Saturday**

How We Use Days

Sunday – people go to church.

Monday – children go to school.

Friday – go to mosque

Saturday – families clean and rest.

Exercise 3.11

1. How many days are there in a week?

   Answer: Seven days make a week.

2. Which day comes after Monday?

   Answer: Tuesday.

3. Which day comes before Sunday?

   Answer: Saturday.

4. On which day do many people go to church?

   Answer: Sunday.

5. Which day comes between Wednesday and Friday?

   Answer: Thursday.

Teaching Tip

You can make this lesson fun by:

(i) Singing the **"Days of the Week" song** with pupils.

(ii) Writing the days on the board and asking learners to arrange them in order.

(iii) Using a calendar to show real examples.

Exercise 3.12

1. Read the following words

Sunday **Monday** **Tuesday** **Wednesday** **Thursday**

Friday **Saturday** **Sunday**

2. Name five activities in our community
   Answer: fishing, planting, harvesting, selling, drying, weeding

Structures

(i) What are you doing?"
I am ….
We are …

(ii) What is he/she doing?"
He/she is …"

Exercise 3.13

Read the story and answer the questions that follow in full answers

Story: *A Busy Day in Our Community*

One morning, the sun rose brightly over the village.

Okello woke up early and went **fishing** in the river. He caught many fish for his family.

Amina helped her father in the garden with **farming**. They planted beans and maize.

John's mother was busy **trading** in the market. She sold bananas and bought sugar.

Peter and his father were **building** a new house. They carried bricks and mixed sand.

Sarah helped her mother with **washing** clothes by the well.

In the evening, the community gathered for a **cultural activity**. They sang songs, danced, and celebrated a marriage.

Everyone worked together, and the community was happy and strong.

Questions

1. Who went fishing in the river?

   Answer: Okello went fishing in the river

2. What did Amina and her father plant?

   Answer: Amina and her father planted Beans and maize.

3. What did John's mother do in the market?

   Answer: She sold bananas and bought sugar.

4. Who was building a new house?

   Answer: Peter and his father were building a new home.

5. What did the community do in the evening?

   Answer: They sang, danced, and celebrated a marriage.

Important Places in Our Community

School – A place where children go to learn from teachers.

Hospital – Doctors and nurses treat sick people and help mothers deliver babies.

Post Office – Letters and parcels are sent and received here.

Radio Station – News, music, and announcements are shared with the community.

Market – People buy and sell food, clothes, and other goods.

Places of Worship – People pray and worship according to their faith.

Bank – Money is kept safe, and people can save or withdraw it.

Police Station – Policemen and policewomen keep law and order and protect the community.

Recreation Centre – Children and adults play games, exercise, and enjoy leisure activities.

Teaching Notes

- Pupils can role-play visiting each place (e.g., pretending to be a doctor in a hospital, a teacher in a school, or a trader in a market).
- Encourage learners to draw a **community map** showing these places.
- Ask scenario questions like: *"If someone is sick, where should they go?"* or *"Where do we keep our money safe?"*

Exercise 3.14

Read the story and answer the questions that follow in full

Story: *Visiting Important Places*

One bright morning, Peter walked with his mother through the community. First, they passed the **school**, where children were learning. Next, they saw the **hospital**, where doctors and nurses cared for the sick. They stopped at the **post office**, where letters were sent. Nearby, the **radio station** was sharing news and music. At the **market**, people were buying and selling food. They also saw **places of worship**, where people prayed. The **bank** was busy with people saving money. At the **police station**, policemen were keeping the community safe. Finally, Peter played at the **recreation centre**, where children enjoyed games.

Questions

1. Where do children go to learn?

   Answer: Children go to the school to learn.

2. Which place helps sick people?

   Answer: The hospital helps sick people.

3. Where are letters sent from?

   Answer: Letters are sent from the post office.

4. Which place keeps money safe?

   Answer: The bank keeps money safe.

5. Where do children play games in the community?

   Answer: Children play games at the recreation centre.

Teaching tip: Pupils can draw a **community map** showing these places, then role-play visiting each one. This makes the lesson practical and fun.

Exercise

1. Count 1 – 20
2. Write figures and words for numbers 1 10.
3. Draw the following places
   Church
   Mosque
   Hospital
   Bank

TRUCTURES

(i) Show me a …(hospital)

   This/that is a …

(ii) What is this/that?

This/that is …

(iii) What can you see?"

I can see ……

We can see

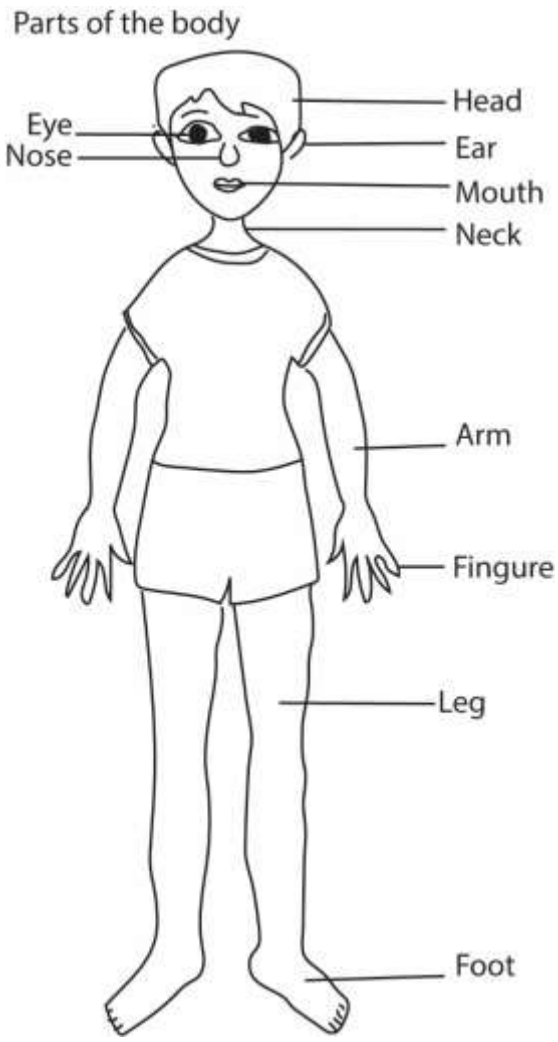
Exercise

Match

1	eight
2	five
3	nine
4	one
5	three
6	four
7	two
8	seven
9	six

THEME 4: THE HUMAN BODY AND HEALTH EXPECTED

Learning Outcome: The learner is able to identify, protect know and care for his/her body for health.



Parts of the Body

(i) **Eyes** – We use our eyes to see things around us.

(ii) **Ears** – We use our ears to hear sounds.

(iii) **Nose** – We use our nose to smell and breathe.

(iv) **Mouth** – We use our lips to eat

(v) **Hands** – We use our hands to hold, write, and work.

(vi) **Legs** – We use our legs to walk, run, and jump.

Exercise 4.1

1. Which part of the body helps us to see?

   Answer: The eyes help us to see.

2. Which part of the body helps us to hear?

   Answer: The ears help us to hear.

3. Which part of the body helps us to smell?

   Answer: The nose helps us to smell.

4. Which part of the body helps us to hold and write?

   Answer: The hands help us to hold and write.

5. Which part of the body helps us to walk and run?

   Answer: The legs help us to walk and run.

Teaching tip: Pupils can sing a short chant while pointing to each body part, e.g., *"Eyes to see, ears to hear, nose to smell, lips to talk, hands to work, legs to walk!"* This makes learning interactive and memorable.

Oral exercise

Structure

Show me your ……. (head)

This is my …….(head)

Exercise 4.2

Read the story and answer the questions that follow with full sentences

Story: ***My Body Helps Me Every Day***

One morning, Sarah woke up and stretched her **hands**.

She used her **legs** to walk to the kitchen.

She saw her mother with her **eyes** and greeted her with a smile on her **lips**.

Sarah listened to the birds singing with her **ears**.

She smelled the food cooking with her **nose**.

Sarah was happy because all the parts of her body helped her to do many things every day.

Questions

1. Which part of the body did Sarah use to stretch?

   Answer: Sarah used her hands to stretch.

2. Which part of the body helped Sarah to walk?

3. **Answer:** Her legs helped her to walk.

4. Which part of the body did Sarah use to see her mother?

   Answer: She used her eyes to see her mother.

5. Which part of the body did Sarah use to greet her mother with a smile?

6. **Answer:** She used her lips to greet her mother with a smile.

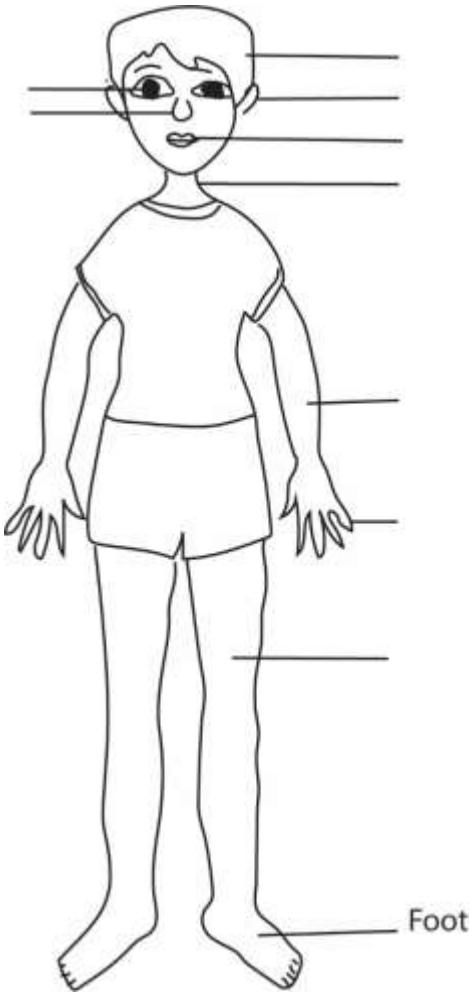
7. Which part of the body helped Sarah to hear the birds singing?

   Answer: Her ears helped her to hear the birds singing.

Teaching tip: Pupils can act out the story by pointing to each body part as it is mentioned (stretching hands, walking with legs, smiling with lips, etc.). This makes the lesson interactive and fun.

Exercise 4.3

Name parts of the body below



Counting 1 - 40

1	One	11	Eleven	21	Twenty one	31	Thirty one
2	Two	12	Twelve	22	Twenty two	32	Thirty two
3	Three	13	Thirteen	23	Twenty three	33	Thirty three
4	Four	14	Fourteen	24	Twenty four	34	Thirty four
5	Five	15	Fifteen	25	Twenty five	35	Thirty five
6	Six	16	Sixteen	26	Twenty six	36	Thirty six
7	Seven	17	Seventeen	27	Twenty seven	37	Thirty seven
8	Eight	18	Eighteen	28	Twenty eight	38	Thirty eight
9	Nine	19	Nineteen	29	Twenty nine	39	Thirty nine
10	Ten	20	Twenty	30	Thirty	40	Forty

Exercise 4.4

1. Fill in the missing information

1	one	.....	six
.....	three	.....	four
11	.....	7	.....
.....	fourteen	8	.....
10	.....	.....	five
13	.....	15	.....
.....	twenty	.....	sixteen
.....	two	.....	twelve

2. Match numbers to words

1	seventeen
4	nine
6	one
9	thirteen
13	four
16	six
17	nine

Sets

A **set** is a group of things that are alike.

Members of a set are objects within a set

An empty set or set without members is represented by { } or Ø

We put objects together in a set because they share something in common.

Examples of Sets

(i) **Set of fruits**: {Apple, Banana, Orange}

Apple is a **member of** the set of fruits.

Banana is a **member of** the set of fruits

Orange is a **member of** the set of fruits

(ii) **Set of domestic animals**: {Cow, Goat, Hen}

(iii) **Set of classroom objects**: {Pencil, Book, Chair}

(iv) **Set of numbers**: {1, 2, 3, 4, 5}

1 is a **member of** the set of numbers

2 is a **member of** the set of numbers

Exercise 4.5

1. Write three things in the set of fruits.

   Answer: Apple, Banana, Orange.

2. Name two animals in the set of domestic animals.

   Answer: Cow and Goat.

3. Write four numbers in the set of numbers.

   Answer: 1, 2, 3, 4.

4. Name three things in the set of classroom objects.

Answer: Pencil, Book, Chair.

5. Which set has Hen, Cow, and Goat?

Answer: The set of domestic animals.

Teaching tip: Pupils can group real objects in class (like books, pencils, cups) into sets, or draw circles on the board and place items inside to show sets visually.

Oral exercise

USING STRUCTURES

(i) Show me your …. (parts of the body)
This is my …
These are my …

(ii) How many … have you?
I have…

(iii) How many … does he/she?
He/She has …

4.2 Personal hygiene

Personal hygiene means keeping our body clean and healthy every day.

Ways of Caring for Body Parts

(i) **Bathing** – Wash the whole body daily to remove dirt and germs.

(ii) **Cutting nails** – Trim nails to prevent dirt from hiding and to avoid scratching others.

(iii) **Combing hair** – Keep hair neat and tidy.

(iv) **Wearing clean clothes** – Look smart and prevent bad smell.

(v) **Brushing teeth** – Keep teeth clean and prevent tooth decay.

(vi) **Washing hands** – Before eating and after using the toilet to stop diseases.

Exercise 4.6

1. Why do we bathe every day?

   Answer: To keep the body clean and free from germs.

2. Why should we cut our nails?

   Answer: To remove dirt and avoid hurting others.

3. Which activity keeps our hair neat?

   Answer: Combing hair keeps our hair neat.

4. Why do we wear clean clothes?

   Answer: To look smart and prevent bad smell.

5. Which hygiene practice prevents tooth decay?

   Answer: Brushing teeth prevents tooth decay.

   Teaching tip: Pupils can act out these activities in class (pretend bathing, combing hair, brushing teeth) while chanting: *"Clean body, healthy life!"*

Exercise 4.7

Read the story and answer the questions that follow in full

Story: ***James Learns About Cleanliness***

James was a young boy who loved playing football with his friends. One day, after playing, he went home with dirty clothes and muddy hands. His mother reminded him to wash his **hands** with soap and water before eating. She also told him to take a **bath** to remove the sweat and dirt. Later, James cut his **nails** to keep them short and clean. He combed his **hair** neatly and wore **clean clothes**. James felt fresh, healthy, and happy because he had practiced good personal hygiene.

Questions

1. **Question:** What did James do after playing football?

   Answer: He washed his hands with soap and water.

2. **Question:** Why did James take a bath?

   Answer: To remove sweat and dirt from his body.

3. **Question:** Which body part did James cut to keep clean?

   Answer: He cut his nails.

4. **Question:** What did James do to keep his hair neat?

   Answer: He combed his hair neatly.

5. **Question:** How did James feel after practicing personal hygiene?

   Answer: He felt fresh, healthy, and happy.

   Teaching tip: Pupils can act out James's routine (washing hands, bathing, cutting nails, combing hair, wearing clean clothes) as a short drama in class. This makes the lesson practical and memorable.

Materials for Cleaning Our Bodies

Water

Soap

Sponge

(i) **Water** – Used to wash the body and remove dirt.

(ii) **Soap** – Used with water to clean the body and kill germs.

(iii) **Sponge** – Helps scrub the body to remove sweat and dirt.

(iv) **Comb** – Used to make hair neat and tidy.

(v) **Basin** – Holds water when washing the body.

Exercise 4.8

1. Which material do we use to wash the body?

   Answer: We use water to wash the body.

2. Which material helps us kill germs when bathing?

   Answer: Soap helps us kill germs when bathing.

3. Which material is used to scrub the body?

   Answer: A sponge is used to scrub the body.

4. Which material is used to make hair neat?

   Answer: A comb is used to make hair neat.

5. Which material holds water when washing?

   Answer: A basin holds water when washing.

Teaching tip: Pupils can bring these items (soap, sponge, comb, basin) to class for a show-and-tell activity, explaining how each is used. This makes the lesson practical and memorable.

Exercise 4.9

Read the poem and answer the questions that follow in full sentences

Poem: ***Clean and Fresh Every Day***

With **water** we wash away the dirt,

With **soap** we clean, so germs get hurt.

A **sponge** scrubs gently, round and round,

A **comb** makes hair neat and sound.

In a **basin**, water stays,

We use these things in many ways.

Questions

1. Which material do we use to wash away dirt?

   Answer: We use water to wash away dirt.

2. Which material helps us kill germs?

   Answer: Soap helps us kill germs.

3. Which material is used to scrub the body?

   Answer: A sponge is used to scrub the body.

4. Which material is used to make hair neat?

   Answer: A comb is used to make hair neat.

5. Which material holds water when washing?

   Answer: A basin holds water when washing.

Teaching tip: Pupils can recite the poem while holding up each item (soap, sponge, comb, basin) or miming its use. This makes the lesson lively and memorable.

Importance of Keeping Clean

(i) **Avoid sickness** – Cleanliness prevents germs from entering the body.

(ii) **Avoid bad smell** – Washing and wearing clean clothes keeps us fresh.

(iii) **Be smart** – Clean children look neat and presentable.

(iv) **Be healthy** – Hygiene helps the body stay strong and active.

(v) **Kill germs** – Soap and water remove germs that cause diseases.

Exercise 4.10

1. Why should we keep clean?

   Answer: To avoid sickness and stay healthy.

2. What happens when we do not wash our bodies?

   Answer: We may have a bad smell.

3. Which practice makes us look neat and smart?

   Answer: Wearing clean clothes makes us look neat and smart.

4. How does keeping clean help our health?

   Answer: It keeps the body strong and active.

5. What removes germs from our bodies?

   Answer: Soap and water remove germs from our bodies.

Teaching tip: Pupils can chant together: *"Clean body, healthy life!"* while miming bathing, combing hair, and wearing clean clothes. This makes the lesson lively and memorable.

Exercise 4.11

Read the story and answer the questions that follow with full sentences

Story: ***Anna Stays Clean***

Anna was a cheerful girl who loved going to school. Every morning, she took a **bath** with soap and water. She wore **clean clothes** and combed her **hair** neatly. Anna always **brushed her teeth** before leaving home. At school, her friends liked sitting near her because she smelled fresh and looked smart. She never missed class because she stayed **healthy** and avoided sickness. Anna was happy because keeping clean made her strong, neat, and confident.

Questions

1. What did Anna do every morning to keep her body clean?

   Answer: She took a bath with soap and water.

2. Why did Anna's friends like sitting near her?

   Answer: Anna's friends liked her because she smelled fresh and looked smart.

3. Which hygiene practice did Anna do before leaving home?

   Answer: She brushed her teeth before leaving home.

4. How did keeping clean help Anna at school?

   Answer: It helped her stay healthy and avoid missing class.

5. How did Anna feel because she kept clean?

   Answer: She felt happy, strong, neat, and confident.

Teaching tip: Pupils can act out Anna's routine (bathing, brushing teeth, combing hair, wearing clean clothes) as a short drama. This makes the lesson practical and memorable.

Exercise 4.12

1. Write numbers 1 – 40.
2. Add

   1 + 8 =

   3 + 4 =

   5 + 3 =

   6 + 3 =

   5 + 2 =

   2 + 1 =

   3 + 3 =

   7 + 2 =

   2 + 6 =

   4 + 4 =

3. Match

Oral exercise USING STRUCTURES (soap, water, towel, fingers, comb, brush, basin).

(i) What are you doing?

I am …ing my …….

Example: I am brushing my teeth.

(ii) What is he/she doing?

He/She is …ing his/her …

Example: He is washing his clothes.

(iii) What are they doing?

They are …ing their …

Example: They are washing their fingers

They are bathing with soap

4.3 Diseases

A **disease** is when the body does not work well because of germs, poor hygiene, or other causes.

Common Diseases

(i) **Cough** – Makes the throat and chest painful.

(ii) **Diarrhoea** – Causes watery stool and can make the body weak.

(iii) **Influenza (Flu)** – Causes fever, sneezing, and body weakness.

(iv) **Measles** – Shows red skin rashes and fever.

(v) **Trachoma** – Affects the eyes and can cause blindness.

(vi) **Tuberculosis (TB)** – Affects the lungs and causes a long cough.

(vii) **Malaria** – Caused by mosquito bites; leads to fever and chills.

(viii) **Mumps** – Causes swelling near the ears.

(ix) **Skin diseases** – Examples: scabies and ringworm, which cause itching and rashes.

(x) **HIV and AIDS** – Weakens the body's ability to fight diseases.

Exercise 4.13

1. Which disease is caused by mosquito bites?

   Answer: Malaria is caused by mosquito bites.

2. Which disease shows red rashes on the skin?

   Answer: Measles shows red rashes on the skin.

3. Which disease affects the lungs and causes a long cough?

   Answer: Tuberculosis affects the lungs and causes a long cough.

4. Which disease causes swelling near the ears?

   Answer: Mumps causes swelling near the ears.

5. Name two examples of skin diseases.

Answer: Scabies and ringworm are examples of skin diseases.

Teaching tip: Pupils can draw simple pictures of a mosquito (for malaria), a person coughing (for TB), or red spots (for measles) to connect the diseases with their signs.

Causes and Spread of Diseases

(i) **Mosquitoes** – Spread malaria when they bite people.

(ii) **House flies** – Carry germs from dirty places to food, causing diarrhoea and other diseases.

(iii) **Worms** – Enter the body through dirty food, water, or unwashed hands.

(iv) **Cockroaches** – Spread germs by moving on food and utensils.

(v) **Dirty food and water** – Cause stomach problems like diarrhoea and typhoid.

(vi) **Dust** – Causes cough and breathing problems.

(vii) **Sharing sharp objects** – Can spread HIV and other infections.

Exercise 4.14

1. Which insect spreads malaria?

   Answer: Mosquitoes spread malaria.

2. How do house flies spread diseases?

   Answer: They carry germs from dirty places to food.

3. What can worms cause when we eat dirty food?

   Answer: Worms can cause stomach problems.

4. Which practice can spread HIV?

   Answer: Sharing sharp objects can spread HIV.

5. What causes cough and breathing problems?

   Answer: Dust causes cough and breathing problems.

Teaching tip: Pupils can draw a simple chart showing each cause (mosquito, fly, dirty food, dust) and the disease it spreads. This helps them connect the cause with the effect visually.

Preventive Measures

(i) **Avoid sharing sharp objects** – Prevents the spread of HIV and other infections.

(ii) **Sleep under mosquito nets** – Protects against malaria.

(iii) **Clear bushes around the home** – Reduces mosquito breeding places.

(iv) **Immunization** – Protects children against diseases like whooping cough, measles, tetanus, tuberculosis, polio, and diphtheria.

(v) **Wash hands after visiting the toilet** – Prevents diarrhea and other stomach diseases.

(vi) **Eat clean food and drink safe water** – Prevents worms and stomach problems.

(vii) **Keep the environment clean** – Stops flies and cockroaches from spreading germs.

Exercise 4.15

1. Why should we avoid sharing sharp objects?

   Answer: To prevent the spread of HIV and other infections.

2. Which preventive measure protects us from malaria?

   Answer: Sleeping under mosquito nets protects us from malaria.

3. Why should we clear bushes around the home?

   Answer: To reduce mosquito breeding places.

4. Name two diseases prevented by immunization.

   Answer: Measles and polio are prevented by immunization.

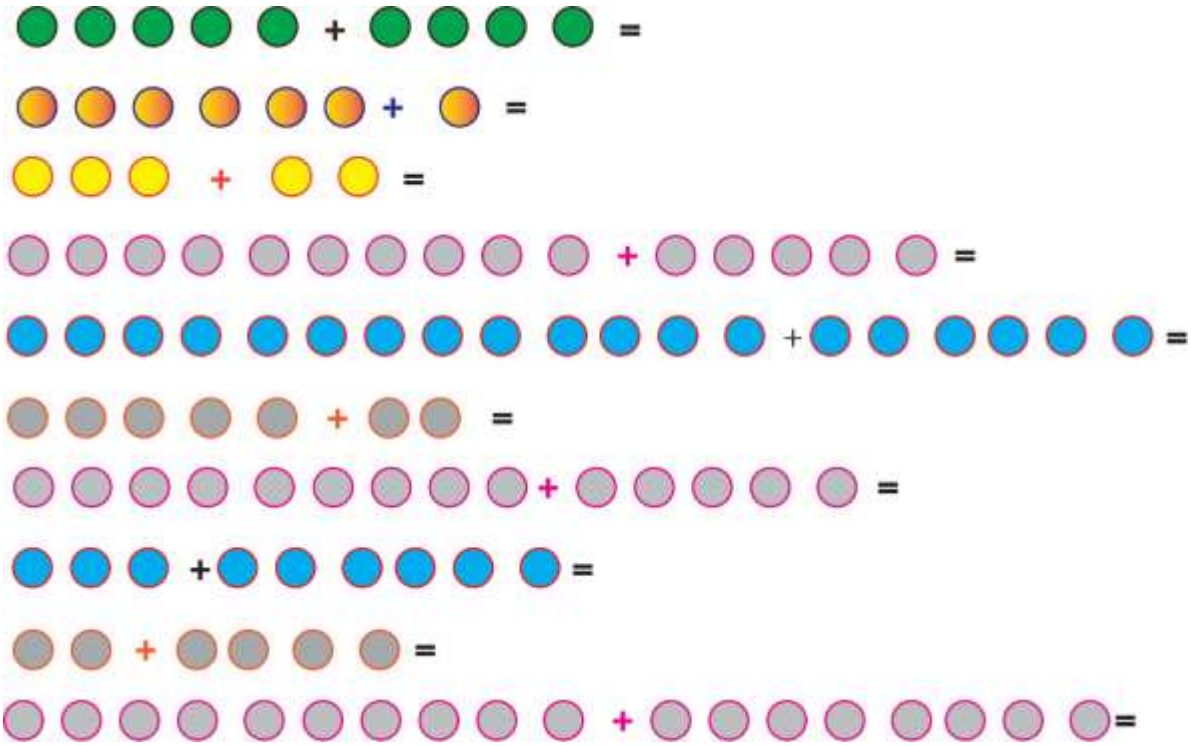
5. Why should we wash hands after visiting the toilet?

   Answer: To prevent diarrhea and other stomach diseases.

Teaching tip: Pupils can role-play these preventive measures (pretend to wash hands, sleep under a net, clear bushes) while chanting: *"Stay clean, stay safe, stay healthy!"*

Exercise 4.16

1. add



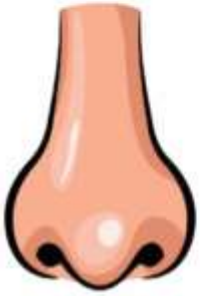
2. write numbers 1- 20
3. Give the uses of the following parts of the body

   Legs ……..
   Eye ……..
   Arms ……..
   Nose ……..
   Ears ……..
   Teeth ……..
   Skin ……..

4. Give the name and uses of the following parts of the body

Name .....

Uses: .....



Name .....

Uses: .....

Name .....

Uses: .....

Name .....

Uses: .....

5. Draw the following parts of the body

   Nose

   Ear

   Mouth

   Eye

Exercise 4.17

Read the poem and answer the question in full sentences

Poem: ***Stay Clean, Stay Safe***

Do not share sharp objects, no,

They spread diseases as they go.

Sleep under nets, mosquitoes flee,

Healthy children, strong and free.

Clear the bushes near your home,

No more breeding ground for them to roam.

Wash your hands after toilet time,

Stay safe, stay healthy, feeling fine.

Immunize, protect with care,

Against diseases everywhere.

Questions

1. Why should we avoid sharing sharp objects?

   Answer: To prevent the spread of HIV and other infections.

2. Which preventive measure protects us from malaria?

   Answer: Sleeping under mosquito nets protects us from malaria.

3. Why should we clear bushes around the home?

   Answer: To reduce mosquito breeding places.

4. What should we do after visiting the toilet?

   Answer: We should wash our hands to prevent diseases like diarrhea.

5. Name two diseases prevented by immunization.

   Answer: Measles and polio are prevented by immunization.

Teaching tip: Pupils can recite the poem while acting out the actions (pretend washing hands, sleeping under a net, clearing bushes). This makes the lesson lively and memorable.

THEME 5: WEATHER

Expected Learning Outcome: The learner is able to know, appreciate and manage weather to improve production and the economy.

Weather

Weather is the condition of the air around us at a particular time.

Elements of Weather

(i) **Sun** – Gives us light and warmth.

(ii) **Rain** – Provides water for plants, animals, and people.

(iii) **Clouds** – Cover the sky and sometimes bring rain.

(iv) **Wind** – Moves air around and helps cool the environment.

(v) **Temperature** – Shows how hot or cold the day is.

Exercise 5.1

1. What is weather?

   Answer: Weather is the condition of the air around us at a particular time.

2. Which element of weather gives us light and warmth?

   Answer: The sun gives us light and warmth.

3. Which element of weather provides water for plants?

   Answer: Rain provides water for plants.

4. What sometimes brings rain?

   Answer: Clouds sometimes bring rain.

5. Which element of weather moves air around?

   Answer: Wind moves air around.

Teaching tip: Pupils can go outside and observe the day's weather (sunny, cloudy, windy, rainy) and then report back in class. This makes the lesson practical and engaging.

Exercise 5.2

Read the dialogue and answer the questions that follow with full sentences

Dialogue: *Talking About Weather*

Teacher: Good morning, children!

Pupils: Good morning, teacher!

Teacher: Can anyone tell me what we call the condition of the air around us?

Sarah: *That* is called *weather*!

Teacher: Very good. Now, what gives us light and warmth?

Jacob: The *sun* gives us light and warmth.

Teacher: Excellent. What brings water for plants and animals?

Mary: *Rain* brings water.

Teacher: Correct. What do we see in the sky that sometimes brings rain?

Musa: *Clouds*!

Teacher: Wonderful. And what moves the air around us?

James: *Wind* moves the air.

Teacher: Well done, class. These are the elements of weather: sun, rain, clouds, and wind.

Questions

1. What is weather?

   Answer: Weather is the condition of the air around us at a particular time.

2. Which element of weather gives us light and warmth?

   Answer: The sun gives us light and warmth.

3. Which element of weather provides water for plants?

   Answer: Rain provides water for plants.

4. What sometimes brings rain?

   Answer: Clouds sometimes bring rain.

5. Which element of weather moves air around?

   Answer: Wind moves air around.

Teaching tip: Pupils can role-play this dialogue in pairs or groups, pretending to be teacher and pupils. This makes the lesson interactive and fun.

Types of Weather

(i) **Sunny weather** – The sun shines brightly, giving light and warmth.

(ii) **Rainy weather** – Rain falls from the clouds, giving water to plants, animals, and people.

(iii) **Cloudy weather** – The sky is covered with clouds, sometimes bringing rain.

(iv) **Windy weather** – Strong air blows around, moving trees, dust, and kites.

Exercise 5.3

1. Which type of weather gives us light and warmth?

   Answer: Sunny weather gives us light and warmth.

2. Which type of weather provides water for plants?

   Answer: Rainy weather provides water for plants.

3. What type of weather shows the sky covered with clouds?

   Answer: Cloudy weather shows the sky covered with clouds.

4. Which type of weather moves trees and dust?

   Answer: Windy weather moves trees and dust.

5. Which type of weather sometimes brings rain?

   Answer: Cloudy weather sometimes brings rain.

Teaching tip: Pupils can go outside and observe the day's weather, then report whether it is sunny, rainy, cloudy, or windy. This makes the lesson practical and fun.

Exercise 5.4

Read the story below and answer the questions that follow

Story: ***A Day of Different Weathers***

One morning, Peter woke up and saw the **sun** shining brightly. It was **sunny weather**, and he played outside with his friends. Later in the day, dark **clouds** covered the sky. It became **cloudy weather**, and Peter stayed near the house. Soon, **rain** began to fall. Peter ran inside to keep dry because it was **rainy weather**. In the evening, strong **wind** blew through the trees. It was **windy weather**, and Peter watched the leaves dance in the air. Peter learned that weather can change from sunny to cloudy, rainy, or windy in one day.

Questions

1. What type of weather did Peter see in the morning?

   Answer: He saw sunny weather.

2. What covered the sky later in the day?

   Answer: Clouds covered the sky.

3. What happened after the clouds appeared?

   Answer: Rain fell, making it rainy weather.

4. What type of weather blew through the trees in the evening?

   Answer: Windy weather blew through the trees.

5. What lesson did Peter learn about weather?

   Answer: He learned that weather can change from sunny to cloudy, rainy, or windy in one day.

Teaching tip: Pupils can act out Peter's day—pretending to play in the sun, hide under clouds, run from rain, and feel the wind. This makes the story interactive and memorable.

Exercise 5.5

(i) Count from 1 to 40

(ii) Write numbers 1-30.

(iii) Write word number one - ten

Vertical Addition

Vertical addition is when we add numbers by writing them **one below the other**.

Examples

(i)
$$\begin{array}{r} 22 \\ +43 \\ \hline 65 \\ \hline \end{array}$$

(ii)
$$\begin{array}{r} 11 \\ +32 \\ \hline 43 \\ \hline \end{array}$$

(iii)
$$\begin{array}{r} 56 \\ +13 \\ \hline 69 \\ \hline \end{array}$$

(iv)
$$\begin{array}{r} 41 \\ +14 \\ \hline 55 \\ \hline \end{array}$$

Teaching tip: Pupils can practice vertical addition using counters (stones, bottle tops, sticks). First count them separately, then combine and write the numbers vertically to see the sum.

Exercise 5.6

Add

(i)
$$\begin{array}{r} 2 \\ +\ 3 \\ \hline \\ \hline \end{array}$$

(ii)
$$\begin{array}{r} 1 \\ +\ 2 \\ \hline \\ \hline \end{array}$$

(iii)
$$\begin{array}{r} 6 \\ +\ 3 \\ \hline 9 \\ \hline \end{array}$$

(iv)
$$\begin{array}{r} 2 \\ +\ 4 \\ \hline 55 \\ \hline \end{array}$$

(v)
$$\begin{array}{r} 4 \\ +\ 1 \\ \hline \\ \hline \end{array}$$

(vi)
$$\begin{array}{r} 7 \\ +\ 2 \\ \hline \\ \hline \end{array}$$

(vii)
$$\begin{array}{r} 3 \\ +\ 5 \\ \hline \\ \hline \end{array}$$

(viii)
$$\begin{array}{r} 1 \\ +\ 4 \\ \hline \\ \hline \end{array}$$

(ix)
$$\begin{array}{r} 23 \\ +14 \\ \hline \\ \hline \end{array}$$

(x)
$$\begin{array}{r} 41 \\ +23 \\ \hline \\ \hline \end{array}$$

(xi)
$$\begin{array}{r} 31 \\ +12 \\ \hline \\ \hline \end{array}$$

(xii)
$$\begin{array}{r} 61 \\ +14 \\ \hline \\ \hline \end{array}$$

(xiii) $\begin{array}{r} 72 \\ +14 \\ \hline \\ \hline \end{array}$ (xiv) $\begin{array}{r} 25 \\ +14 \\ \hline \\ \hline \end{array}$ (xv) $\begin{array}{r} 13 \\ +14 \\ \hline 55 \\ \hline \end{array}$ (xvi) $\begin{array}{r} 62 \\ +14 \\ \hline \\ \hline \end{array}$

Exercise 5.7

1. Naming elements of weather
   Answer: Sun, rain, wind, cloud(s),
2. Name types of weather
   Answer: sunny, rainy, windy, cloudy

Oral exercise USING STRUCTURES

1. Is it …? (raining, sunny, windy, cloudy)

   Yes, it's …

   No, it's not …

2. What is the weather like?
3. It is … (raining, sunny, windy, cloudy)

Creative Activity: *Weather Role-Play and Art*

Step 1: Weather Role-Play

- Divide pupils into four groups: **Sunny**, **Rainy**, **Cloudy**, and **Windy**.
- Each group acts out their type of weather:
  - *Sunny group* – Stretch arms wide like the sun shining.
  - *Rainy group* – Clap fingers softly to mimic raindrops.
  - *Cloudy group* – Puff cheeks and move slowly like clouds.
  - *Windy group* – Wave arms and move quickly like blowing wind.

Step 2: Weather Chant

Together, chant: *"Sunny, rainy, cloudy, windy, Weather changes every day!"*

Step 3: Weather Art

- Give each child paper and crayons.
- Ask them to draw their favorite type of weather (sun, rain, clouds, or wind).
- Display the drawings on the classroom wall as a "Weather Gallery."

Activities for Different Seasons

(i) **Preparing land** – Digging and clearing the soil before planting.

(ii) **Planting** – Putting seeds or young plants into the soil.

(iii) **Watering plants** – Giving plants water so they can grow.

(iv) **Weeding** – Removing unwanted plants from the garden.

(v) **Harvesting** – Collecting ripe crops from the farm.

(vi) **Drying seeds and crops** – Putting harvested crops in the sun to dry.

(vii) **Marketing** – Selling crops in the market to earn money.

Exercise 5.8

1. What do farmers do before planting?

   Answer: They prepare the land by digging and clearing the soil.

2. What activity involves putting seeds into the soil?

   Answer: Planting involves putting seeds into the soil.

3. Why do farmers water plants?

   Answer: To help plants grow well.

4. What do farmers do to remove unwanted plants?

   Answer: They weed the garden.

5. What is done after harvesting crops?

Answer: Crops are dried in the sun and then taken to the market for selling.

Teaching tip: Pupils can role-play these activities in class—pretend to dig, plant, water, weed, harvest, dry, and sell. This makes the lesson lively and memorable.

Exercise 5.9

Read the dialogue and answer the questions that follow

Dialogue: ***Seasons on the Farm***

Teacher: Good morning, children!

Pupils: Good morning, teacher!

Teacher: Today we shall talk about activities we do in different seasons. What do farmers do before planting?

John: They prepare the land by digging and clearing.

Teacher: Very good. And what do we do when the rainy season begins?

Susan: We plant seeds in the soil.

Teacher: Excellent. After planting, how do we help the plants grow?

Mark: We water the plants and remove weeds.

Teacher: Correct. What happens when crops are ready?

Jane: We harvest them.

Teacher: Wonderful. After harvesting, what do farmers do with the crops?

Moses: They dry the seeds and crops in the sun.

Teacher: And finally, where do farmers take their crops?

Bbosa: They take them to the market to sell.

Teacher: Well done, class! These are the activities for different seasons: preparing land, planting, watering, weeding, harvesting, drying, and marketing.

Questions

1. What do farmers do before planting?

   Answer: They prepare the land by digging and clearing.

2. Which season is best for planting seeds?

   Answer: The rainy season is best for planting seeds.

3. How do farmers help plants grow after planting?

   Answer: They water the plants and remove weeds.

4. What do farmers do when crops are ready?

   Answer: They harvest the crops.

5. What happens after drying seeds and crops?

   Answer: Farmers take them to the market to sell.

Teaching tip: Pupils can role-play the farming cycle—pretend to dig, plant, water, weed, harvest, dry, and sell. This makes the lesson interactive and memorable.

Exercise 5.10

Read the story below and answer the questions that follow

Story: ***Anna the Young Farmer***

Anna lived in a small village with her parents. Every season, she helped them on the farm.

During the **rainy season**, Anna and her parents **prepared the land** by digging and clearing. They then **planted seeds** in the wet soil. She loved watching the little plants grow.

In the **dry season**, Anna helped her parents by **watering the plants** so they would not dry up. She also joined them in **weeding**, removing unwanted plants from the garden.

When the crops were ready, it was **harvesting time**. Anna happily picked maize and beans with her family. After harvesting, they **dried the seeds and crops** in the sun.

Finally, Anna's parents took the crops to the **market**. Anna enjoyed helping them sell the food and seeing how farming activities change with the seasons.

Questions

1. What did Anna and her parents do during the rainy season?

   Answer: They prepared the land and planted seeds.

2. What did Anna do during the dry season?

   Answer: She watered the plants and helped with weeding.

3. What activity did Anna do when crops were ready?

   Answer: She harvested the crops.

4. What did Anna's family do after harvesting?

   Answer: They dried the seeds and crops in the sun.

5. Where did Anna's parents take the crops after drying?

   Answer: They took the crops to the market to sell.

Teaching tip: Pupils can act out Anna's farming cycle—pretend to dig, plant, water, weed, harvest, dry, and sell. This makes the story interactive and memorable.

Exercise 5.11

Read the poem and answer the questions that follow with full sentences.

Poem: ***Farming Through the Seasons***

Prepare the land, dig it well,

Plant the seeds, the story to tell.

Water plants when days are dry,

Weed the garden, crops grow high.

Harvest time, the food we gain,

Dry the seeds in sun and rain.

Take to market, sell with cheer,

Season's work brings food each year.

Questions

1. What do farmers do before planting?

   Answer: They prepare the land by digging and clearing.

2. What activity involves putting seeds into the soil?

   Answer: Planting involves putting seeds into the soil.

3. Why do farmers water plants?

   Answer: To help plants grow well, especially in the dry season.

4. What do farmers do when crops are ready?

   Answer: They harvest the crops.

5. What happens after drying seeds and crops?

Answer: Farmers take them to the market to sell.

Teaching tip: Pupils can recite the poem while acting out each activity—pretend to dig, plant, water, weed, harvest, dry, and sell. This makes the lesson lively and memorable.

Exercise 5.12

1. Write and recite numbers 1 -30
2. Draw the following shape: circle, rectangle, square and triangle
3. Write names one to twenty

Values of Tens and Ones

- **Ones place** – Shows how many single units are in a number.
- **Tens place** – Shows how many groups of ten are in a number.

Examples

1. **Number: 23**
   - Tens = 2 → means 20
   - Ones = 3 → means 3
   - So, $23 = 20 + 3$.
2. **Number: 45**
   - Tens = 4 → means 40
   - Ones = 5 → means 5
   - So, $45 = 40 + 5$.
3. **Number: 67**
   - Tens = 6 → means 60
   - Ones = 7 → means 7
   - So, $67 = 60 + 7$.

Exercise 5.13

1. In the number 12, what is the value of the tens?

   Answer: Tens = 1 → means 10.

2. In the number 38, what is the value of the ones?

   Answer: Ones = 8 → means 8.

3. Break down the number 54 into tens and ones.

   Answer: Tens = 5 → means 50,

   Ones = 4 → means 4.

   So, $54 = 50 + 4$.

4. What is the value of tens in 90?

   Answer: Tens = 9 → means 90.

5. What is the value of ones in 76?

   Answer: Ones = 6 → means 6.

Teaching tip: Pupils can use sticks, bottle tops, or counters. Group them into bundles of ten for the **tens place**, and leave single ones for the **ones place**. This makes the concept very practical.

Exercise 5.14

Break down the following numbers into tens and ones.

1. 23 => 20 + 3
2. 44
3. 15
4. 82
5. 36
6. 8
7. 51
8. 11
9. 97

Common Tools and Their Uses

Axe

Hoe

Slasher

Panga

Watering can

Spade

Rake

Wheelbarrow

Knife

Basket

(i) **Axe** – Used for cutting wood.

(ii) **Hoe** – Used for digging and cultivating the soil.

(iii) **Slasher** – Used for cutting grass and clearing bushes.

(iv) **Panga (machete)** – Used for cutting plants, splitting firewood, or clearing bushes.

(v) **Watering can** – Used for watering plants.

(vi) **Spade** – Used for digging and lifting soil.

(vii) **Knife** – Used for cutting food and other small items.

(viii) **Rake** – Used for gathering leaves or leveling soil.

(ix) **Basket** – Used for carrying fruits, vegetables, or other items.

(x) **Wheelbarrow** – Used for carrying soil, sand, crops, or heavy loads.

Exercise 5.15

1. Which tool is used for cutting wood?

   Answer: The axe is used for cutting wood.

2. Which tool is used for digging soil?

   Answer: The hoe or spade is used for digging soil.

3. Which tool is used for watering plants?

   Answer: The watering can is used for watering plants.

4. Which tool is used for carrying heavy loads like soil?

   Answer: The wheelbarrow is used for carrying heavy loads.

5. Which tool is used for cutting grass and clearing bushes?

   Answer: The slasher is used for cutting grass and clearing bushes.

Teaching tip: Pupils can draw each tool and match it with its use. You can also bring real tools (safe ones like basket, watering can, rake) to class for demonstration.

Exercise 5.15

Match picture and name of tool

Wheelbarrow

Rake

Watering can

Basket

Spade

Knife

Exercise 5.15

Match tools to their uses

Axe	for cutting food and other small items
Hoe	for digging and lifting soil.
Slasher	for cutting grass and clearing bushes.
Panga (machete)	for carrying soil, sand, crops, or heavy loads.
Watering can	for carrying fruits, vegetables, or other items.
Spade	for gathering leaves or leveling soil.
Knife	for digging and cultivating the soil.
Rake	for cutting wood.
Basket	for watering plants.
Wheelbarrow	for cutting plants, splitting firewood, or clearing bushes

Oral exercise USING STRUCTURES

Tools: axe, hoe, slasher, panga, watering can, spade, knife, rake, basket, wheel barrow

1. What is this/that?
   It is a …
   This / That is …
2. What do we use … for
   We use … for …
3. When do you plant …?"
   I plant in …
4. Is it a…?"
   No, it is not …
   Yes, it is …

Exercise 5.17

Name each of the following tools giving one use of each

This is .....

It is used for .....

This is .....

It is used for .....

This is .....

It is used for .....

This is .....

It is used for .....

This is .....

It is used for .....

Exercise 5.18

Tools: axe, hoe, slasher, panga, watering can, spade, knife, rake, basket, wheel barrow

Fill in the missing letters

(i) Sp..de
(ii) W…t…ring can
(iii) P…nga
(iv) …xe,
(v) H…e
(vi) Wh...el barr…w
(vii) Sl…sh…r
(viii) Knif…,
(ix) R….ke,
(x) Bas…et

Exercise 5.18

Name the following

…… …… ……

…… …… ……

Effects of Weather

(i) **Sweat** – Hot sun makes people sweat.

(ii) **Getting wet** – Rain makes people wet if they have no umbrella.

(iii) **Slides** – Wet ground can be slippery.

(iv) **Floods** – Heavy rain can cause floods.

(v) **Storms** – Strong winds and rain can damage houses and trees.

(vi) **Soil erosion** – Rain washes away soil.

(vii) **Drought** – Lack of rain causes crops to dry up.

Management of Weather Effects

(i) **Wear light clothes** in hot weather to reduce sweating.

(ii) **Use umbrellas, raincoats, or shelters** to avoid getting wet.

(iii) **Walk carefully** on slippery ground to avoid slides.

(iv) **Dig trenches and plant trees** to control floods and soil erosion.

(v) **Build strong houses** to withstand storms.

(vi) **Store water and practice irrigation** to manage drought.

Exercise 5.19

1. What happens to people when the sun is too hot?

   Answer: They sweat.

2. What can make people wet?

   Answer: Rain can make people wet.

3. What should we do to avoid slides on wet ground?

   Answer: We should walk carefully.

4. Name two effects of heavy rain.

Answer: Floods and soil erosion.

5. How can we manage drought?

Answer: By storing water and practicing irrigation.

Teaching tip: Pupils can role-play different weather effects (pretend sweating, using an umbrella, slipping carefully, planting trees) and then discuss how to manage them. This makes the lesson practical and memorable.

Exercise 5.20

Read the poem below and answer the question that follow in full sentences

Poem: *Weather's Touch*

The sun is hot, we sweat all day,

Rain can wet us as we play.

Storms may blow and shake the trees,

Floods can cover homes with ease.

Clouds may darken, skies may cry,

Soil may wash as rivers fly.

Drought may come, the land is dry,

Weather changes, low and high.

Questions

1. What happens to people when the sun is too hot?

Answer: They sweat.

2. What makes people wet when they are outside?

   Answer: Rain makes people wet.

3. What effect can strong storms have?

   Answer: Storms can damage houses and trees.

4. What happens when heavy rain covers the land?

   Answer: Floods occur.

5. What happens to the land when there is no rain for a long time?

   Answer: Drought occurs, and the land becomes dry.

Teaching tip: Pupils can act out each verse of the poem—pretend to sweat, get wet, blow like wind, or show dry land. This makes the lesson lively and memorable.

Exercise 5.21

Read the dialogue below and answer the questions that follow

Dialogue: ***Coping with Weather***

Teacher: Good morning, children!

Pupils: Good morning, teacher!

Teacher: When the sun is very hot, what should we do?

Tina: We should wear light clothes and drink water.

Teacher: Very good. What can we use when it rains?

Were: We can use umbrellas or raincoats to avoid getting wet.

Teacher: Excellent. How do we walk on slippery ground?

Musa: We walk carefully to avoid sliding.

Teacher: Correct. What can we do to stop floods and soil erosion?

Ester: We can dig trenches and plant trees.

Teacher: Wonderful. And what should we do when there is drought?

James: We should store water and use irrigation.

Teacher: Well done, class! These are ways of managing the effects of weather.

Questions

1. What should we do when the sun is very hot?

   Answer: We should wear light clothes and drink water.

2. What can protect us from rain?

   Answer: Umbrellas and raincoats protect us from rain.

3. How should we walk on slippery ground?

   Answer: We should walk carefully to avoid sliding.

4. Name two ways of controlling floods and soil erosion.

   Answer: By digging trenches and planting trees.

5. What should we do to manage drought?

   Answer: We should store water and use irrigation.

Teaching tip: Pupils can role-play each management activity—pretend to wear light clothes, open umbrellas, walk carefully, plant trees, and store water. This makes the lesson practical and fun.

Exercise 5.22

Add

(i)	4 + 5 =	(viii)	4 + 2 =	(xv)	8 + 4 =
(ii)	5 + 3 =	(ix)	5 + 7 =	(xvi)	1 + 8 =
(iii)	7+ 8 =	(x)	6 + 8 =	(xvii)	2 + 2 =
(iv)	9 + 6 =	(xi)	10 + 10 =	(xviii)	6 + 7 =
(v)	10 + 9 =	(xii)	3 + 9 =	(xix)	5 + 9 =
(vi)	9 + 9 =	(xiii)	2 + 1 =	(xx)	4 + 10=
(vii)	3 + 4 =	(xiv)	7 + 6 =	(xxi)	9 + 0 =

Exercise 5.23

Add

(i) 4
+ 3
_____

(ii) 3
+ 2
_____

(iii) 6
+ 4
9

(iv) 2
+ 6
5 5

(v) 4
+ 4
_____

(vi) 7
+ 1
_____

(vii) 3
+ 6
_____

(viii) 1
+ 8
_____

(ix) 2 4
+1 4
_____

(x) 6 1
+2 3
_____

(xi) 3 1
+2 2
_____

(xii) 6 1
+1 6
_____

(xiii) 7 2
+1 7
_____

(xiv) 2 3
+5 4
_____

(xv) 8 3
+1 4
5 5

(xvi) 5 2
+1 4
_____

Counting in Twos

Counting in twos means adding **2 each time** as we move forward.

Example: Counting in 2s

2, 4, 6, 8, 10, 12, 14, 16, 18, 20

Each number is **2 more** than the one before it.

Classroom Activity

(i) Pupils clap their hands while counting in twos: *"2, 4, 6, 8…"*

(ii) Use bottle tops or sticks: group them in twos and count together.

Exercise 5.24

1. What comes after 2 when counting in twos?

   Answer: 4.

2. Continue the pattern: 2, 4, 6, __, __.

   Answer: 8, 10.

3. What comes after 12 when counting in twos?

   Answer: 14.

4. Write the first five numbers when counting in twos.

   Answer: 2, 4, 6, 8, 10.

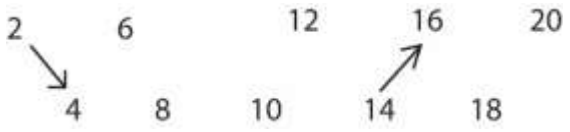
5. If we start at 20 and count backwards in twos, what comes next?

   Answer: 18.

Teaching tip: Pupils can march around the classroom, taking steps in twos while chanting the numbers. This makes counting rhythmic and fun.

Exercise 5.25

Use arrow to show additional by 2



Multiplying by 2 as Repeated Addition

Meaning: Multiplication by 2 means **adding the same number twice**.

Examples

1. $2 \times 3 = 3 + 3 = 6$

2. $2 \times 5 = 5 + 5 = 10$

3. $2 \times 7 = 7 + 7 = 14$

Classroom Activity

- Pupils clap twice for each number: *"2, 4, 6, 8…"*
- Use bottle tops or sticks: group them in twos and count by adding.

Exercise 5.26

1. Write 2×4as repeated addition.

   Answer: $4 + 4 = 8$.

2. What is 2×6?

   Answer: $6 + 6 = 12$.

3. Show 2×2 as repeated addition.

   Answer: $2 + 2 = 4$.

4. What is 2×9?

   Answer: $9 + 9 = 18$.

5. Write 2×8 as repeated addition.

   Answer: $8 + 8 = 16$.

Teaching tip: Pupils can pair up in class. Each pair represents "2," then they add themselves to another pair to show multiplication as repeated addition.

Exercise 5.27

Write the following numbers as tens and ones

(i) 34 → 30 + 4
(ii) 46
(iii) 82
(iv) 12
(v) 93
(vi) 57

Different Types of Clothes

(i) **School uniform** – Worn by pupils when going to school.

(ii) **Casual clothes** – Worn when relaxing or playing (e.g., T-shirts, shorts, dresses).

(iii) **Sportswear** – Worn during games and sports (e.g., jerseys, tracksuits).

(iv) **Traditional clothes** – Worn during cultural events and ceremonies.

(v) **Formal clothes** – Worn during special occasions (e.g., suits, ties, gowns).

(vi) **Raincoat** – Worn when it rains to keep dry.

Short Story

During the week, Mary wore her **school uniform** to class. On Saturday, she wore **casual clothes** to play with friends. On Sunday, she wore **traditional clothes** to a cultural dance. Her brother wore **sportswear** to play football. When it rained, they both used **raincoats** to stay dry.

Exercise 5.28

1. What type of clothes do pupils wear to school?

   Answer: Pupils wear school uniforms to school.

2. Which clothes are worn during games?

   Answer: Sportswear is worn during games.

3. What type of clothes are worn during cultural events?

   Answer: Traditional clothes are worn during cultural events.

4. What do we wear when it rains?

   Answer: We wear raincoats when it rains.

5. Which clothes are worn during special occasions?

   Answer: Formal clothes like suits, ties, and gowns are worn during special occasions.

Teaching tip: Pupils can bring pictures or draw different clothes, then match them with the correct occasion (school, play, sports, rain, cultural event).

Singular and Plural Words

- **Singular** means **one**.
- **Plural** means **more than one**.

Examples

Singular (One)	Plural (Many)
boy	boys
girl	girls
book	books
child	children
leaf	leaves
bus	buses
tooth	teeth
sheep	sheep

Short Story

Jane has **one book**. Her brother has **two books**. In the garden, there is **one child** playing, but soon many **children** join. Jane saw **one leaf** fall, then many **leaves** followed. This shows how words change from singular to plural.

Exercise 5.29

1. What is the plural of *boy*?

   Answer: Boys.

2. What is the singular of *girls*?

   Answer: Girl.

3. Change *child* to plural.

   Answer: Children.

4. What is the plural of *leaf*?

   Answer: Leaves.

5. Which word stays the same in singular and plural form?

   Answer: Sheep.

Teaching tip: Pupils can play a "Singular–Plural Game." Teacher says a singular word (e.g., *book*), and pupils shout the plural (*books*). This makes learning interactive and fun.

Exercise 5.30

Write the plural of the following words

(i) Man
(ii) Boy
(iii) Girl
(iv) Woman
(v) Leaf
(vi) Shirt
(vii) Door
(viii) Window
(ix) Bag
(x) Radio
(xi) Book
(xii) Pen
(xiii) pencil

Ways of Controlling Soil Erosion

(i) **Planting trees** – Roots hold the soil firmly.

(ii) **Planting grass** – Covers the ground and prevents soil from being washed away.

(iii) **Digging terraces** – Steps made on slopes to slow down water.

(iv) **Digging trenches** – Channels that guide water away safely.

(v) **Building strong walls** – Stops soil from sliding.

(vi) **Avoiding overgrazing** – Prevents animals from removing too much grass.

Short Classroom Dialogue

Teacher: Children, what happens when heavy rain washes away soil?

James: Soil erosion occurs.

Teacher: Good. How can we stop soil erosion?

Mary: By planting trees and grass.

Teacher: Excellent. What else can we do on slopes?

James: We can dig terraces.

Teacher: Correct. And how can we protect soil from animals?

Mark: By avoiding overgrazing.

Exercise 5.31

1. What is soil erosion?

   Answer: Soil erosion is the washing away of soil by water or wind.

2. How do trees help to control soil erosion?

   Answer: Their roots hold the soil firmly.

3. What can be planted to cover the ground and stop erosion?

   Answer: Grass can be planted to cover the ground.

4. What is dug on slopes to slow down water?

   Answer: Terraces are dug on slopes.

5. How can we prevent animals from causing soil erosion?

   Answer: By avoiding overgrazing.

Teaching tip: Pupils can draw a hillside with terraces, trees, and grass to show how soil erosion is controlled. This makes the lesson visual and memorable.

Ways of Harvesting Water

(i) **Rainwater harvesting** – Collecting rainwater from roofs into tanks or drums.

(ii) **Using dams** – Building dams to store water from rivers.

(iii) **Digging wells** – Getting underground water for use.

(iv) **Using boreholes** – Pumping underground water with machines.

(v) **Using ponds** – Collecting water in small ponds for animals and crops.

(vi) **Storing water in tanks** – Keeping water safely for later use.

Short Classroom Dialogue

Teacher: Children, how can we collect water when it rains?

John: By harvesting rainwater into tanks.

Teacher: Good. What do we build across rivers to store water?

Sarah: We build dams.

Teacher: Excellent. How do we get underground water?

Mark: By digging wells or using boreholes.

Teacher: Correct. And where can animals drink water?

David: From ponds.

Exercise 5.32

1. What is rainwater harvesting?

   Answer: Collecting rainwater from roofs into tanks or drums.

2. What is built across rivers to store water?

   Answer: Dams are built across rivers to store water.

3. How do people get underground water?

   Answer: By digging wells or using boreholes.

4. Where can animals drink water?

   Answer: From ponds.

5. Why do we store water in tanks?

   Answer: To keep water safely for later use.

Teaching tip: Pupils can draw a simple picture showing a house with a tank collecting rainwater, a dam, a well, and a pond. This makes the lesson visual and memorable.

Oral exercise USING STRUCTURES

1. What is this/that?
   This is a … (Jacket, shirt, dress, blanket, sweater, shorts, socks, boots, umbrella, hat, raincoat, plant, grass, tree, water, hoe, rake, panga, slasher)
   That is a …
   Itis a …
2. What are these/those?
   Those/these are …
3. What do you use … for?
   I use … for …ing
4. What colour is the…?
   It is … (colour)"

Exercise 5.33

1. Name different types of weather
2. Describe different elements of weather

Lesson: Use of Sight Words

Objective: Pupils will learn how to recognize and use sight words in sentences.

Step 1: Introduce the Words

Write the sight words on the board: **the, and, to, you, is**

Say them aloud together with the class several times.

Step 2: Use in Sentences

Show how each word is used in short sentences:

- **the** → *The cat is big.*
- **and** → *I have a pen and a book.*
- **to** → *We go to school.*
- **you** → *You are my friend.*
- **is** → *The ball is red.*

Step 3: Classroom Activities

- **Flashcard Game:** Show a card with a sight word. Pupils quickly say the word and make a sentence.
- **Fill-in-the-Blank:** Write sentences with missing sight words, e.g. ___ *dog is brown.* (Answer: The).
- **Chant:** *The and to, you is, We read them fast, we don't miss!*

Exercise 5.34

1. Fill in the blank: ___ *sun is hot.*
2. Write a sentence using the word **and**.
3. Which sight word completes this? *We go ___ the shop.*
4. Use the word **you** in a sentence.
5. Circle the sight word in this sentence: *The boy is tall.*

✅ **Answers**

1. The sun is hot.
2. Example: I have a ball and a bat.
3. We go to the shop.
4. Example: You are kind.
5. Sight word: **The**

Teaching Tip: Keep lessons short and repetitive. Pupils learn sight words best through songs, chants, and games rather than long explanations.

Exercise 5.35

1. Write four types of weather
2. Draw pictures of the following Tools e.g. axe, hoe, slasher, panga, watering can, spade, knife, rake, basket, wheel barrow

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