



Primary one – Tem 3

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Time, t, is now!!!

PRIMARY ONE

TERM 3

Remember Learning is enhanced by repetition

THEME 9: OUR TRANSPORT

Expected Learning Outcomes: The learner is able to differentiate types and means of transport, appreciate their importance and related measures.



Uganda train



Lake Victoria ferry

Types of transport

(i) Rail Transport

Uses trains.

Good for carrying heavy goods and many people.

Example: Train from Kampala to Nairobi.

(ii) Water Transport

Uses boats, ferries, and ships.

Good for crossing lakes, rivers, and seas.

Example: Ferry on Lake Victoria.

(iii) **Air Transport**



Uses airplanes and helicopters.

Fastest way of moving people and goods.

Example: Plane from Entebbe to Nairobi.

(iv) **Road Transport**



Uses cars, buses, bicycles, motorcycles, trucks.

Common for short and long journeys on land.

Example: Bus from Kampala to Jinja.

Exercise 9.1

1. Name one example of rail transport.
2. Which type of transport uses boats?
3. What is the fastest type of transport?
4. Name two examples of road transport.
5. Why is transport important?

Answers

1. One example of rail transport is a train.
2. Water transport uses boats.
3. The fastest type of transport is air transport.
4. Two examples of road transport are cars and buses.
5. Transport is important because it helps people and goods move from one place to another.

Teaching Tip: Draw or show pictures of a train, boat, airplane, and car. Ask pupils to identify the type of transport and say where it is used.

Exercise 9.1

Read the story and answer the questions that follow

Story: A Journey with Transport

One day, Sarah wanted to visit her grandmother. She first took a **bus** on the road. When she reached the railway station, she boarded a **train**. Later, she crossed a big lake using a **boat**. Finally, she saw an **aeroplane** flying high in the sky. Sarah learned that transport helps people move from one place to another.

Questions

1. Which means of transport did Sarah use first?

2. What type of transport moves on rails?
3. Which means of transport helped Sarah cross the lake?
4. What did Sarah see flying in the sky?
5. Why is transport important?

 Answers in Full Sentences

1. Sarah used a bus first.
2. A train moves on rails.
3. Sarah crossed the lake using a boat.
4. Sarah saw an aeroplane flying in the sky.
5. Transport is important because it helps people move from one place to another.

Teaching Tip: You can let pupils act out Sarah's journey — pretend to ride a bus, move like a train, row a boat, and fly like an aeroplane. This makes the story lively and memorable.

Exercise 9.2

Read the poem and answer the questions that follow

Poem: Types of Transport

Road transport moves us near,

Cars and buses bring us here.

Rail transport runs on track,

Trains go forward, never back.

Water transport sails with pride,

Boats and ships across the tide.

Air transport flies so high,

Planes and helicopters in the sky.

Questions

1. Which type of transport uses cars and buses?
2. What type of transport moves on tracks?
3. Which type of transport uses boats and ships?
4. Name two examples of air transport.
5. Why is transport important to people?



Answers

1. Road transport uses cars and buses.
2. Rail transport moves on tracks using trains.
3. Water transport uses boats and ships.
4. Two examples of air transport are airplanes and helicopters.
5. Transport is important because it helps people and goods move from one place to another.

Teaching Tip: You can let pupils recite the poem with actions — pretend to drive a car, row a boat, fly like a plane, or move like a train. This makes learning lively and memorable.

Exercise 9.2

1. Count 1 – 90
2. Writing number symbols 81-90
3. Writing number names 31-35

4. Matching number symbols to number names

30	thirty six
31	thirty four
23	thirty nine
33	thirty
34	thirty one
35	thirty six
36	Thirty eight
37	forty
38	thirty five
39	thirty seven
40	thirty three

Number of Days in a Month

- (i) Some months have **30 days**.
- (ii) Some months have **31 days**.
- (iii) **February** usually has **28 days**, but in a leap year it has **29 days**.

Easy Rhyme to Remember

"Thirty days hath September,

April, June, and November.

All the rest have thirty-one,

Except February alone.

It has twenty-eight days clear,

And twenty-nine in a leap year."

Classroom Activity

- Pupils can count knuckles and spaces on their hands to remember:
 - Knuckle = 31 days
 - Space = 30 days (except February).
- Use a calendar to show the days in each month.

Exercise 9.3

1. How many days are in September?
2. Which month has 28 or 29 days?
3. Name two months that have 30 days.
4. How many days are in December?
5. Why does February sometimes have 29 days?

Answers

1. September has 30 days.
2. February has 28 or 29 days.
3. Two months that have 30 days are April and June.
4. December has 31 days.
5. February sometimes has 29 days because of a leap year.

Teaching Tip: Let pupils clap as they recite the rhyme, or use a calendar chart in class. This makes learning fun and easy to remember.

Multiplication by 3 as Repeated Addition

Multiplying by 3 means **adding the same number three times**.

Examples

1. $3 \times 2 = 2 + 2 + 2 = 6$
2. $3 \times 4 = 4 + 4 + 4 = 12$
3. $3 \times 5 = 5 + 5 + 5 = 15$

Classroom Activity

- (i) Pupils clap **three times** for each number (e.g., clap 3 times for 2, then count: 2, 4, 6).
- (ii) Use bottle tops or sticks: group them in threes and count by adding.
- (iii) Draw circles with 3 dots inside each, then count the total.

Exercise 9.4

1. Write 3×3 as repeated addition.
2. What is 3×6 ?
3. Show 3×1 as repeated addition.
4. What is 3×7 ?
5. Write 3×8 as repeated addition.



Suggested Answers

1. $3 + 3 + 3 = 9$
2. $6 + 6 + 6 = 18$
3. $1 + 1 + 1 = 3$
4. $7 + 7 + 7 = 21$
5. $8 + 8 + 8 = 24$

Teaching Tip: Let pupils form groups of three in class. Each group represents "3." Then add groups together to show multiplication as repeated addition.

Exercise 9.5

1. Match

Aeroplane

Railway

Train

water

Boat

Road

Car

Air

2. Use the following vocabulary in sentences: road, water, air, railway car, bus, bicycle, motorcycle, donkey, camel, horse, boat, ship, lorry.

Structures

a) What's this/ that?

This/that is

b) What are these / those?

These/Those are...

c) Where is the ...?

It's ...

Here is the ...

d) What's he/she doing?

He/She is ...

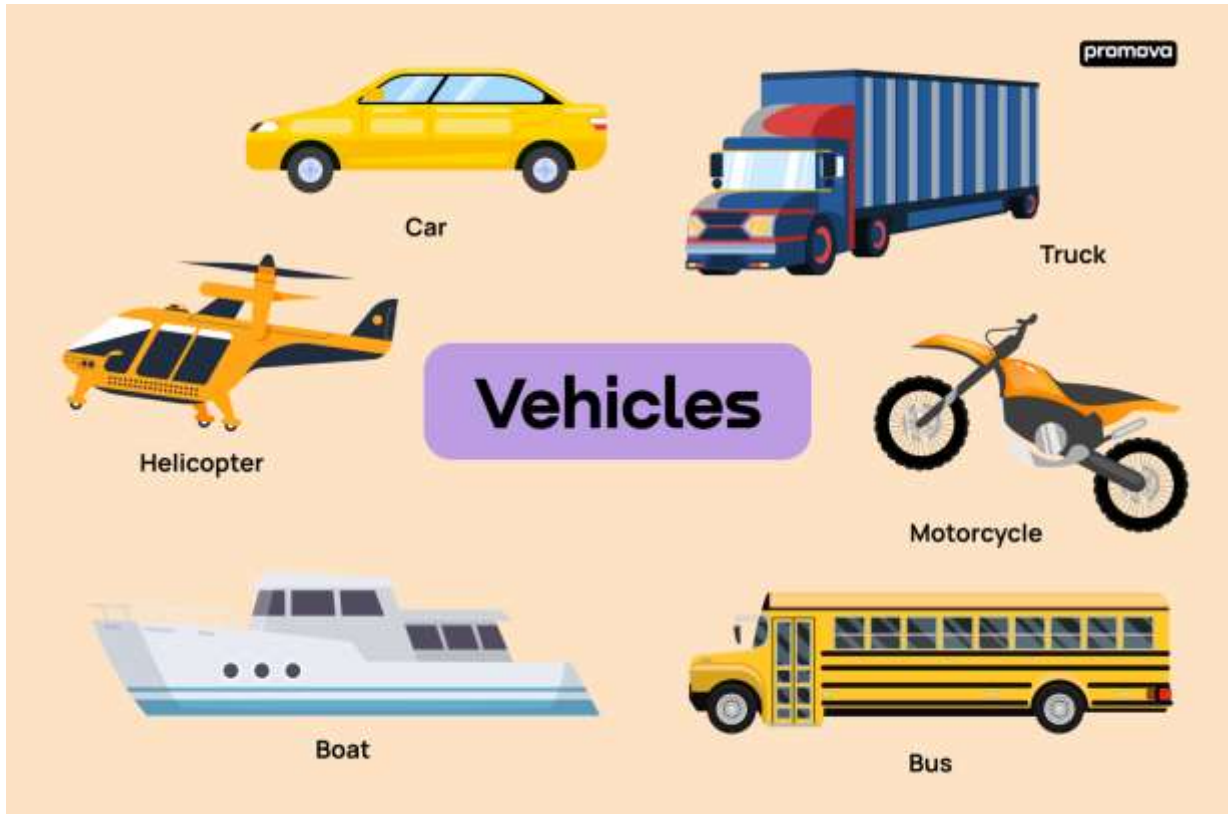
e) Who is on ...?

.....is on the

f) What are you/they doing?

I am/They are ...

Means of Transport



Transport means the ways people and goods are moved from one place to another.

Examples:

- (i) **Road Transport** → car, bus, bicycle, motorcycle
- (ii) **Animal Transport** → donkey, camel, horse
- (iii) **Water Transport** → ship, boat
- (iv) **Air Transport** → aeroplane, helicopter
- (v) **Rail Transport** → train

Table: Means of Transport

Type of Transport	Examples	Best Use
Road	Car, bus, bicycle, motorcycle	Local journeys, trade
Animal	Donkey, camel, horse	Rural areas, carrying loads
Water	Ship, boat	Crossing lakes, rivers, seas
Air	Aeroplane, helicopter	Fast travel, international journeys
Rail	Train	Long-distance land travel

Exercise 9.6

1. Name two examples of road transport.
2. Which animals are used for transport?
3. Which means of transport is used to cross lakes and seas?
4. What is the fastest means of transport?
5. Which means of transport uses trains?

 Answers

1. Two examples of road transport are a car and a bus.
2. Donkey, camel, and horse are animals used for transport.
3. Ships and boats are used to cross lakes and seas.
4. The fastest means of transport is air transport (aeroplane or helicopter).
5. Rail transport uses trains.

Teaching Tip: Draw or show pictures of each transport type. Pupils can match the picture to its name and say where it is used. You can also role-play: “Pretend you are riding a bicycle... Pretend you are flying in an aeroplane.”

Importance of Transport

Transport is important because it helps in:

- (i) **Carrying people** → buses, cars, trains, airplanes.
- (ii) **Carrying foods** → trucks, bicycles, boats.
- (iii) **Carrying building materials** → lorries, trains, ships.
- (iv) **Carrying animals** → trucks, trailers, boats.
- (v) **Carrying water** → tankers, jerrycans on bicycles or donkeys.

Transport makes life easier by moving people and goods from one place to another.

Exercise 9.7

1. Why is transport important?
2. Name two things that transport carries.
3. Which means of transport carries building materials?
4. How is water carried using transport?
5. Which means of transport carries people to far places quickly?



Answers in Full Sentences

1. Transport is important because it helps to carry people and goods from one place to another.
2. Transport carries foods and building materials.
3. Building materials are carried by lorries, trains, and ships.
4. Water is carried using tankers, bicycles, or donkeys with jerrycans.
5. Air transport carries people to far places quickly using airplanes.

Teaching Tip: Use role-play in class: pupils pretend to be a bus carrying people, a lorry carrying bricks, or a boat carrying fish. This makes the lesson lively and memorable.

Exercise 9.8

1. Count 1- 90
2. Write number names one – forty
3. Add

$$\begin{array}{r} \text{(i)} \quad 3 \\ + 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ii)} \quad 6 \\ + 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iii)} \quad 4 \\ + 3 \\ \hline \\ \hline \end{array}$$

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

$$\begin{array}{r} \text{(v)} \quad 3 \\ + 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vi)} \quad 7 \\ + 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vii)} \quad 2 \\ + 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(viii)} \quad 5 \\ + 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ix)} \quad 42 \\ + 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(x)} \quad 54 \\ + 24 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xi)} \quad 22 \\ + 52 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xii)} \quad 42 \\ + 37 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiii)} \quad 33 \\ + 25 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiv)} \quad 44 \\ + 32 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xv)} \quad 35 \\ + 22 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xvi)} \quad 58 \\ + 11 \\ \hline \\ \hline \end{array}$$

Plurals of Means of Transport

When we talk about more than one, we use plural forms:

- (i) Bus → Buses
- (ii) Lorry → Lorries
- (iii) Car → Cars
- (iv) Bicycle → Bicycles
- (v) Motorcycle → Motorcycles

- (vi) Donkey → Donkeys
- (vii) Camel → Camels
- (viii) Horse → Horses
- (ix) Ship → Ships
- (x) Boat → Boats
- (xi) Aeroplane → Aeroplanes
- (xii) Train → Trains
- (xiii) Helicopter → Helicopters

Exercise 9.9

Answer in full sentences:

1. What is the plural of bus?
2. Write the plural of lorry.
3. What is the plural of car?
4. Write the plural of donkey.
5. What is the plural of ship?

Answers

1. The plural of bus is buses.
2. The plural of lorry is lorries.
3. The plural of car is cars.
4. The plural of donkey is donkeys.
5. The plural of ship is ships.

Teaching Tip: Write the singular and plural forms on the board. Let pupils read them aloud together. You can also play a quick game: say the singular, and pupils shout the plural.

Exercise 9.10

Write sentence using the structure

Some vocabulary to use:: book, chair, pen, panga, wheelbarrow, rake, plate, chalk, duster, table

1. What is this/that?
It is a ...
That is a ...
This a
2. What are these/those?
They are ...
3. How many ... are there?
There are ...

Exercise 9.11

Draw and shade using colors

- (a) Car
- (b) Aeroplane
- (c) Train
- (d) boat

Measures Related to Transport

Transport can be described using different measures:

- (i) **Time (non-unitary)** → how long a journey takes (e.g., two hours, three days).
- (ii) **Money** → how much we pay for transport (e.g., bus fare, ticket price).
- (iii) **Distance** → how far we travel (e.g., 5 kilometers, 200 meters).
- (iv) **Speed** → how fast a vehicle moves (e.g., fast train, slow bicycle).
- (v) **Size** → how big or small the means of transport is (e.g., a big bus, a small car).

Exercise 9.12

Answer in full sentences:

1. Which measure tells us how long a journey takes?
2. What measure shows how much we pay for transport?
3. Which measure tells us how far we travel?
4. What measure shows how fast a vehicle moves?
5. Which measure tells us how big or small a means of transport is?



Answers

1. Time tells us how long a journey takes.
2. Money shows how much we pay for transport.
3. Distance tells us how far we travel.
4. Speed shows how fast a vehicle moves.
5. Size tells us how big or small a means of transport is.

Teaching Tip: Use real examples:

- Ask pupils how long it takes to walk to school (time).
- Show them a bus fare ticket (money).
- Measure the distance from the classroom to the playground (distance).
- Compare a bicycle and a car (speed and size).

Exercise 9.13

1. Counting 1-90
2. Subtract

$$\begin{array}{r} \text{(i)} \quad 3 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ii)} \quad 6 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iii)} \quad 4 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iv)} \quad 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(v)} \quad 8 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vi)} \quad 7 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vii)} \quad 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(viii)} \quad 5 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ix)} \quad 42 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(x)} \quad 54 \\ - 31 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xi)} \quad 62 \\ - 52 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xii)} \quad 49 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiii)} \quad 68 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiv)} \quad 44 \\ - 33 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xv)} \quad 35 \\ - 22 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xvi)} \quad 58 \\ - 17 \\ \hline \end{array}$$

Recognizing Money up to 500 Coins

Children should learn the values of coins and how to add them up to 500.

Common Coins in Uganda:

- (i) **50 shilling coin**
- (ii) **100 shilling coin**
- (iii) **200 shilling coin**
- (iv) **500 shilling coin**

Examples

1. A **50 shilling coin** is written as 50/=
2. A **100 shilling coin** is written as 100/=

3. A **200 shilling coin** is written as 200/=
4. A **500 shilling coin** is written as 500/=
-  If you have two 100 shilling coins: $100 + 100 = 200/=$
-  If you have five 100 shilling coins: $100 + 100 + 100 + 100 + 100 = 500/=$
-  If you have two 200 shilling coins and one 100 shilling coin: $200 + 200 + 100 = 500/=$

Exercise 9.14

Answer in full sentences:

1. What is the value of one 50 shilling coin?
2. How much is two 100 shilling coins?
3. What is the value of one 200 shilling coin?
4. How many 100 shilling coins make 500 shillings?
5. Which coin is bigger, 200 shillings or 100 shillings?

Answers

1. The value of one 50 shilling coin is fifty shillings.
2. Two 100 shilling coins are equal to 200 shillings.
3. The value of one 200 shilling coin is two hundred shillings.
4. Five 100 shilling coins make 500 shillings.
5. The 200 shilling coin is bigger than the 100 shilling coin.

Teaching Tip: Bring real coins or draw them on the board. Let pupils count and group coins to make 500. This makes the lesson practical and fun.

Estimating Distance

We use words to describe how far or near something is, or how long or short a journey is.

- (i) **Far** → something that is a long way from us.
- (ii) **Near** → something that is close to us.
- (iii) **Long** → a journey or object that takes more time or covers more space.
- (iv) **Short** → a journey or object that takes less time or covers less space.

Examples

- a) The school is **near** my home.
- b) The market is **far** from the village.
- c) Walking to town is a **long** journey.
- d) Walking to the playground is a **short** journey.

Classroom Activity

- (i) Ask pupils to point to something **near** (like the chalkboard) and something **far** (like the school gate).
- (ii) Let them compare two sticks: one **long**, one **short**.
- (iii) Use a story: "John walks a short distance to the shop, but Mary walks a long distance to the town."

Exercise 9.15

Answer in full sentences:

- 1. What word describes something that is close to us?
- 2. What word describes something that is a long way from us?
- 3. Which word describes a journey that takes more time?
- 4. Which word describes a journey that takes less time?
- 5. Give one example of something near your classroom.



Answers

- 1. The word that describes something close to us is *near*.
- 2. The word that describes something a long way from us is *far*.
- 3. The word that describes a journey that takes more time is *long*.
- 4. The word that describes a journey that takes less time is *short*.
- 5. One example of something near my classroom is the chalkboard.

Teaching Tip: Take pupils outside. Ask them to show something near (like a tree close by) and something far (like a hill in the distance). This makes the lesson practical and easy to understand.

Comparing Measures in Transport

We use words to compare the size, distance, and weight of different means of transport:

- (i) **Tall – Short** → A bus is tall, but a bicycle is short.
- (ii) **Far – Near** → The railway station is far, but the playground is near.
- (iii) **Shorter / Longer (than)** → A bicycle journey is shorter than a lorry journey.
- (iv) **Bigger / Smaller (than)** → A lorry is bigger than a bus; a bicycle is smaller than a bus.
- (v) **Heavy – Light** → A lorry is heavy, but a bicycle is light.

Examples with Transport

Comparison	Example
Tall – Short	A bus is tall, a bicycle is short.
Far – Near	The airport is far, the shop is near.
Shorter – Longer	A bicycle journey is shorter than a bus journey.
Bigger – Smaller	A lorry is bigger than a bicycle.
Heavy – Light	A lorry is heavy, a bicycle is light.

Exercise 9.17

Answer in full sentences:

1. Which is taller, a bus or a bicycle?
2. Which is nearer, the classroom or the school gate?
3. Which journey is longer, a bus journey or a bicycle journey?

4. Which is bigger, a lorry or a bicycle?
5. Which is lighter, a lorry or a bicycle?

Answers

1. A bus is taller than a bicycle.
2. The classroom is nearer than the school gate.
3. A bus journey is longer than a bicycle journey.
4. A lorry is bigger than a bicycle.
5. A bicycle is lighter than a lorry.

Teaching Tip: Draw simple pictures of a bus, lorry, and bicycle. Ask pupils to compare them using words like *tall*, *short*, *bigger*, *smaller*, *heavy*, *light*. This makes the lesson visual and easy to understand.

Exercise 9.18

Read the story and answer the questions that follow

Story: A Journey with Transport

James wanted to visit his uncle in the city. He woke up early because the **time** for the bus was 7 o'clock. His father paid the **money** for the bus ticket. The bus travelled a long **distance** from the village to the city. It moved very fast, showing its **speed**. James saw that the bus was **big** compared to his bicycle at home. He also noticed that the lorry carrying building materials was very **heavy**, while the bicycle was **light**. James learned that transport can be described using time, money, distance, speed, size, and weight.

Questions

1. At what time did James take the bus?
2. What did James's father use to pay for the bus ticket?
3. What measure tells us how far the bus travelled?
4. Which measure shows how fast the bus moved?
5. Which was bigger, the bus or the bicycle?
6. Which was heavier, the lorry or the bicycle?

Answers in Full Sentences

1. James took the bus at 7 o'clock.
2. James's father used money to pay for the bus ticket.
3. Distance tells us how far the bus travelled.
4. Speed shows how fast the bus moved.
5. The bus was bigger than the bicycle.
6. The lorry was heavier than the bicycle.

Teaching Tip: You can act out the story in class: pupils pretend to pay money, show a clock for time, walk a short and long distance, move fast or slow, and compare big and small objects. This makes the lesson lively and practical.

Exercise 9.19

Firm questions and sentences using the structure for written or oral exercises

You may use some of these words: chair, table, bus, car, bicycle, railway station, school, shop, port, tax park, teacher, pupil, etc.

Where is the ...?

My home is (far)... from school

It is ...

Is the ... (long/short / far/near)?

Yes, it is.

Not, it's not

The ... is bigger than the ...

It is ...than ...(longer, bigger)

Exercise 9.20

1. Count 1-90 confidently
2. Write number symbols up to 80
3. Write number names up to 40

4. Subtract

$$\begin{array}{r} \text{(i)} \quad 3 \\ - 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ii)} \quad 6 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iii)} \quad 4 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iv)} \quad 4 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(v)} \quad 8 \\ - 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vi)} \quad 7 \\ - 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vii)} \quad 5 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(viii)} \quad 5 \\ - 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ix)} \quad 42 \\ - 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(x)} \quad 54 \\ - 31 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xi)} \quad 62 \\ - 52 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xii)} \quad 49 \\ - 37 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiii)} \quad 68 \\ - 25 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiv)} \quad 44 \\ - 33 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xv)} \quad 35 \\ - 22 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xvi)} \quad 58 \\ - 17 \\ \hline \\ \hline \end{array}$$

Exercise 9.21

1. Write 3×1 as repeated addition.
2. Write 3×2 as repeated addition.
3. Write 3×3 as repeated addition.
4. Write 3×4 as repeated addition.
5. Write 3×5 as repeated addition.
6. Write 3×6 as repeated addition.
7. Write 3×7 as repeated addition.
8. Write 3×8 as repeated addition.
9. Write 3×9 as repeated addition.
10. Write 3×10 as repeated addition.

Answers in Full Sentences

1. $3 \times 1 = 1 + 1 + 1 = 3$. The answer is three.
2. $3 \times 2 = 2 + 2 + 2 = 6$. The answer is six.
3. $3 \times 3 = 3 + 3 + 3 = 9$. The answer is nine.
4. $3 \times 4 = 4 + 4 + 4 = 12$. The answer is twelve.
5. $3 \times 5 = 5 + 5 + 5 = 15$. The answer is fifteen.
6. $3 \times 6 = 6 + 6 + 6 = 18$. The answer is eighteen.
7. $3 \times 7 = 7 + 7 + 7 = 21$. The answer is twenty-one.
8. $3 \times 8 = 8 + 8 + 8 = 24$. The answer is twenty-four.
9. $3 \times 9 = 9 + 9 + 9 = 27$. The answer is twenty-seven.
10. $3 \times 10 = 10 + 10 + 10 = 30$. The answer is thirty.

Teaching Tip: Let pupils clap three times for each number (e.g., clap 3 times for 4, then count: 4, 8, 12). This makes repeated addition lively and easy to grasp.

Exercise 9.22

1. Name three means of transport
2. Write 3 simple sentences related to transport
3. Describe different means of transport
4. Write 5 words related to transport

THEME 10: THINGS WE MAKE

Expected Learning Outcomes: The learner is able to identify, appreciate and express oneself aesthetically and imaginatively.



Mats



Basket



Dolls

Things We Make at Home

- (i) Mats
- (ii) Baskets
- (iii) Pots
- (iv) Dolls
- (v) Toys



Ball



Rope



Hat

Things We Make at School

- (i) Balls
- (ii) Ropes
- (iii) Hats

- (iv) Winnowers (used for cleaning grains)

Exercise 10.1

Answer in full sentences:

1. Name two things we make at home.
2. Name two things we make at school.
3. What do we use winnowers for?
4. Which place do we make dolls?
5. Why is it important to make things at home and school?



Answers

1. Two things we make at home are mats and baskets.
2. Two things we make at school are balls and ropes.
3. We use winnowers for cleaning grains.
4. We make dolls at home.
5. It is important to make things at home and school because they help us in our daily life and play.

Teaching Tip: Bring samples or pictures of mats, baskets, balls, and ropes. Pupils can touch, see, and even role-play how each item is used. This makes the lesson practical and memorable.

Exercise 10.2

1. Counting 1-99
2. Writing number symbols 1-90
3. Writing number names 41-60
4. Matching number symbols to number names

10	thirty
20	sixty
30	ten
40	ninety
50	eighty
60	forty
70	fifty
80	seventy
90	one hundred
100	twenty

5. Adding

$$\begin{array}{r} \text{(i)} \quad 3 \\ + 1 \\ \hline \hline \end{array}$$

$$\begin{array}{r} \text{(ii)} \quad 6 \\ + 3 \\ \hline \hline \end{array}$$

$$\begin{array}{r} \text{(iii)} \quad 4 \\ + 3 \\ \hline \hline \end{array}$$

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

$$\begin{array}{r} \text{(v)} \quad 8 \\ + 1 \\ \hline \hline \end{array}$$

$$\begin{array}{r} \text{(vi)} \quad 7 \\ + 1 \\ \hline \hline \end{array}$$

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

$$\begin{array}{r} \text{(viii)} \quad 5 \\ + 4 \\ \hline \hline \end{array}$$

$$\begin{array}{r} \text{(ix)} \quad 42 \\ + 12 \\ \hline \hline \end{array}$$

$$\begin{array}{r} \text{(x)} \quad 54 \\ + 31 \\ \hline \hline \end{array}$$

$$\begin{array}{r} \text{(xi)} \quad 62 \\ + 32 \\ \hline \hline \end{array}$$

$$\begin{array}{r} \text{(xii)} \quad 41 \\ + 37 \\ \hline \hline \end{array}$$

$$\begin{array}{r} \text{(xiii)} \quad 6 \ 8 \\ + 2 \ 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiv)} \quad 4 \ 4 \\ + 3 \ 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xv)} \quad 3 \ 5 \\ + 2 \ 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xvi)} \quad 5 \ 1 \\ + 1 \ 7 \\ \hline \\ \hline \end{array}$$

6. Match objects to uses

Cup	carrying water
Chair	carrying tea
Plate	cooking food
Bicycle	writing
Water	sitting on
Soap	carrying food
Jerrican	bathing
Pencil	transport

7. Draw the following we make at home and at school

- (a) Mat
- (b) Pot
- (c) Basket
- (d) toy,
- (e) ball
- (f) rope
- (g) hand bag,
- (h) shaker,
- (i) necklace
- (j) skirt

Prepositions in Sentences



In → The books are **in** the box.



On → The pen is **on** the table.



Under → The cat is **under** the chair.



Near → Cat **near** the tree



Behind → The cat is **behind** the tree.

Classroom Activity

- (i) Place objects around the classroom (book, pen, ball).
- (ii) Ask pupils to describe where the object is using prepositions. Example: "The ball is under the desk."

Exercise 10.3

Draw the following

Answer in full sentences:

- 1. The book is in the bag.
- 2. The pen is on the table.
- 3. The cat is under the chair.
- 4. The school is near the church.
- 5. The boy is behind the door.

Exercise 10.4

Construct the sentences using: mat, pot, basket, toy, ball, rope, in, on, under, hand bag, shaker, necklace, skirt

Structure

- 1. This is a ...
- 2. The ball is (on) the (chair).
- 3. That is a ...
- 4. These are ...
- 5. Those are ...
- 6. Where is / are the ...?
- 7. It is/they are ...(on/in) ...

Materials We Use to make things

1. **Banana fibres** – used for making ropes, mats, and baskets.
2. **Sisal** – used for making ropes, mats, and bags.
3. **Seeds** – used for decoration, necklaces, and toys.
4. **Clay** – used for making pots, dolls, and bricks.

Sources of Materials

1. **Swamp** → provides clay and reeds.
2. **Forests** → provide sisal, banana fibres, and wood.
3. **Plants** → provide seeds, fibres, and leaves.

Exercise 10.5

Answer in full sentences:

1. What material do we get from plants to make ropes?
2. From where do we get clay?
3. What material is used to make necklaces?
4. Which material comes from forests?
5. Why are materials important at home and school?

Answers

1. We get banana fibres from plants to make ropes.
2. We get clay from swamps.
3. Seeds are used to make necklaces.
4. Sisal comes from forests.
5. Materials are important at home and school because they help us make useful things like mats, pots, and ropes.

Teaching Tip: Bring real samples (banana fibres, seeds, clay) or pictures. Pupils can touch, see, and discuss their uses. This makes the lesson practical and memorable.

Exercise 10.6

1. Match material to source

Material	Source
Banana fibres	Swamp
Sisal	plant
Clay	Forest

2. Match material to Use

Material	Use
Banana fibres	Ropes
Sisal	Pots
Clay	Rope

Sets

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

Element / Member → Each item in a set.

Members of a set are enclosed in a curly bracket.

Example: In the set of fruits {apple, banana, orange}, and *apple* is an element.

Empty Set → A set with no items. Example: { }

Examples of Sets

- (i) **Set of fruits:** {Apple, Banana, Orange}
- (ii) **Set of animals:** {Cow, Goat, Hen}
- (iii) **Set of classroom objects:** {Pencil, Book, Chair}
- (iv) **Set of numbers:** {1, 2, 3, 4, 5}

Classroom Activity

- (i) Pupils can group real objects in class (books, pencils, cups).
- (ii) Draw circles on the board and place items inside to show sets.
- (iii) Use songs or chants: *"A set is a group, a set is a team, things that are alike, we put them in the same!"*

Exercise 10 .7

Answer in full sentences:

- 1. What is a set?
- 2. Name three things in the set of fruits.
- 3. Which set has Cow, Goat, and Hen?
- 4. Write four numbers in the set of numbers.
- 5. Name two things in the set of classroom objects.



Answers

- 1. A set is a group of things that are alike.
- 2. Three things in the set of fruits are apple, banana, and orange.
- 3. Cow, Goat, and Hen are in the set of animals.
- 4. Four numbers in the set of numbers are 1, 2, 3, and 4.
- 5. Two things in the set of classroom objects are pencil and book.

Teaching Tip: Make the lesson interactive by letting pupils collect items around them and group them into sets. This helps them understand the concept practically.

Exercise 10.8

1. Counting (1-99)

2. Fill in numbers

2, 4, __, 8, 10, __

2, __, 6, 8, 10, 12

3, 6, 9, __, 15, 18

21, 22, __, 24, 26, 27

35, __, 37, 38, 39, 40

41, 42, 43, __, 44, 45

56, 57, __, 59, 60, 61

3. Solve

$$\begin{array}{r} \text{(i)} \quad 4 \\ + 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ii)} \quad 3 \\ + 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iii)} \quad 6 \\ + 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iv)} \quad 2 \\ + 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(v)} \quad 4 \\ - 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vi)} \quad 7 \\ - 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vii)} \quad 8 \\ - 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(viii)} \quad 9 \\ - 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ix)} \quad 24 \\ + 14 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(x)} \quad 61 \\ + 23 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xi)} \quad 31 \\ + 22 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xii)} \quad 61 \\ + 16 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiii)} \quad 72 \\ - 17 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiv)} \quad 54 \\ - 32 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xv)} \quad 83 \\ - 14 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xvi)} \quad 58 \\ - 24 \\ \hline \\ \hline \end{array}$$

Exercise 10.9

Use the vocabulary in sentences: paper, palm leaf, sisal, seeds, soil, clay, banana fibre, stick, raffia

Structure

1. What do you use to make ...?
I use ... to make ...
2. What are you doing?
I am making ...
3. What is he/she doing?
She/he is making ...
4. What are they/we doing?
They/We are ...
5. What colour is ...?
It is ...

Exercise 10.10

Draw the following

- (i) Basket
- (ii) Mat
- (iii) Book
- (iv) Pencil
- (v) Box
- (vi) Bottle
- (vii) Skirt
- (viii) Shirt
- (ix) Plate
- (x) Cup

Importance of Things We Make

- (i) **Income generation** – We can sell mats, baskets, or pots to get money.
- (ii) **Domestic use** – We use ropes, hats, and winnowers at home.
- (iii) **Play** – Toys, dolls, and balls help children to play.
- (iv) **Decoration** – Hats, baskets, and mats can be used to beautify our homes.
- (v) **Teaching and learning** – Teachers use models, charts, and toys to teach pupils.

Table: Importance of Things We Make

Thing Made	Importance
Mats, baskets	Income generation, decoration
Pots, ropes	Domestic use
Dolls, balls	Play
Charts, models	Teaching and learning

Exercise 10.11

Answer in full sentences:

1. Why is it important to make mats and baskets?
2. What do we use dolls and balls for?
3. Why do teachers make charts and models?
4. How do things we make help us at home?
5. Why is it important to make things for decoration?



Answers

1. It is important to make mats and baskets because we can sell them to get money.
2. We use dolls and balls for playing.

3. Teachers make charts and models to help pupils in teaching and learning.
4. Things we make help us at home because we use them for domestic purposes.
5. It is important to make things for decoration because they make our homes beautiful.

Teaching Tip: Bring real samples like a basket, ball, or chart to class. Let pupils touch, play, or role-play how each item is used. This makes the lesson practical and memorable.

Buying and Selling

Buying means getting goods by giving money.

Selling means giving goods to others in exchange for money.

People buy things they need, like food, sweets, clothes, and toys.

People sell things they make or grow, like baskets, mats, fruits, and vegetables.

Buying and selling helps us get what we do not have.

It also helps people earn money to meet their needs.

Example Dialogue

Buyer: Good morning. I would like to buy a kilo of sugar.

Seller: Good morning. A kilo of sugar costs 3,000 shillings.

Buyer: Please give me one kilo.

Seller: Here is your sugar. Thank you.

Buyer: Thank you very much.

Exercise 10.12

Answer in full sentences:

1. What is buying?
2. What is selling?

3. Why do people buy things?
4. Why do people sell things?
5. How does buying and selling help people?

 Answers

1. Buying is getting goods by giving money.
2. Selling is giving goods to others in exchange for money.
3. People buy things because they need them.
4. People sell things to get money.
5. Buying and selling helps people to get what they do not have and to earn money.

Teaching Tip: Set up a small classroom “market.” Give pupils play money and items like fruits, toys, or books. Let some act as sellers and others as buyers. This role-play makes the lesson lively and practical.

Exercise 10.13

Please read the story and answer the questions that follow

Story: Buying and Selling at the Shop

One Saturday morning, Sarah went to the shop near her home. She wanted to buy a bar of soap.

She greeted the shopkeeper politely and said, “Good morning. I would like to buy a bar of soap.”

The shopkeeper smiled and replied, “Good morning. A bar of soap costs 2,000 shillings.”

Sarah gave the shopkeeper the money. The shopkeeper gave her the soap and said, “Thank you for buying.”

Sarah answered, “Thank you very much.” She went home happily with her soap.

Questions

1. Who went to the shop?
2. What did Sarah want to buy?
3. How much did the soap cost?
4. What did Sarah give the shopkeeper?
5. What did the shopkeeper give Sarah?
6. How did Sarah feel after buying the soap?

Answers

1. Sarah went to the shop.
2. Sarah wanted to buy a bar of soap.
3. The soap cost 2,000 shillings.
4. Sarah gave the shopkeeper money.
5. The shopkeeper gave Sarah the soap.
6. Sarah felt happy after buying the soap.

Teaching Tip: You can role-play this story in class. Let one pupil act as the buyer and another as the shopkeeper. Use play money and a real bar of soap to make the activity lively and practical.

Shapes of Containers

- (i) **Round containers** – e.g., cups, buckets, pots, tins.
- (ii) **Square containers** – e.g., boxes, cartons.
- (iii) **Rectangular containers** – e.g., suitcases, chalk boxes.
- (iv) **Cylindrical containers** – e.g., soda bottles, water pipes.
- (v) **Oval containers** – e.g., basins, some baskets.

Table: Shapes of Containers

Container	Shape
Cup, pot	Round
Box, carton	Square
Suitcase	Rectangular
Bottle, pipe	Cylindrical
Basin, basket	Oval

Exercise 10.14

Answer in full sentences:

1. What is the shape of a cup?
2. What is the shape of a box?
3. What is the shape of a suitcase?
4. What is the shape of a soda bottle?
5. What is the shape of a basin?



Answers

1. The shape of a cup is round.
2. The shape of a box is square.
3. The shape of a suitcase is rectangular.
4. The shape of a soda bottle is cylindrical.
5. The shape of a basin is oval.

Teaching Tip: Bring real containers like a cup, box, bottle, and basin to class. Let pupils touch them, name their shapes, and sort them into groups. This makes the lesson practical and fun.

Exercise 10.15

Subtract

$$\begin{array}{r} \text{(i)} \quad 4 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ii)} \quad 3 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iii)} \quad 9 \\ - 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iv)} \quad 6 \\ + 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(v)} \quad 6 \\ - 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vi)} \quad 5 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vii)} \quad 8 \\ - 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(viii)} \quad 9 \\ - 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ix)} \quad 24 \\ - 14 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(x)} \quad 61 \\ - 23 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xi)} \quad 35 \\ - 22 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xii)} \quad 69 \\ - 16 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiii)} \quad 78 \\ - 17 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiv)} \quad 54 \\ - 32 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xv)} \quad 87 \\ - 14 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xvi)} \quad 58 \\ - 24 \\ \hline \\ \hline \end{array}$$

Measuring Things with Non-Standard Units

Length means how long something is.

Width means how wide something is.

Instead of using rulers or metres, children can use **hand spans, footsteps, sticks, books, pencils**.

Examples

- a) The **edge of a book** can be measured using hand spans.

Example: The book is **3 hand spans long**.

- b) The **width of a desk** can be measured using pencils.

Example: The desk is **5 pencils wide**.

- c) The **length of the classroom** can be measured using footsteps.

Example: The classroom is **20 footsteps long**.

Exercise 10.16

Answer in full sentences:

1. What can we use to measure the edge of a book?
2. How many hand spans long can a book be?
3. What can we use to measure the width of a desk?
4. How many footsteps long can a classroom be?
5. Why do we use non-standard units in Primary One?



Answers

1. We can use hand spans to measure the edge of a book.
2. A book can be 3 hand spans long.
3. We can use pencils to measure the width of a desk.
4. A classroom can be 20 footsteps long.
5. We use non-standard units in Primary One because they are simple and easy for children to understand.

Teaching Tip: Make this lesson practical. Let pupils measure their books with hand spans, their desks with pencils, and the classroom with footsteps. This activity makes measuring fun and memorable.

Plurals

- (i) **Singular** means **one**.
- (ii) **Plural** means **more than one**.

- (iii) To make plurals, we usually add **-s** or **-es** to words.
- (iv) Some words change completely when they become plural.
- (v) Some words stay the same in both singular and plural form.

Examples

Singular (One)	Plural (Many)
boy	boys
girl	girls
book	books
bus	buses
box	boxes
child	children
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 sheep** and later many **sheep**. This shows how words change from singular to plural.

Exercise 10.17

Answer in full sentences:

1. What is the plural of boy?
2. What is the plural of bus?
3. What is the singular of girls?
4. What is the plural of child?
5. Which word stays the same in singular and plural form?

Answers

1. The plural of boy is boys.
2. The plural of bus is buses.
3. The singular of girls is girl.
4. The plural of child is children.
5. The word sheep stays the same in singular and plural form.

Teaching Tip: 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.

Forming sentences

Use vocabulary in sentences: ball, balls, bag, bags, pot, pots, basket, baskets, toy, toys, doll, dolls

Structures

1. What is this/that?
This is ...
That is ...
2. What are these/those?
These/those are ...
3. How many ... can you see?
I can see ...
4. How many ... do you have?
I have ...

Exercise 10.17

Draw the following

1. 2Balls
2. 3bags
3. 5pots,
4. 2baskets
5. 6dolls

Exercise 10.18

1. Write number symbols 0-90
2. Write number names 0-60
3. Solve

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

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

$$\begin{array}{r} \text{(iii)} \quad 3 \\ + 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iv)} \quad 7 \\ + 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(v)} \quad 6 \\ - 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vi)} \quad 5 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vii)} \quad 8 \\ - 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(viii)} \quad 9 \\ - 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ix)} \quad 24 \\ + 14 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(x)} \quad 61 \\ + 23 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xi)} \quad 35 \\ + 22 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xii)} \quad 61 \\ + 16 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiii)} \quad 78 \\ - 17 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiv)} \quad 54 \\ - 32 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xv)} \quad 87 \\ - 14 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xvi)} \quad 58 \\ - 24 \\ \hline \\ \hline \end{array}$$

Exercise 10.19

1. Write any five things we make
2. Write the importance of the following things we make
 - (a) Basket
 - (b) Rope
 - (c) Mat
 - (d) Hat
 - (e) Bag
3. Write 5 words of objects at home
4. Write 6 sentences about things we make using the vocabulary learnt.

5. Draw and color/shade 4 things we make
6. Write the plurals of the following words
- (a) Boy
 - (b) Bag
 - (c) Ball
 - (d) Cat
 - (e) Book
7. Write the singular of the following
- (a) boxes
 - (b) buses
 - (c) plates
 - (d) cups
 - (e) doors

THEME 11: OUR ENVIRONMENT

Expected Learning Outcomes: The child is able to explore, observe, appreciate and identify ways of conserving the environment.



Components of Our Environment

1. **People** – live, work, and care for each other.
2. **Rivers and lakes** – provide water and fish.
3. **Mountains and hills** – give us fresh air and beauty.
4. **Plants** – give us food, medicine, and shade.
5. **Land** – used for farming, building, and settlement.
6. **Animals** – provide food, protection, and companionship.

Importance of Things in Our Environment

1. **Shelter** – trees and land help us build houses.
2. **Transport** – rivers, lakes, and land help us move from place to place.
3. **Food** – plants and animals give us food.
4. **Medicine** – plants provide herbs for healing.
5. **Building materials** – land and trees give us soil, wood, and stones.
6. **Pets** – animals like dogs and cats give us company.
7. **Protection** – animals like dogs protect our homes.

Table: Components and Importance

Component	Importance
People	Care and work together
Rivers, lakes	Water, transport, fish
Mountains, hills	Fresh air, beauty
Plants	Food, medicine, shade
Land	Farming, building
Animals	Food, pets, protection

Exercise 11.1

Answer in full sentences:

1. Name two components of our environment.
2. Why are rivers and lakes important?
3. What do plants give us?
4. How is land useful to people?
5. Why are animals important in our environment?

Answers

1. Two components of our environment are people and rivers.
2. Rivers and lakes are important because they provide water and fish.
3. Plants give us food, medicine, and shade.
4. Land is useful to people because it is used for farming and building.
5. Animals are important in our environment because they provide food, pets, and protection.

Teaching Tip: Take pupils outside to observe real components of the environment (trees, land, animals). Let them discuss their importance in groups. This makes the lesson practical and engaging.

Exercise 11. 2

Read the dialogue and answer the questions that follow:

Dialogue: Things in the Environment

Teacher: Good morning, children. Can you name some things we see in our environment?

James: We see people, rivers, and lakes.

Teacher: Very good. What else do we see?

Anna: We see mountains, hills, and land.

Teacher: Excellent. Can anyone tell me why plants are important in our environment?

Mark: Plants are important because they give us food and medicine.

Teacher: Well done. And why are animals important?

Moses: Animals are important because they give us food, pets, and protection.

Teacher: Wonderful answers. Our environment is very important because it helps us live, eat, travel, and stay safe.

Questions

1. Name two things we see in our environment.
2. Why are plants important in our environment?
3. What do rivers and lakes give us?
4. Why are animals important in our environment?
5. How does the environment help us?

Answers

6. Two things we see in our environment are rivers and mountains.
7. Plants are important in our environment because they give us food and medicine.
8. Rivers and lakes give us water and fish.
9. Animals are important in our environment because they give us food, pets, and protection.
10. The environment helps us by giving us shelter, food, medicine, transport, and building materials.

Teaching Tip: Turn this dialogue into a role-play. Let pupils act as “Teacher” and “Pupils” in groups, naming components of the environment and explaining their importance. This makes the lesson interactive and memorable.

Exercise 11.3

1. Counting (1–99)
2. Write number symbols 0-99
3. Write number names 61-99

Naming and talking about different animals, birds and plants

Animals

Domestic animals: dog, cat, cow, goat, sheep.

Wild animals: lion, elephant, zebra, giraffe.

Uses: Animals give us food, protection, and companionship.

Birds

Domestic birds: hen, duck, turkey.

Wild birds: eagle, parrot, owl.

Uses: Birds give us eggs, meat, and beauty in the environment.

Plants

Domestic plants: maize, beans, bananas, mango tree.

Wild plants: grass, wild flowers, shrubs.

Uses: Plants give us food, medicine, shade, and building materials.

Exercise 11.4

Answer in full sentences:

1. Name two domestic animals.
2. Name two wild birds.
3. What do hens give us?
4. Why are plants important to people?
5. Give one example of a wild animal.

Answers

1. Two domestic animals are the dog and the cow.
2. Two wild birds are the eagle and the parrot.
3. Hens give us eggs and meat.
4. Plants are important to people because they give us food, medicine, shade, and building materials.
5. One example of a wild animal is the lion.

Teaching Tip: Take pupils outside to observe real plants and birds, or use pictures and charts. Let them name what they see and talk about their importance. This makes the lesson practical and engaging.

Exercise 11.5

1. Name physical Features in Our Environment

Lakes – large bodies of water surrounded by land.

Example: Lake Victoria.

Rivers – flowing water moving across land.

Example: River Nile.

Hills – raised land that is smaller than a mountain.

Example: Naguru Hill.

Mountains – very high landforms.

Example: Mount Elgon.

2. Give Importance of Physical Features in our environment

Lakes and rivers – provide water, fish, and transport.

Hills and mountains – give fresh air, beauty, and tourist attractions.

Landforms – help people in farming, settlement, and building.

Exercise 11.6

Answer in full sentences:

1. Name one lake in our environment.
2. What is the importance of rivers?
3. Give one example of a hill.
4. Why are mountains important?
5. How do lakes help people?



Answers

1. One lake in our environment is Lake Victoria.
2. Rivers are important because they provide water and transport.
3. One example of a hill is Naguru Hill.
4. Mountains are important because they provide tourism and farming land.
5. Lakes help people because they provide water and fish.

Teaching Tip: Take pupils outside or show them pictures of nearby physical features. Let them name the features and talk about their importance. This makes the lesson practical and memorable.

Animals and Their Homes

- (i) **Dog** – lives in a kennel.
- (ii) **Cow** – lives in a cowshed.
- (iii) **Hen** – lives in a coop.
- (iv) **Lion** – lives in a den.
- (v) **Fish** – lives in water.
- (vi) **Bee** – lives in a hive.

(vii) **Bird** – lives in a nest.

(viii) **Goat** – lives in a pen.

Table: Animals and Homes

Animal	Home
Dog	Kennel
Cow	Cowshed
Hen	Coop
Lion	Den
Fish	Water
Bee	Hive
Bird	Nest
Goat	Pen

Exercise 11.7

Answer in full sentences:

1. Where does a dog live?
2. Where does a cow live?
3. Where does a hen live?
4. Where does a lion live?
5. Where does a bird live?



Answers

1. A dog lives in a kennel.
2. A cow lives in a cowshed.

3. A hen lives in a coop.
4. A lion lives in a den.
5. A bird lives in a nest.

Teaching Tip: Use pictures or real examples (like a bird's nest or a beehive) to show pupils. You can also play a "matching game" where children connect animals to their homes.

Exercise 11.7

Match animals and their homes

Animal	Home
Dog	Water
Cow	Hive
Hen	Nest
Lion	water
Fish	Kennel
Bee	Hive
Bird	Cowshed
Goat	den

Exercise 11.8

Form sentences using the vocabulary of components of things in our environment e.g. tree, bird, dog, rabbit, hen, sheep, plant, zebra, monkey, lion, elephant, snake, flower.

Structures

1. Show me a/an/the...
This is a/an/the ...
That is a/an/the ...
2. What are these/those?
These are ...
Those are ...

3. How many ...are there?
There are...

Exercise 11.9

Draw the following

- (i) tree
- (ii) bird
- (iii) dog
- (iv) rabbit
- (v) hen
- (vi) sheep
- (vii) plant
- (viii) zebra
- (ix) monkey
- (x) lion
- (xi) elephant
- (xii) snake
- (xiii) flower

Factors That Damage Our Environment

- (a) **Cutting down trees** – destroys forests and causes soil erosion.
- (b) **Burning grass** – kills plants and animals.
- (c) **Over-grazing** – animals eat too much grass, leaving land bare.
- (d) **Poor farming methods** – reduce soil fertility.
- (e) **Poor waste disposal** – polythene bags and rubbish pollute the land.
- (f) **Building in wetlands** – destroys water sources and animals' homes.
- (g) **Over-harvesting of sand and brick making** – leaves land with holes and weakens soil.
- (h) **Leaving uncovered holes** – causes accidents and collects dirty water.
- (i) **Pollution** – smoke, dirty water, and rubbish make the environment unhealthy.

Exercise 11.10

Answer in full sentences:

1. What happens when people cut down trees?
2. Why is burning grass bad for the environment?
3. What is the effect of poor farming methods?
4. Why is building in wetlands dangerous?
5. How does pollution damage the environment?



Answers

1. When people cut down trees, it causes soil erosion and loss of forests.
2. Burning grass is bad for the environment because it kills plants and animals.
3. The effect of poor farming methods is that the soil loses fertility.
4. Building in wetlands is dangerous because it destroys water sources and animals' homes.
5. Pollution damages the environment because it makes the land, air, and water unhealthy.

Teaching Tip: Take pupils outside to observe the environment. Show them rubbish, bare land, or smoke, and let them discuss how these damage the environment. This makes the lesson practical and memorable.

Exercise 11.11

Read the dialogue and answer the questions that follow:

Dialogue: Factors That Damage Our Environment

Teacher: Good morning, children. Can you tell me some things that damage our environment?

Mary: Cutting down trees damages our environment.

Teacher: Very good. What else can damage our environment?

Bbosa: Burning grass and over-grazing damage our environment.

Teacher: Excellent. Can anyone mention another factor?

Sarah: Poor waste disposal, like throwing polythene bags, damages our environment.

Teacher: Well, done. And what happens when people build in wetlands?

Mark: When people build in wetlands, they destroy water sources and animals' homes.

Teacher: Wonderful answers. We must protect our environment by avoiding these bad practices.

Questions

1. What damages the environment when people cut down trees?
2. Why is burning grass bad for the environment?
3. What is the effect of poor waste disposal?
4. What happens when people build in wetlands?
5. How can we protect our environment?



Answers

1. Cutting down trees damages the environment because it causes soil erosion and loss of forests.
2. Burning grass is bad for the environment because it kills plants and animals.

3. The effect of poor waste disposal is pollution of land and water.
4. When people build in wetlands, they destroy water sources and animals' homes.
5. We can protect our environment by planting trees, disposing of waste properly, and using good farming methods.

Teaching Tip: Turn this dialogue into a classroom role-play. Let pupils act as “Teacher” and “Pupils,” naming factors that damage the environment and explaining their effects. This makes the lesson interactive and memorable.

Exercise 11.12

Find the missing numbers

1. $3 + \underline{\quad} = 5$
2. $5 + \underline{\quad} = 6$
3. $\underline{\quad} + 2 = 4$
4. $\underline{\quad} + 3 = 8$
5. $4 + \underline{\quad} = 9$
6. $7 + \underline{\quad} = 7$
7. $\underline{\quad} + 1 = 4$
8. $\underline{\quad} + 8 = 10$
9. $\underline{\quad} + 5 = 7$

Exercise 11.13

Subtract

1. $16 - 4 =$
2. $5 - 2 =$
3. $14 - 5 =$
4. $12 - 7 =$
5. $20 - 9 =$
6. $23 - 5 =$
7. $8 - 5 =$
8. $9 - 2 =$
9. $12 - 7 =$
10. $15 - 6 =$

Exercise 11.14

1. Counting 1-99
2. Add
 - (a) $66 + 22 =$
 - (b) $34 + 24 =$
 - (c) $88 + 11 =$
 - (d) $25 + 32 =$
 - (e) $44 + 13 =$
 - (f) $72 + 27 =$
 - (g) $54 + 23 =$
 - (h) $26 + 52 =$
 - (i) $63 + 14 =$
 - (j) $41 + 24 =$
 - (k) $3 + 25 =$
 - (l) $51 + 1 =$
 - (m) $81 + 5 =$
 - (n) $35 + 24 =$

Exercise 11.15

Form sentences using: tree, cut, rain, axe, grass, fire, graze, land, sand, ground, cow, goat, wind, leaf.

Structure

1. What's this?
It's a ...
2. What are these?
These are ...
3. What is he/she ...?
He/She is ...
4. What are you/they doing?

I am/They are ...

5. Why are you ...?

I ... to ...

Exercise 11.16

Draw the following

1. Fire
2. Goat
3. Cow

Ways of Conserving the Environment

- (i) **Mulching** – covering soil with dry grass or leaves to keep it fertile.
- (ii) **Watering** – giving plants water so they can grow well.
- (iii) **Planting trees** – replacing cut trees to protect soil and provide shade.
- (iv) **Proper waste disposal** – throwing rubbish in the right place to keep the environment clean.
- (v) **Water harvesting** – collecting rainwater for use during dry times.
- (vi) **Proper use of resources** – using land, water, and forests wisely without wasting them.

Table: Conservation Methods and Importance

Method	Importance
Mulching	Keeps soil fertile and prevents erosion
Watering	Helps plants grow well
Planting trees	Provides shade, rain, and clean air
Proper waste disposal	Keeps environment clean and healthy
Water harvesting	Provides water during dry seasons
Proper use of resources	Ensures resources last for future use

Exercise 11.16

Answer in full sentences:

1. Why do we mulch the soil?
2. Why is watering plants important?
3. What happens when we plant trees?
4. Why should we dispose of waste properly?
5. How does water harvesting help people?



Answers

1. We mulch the soil to keep it fertile and prevent erosion.
2. Watering plants is important because it helps them grow well.
3. When we plant trees, we get shade, rain, and clean air.
4. We should dispose of waste properly because it keeps the environment clean and healthy.
5. Water harvesting helps people because it provides water during dry seasons.

Teaching Tip: Take pupils outside to practice conservation activities like watering plants or collecting rubbish. You can also organize a tree-planting activity at school to make the lesson practical and memorable.

Exercise 11.17

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

Poem: Conserving the Environment

Plant a tree, and watch it grow,
It gives us shade and rain to flow.

Water the plants, keep them alive,
They help our world to survive.

Mulch the soil, protect the ground,
Healthy crops will then be found.

Throw the rubbish in the bin,
Keep the environment neat and clean.

Harvest water when rains fall,
It will help us one and all.

Use resources in a proper way,
So they can last another day.

Questions

1. Why should we plant trees?
2. What happens when we water plants?
3. Why do we mulch the soil?

4. Where should we throw rubbish?
5. Why is water harvesting important?

 Answers

1. We should plant trees because they give us shade and rain.
2. When we water plants, they stay alive and grow well.
3. We mulch the soil to protect it and keep it fertile.
4. We should throw rubbish in the bin to keep the environment clean.
5. Water harvesting is important because it gives us water during dry times.

Teaching Tip: You can turn this poem into a chant or song. Let pupils clap or drum as they recite each line. This makes conservation fun and easy to remember.

Exercise 11.18

1. Counting 1 – 99
2. Solve

(i) $\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$	(ii) $\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$	(iii) $\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$	(iv) $\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$
(v) $\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$	(vi) $\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$	(vii) $\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$	(viii) $\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$
(ix) $\begin{array}{r} 24 \\ + 14 \\ \hline \end{array}$	(x) $\begin{array}{r} 61 \\ + 23 \\ \hline \end{array}$	(xi) $\begin{array}{r} 35 \\ + 22 \\ \hline \end{array}$	(xii) $\begin{array}{r} 61 \\ + 16 \\ \hline \end{array}$
(xiii) $\begin{array}{r} 78 \\ - 17 \\ \hline \end{array}$	(xiv) $\begin{array}{r} 54 \\ - 32 \\ \hline \end{array}$	(xv) $\begin{array}{r} 87 \\ - 14 \\ \hline \end{array}$	(xvi) $\begin{array}{r} 58 \\ - 24 \\ \hline \end{array}$

- ### Exercise 11.19

Structures

- ### Exercise 11.20

1. Tree
2. watering can
3. plant
4. rake
5. hoe
6. slasher

THEME 12: PEACE AND SECURITY

Expected Learning Outcomes: The learner is able to recognize and appreciate the importance of living with others harmoniously in the home, school and community.

Factors That Promote Peace and Security in Our Home

- (i) **Good relationship in a home** – family members live together happily.
- (ii) **Good health** – when everyone is healthy, there is joy and peace.
- (iii) **Love** – family members care for one another.
- (iv) **Protection** – parents and elders keep children safe.
- (v) **Obedience** – children listen to their parents and follow rules.
- (vi) **Respect** – family members respect each other's feelings and property.
- (vii) interacting positively
- (viii) caring for one another

Table: Factors and Importance

Factor	Importance
Good relationship	Promotes happiness and unity
Good health	Brings joy and peace
Love	Creates care and kindness
Protection	Keeps family members safe
Obedience	Maintains order in the home
Respect	Builds trust and harmony

Exercise 12.1

Answer in full sentences:

1. Why is a good relationship important in a home?
2. What happens when family members have good health?
3. Why should children obey their parents?
4. How does love promote peace in a home?
5. Why is respect important in a family?



Answers

1. A good relationship is important in a home because it promotes happiness and unity.
2. When family members have good health, there is joy and peace in the home.
3. Children should obey their parents because it maintains order in the home.
4. Love promotes peace in a home because family members care for one another.
5. Respect is important in a family because it builds trust and harmony.

Teaching Tip: Encourage pupils to role-play family situations showing love, respect, and obedience. This helps them understand how peace and security are built at home.

Exercise 12.2

Read the dialogue and answer the questions that follow

Dialogue: Peace and Security in Our Home

Teacher: Good morning, children. What makes a home peaceful?

Bbosa: A good relationship makes a home peaceful.

Mary: Very good. What else promotes peace in a home?

Mark: Good health promotes peace in a home.

John: Excellent. Can anyone tell me another factor?

Sarah: Love and protection promote peace in a home.

Teacher: Well, done. And why is obedience important?

David: Obedience is important because children listen to their parents and follow rules.

Teacher: Wonderful. What about respect?

Moses: Respect is important because family members value each other's feelings and property.

Teacher: Excellent answers. When we have love, respect, obedience, and good health, our home is safe and peaceful.

Questions

1. What makes a home peaceful?
2. Why is good health important in a home?
3. How does love promote peace in a home?
4. Why should children obey their parents?
5. Why is respect important in a family?



Answers

1. A good relationship makes a home peaceful.
2. Good health is important in a home because it brings joy and peace.
3. Love promotes peace in a home because family members care for one another.
4. Children should obey their parents because it maintains order in the home.
5. Respect is important in a family because it builds trust and harmony.

Teaching Tip: Turn this dialogue into a role-play. Let pupils act as “Teacher” and “Pupils,” showing how love, respect, and obedience promote peace. This makes the lesson interactive and memorable.

Causes of Insecurity in Our Home

- (i) **Poor relationships in the home** – family members quarrel and fight.
- (ii) **Poverty** – lack of money brings stress and unhappiness.
- (iii) **Diseases** – sickness weakens family members and causes worry.
- (iv) **Lack of food** – hunger makes people weak and unhappy.
- (v) **Violence** – fighting and beating cause fear and pain.
- (vi) **Defilement** – children are abused and lose safety.
- (vii) **Isolation** – family members are left alone without care.
- (viii) **Child neglect** – children are not given love, food, or education.

Table: Causes and Their Effects

Cause	Effect
Poor relationships	Quarrels, fights, unhappiness
Poverty	Stress, lack of basic needs
Diseases	Weakness, worry, sadness
Lack of food	Hunger, weakness, unhappiness
Violence	Fear, pain, broken trust
Defilement	Loss of safety, trauma
Isolation	Loneliness, sadness
Child neglect	Lack of love, food, education

Exercise 11.3

Answer in full sentences:

1. What happens when there are poor relationships in a home?

2. Why does poverty cause insecurity in a family?
3. What is the effect of diseases in a home?
4. Why is violence bad for a family?
5. What happens when children are neglected?

Answers

1. When there are poor relationships in a home, family members quarrel and fight.
2. Poverty causes insecurity in a family because it brings stress and lack of basic needs.
3. The effect of diseases in a home is weakness and worry among family members.
4. Violence is bad for a family because it causes fear, pain, and broken trust.
5. When children are neglected, they lack love, food, and education.

Teaching Tip: Encourage pupils to role-play a “peaceful home” versus an “insecure home.” This helps them understand the importance of love, respect, and care in promoting security.

Exercise 11.3

Read the poem answer the questions that follow

Poem: Causes of Insecurity in Our Home

When people quarrel, fight, and shout,
Peace in the home is thrown about.

When poverty brings hunger and pain,
Families suffer again and again.

When sickness comes, and health is weak,
Sadness and worry are what we seek.

When food is gone, and children cry,
The home feels empty, spirits dry.

When violence rules with fear and blows,
Love disappears, and hatred grows.

When children are left without care,
Neglect brings sorrow everywhere.

Isolation makes hearts alone,
No joy, no laughter, only moan.

Questions

1. What happens when family members quarrel and fight?
2. Why does poverty cause insecurity in a home?
3. What is the effect of sickness in a family?
4. Why is violence bad for a home?
5. What happens when children are neglected?

Answers

1. When family members quarrel and fight, peace in the home is lost.
2. Poverty causes insecurity in a home because it brings hunger and pain.
3. The effect of sickness in a family is sadness and worry.
4. Violence is bad for a home because it causes fear and hatred.
5. When children are neglected, they suffer from sorrow and lack of care.

Teaching Tip: Let pupils recite the poem in groups, then discuss each stanza to connect the words with real-life situations. This helps them understand how insecurity affects families.

Exercise 11.4

1. Count up to 99
2. Write symbols up to 99
3. Write number names up to 99
4. Recite the multiplication table of 2
5. Solve

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

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

$$\begin{array}{r} \text{(iii)} \quad 3 \\ + 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iv)} \quad 7 \\ + 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(v)} \quad 6 \\ - 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vi)} \quad 5 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vii)} \quad 8 \\ - 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(viii)} \quad 9 \\ - 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ix)} \quad 24 \\ + 14 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(x)} \quad 61 \\ + 23 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xi)} \quad 35 \\ + 22 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xii)} \quad 61 \\ + 16 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiii)} \quad 78 \\ - 17 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiv)} \quad 54 \\ - 32 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xv)} \quad 87 \\ - 14 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xvi)} \quad 58 \\ - 24 \\ \hline \\ \hline \end{array}$$

Exercise 11.5

Read and draw words

- (a) Fire
- (b) Gun

- (c) Food
- (d) Knife
- (e) Spear
- (f) water

Exercise 11.6

1. Write 3 factors that promote peace at home
2. Write 3 factors that promote insecurity at home

Exercise 11.7

Form sentences using: fire, fight, spear, gun, knife, needle, stick, stone, share, help, pray, play

Structures

1. Who has ... (gun)?
Tom/She/He has a ... (gun)
2. Who is your friend?" • „
... (name) is my friend.
He/She is my friend.
3. What are they doing...?
They are...
4. What is he/she doing?
He/She is ...
They are ..."

Exercise 11.8

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

Dialogue: Insecurity in Our School

Teacher: Good morning, children. What are some things that cause insecurity in our school?

Mark: Stealing people's things causes insecurity in our school.

Teacher: Very good. What else can cause insecurity?

James: Beating others causes insecurity in our school.

Teacher: Excellent. Can anyone mention another factor?

Jacob: Not following school rules and regulations causes insecurity.

Teacher: Well done. What happens when pupils fail to show respect?

Moses: When pupils fail to show respect, there is quarrelling and fighting.

Teacher: Good answer. And what about teasing?

John: Teasing makes other pupils sad and afraid.

Teacher: Wonderful. To have peace and security in our school, we must avoid these bad practices.

Questions

1. What happens when pupils take other people's things?
2. Why is beating others bad in school?
3. What is the effect of not following school rules?
4. What happens when pupils fail to show respect?
5. Why is teasing dangerous in school?



Answers

1. When pupils take other people's things, it causes insecurity in the school.
2. Beating others is bad in school because it causes fear and injuries.

3. The effect of not following school rules is disorder and insecurity.
4. When pupils fail to show respect, there is quarrelling and fighting.
5. Teasing is dangerous in school because it makes other pupils sad and afraid.

Teaching Tip: Turn this dialogue into a role-play. Let pupils act out both good and bad behaviors, then discuss how insecurity can be avoided. This makes the lesson practical and memorable.

People Who Keep Peace and Security

- (i) **Elders, men and women** – guide families and solve problems.
- (ii) **Youths and Local Council (LC) leaders** – help in community work and settle disputes.
- (iii) **Security personnel (LDU, police, army)** – protect people and property.
- (iv) **Parents** – teach children good behavior and care for them.
- (v) **Teachers** – guide pupils and promote discipline in school.
- (vi) **Religious leaders** – teach love, respect, and unity.

Table: People and Their Roles

Person/Group	Role in Peace and Security
Elders, men and women	Guide families, solve problems
Youths, LC leaders	Help in community work, settle disputes
Security personnel	Protect people and property
Parents	Teach children good behavior
Teachers	Promote discipline in school
Religious leaders	Teach love, respect, and unity

Exercise 11.9

Answer in full sentences:

1. Who guides families and solves problems in the community?
2. What do LC leaders do in the community?
3. Who protects people and property?
4. Why are parents important in keeping peace?
5. How do religious leaders promote peace?



Answers

1. Elders, men and women guide families and solve problems in the community.
2. LC leaders help in community work and settle disputes.
3. Security personnel protect people and property.
4. Parents are important in keeping peace because they teach children good behavior and care for them.
5. Religious leaders promote peace by teaching love, respect, and unity.

Teaching Tip: Encourage pupils to role-play different community members (elder, LC leader, police officer, teacher, parent, religious leader) and act out how they keep peace. This makes the lesson interactive and memorable.

Exercise 11.10

Read the story and answer the questions that follow:

Story: Keeping Peace in Our Community

In Kalungi village, people live happily because many people work hard to keep peace and security.

The **elders** guide families and settle quarrels. They teach children to respect one another. The **LC leaders and youths** help in community work and solve disputes among neighbors. The **police and army** protect people and property. They make sure everyone is safe. The **parents** teach children good behavior and care for them at home. The **teachers** guide pupils in school and promote discipline. The **religious leaders** teach love, respect, and unity in the community.

Because of these people, Kalungi village is peaceful, safe, and happy.

Questions

1. Who guides families and settles quarrels in the community?
2. What do LC leaders and youths do in the community?
3. Who protects people and property?
4. Why are parents important in keeping peace?
5. How do religious leaders promote peace?



Answers

1. Elders guide families and settle quarrels in the community.
2. LC leaders and youths help in community work and solve disputes.
3. Police and army protect people and property.
4. Parents are important in keeping peace because they teach children good behavior and care for them.
5. Religious leaders promote peace by teaching love, respect, and unity.

Teaching Tip: After reading the story, let pupils act out the roles of elders, parents, teachers, police, and religious leaders. This role-play helps them understand how each person contributes to peace and security.

Importance of Peace and Security

- (i) **Harmony** – people live together happily without quarrels.
- (ii) **Love** – family and community members care for one another.
- (iii) **Safety** – everyone feels protected from harm.
- (iv) **Care** – children and elders are looked after properly.

Table: Importance and Meaning

Importance	Meaning
Harmony	People live together happily and peacefully
Love	Family members care for one another
Safety	Everyone is protected from harm
Care	Children and elders are looked after

Exercise 11.11

Answer in full sentences:

1. Why is harmony important in a home?
2. How does love promote peace?
3. Why is safety important in a community?
4. What happens when people care for one another?

Answers

1. Harmony is important in a home because people live together happily and peacefully.

2. Love promotes peace because family members care for one another.
3. Safety is important in a community because it protects people from harm.
4. When people care for one another, children and elders are looked after properly.

Teaching Tip: Encourage pupils to role-play situations showing harmony, love, safety, and care. For example, acting out a family sharing food, helping a sick person, or protecting a child. This makes the lesson practical and memorable.

Whole, Quarters, and Halves



- (i) **Whole** → the complete item, not divided.
- (ii) **Half** → dividing something into **two equal parts**.
- (iii) **Quarter** → dividing something into **four equal parts**.

Examples

1. **Whole:** A full chapati is a whole.
2. **Half:** If you cut the chapati into 2 equal parts, each part is a half.
3. **Quarter:** If you cut the chapati into 4 equal parts, each part is a quarter.

Classroom Activity

- Draw a circle on the board.
 - Shade the whole circle → whole.
 - Shade 2 equal parts → halves.
 - Shade 4 equal parts → quarters.
- Pupils fold paper into halves and quarters.
- Pupils share sweets: 1 sweet each (whole), $\frac{1}{2}$ sweet each (half), $\frac{1}{4}$ sweet each (quarter).

Table: Whole, Halves, Quarters

Concept	Meaning	Example
Whole	Complete item	A full chapati
Half	Two equal parts	Cutting chapati into 2 parts
Quarter	Four equal parts	Cutting chapati into 4 parts

Exercise 11.12

Answer in full sentences:

1. What is a whole?
2. How many halves make a whole?
3. How many quarters make a whole?
4. How many quarters make a half?
5. Which is bigger, a half or a quarter?

Answers

1. A whole is the complete item, not divided.
2. Two halves make a whole.

3. Four quarters make a whole.
4. Two quarters make a half.
5. A half is bigger than a quarter.

Teaching Tip: Use real objects like fruits, chapati, or paper folding to demonstrate. Pupils understand better when they see and touch the parts.

Multiplying by 10

Multiplying by 10 means **adding the same number ten times**.

Examples

1. $10 \times 2 = 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 20$
2. $10 \times 3 = 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 = 30$
3. $10 \times 5 = 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 50$

Classroom Activity

- Pupils clap **10 times** for each number (e.g., clap 10 times for 4, then count: 4, 8, 12... up to 40).
- Use bottle tops or sticks: group them in tens and count by adding.
- Draw circles with 10 dots inside each, then count the total.

Multiplication Table of 10

Number	Multiplication	Answer
1	10×1	10
2	10×2	20
3	10×3	30
4	10×4	40
5	10×5	50
6	10×6	60
7	10×7	70
8	10×8	80
9	10×9	90
10	10×10	100

Exercise 11.13

Answer in full sentences:

1. What is 10×4 ?
2. Write 10×6 as repeated addition.
3. What is 10×1 ?
4. Write 10×9 as repeated addition.
5. What is 10×8 ?

Answers

1. $10 \times 4 = 40$.
2. $10 \times 6 = 6 + 6 + 6 + 6 + 6 + 6 + 6 + 6 + 6 + 6 = 60$.
3. $10 \times 1 = 10$.

4. $10 \times 9 = 9 + 9 + 9 + 9 + 9 + 9 + 9 + 9 + 9 + 9 = 90.$

5. $10 \times 8 = 80.$

Teaching Tip: Encourage pupils to chant the multiplication table of 10 together. For example:
“Ten times one is ten, ten times two is twenty...” This rhythm helps them memorize easily.

Exercise 11.14

Form sentences using: policeman / policewoman, elder, religious leader, child(ren), man / woman, boy / girl

Structures

1. Who is she/he?
She/He is ...
2. What does he/she do?
She/ He ...
3. What can you see?
I can see ...
4. Who are they?
They are...
5. What are they doing?
They are ...ing

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