



Primary Three – term 1

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Time, t, is now!!!

PRIMARY THREE

TERM 2

THEME 5: LIVING THINGS: ANIMALS IN OUR SUB-COUNTY / DIVISION

Expected learning outcome: The child acquires, appreciates and applies basic scientific knowledge about living things in day-to-day life.

5.1 Living things

Living things are things that have life. They can grow, move, reproduce, and respond to their environment.

Examples of Living Things

- (i) **People**
- (ii) **Animals** (cow, dog, lion)
- (iii) **Birds** (hen, parrot, eagle)
- (iv) **Fish** (tilapia, shark, goldfish)
- (v) **Insects** (ant, butterfly, mosquito)
- (vi) **Plants** (maize, mango tree, grass)

Exercise 5.1.1

1. Name two examples of animals.
2. What do birds give us?
3. Why are plants important to people?
4. Name two examples of insects.
5. What do fish do in water?



Answers

1. Two examples of animals are the cow and the dog.

2. Birds give us eggs and meat.
3. Plants are important to people because they give us food and shade.
4. Two examples of insects are the ant and the butterfly.
5. Fish swim in water and give us food.

Teaching Tip: To make this lesson engaging, ask pupils to go outside and point out one living thing they can see (a plant, bird, insect, or animal). Then let them explain what it does.

Classes of Animals

- **Animals in the air:** birds, bats.
- **Animals in water:** fish, crocodiles.
- **Animals on land:** cows, goats, lions.

Exercise 5.1.2

1. Name two animals that live in the air.
2. Name two animals that live in water.
3. Name two animals that live on land.
4. Why are cows important to people?
5. What do birds give us?



Answers

1. Two animals that live in the air are birds and bats.
2. Two animals that live in water are fish and crocodiles.
3. Two animals that live on land are cows and goats.
4. Cows are important to people because they give us milk and meat.
5. Birds give us eggs and meat.

Teaching Tip: You can make this lesson fun by asking pupils to act out how each animal moves — flying like birds, swimming like fish, or walking like cows.

Types of Animals

1. Domestic Animals

Domestic animals are animals kept at home or on the farm.



Cow (milk and meat)



Goat (meat and milk)



Hen (eggs and Meat)



Dog (guards the home)



Cat (chases rats)

2. Wild Animals

Wild animals live freely in forests, grasslands, or water. They are not kept at home.



Lion– lives in the forest



Elephant– lives in the forest and grassland



Zebra– lives in the grassland



Crocodile – lives in rivers

Exercise 5.1.3

Answer in full sentences:

1. Name two domestic animals.
2. Name two wild animals.
3. Which domestic animal gives us eggs?
4. Where does the lion live?
5. Why do people keep dogs at home?

✓ Answers

1. Two domestic animals are the cow and the goat.
2. Two wild animals are the elephant and the zebra.
3. The hen gives us eggs.
4. The lion lives in the forest.
5. People keep dogs at home because they guard the home.

Teaching Tip: Bring pictures or charts of domestic and wild animals. Ask pupils to classify them by pointing and saying, “This is a domestic animal” or “This is a wild animal.”

🐾 Characteristics of Animals

Animals can be described by their **body features**. Let’s look at some important ones:

1. Number of Legs



Bird has 3 legs



Cow has four legs



Millipede has many legs

- Some animals have **two legs** (e.g., birds, humans).
- Some have **four legs** (e.g., cows, goats, lions).
- Some have **many legs** (e.g., insects like ants have six, spiders have eight, millipedes have many).

2. Type of Foot



Hooves (cow, goat)



Claw (Cats, Leopard)



Webbed feet (duck, frog)



Talons (eagles, hawks)



Paw (dogs)

3. Type of Skin



Fur or hair: dogs, cats, lions.



Feathers: birds like hens, pigeons.



Scales (fish, snakes)



Shells (tortoises, snails)



Smooth skin (frogs)

Example Sentences

- (a) A cow has **four legs** and **hooves**.
- (b) A bird has **two legs** and **feathers**.
- (c) A fish has **scales** and **fins** instead of legs.
- (d) A cat has **four legs**, **paws**, and **fur**.

Exercise 5.1.4

- 1. How many legs does a spider have?
- 2. Which animals have feathers?
- 3. Name one animal with scales.
- 4. What type of foot does a duck have?
- 5. Which animals have shells?



Answers

- 1. A spider has **eight legs**.
- 2. Birds have **feathers**.
- 3. A fish has **scales**.
- 4. A duck has **webbed feet**.
- 5. A tortoise or snail has a **shell**.

Teaching Tip: You can make this fun by asking pupils to **draw different animals** and label their legs, feet, and skin type.

Homes of Domestic Animals

Domestic animals are those kept at home or on the farm. They have special shelters:



Pig – lives in a **sty** or **pen**



Cattle (cows) – live in a **shed** or **kraal**



Dog – lives in a **kennel**, **den**, or at home



Goat – lives in a **pen**



Hen – lives in a **coop**



Horse – lives in a **stable**

Homes of Wild Animals

Wild animals live freely in nature. Their homes are called **habitats**:



Lion – lives in the **forest** or **den**



Elephant, zebra –live in **grassland**



Rabbit – lives in a **burrow** (underground)



Birds – live in **nests** on trees



Fish – lives in **water**



Crocodile – lives in **water**

Exercise 5.1.5

1. Where does a pig live?
2. Name two domestic animals and their homes.
3. Which wild animal lives in a burrow?
4. Where does a lion live?
5. Name one animal that lives in a nest.

Answers

1. A pig lives in a sty or pen.
2. A dog lives in a kennel, and a hen lives in a coop.
3. A rabbit lives in a burrow.
4. A lion lives in the forest or a den.
5. A bird lives in a nest.

Teaching Tip: Use pictures or flashcards of animals and their homes. Pupils can play a **matching game**: match the animal to its home.

Mathematics Competences 5.1

Exercise 5.1.6

1. Count from 4000 to 5000
2. Write numbers from
 - (a) 4001 to 4011
 - (b) 4111 to 4120
 - (c) 4565 to 4575
 - (d) 4866 to 4873
 - (e) 4994 to 5000
3. Fill in missing numbers
 - (a) 4654, __, __, __, __
 - (b) __, __, __, __, __, 5762
 - (c) __, __, 8782, __, __, __

4. Write the numbers in expanded form
- (a) 5731
 - (b) 4566
 - (c) 2424
 - (d) 3890
 - (e) 5200
5. Write the number that has been expanded
- (a) $4000 + 30 + 1$
 - (b) $2000 + 900 + 2$
 - (c) $3000 + 400 + 70 + 9$
 - (d) $1000 + 1$
 - (e) $3000 + 500 + 40$

Vertical Subtraction with Borrowing

We write numbers **one below the other in columns** (hundreds, tens, ones). If the top digit is **smaller** than the bottom digit, we **borrow** from the next column.

Example: Subtract $532 - 278$

Write in columns

$$\begin{array}{r} 532 \\ - 278 \\ \hline \end{array}$$

Step 2: Subtract the ones (units) column

- $2 - 8 \rightarrow$ cannot, because 2 is smaller.
- Borrow **1 ten** from the tens column.
- 2 becomes 12, and tens column reduces by 1 (from 3 to 2).
- $12 - 8 = 4$

$$\begin{array}{r} 2 \ 12 \\ 5 \ 3 \cancel{2} \\ - 278 \\ \hline 4 \end{array}$$

Step 3: Subtract the tens column

- Now tens column is 2 (after borrowing).
- $2 - 7 \rightarrow$ cannot, because 2 is smaller.
- Borrow **1 hundred** from the hundreds column.
- 2 becomes 12, and hundreds column reduces by 1 (from 5 to 4).
- $12 - 7 = 5$

$$\begin{array}{r} 12 \\ 4 \cancel{5} 32 \\ - 278 \\ \hline 54 \end{array}$$

Step 4: Subtract the hundreds column

- Now hundreds column is 4.
- $4 - 2 = 2$

$$\begin{array}{r} 12 \\ 4 \cancel{5} 32 \\ - 278 \\ \hline 254 \end{array}$$

✓ Final Answer: $532 - 278 = 254$

Exercise 5.1.6

1. $421 - 236 = \underline{\quad}$
2. $605 - 478 = \underline{\quad}$
3. $700 - 389 = \underline{\quad}$
4. $832 - 457 = \underline{\quad}$
5. $910 - 675 = \underline{\quad}$

✓ Answers

1. 185

2. 127
3. 311
4. 375
5. 235

Teaching Tip: Pupils can use **sticks or counters** grouped into tens and hundreds. When borrowing, they physically break one ten into ten ones, or one hundred into ten tens. This makes borrowing concrete and easy to understand.

Multiplying a 3-digit number by 2

Example 1: Multiply 276×2

Write the numbers in columns

$\begin{array}{r} 11 \\ 567 \\ \times 2 \\ \hline 1134 \end{array}$	Steps > $7 \times 2 = 14$, write 4 carry 1 > $1 + 6 \times 2 = 13$, write 3 carry 1 > $1 + 5 \times 2 = 11$
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Example 2: Multiply 567×2

Write the numbers in columns

$\begin{array}{r} 11 \\ 567 \\ \times 2 \\ \hline 1134 \end{array}$	Steps > $7 \times 2 = 14$, write 4 carry 1 > $1 + 6 \times 2 = 13$, write 3 carry 1 > $1 + 5 \times 2 = 11$
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Exercise 5.1.7

1. $123 \times 2 = \underline{\quad}$
2. $305 \times 2 = \underline{\quad}$
3. $478 \times 2 = \underline{\quad}$
4. $512 \times 2 = \underline{\quad}$
5. $690 \times 2 = \underline{\quad}$

✓ Answers

1. 246
2. 610
3. 956
4. 1024
5. 1380

Multiplying a 3-digit number by 3

Example 1: Multiply 276×3

Write the numbers in columns

$\begin{array}{r} 276 \\ \times 3 \\ \hline 828 \end{array}$	Steps > $6 \times 3 = 18$, write 8 carry 1 > $1 + 7 \times 3 = 22$, write 2 carry 2 > $2 + 2 \times 3 = 8$
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Example 2: Multiply 645×5

Write the numbers in columns

$\begin{array}{r} 645 \\ \times 5 \\ \hline 3225 \end{array}$	Steps > $5 \times 5 = 25$, write 5 carry 2 > $2 + 4 \times 5 = 22$, write 2 carry 2 > $2 + 6 \times 5 = 32$
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Exercise 5.1.8

1. $123 \times 3 = \underline{\quad}$
2. $205 \times 3 = \underline{\quad}$
3. $478 \times 3 = \underline{\quad}$
4. $512 \times 3 = \underline{\quad}$
5. $690 \times 3 = \underline{\quad}$

 Answers

1. 369
2. 615
3. 1434
4. 1536
5. 2070

Multiplying a number by 10

Example 1

$$325 \times 10 = 3250$$

Or add a zero at the end

Example 2:

$$478 \times 10 = 4780$$

Exercise 5.1.9

1. $123 \times 10 = \underline{\quad}$
2. $205 \times 10 = \underline{\quad}$
3. $690 \times 10 = \underline{\quad}$
4. $512 \times 10 = \underline{\quad}$
5. $846 \times 10 = \underline{\quad}$

 Answers

1. 1230
2. 2050
3. 6900
4. 5120
5. 8460

Literacy Competences 5.1

Exercise 5.1.10

1. Write five examples of domestic animals
2. Give five examples of wild animals
3. Match animals to their homes

Lion

Stt

Pig

Stable

Horse

Den

Rabbit

Nest

Fish

Burrow

Bird

Water

4. Read the story and answer questions that follow

Story: *The Animals' Lunch Time*

One sunny morning, the children went to the school farm. They saw different animals eating in their own ways.

The **cow** was chewing grass slowly in the shed. The **goat** was nibbling leaves from a nearby bush. The **hen** was pecking grains scattered on the ground. The **dog** was happily eating meat from its bowl.

Later, the children walked to the forest. They saw a **monkey** eating ripe bananas high in the trees. A **lion** was tearing meat from its prey. A **rabbit** was busy chewing carrots near its burrow. Birds were flying around, picking worms and insects.

The children learned that animals eat different foods: some eat plants, some eat meat, and some eat both. Each animal has its own feeding habit.

Questions

- (a) What was the cow eating in the shed?
- (b) Which animal was nibbling leaves?
- (c) What food did the hen eat?
- (d) Where did the monkey eat bananas?
- (e) Which animal was tearing meat from its prey?
- (f) What lesson did the children learn about animals?

Answers

- (a) The cow was eating grass in the shed.
- (b) The goat was nibbling leaves.
- (c) The hen was eating grains.
- (d) The monkey ate bananas high in the trees.
- (e) The lion was tearing meat from its prey.
- (f) The children learned that animals eat different foods and have different feeding habits.

Teaching Tip: Pupils can classify animals into **plant eaters (herbivores)**, **meat eaters (carnivores)**, and **both plant and meat eaters (omnivores)**. You can make a chart with three columns and let them place animals in the correct group.

5. Recite the following rhyme and answer the questions that follow

Rhyme: *Animals and Their Food*

The cow eats grass, chew, chew, chew,
The goat eats leaves, green and new.
The hen pecks grains, tap, tap, tap,
The dog eats meat, snap, snap, snap.

The lion hunts, roar, roar, roar,
The rabbit eats carrots, munch some more.
The monkey loves bananas sweet,
All animals have their food to eat!
Dr. Aida Namitala

Questions

- (a) What does the cow eat?
- (b) Which animal eats leaves?
- (c) What food does the hen peck?
- (d) Which animal eats meat?
- (e) What food does the rabbit eat?
- (f) Which fruit does the monkey love?

Answers

- (a) The cow eats grass.
- (b) The goat eats leaves.
- (c) The hen pecks grains.
- (d) The dog eats meat.
- (e) The rabbit eats carrots.
- (f) The monkey loves bananas.

Teaching Tip: Pupils can clap or stomp their feet on the repeating sounds (“chew, chew, chew” / “tap, tap, tap”) to make the rhyme lively and memorable.

- 6. Write five sentences about animals
- 7. Draw any three domestic animals and two wild animals.

English (non-medium) Competences 5.1

Exercise 5.1.11

- 1. Write a sentence for each of the following vocabulary: nest, forest, zoo, bird, monkey, elephant, zebra, lion, giraffe, hyena, kennel Past tense: fly - flew, eat - ate, run-ran

Example sentences- Let pupils read these sentences loudly and explain their meaning

- (a) The bird built a **nest** in the tree.
- (b) The lion lives in the **forest**.
- (c) We saw many animals at the **zoo**.
- (d) A **bird** sang a sweet song.
- (e) The **monkey** climbed the tall tree.

- (f) The **elephant** drank water from the river.
- (g) A **zebra** ran across the grassland.
- (h) The **lion** roared loudly in the den.
- (i) The **giraffe** ate leaves from the tall tree.
- (j) The **hyena** laughed in the night.
- (k) The dog slept in its **kennel**.

Past Tense Sentences

- (l) The bird **flew** over the school.
- (m) The goat **ate** green leaves.
- (n) The zebra **ran** across the field.

Questions

- (a) Where does a bird build its nest?
- (b) Which animal lives in the forest?
- (c) What did the goat eat yesterday?
- (d) Which animal ran across the grassland?
- (e) Where does a dog sleep?

Answers

- (a) A bird builds its nest in the tree.
- (b) A lion lives in the forest.
- (c) The goat ate green leaves yesterday.
- (d) The zebra ran across the grassland.
- (e) A dog sleeps in its kennel.

Teaching Tip: Pupils can act out the sentences (e.g., flap arms for “flew,” pretend to chew for “ate,” run in place for “ran”). This makes learning both fun and memorable.

2. From question and answer using the form

- (i) Where was the ... (bird, monkey, dog)?
The ... (bird, monkey, dog) was in the ... (nest, forest, kennel).
It was in the ... (nest, forest, kennel).
Example

Where was the bird?

The bird was in the net.

It was in the nest.

(ii) Was the ... (dog, monkey, bird) in the ... (nest, forest, kennel)?

No, it was not.

Yes, it was.

(iii) Did the ... (bird, dog, monkey) ... (fly away, run away)?

Yes, it did.

No, it did not.

(iv) What did the ... (elephant, bird, zebra, giraffe) do?

The ... (elephant, giraffe, bird, zebra ... (ate grass, flew away, ran away).

A / an ... (monkey, elephant, zebra) is ... (small, big, fat)

(v) Which is (smaller, bigger, fatter).

The (monkey, zebra, elephant)) ... (smaller, fatter, bigger) than (monkey, zebra, elephant).

3. Read the dialogue and answer the questions that follow

Dialogue: *Where Animals Live*

Teacher: Children, let's talk about where animals live.

Bbosa: A dog lives in a kennel.

Teacher: Very good! What about the cow?

Mary: A cow lives in a shed or kraal.

Teacher: Excellent. And the pig?

David: The pig lives in a sty.

Teacher: Wonderful! Can anyone tell me where a hen lives?

Mark: A hen lives in a coop.

Teacher: Great! Now, what about wild animals?

Gloria: A lion lives in the forest.

Teacher: Correct. And the rabbit?

Sarah: The rabbit lives in a burrow underground.

Teacher: Excellent. Where do birds live? **Pupil 7:** Birds live in nests on trees.

Questions

(a) Where does a dog live?

(b) Which domestic animal lives in a sty?

- (c) Where does a hen live?
- (d) Which wild animal lives in the forest?
- (e) Where does a rabbit live?
- (f) Where do birds build their homes?

 Answers

- (a) A dog lives in a kennel.
- (b) A pig lives in a sty.
- (c) A hen lives in a coop.
- (d) A lion lives in the forest.
- (e) A rabbit lives in a burrow underground.
- (f) Birds build their homes in nests on trees.

Teaching Tip: Pupils can role-play this dialogue, each pretending to be an animal and saying where they live. For example, one child can say, “I am a pig, I live in a sty.” This makes learning fun and memorable.

Creative Performing Arts 5.1

1. Singing/signing: A simple melody (up to 8 notes long without leaps) e.g. d r d r m f s s;
s s f m r d r d
2. Listening to and imitating sounds of various pitches (low, high, loud, soft)
3. Dancing a creative dance
4. Imitating animal sounds
5. Threading beads to make necklaces, bracelets, earrings

5.2. Birds and Insects

Domestic Birds

They lay eggs and give meat

Examples



Hen



Turkey



Duck



Pigeon

Wild Birds



Crow



Kite



Weaver bird



Eagle



Sparrow



Crested crane

Bat (Special Case)



- A bat can **fly**.
- It has **no feathers**.
- It does **not lay eggs** (it gives birth to young ones).
- It is a **mammal**, not a bird.

Characteristics of Birds

- (i) Birds have **feathers**.
- (ii) They have **two legs**.
- (iii) They have **beaks** instead of teeth.
- (iv) Most birds can **fly** (except some like ostriches).
- (v) They lay **eggs**.
- (vi) They have **wings**.

Exercise 5.2.1

1. Name two domestic birds.
2. Which bird is Uganda's national emblem?
3. What makes the bat different from birds?

4. What do all birds have on their bodies?
5. Which bird makes nests by weaving grass?

Answers

1. Hen and duck.
2. The crested crane.
3. The bat has no feathers, does not lay eggs, and is a mammal.
4. All birds have feathers.
5. The weaver bird.

Teaching Tip: Pupils can draw two columns: *Domestic Birds* and *Wild Birds*, then place each bird in the correct column. This helps them visualize and remember better.

Habitats of Birds

Birds live in different places depending on their type and needs. These places are called **habitats**.

1. Domestic Birds

Hen – lives in a **coop** near homes.

Duck – lives near **ponds or rivers**.

Turkey – lives in a **pen** on the farm.

Pigeon – lives in **lofts or houses**.

2. Wild Birds

Crow – lives in **trees** in towns or villages.

Weaver bird – builds nests in **trees** using grass.

Eagle – lives in **mountains or tall trees**.

Sparrow – lives in **bushes and trees**.

Crested crane – lives in **wetlands and grasslands**.

3. Special Case: Bat

Though it can fly, the **bat** is not a bird.

It lives in **caves, dark places, or tree holes.**

Exercise 5.2.2

1. Where does a hen live?
2. Which bird builds nests by weaving grass?
3. Name one bird that lives in wetlands.
4. Where does an eagle live?
5. Why is a bat not a bird?



Answers

1. A hen lives in a coop.
2. The weaver bird builds nests by weaving grass.
3. The crested crane lives in wetlands.
4. An eagle lives in mountains or tall trees.
5. A bat is not a bird because it has no feathers and does not lay eggs.

Teaching Tip: Pupils can draw birds and their homes (coop, nest, pond, cave) and label them. This makes the lesson more visual and memorable.

Insects

They are small animals with the following characteristics

Characteristics of Insects

- (i) Insects have **six legs**.
- (ii) Their bodies have **three parts**: head, thorax, abdomen.

- (iii) They have **two antennae** for sensing.
- (iv) Many insects have **wings** (e.g., bees, butterflies).
- (v) They breathe through **spiracles** (tiny holes).
- (vi) Most insects lay **eggs**.

Examples of Insects



White ants



Black ants



Termites

- **White ants** – live underground, feed on wood.
- **Black ants** – live in anthills or small holes, collect food in groups.
- **Termites** – build large anthills, eat wood and plant material.



Bee



Wasps



Butterfly

- **Bees** – live in a **bee hive**, make honey.
- **Wasps** – build paper-like nests, can sting.
- **Butterflies** – live on plants and flowers, feed on nectar.

Exercise 5.2.3

1. How many legs does an insect have?
2. Where do bees live?
3. Which insect makes honey?
4. Name one insect that rests on flowers.
5. What are the three body parts of an insect?

Answers

1. An insect has six legs.
2. Bees live in a bee hive.
3. Bees make honey.
4. A butterfly rests on flowers.
5. The three body parts are head, thorax, and abdomen.

Teaching Tip: Pupils can draw an insect (like a butterfly or ant) and label its body parts. You can also let them act out insects—buzzing like bees, crawling like ants, or flapping like butterflies—to make the lesson fun.

Importance of Insects

(i) Pollination

Insects like **bees** and **butterflies** help flowers make seeds and fruits.

Without them, many crops would not grow well.

(ii) Food Source

Insects are food for other animals (birds, frogs, fish).

Some people also eat insects like grasshoppers and white ants.

(iii) Making Products

Bees make **honey** and **wax**.

Silk worms produce **silk** used for clothes.

(iv) Decomposition

Insects like ants and termites help break down dead plants and animals.

This makes soil fertile.

(v) Scientific Use

Insects are used in **research** and medicine.

They help scientists study diseases and the environment.

Exercise 5.2.4

1. Name two insects that help in pollination.
2. Which insect produces honey?
3. Why are termites important to the soil?
4. Name one insect that produces silk.
5. How do insects help other animals?



Answers

1. Bees and butterflies.
2. Bees produce honey.
3. Termites make soil fertile by breaking down dead plants.
4. Silk worms produce silk.
5. Insects are food for other animals.

Teaching Tip: Pupils can draw a bee on a flower, a butterfly in a garden, and termites in an anthill, then explain their importance. This makes the lesson more visual and memorable.

Habitats of Insects

Insects live in different places depending on their type. These places are called **habitats**.



Anthill



Beehive

1. Anthills

Black ants and **termites** live in anthills.

Anthills are made of soil and can be very big.

2. Soil

White ants live underground in soil.

They dig tunnels and chambers where they stay.

3. Plants

Butterflies rest on plants and flowers.

Bees live near flowers because they collect nectar.

Wasps build nests on tree branches.

4. Special Homes

Bees live in a **bee hive**.

Wasps make paper-like nests.

Exercise 5.2.5

1. Where do black ants live?
2. Which insect lives underground in soil?
3. Name one insect that rests on flowers.
4. What is the home of bees called?
5. Which insect builds paper-like nests?

Answers

1. Black ants live in anthills.
2. White ants live underground in soil.
3. A butterfly rests on flowers.
4. Bees live in a bee hive.
5. Wasps build paper-like nests.

Teaching Tip: Pupils can draw an anthill, a bee hive, and a butterfly on a flower, then label each insect with its habitat. This makes the lesson more visual and engaging.

Mathematics Competences 5.2

Exercise 5.2.6

1. Write the following figures in word
 - (a) 1455
 - (b) 4670
 - (c) 4928
 - (d) 3233
 - (e) 2576
2. Solve
 - (a) 2034×2
 - (b) 5634×2
 - (c) 3421×2
 - (d) 4211×2
 - (e) 3132×3
 - (f) 2344×3
 - (g) 1357×3
 - (h) 1467×3
 - (i) 1234×10
 - (j) 3245×10
 - (k) 456×10
 - (l) 5432×10

The Commutative Property?

The **commutative property** means that **changing the order of the numbers does not change the answer.**

In multiplication:

$$a \times b = b \times a$$

Examples

- (a) $3 \times 4 = 12$ or $4 \times 3 = 12$  Same answer.
- (b) $6 \times 2 = 12$ or $2 \times 6 = 12$  Same answer.
- (c) $5 \times 7 = 35$ or $7 \times 5 = 35$  Same answer.

Exercise 5.2.7

- 1. Show that $8 \times 3 = 3 \times 8$.
- 2. Show that $9 \times 2 = 2 \times 9$.
- 3. Show that $4 \times 6 = 6 \times 4$.
- 4. Show that $7 \times 10 = 10 \times 7$.
- 5. Show that $12 \times 5 = 5 \times 12$.

Answers

- 1. $8 \times 3 = 24, 3 \times 8 = 24$.
- 2. $9 \times 2 = 18, 2 \times 9 = 18$.
- 3. $4 \times 6 = 24, 6 \times 4 = 24$.
- 4. $7 \times 10 = 70, 10 \times 7 = 70$.
- 5. $12 \times 5 = 60, 5 \times 12 = 60$.

Literacy Competences 5.2

Exercise 5.2.8

1. Give five examples of birds
2. List five examples of insects
3. Write three characteristics of insects
4. List three characteristics of birds
5. Read the story and answer questions that follow

Story: *The Birds at Home*

At Mama Grace's farm, there were many domestic birds. The **hen** clucked happily as she laid eggs in her nest. The **cock** crowed loudly every morning to wake the family. The **duck** splashed in the pond, swimming with her ducklings. The **turkey** walked proudly around the yard, showing off his big feathers. The **pigeon** flew from the roof to the garden, looking for grains to eat.

The children loved feeding the birds. They gave the hen and cock maize, the duck some water plants, and the turkey grains. The pigeon enjoyed picking small seeds. The birds were very useful: they gave eggs, meat, and joy to the family.

Questions

- (a) Which bird laid eggs in the nest?
- (b) What did the cock do every morning?
- (c) Where did the duck swim?
- (d) Which bird walked proudly around the yard?
- (e) What food did the pigeon eat?
- (f) Why were the birds useful to the family?

Answers

- (a) The hen laid eggs in the nest.
- (b) The cock crowed loudly every morning.
- (c) The duck swam in the pond.
- (d) The turkey walked proudly around the yard.
- (e) The pigeon ate small seeds.

(f) The birds were useful because they gave eggs, meat, and joy to the family.

Teaching Tip: Pupils can act out the story—pretend to crow like a cock, flap like a pigeon, or splash like a duck. This makes the lesson lively and memorable.

6. Read the poem and answer the questions that follow

Poem: *Busy Little Insects*

Tiny insects everywhere,
Crawling here and flying there.
Ants build houses in the ground,
Termites make anthills round.

Bees are buzzing near the hive,
Butterflies make gardens alive.
Wasps build nests up in the tree,
Insects work so busily!

Six small legs and wings so bright,
Antennae help them day and night.
Head, thorax, abdomen too,
Insects have these parts—it's true!

Questions

- (a) Where do ants build their houses?
- (b) Which insect makes anthills?
- (c) What do bees live in?
- (d) Which insect makes gardens beautiful?
- (e) Name the three body parts of an insect.

 Answers

- (a) Ants build houses in the ground.
- (b) Termites make anthills.
- (c) Bees live in a hive.
- (d) Butterflies make gardens beautiful.
- (e) Head, thorax, and abdomen.

Teaching Tip: Pupils can clap or stomp on the rhyming words (“ground / round,” “tree / busy”) to make the poem lively.

7. Read the story and answer the questions that follow

Story: *Birds Help Us Every Day*

On Grandpa’s farm, there were many birds. The **hen** laid eggs in her nest, and the family ate them for breakfast. The **duck** swam in the pond and gave meat when it was needed. The **turkey** walked proudly in the yard, and its feathers were used for decoration.

In the garden, **pigeons** picked seeds, while **sparrows** ate small insects that spoiled the crops. The **crested crane**, Uganda’s national bird, danced beautifully in the wetland. Birds were very important because they gave food, controlled pests, and made the environment beautiful.

Fill in the Gaps

- (a) The hen laid _____ in her nest.
- (b) The duck swam in the _____.
- (c) The turkey’s _____ were used for decoration.
- (d) Pigeons picked _____ in the garden.
- (e) Sparrows ate small _____ that spoiled the crops.
- (f) The crested crane is Uganda’s _____ bird.
- (g) Birds are important because they give _____, control pests, and make the environment _____.

 Answers

- (a) eggs
- (b) pond
- (c) feathers
- (d) seeds
- (e) insects
- (f) national
- (g) food, beautiful

Teaching Tip: Pupils can act out the story—pretend to lay eggs like a hen, swim like a duck, or dance like a crested crane. This makes the lesson lively and memorable.

English (non-medium) Competences 5.2

Exercise 5.2.9

1. Form a sentence using each of the following vocabulary: hen, turkey, duck, kite, crow, an eagle, crested crane, bat, white ant, bee, wasp, hive, nest, trees, holes, hutch, kraal

Examples of sentences – pupils should read these sentences loudly and offer explanations

- (a) The **hen** laid eggs in the nest.
- (b) The **turkey** walked proudly in the yard.
- (c) The **duck** swam happily in the pond.
- (d) A **kite** flew high in the sky.
- (e) The **crow** cawed loudly on the tree.
- (f) An **eagle** soared above the mountains.
- (g) The **crested crane** danced beautifully in the wetland.
- (h) A **bat** flew out of the cave at night.
- (i) The **white ant** built tunnels in the soil.
- (j) A **bee** made honey in the hive.
- (k) The **wasp** built a paper-like nest.
- (l) The bees lived in a **hive**.
- (m) The bird built a **nest** in the tree.
- (n) Many birds live in **trees**.
- (o) Ants dug small **holes** in the ground.
- (p) The rabbit stayed in its **hutch**.
- (q) The cow lived in a **kraal**.

2. Form questions, answers and/or sentences using the forms

- (a) What are those / these?
These/those are ... (hens, turkeys, ducks, bees).

Examples

What are those?

These are hens.

(b) Are these / those ... (bees, wasps, grasshoppers)?

Yes, they are.

No, they are not.

(c) Whose ... (hen, pigeon, turkey) is ... (this / that)?

It is ... (Juma's / Gloria's) ... (hen, pigeon, turkey).

(d) Is this Fatima's ... (duck, turkey, hen)?

Yes, it is.

No, it is not, it is..... (Peter's, Irene's).

(e) Whose ... (hens/ ducks/turkeys) are (these, those)?

They are.....(Musa's/Juliet's)

3. Read the rhyme and answer the questions that follow

Rhyme: *Insects and Birds Together*

Buzzing bees inside the hive,

Butterflies make gardens alive.

Ants march slowly on the ground,

Termites build anthills round and round.

Crows are calling up in trees,

Eagles soar on mountain breeze.

Hens lay eggs for us to eat,

Cranes dance proudly, tall and neat.

Insects crawl and birds can fly,

Both are useful, oh my, oh my!

They help the earth in many ways,

Let's thank them all through our school days!

Questions

- (a) Which insect makes honey in the hive?
- (b) Which insect builds anthills?
- (c) Name one bird that lays eggs.
- (d) Which bird soars high in the sky?
- (e) Why are insects and birds important?

 Answers

- (a) Bees make honey in the hive.
- (b) Termites build anthills.
- (c) The hen lays eggs.
- (d) The eagle soars high in the sky.
- (e) They are important because they give food, control pests, and make the environment beautiful.

Teaching Tip: Pupils can clap or stomp on the repeating sounds (“alive / hive,” “fly / my”) to make the rhyme fun and memorable.

Creative Performing Arts 5.2

1. Singing/signing: a simple melody (up to 8 notes long without leaps) d d r r m f f m: m f f m r r d d
2. Singing/signing the cultural anthem, verse I and chorus
3. Singing/signing about the crested crane and its importance and answer questions

Song: *The Crested Crane*

Crested crane, so tall and bright,
Dancing softly, what a sight!
Golden crown upon your head,
In the wetlands you are fed.

Crested crane, our nation’s pride,
Uganda’s bird, we sing with pride.
You bring beauty to the land,
Strong and graceful where you stand.

Importance of the Crested Crane

- (a) It is **Uganda’s national bird** and symbol of pride.

- (b) It lives in **wetlands and grasslands**, showing the importance of protecting nature.
- (c) It adds **beauty** to the environment.
- (d) It reminds us of **peace and unity**.
- (e) reminds us of **peace and unity**.

Questions

- (a) What is Uganda's national bird?
- (b) Where does the crested crane live?
- (c) Why is the crested crane important?
- (d) What does the crested crane remind Ugandans of?

Answers

- (a) The crested crane.
 - (b) Wetlands and grasslands.
 - (c) It is important because it is a national symbol, adds beauty, and shows the need to protect nature.
 - (d) It reminds Ugandans of peace and unity.
-
- 4. Traditional dance
 - 5. Coloring using improvised colors, e.g.: charcoal, ashes, soil, leaves, flowers

5.3. Care for insects, birds and animals

How to Introduce a Hive

When you bring bees to a new hive, you must make them feel welcome and safe.

Steps:

1. **Provide a hive**
 - Place the hive in a quiet, safe place.
 - Make sure it is clean and ready for the bees.
2. **Plant flowers for nectar**
 - Bees need nectar from flowers to make honey.
 - Plant flowers like sunflowers, clover, or hibiscus near the hive.
3. **Provide water**
 - Bees need water to drink and to cool the hive.
 - Place a shallow dish of water with small stones so bees can land safely.
4. **Provide something sweet when introducing the hive**
 - Give sugar water or honey to help bees settle in.
 - This makes them feel at home and start working quickly.

Importance

- (i) Bees make **honey** and **wax**.
- (ii) They help in **pollination**, which makes plants grow fruits and seeds.
- (iii) They are important for the **environment** and for people.

Exercise 5.3.1

1. Why should we plant flowers near a hive?
2. What do bees use water for?
3. What sweet thing can we give bees when introducing them to a hive?

4. Name two products bees make.
5. Why are bees important to plants?

Answers

1. To give bees nectar for making honey.
2. Bees use water to drink and cool the hive.
3. Sugar water or honey.
4. Honey and wax.
5. Bees help plants grow fruits and seeds through pollination.

Teaching Tip: Pupils can role-play “welcoming bees” by pretending to plant flowers, pour water, and give sugar water. This makes the lesson fun and memorable.

Caring for Domestic Birds

- a) **Protecting nests** – keep nests safe from predators.
- b) **Protecting eggs** – cover or guard eggs until they hatch.
- c) **Treating birds** – give medicine when they are sick.
- d) **Preparing habitats** – build coops, pens, or cages.
- e) **Cleaning habitats** – remove dirt and waste regularly.
- f) **Protecting birds** – paint shelters, keep them indoors when needed.
- g) **Keeping bird records** – write down number of birds, eggs laid, and health.
- h) **Being kind to birds** – handle them gently.
- i) **Participating in grooming** – clean feathers or trim nails.
- j) **Feeding them** – give grains, water, and other food.

Caring for Domestic Animals

- a) **Preparing habitats** – build kraals, hutches, or sheds.

- b) **Cleaning habitats** – remove waste and keep dry.
- c) **Identifying signs of ill health** – watch for coughing, wounds, or weakness.
- d) **Being kind to animals** – avoid beating or hurting them.
- e) **Keeping animal records** – note births, health, and feeding.

Exercise 5.3.2

1. Why should we protect bird nests?
2. What food do domestic birds eat?
3. Name one place where rabbits live.
4. How can we identify if an animal is sick?
5. Why is it important to keep records of birds and animals?



Answers

1. To keep eggs and chicks safe.
2. Domestic birds eat grains and water.
3. Rabbits live in a hutch.
4. By watching for coughing, wounds, or weakness.
5. Records help us know their health, growth, and production.

Teaching Tip: Pupils can draw a coop for birds and a kraal for cows, then label the care activities. This makes the lesson practical and memorable.

Caring for Wild Birds and Animals

1. Protection from Hurters

Keep wild birds and animals safe from hunters and poachers.

Teach people not to harm them.

2. Discourage Bush Burning

Bush burning destroys homes of animals and birds.

It also kills small creatures and destroys food sources.

3. Avoid Destroying Forests and Swamps

Forests and swamps are natural habitats.

Cutting trees and draining swamps removes shelter and food for wildlife.

4. Provide Food, Protection, and Medication in Protected Areas

In places like **zoos** and **game parks**, animals are given food and medicine.

Rangers protect them from danger.

5. Avoid Unnecessary Killing

Stop **poaching** (illegal hunting).

Do not kill animals for fun or without reason.

Exercise 5.3.3

1. Why should we discourage bush burning?
2. What happens when forests are destroyed?
3. Where can animals be given food and medicine?
4. What is poaching?
5. Why should we protect wild birds and animals?



Answers

1. Because it destroys homes and food for animals.
2. Animals lose their shelter and food.
3. In zoos and game parks.
4. Poaching is illegal hunting of animals.
5. To keep them safe, healthy, and prevent extinction.

Teaching Tip: Pupils can draw a forest, a swamp, and a zoo, then show how each protects animals. This makes the lesson visual and memorable.

Mathematics Competences 5.3

Exercise 5.3.4

Answers

- | | | | |
|-----|------------------------------------|-----|-----|
| 1. | $2 \times 4 = \underline{\quad}$ | 1. | 8 |
| 2. | $3 \times 6 = \underline{\quad}$ | 2. | 18 |
| 3. | $10 \times 5 = \underline{\quad}$ | 3. | 50 |
| 4. | $2 \times 9 = \underline{\quad}$ | 4. | 18 |
| 5. | $3 \times 7 = \underline{\quad}$ | 5. | 21 |
| 6. | $10 \times 8 = \underline{\quad}$ | 6. | 80 |
| 7. | $2 \times 12 = \underline{\quad}$ | 7. | 24 |
| 8. | $3 \times 11 = \underline{\quad}$ | 8. | 33 |
| 9. | $10 \times 3 = \underline{\quad}$ | 9. | 30 |
| 10. | $2 \times 15 = \underline{\quad}$ | 10. | 30 |
| 11. | $3 \times 9 = \underline{\quad}$ | 11. | 27 |
| 12. | $10 \times 7 = \underline{\quad}$ | 12. | 70 |
| 13. | $2 \times 20 = \underline{\quad}$ | 13. | 40 |
| 14. | $3 \times 13 = \underline{\quad}$ | 14. | 39 |
| 15. | $10 \times 12 = \underline{\quad}$ | 15. | 120 |
| 16. | $2 \times 25 = \underline{\quad}$ | 16. | 50 |
| 17. | $3 \times 14 = \underline{\quad}$ | 17. | 42 |
| 18. | $10 \times 9 = \underline{\quad}$ | 18. | 90 |
| 19. | $2 \times 30 = \underline{\quad}$ | 19. | 60 |
| 20. | $3 \times 15 = \underline{\quad}$ | 20. | 45 |

Literacy Competences 5.3

Exercise 5.3.5

1. Give the habitats of the following animals
 - (a) Bee
 - (b) Hen
 - (c) Pig

- (d) Horse
- (e) Lion
- 2. Write the number of legs for each of the following animals
 - (a) Duck
 - (b) Elephant
 - (c) Bee
 - (d) millipede
- 3. List three characteristics of living things
- 4. Read the dialogue and answer the questions that follow

Dialogue: *Moving Animals*

Teacher: Children, let's talk about how animals move.

Bbosa: A cow walks on four legs.

Teacher: Very good! How does a bird move?

Mable: A bird flies in the sky.

Teacher: Excellent. What about a fish?

Joel: A fish swims in water.

Teacher: Wonderful! And how does a snake move?

Sarah: A snake crawls on the ground.

Teacher: Great answer. Can anyone tell me how a kangaroo moves?

Mark: A kangaroo hops with its strong legs.

Teacher: Excellent! Animals move in different ways: walking, flying, swimming, crawling, and hopping.

Questions

- (a) How does a cow move?
- (b) Which animal flies in the sky?
- (c) How does a fish move?
- (d) Which animal crawls on the ground?
- (e) How does a kangaroo move?
- (f) Name two ways animals move.

 Answers

- (a) A cow walks on four legs.
- (b) A bird flies in the sky.
- (c) A fish swims in water.
- (d) A snake crawls on the ground.

- (e) A kangaroo hops with its strong legs.
- (f) Animals move by walking, flying, swimming, crawling, or hopping.

English (non-medium) Competences 5.3

Exercise 5.3.6

1. Write a sentence for each of the following vocabulary: hen, fur, leaves, hutch, kraal, hive, clean, treat, cow.

Example of sentences – let pupils read the sentences loudly and explain

- (a) The **hen** laid eggs in the nest.
- (b) The rabbit's **fur** is soft and warm.
- (c) Green **leaves** grow on the tree.
- (d) The rabbit sleeps in a **hutch**.
- (e) The cow stays in the **kraal**.
- (f) Bees live in a **hive**.
- (g) We must keep the coop **clean** every day.
- (h) The vet will **treat** the sick bird.
- (i) The **cow** gives us milk.

2. Form sentences, questions and answers using the following structure

- (a) (Ann, Amine, Joy) ... (sweeps, cleans, washes) the (kraal, hutch, den).

Example

Anna sweeps the kraal.

- (b) What does a ... (rabbit, lion, sheep) eat?

It eats ... (meat, grass, leaves).

- (c) Who (cleans/washes/ sweeps) the (kraal/hutch) every (day of the week)?

Ben/Alice (cleans/sweeps/ washes the (hutch/kraal) every (day of the week).

- (d) Does a ... (rabbit, cow, lion) live in a ... (kraal, hutch, den)?

Yes, it does.

No, it does not. It lives in the (kraal, hutch, den)?

3. Read the story and answer the questions that follow

Story: A Caring Farm

On Amina's farm, there were many animals and birds. She loved them very much. Every morning, she **fed the hens** with grains and gave the **cow** fresh grass. She always **protected the nests** so that eggs were safe.

Amina kept the **duck's pond clean** and made sure the **rabbit's hutch** was dry. When the goat looked weak, she called the vet to **treat the animal**. She also painted the chicken coop to **protect the birds** from rain.

Amina was very kind. She never beat the animals. She kept **records** of how many eggs the hens laid and when the cow gave milk. She knew that caring for animals and birds made them healthy and useful to the family.

Questions

- (a) What did Amina feed the hens?
- (b) How did she protect the eggs?
- (c) Where did the duck live?
- (d) What did Amina do when the goat was sick?
- (e) Why did she keep records of the animals?

Answers

- (a) She fed the hens with grains.
- (b) She protected the nests so the eggs were safe.
- (c) The duck lived in the pond.
- (d) She called the vet to treat the goat.
- (e) To know how many eggs and milk the animals produced.

- 4. Draw two examples of domestic birds and three wild animals

Creative Performing Arts 5.3

- 1. Sing traditional songs
- 2. Draw and color different: zebra, lion and elephant
- 3. Dance according to tune of recorded song

Theme 6: Living Things: Plants in Our Sub-county / Division

Expected learning outcome: The child appreciates the uses of different plants and participates in crop production for self-reliance.

6.1 Plants and their habitat

Examples of plants

Maize, yams, sisal, cactus, bean, banana, mango, avocado

Characteristics of Plants

1. **Plants grow**
 - Seeds germinate and grow into seedlings, then mature plants.
2. **Plants eat (make food)**
 - Through **photosynthesis**, leaves use sunlight, air, and water to make food.
3. **Plants die**
 - Like all living things, plants have a life cycle. They grow, mature, and eventually die.
4. **Plants produce**
 - They produce **flowers, fruits, and seeds** to make new plants.
5. **Plants breathe**
 - They take in oxygen and release carbon dioxide.
6. **Plants respond to stimuli**
 - For example, a sunflower turns toward sunlight.
7. **Plants have parts**
 - Roots, stems, leaves, flowers, fruits, and seeds.

Exercise 6.1.1

1. How do plants make their food?
2. What happens to plants at the end of their life cycle?
3. Give one example of a plant that produces fruits.
4. Why do plants need to grow?
5. How does a sunflower respond to sunlight?

Answers

1. Plants make food through photosynthesis in their leaves.
2. Plants die.
3. A mango tree produces fruits.
4. Plants need to grow to mature and reproduce.
5. A sunflower turns toward the sunlight.

Plant Habitats

Plants live in different places called **habitats**. Each habitat provides what plants need to grow.

Examples:

(a) **Garden**

- Many flowers, vegetables, and fruit trees grow here.
- People care for them by watering and weeding.

(b) **Water**

- Some plants grow in water, like water lilies and papyrus.
- They need plenty of water to survive.

(c) **Wetlands**

- Plants like reeds and swamp grasses grow here.
- Wetlands are always moist and support many animals too.

(d) **Dry Rocky Places**

- Some plants, like cacti and aloe vera, grow in dry rocky areas.
- They store water in their stems and leaves.

Exercise 6.1.2

1. Name one plant that grows in a garden.
2. Which plant grows in water?
3. What kind of plants grow in wetlands?
4. Give one example of a plant found in dry rocky places.
5. Why do plants in rocky places store water?



Answers

1. Maize, beans, or roses.
2. Water lily or papyrus.
3. Reeds or swamp grass.
4. Cactus or aloe vera.
5. To survive in hot, dry conditions.

Mathematics Competences 6.1

Exercise 6.1.3

1. Write the names of the following numbers
 - (a) 5678
 - (b) 6893
 - (c) 5289
 - (d) 5321
 - (e) 6672

2. Write numbers between

- (a) 5743 and 5800
- (b) 6431 and 6440
- (c) 4789 and 5000
- (d) 6942 and 6960
- (e) 5885 and 6000

Multiplication table of 4

Number	Multiplication	Answer
1	4×1	4
2	4×2	8
3	4×3	12
4	4×4	16
5	4×5	20
6	4×6	24
7	4×7	28
8	4×8	32
9	4×9	36
10	4×10	40
11	4×11	44
12	4×12	48

Multiplication table of 5

Number	Multiplication	Answer
1	5×1	5
2	5×2	10
3	5×3	15
4	5×4	20
5	5×5	25
6	5×6	30
7	5×7	35
8	5×8	40
9	5×9	45
10	5×10	50
11	5×11	55
12	5×12	60

Multiplication of 3-digit number by 4

Example 1

$\begin{array}{r} 12 \\ 645 \\ \times 4 \\ \hline 2580 \end{array}$	Steps > $5 \times 4 = 20$, write 0 carry 2 > $2 + 4 \times 4 = 18$, write 8 carry 1 > $1 + 6 \times 4 = 25$
---	---

Example 2

$\begin{array}{r} 22 \\ 264 \\ \times 4 \\ \hline 1056 \end{array}$	Steps > $4 \times 4 = 16$, write 6 carry 1 > $1 + 6 \times 4 = 25$, write 5 carry 2 > $2 + 2 \times 4 = 10$
---	--

Exercise 6.1.3

Exercise	Answers
1. $356 \times 4 =$	1. 1424
2. $678 \times 4 =$	2. 2712
3. $234 \times 4 =$	3. 936
4. $277 \times 4 =$	4. 1108
5. $359 \times 4 =$	5. 1436
6. $135 \times 4 =$	6. 540

Multiplication of 3-digit number by 5

Example 1

$\begin{array}{r} 22 \\ 645 \\ \times 5 \\ \hline 3225 \end{array}$	Steps > $5 \times 5 = 25$, write 5 carry 2 > $2 + 4 \times 5 = 22$, write 2 carry 2 > $2 + 6 \times 5 = 32$
---	--

Example 2

$\begin{array}{r} 32 \\ 264 \\ \times 5 \\ \hline 1320 \end{array}$	Steps > $4 \times 5 = 20$, write 0 carry 2 > $2 + 6 \times 5 = 32$, write 2 carry 3 > $3 + 2 \times 5 = 13$
---	--

Exercise 6.1.4

Answers

- | | | | |
|----|------------------|----|------|
| 1. | $356 \times 5 =$ | 1. | 1780 |
| 2. | $678 \times 5 =$ | 2. | 3390 |
| 3. | $234 \times 5 =$ | 3. | 1170 |
| 4. | $277 \times 5 =$ | 4. | 1385 |
| 5. | $359 \times 5 =$ | 5. | 1795 |
| 6. | $135 \times 5 =$ | 6. | 675 |

Exercise 6.1.5

1. Multiply by 2

- (a) $124 \times 2 = \underline{\hspace{2cm}}$
- (b) $256 \times 2 = \underline{\hspace{2cm}}$
- (c) $399 \times 2 = \underline{\hspace{2cm}}$
- (d) $412 \times 2 = \underline{\hspace{2cm}}$
- (e) $500 \times 2 = \underline{\hspace{2cm}}$

[(a) 248, (b) 512, (c) 798, (d) 824, (e) 1000]

2. Multiply by 3

- (a) $125 \times 3 = \underline{\hspace{2cm}}$
- (b) $248 \times 3 = \underline{\hspace{2cm}}$
- (c) $333 \times 3 = \underline{\hspace{2cm}}$
- (d) $412 \times 3 = \underline{\hspace{2cm}}$
- (e) $499 \times 3 = \underline{\hspace{2cm}}$

[(a) 375, (b) 744, (c) 999, (d) 1236, (e) 1497]

3. Multiply by 4

- (a) $132 \times 4 = \underline{\hspace{2cm}}$
- (b) $248 \times 4 = \underline{\hspace{2cm}}$
- (c) $324 \times 4 = \underline{\hspace{2cm}}$
- (d) $412 \times 4 = \underline{\hspace{2cm}}$
- (e) $500 \times 4 = \underline{\hspace{2cm}}$

[(a) 528, (b) 992, (c) 1296, (d) 1648, (e) 2000]

4. Multiply by 5

(a) $125 \times 5 = \underline{\quad}$

(b) $200 \times 5 = \underline{\quad}$

(c) $333 \times 5 = \underline{\quad}$

(d) $412 \times 5 = \underline{\quad}$

(e) $499 \times 5 = \underline{\quad}$ [(a) 625, (b) 1000, (c) 1665, (d) 2060, (e) 2495]

5. Multiply by 10

(a) $124 \times 10 = \underline{\quad}$

(b) $256 \times 10 = \underline{\quad}$

(c) $333 \times 10 = \underline{\quad}$

(d) $412 \times 10 = \underline{\quad}$

(e) $500 \times 10 = \underline{\quad}$ [(a) 1240, (b) 2560, (c) 3330, (d) 4120, (e) 5000]

Literacy Competences 6.1

Exercise 6.1.6

1. List five examples of plants at home.
2. List three characteristics of plants
3. Write three plant habitats
4. Write five sentences about plants
5. Give five uses of plants
6. Read the story and answer the questions that follow:

Story: *The Magic Garden*

One day, Sarah planted a small bean seed in her garden. She watered it every morning. After a few days, the seed began to **grow**. A tiny root went into the soil, and a green shoot came out.

The plant made its own food using its **leaves**. Sarah noticed that the plant needed **sunlight, water, and air** to stay healthy. As weeks passed, the bean plant produced **flowers and seeds**.

One morning, Sarah saw the plant turning toward the sun. She learned that plants can **respond to light**. After many months, the plant became old and finally **died**, but it left behind seeds for new plants.

Sarah was happy because she understood that plants are **living things**. They grow, make food, reproduce, respond to the environment, and die.

Questions

- (a) What did Sarah plant in her garden?

Answer: She planted a bean seed.

- (b) What helped the plant to grow?

Answer: Water, sunlight, and air helped the plant to grow.

- (c) Which part of the plant makes food?

Answer: The leaves make food.

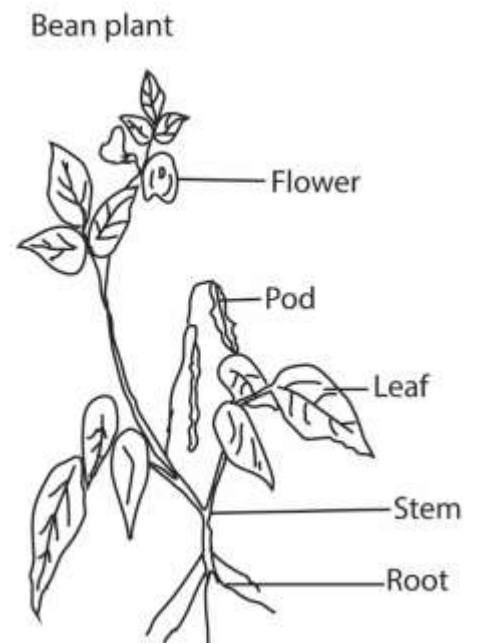
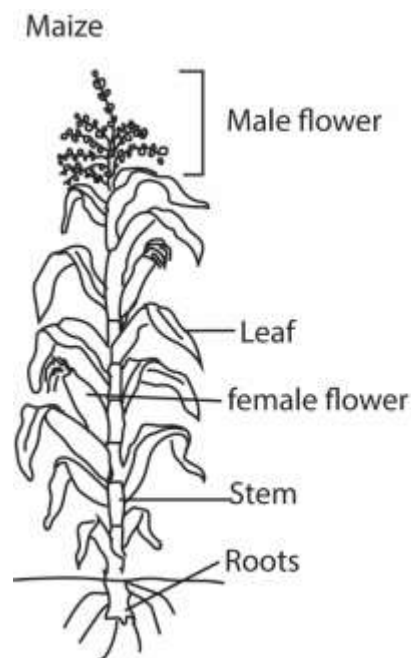
- (d) How did the plant respond to sunlight?

Answer: The plant turned toward the sun.

- (e) Why was Sarah happy at the end?

Answer: She was happy because she learned that plants are living things with special characteristics.

7. Drawing and labelling plants.



English (non-medium) Competences 6.1

Exercise 6.1.7

1. Write a sentence for each of the following vocabulary: maize, yam, sisal, swamp, dry, garden, water, tins, flower.

Example sentences – let pupils read the sentences loudly and explain their meaning

- (a) **Maize** – Farmers planted maize in the garden for food.
- (b) **Yam** – The yam grew well in the fertile soil.
- (c) **Sisal** – Sisal is used to make ropes and mats.
- (d) **Swamp** – Frogs live in the swamp where it is wet.
- (e) **Dry** – The land became dry because there was no rain.
- (f) **Garden** – Amina weeded the garden to keep it clean.
- (g) **Water** – Plants need water to grow healthy.
- (h) **Tins** – The children collected tins to use as flower pots.
- (i) **Flower** – The red flower opened in the morning sun.

2. Form questions, answers and/or sentences using the structure

- a) Who planted.... (flowers/sisal/ maize) in the... (garden/swamp)?
Janet/Eric planted (flowers/sisal/maize) in the..... (garden/swamp).
He/she/they/we planted..... (flowers/sisal/cactus) in the..... (garden/swamp).

Example

Who planted flowers in the garden?

Janet planted flowers in the garden.

She planted flowers in the garden.

- b) What did ... (she / he / they / you) do?
(She / he / they / I) ... (planted)..... (maize, sisal, yams).
- c) Where did ... (he / she / they / we / you) plant?
(He / she / they / we / I) planted ... (maize / sisal / yams) in the ... (tins, swamp, garden).

3. Read the story and answer the questions that follow:

Dialogue: *Learning About Plants*

Teacher: Good morning, class! Today we shall talk about plants. Can anyone tell me one characteristic of plants?

Bbosa: Plants can **grow**. A seed grows into a seedling and then into a big plant.

Teacher: Very good! What else do plants do?

Joan: Plants make their own food using their **leaves**.

Teacher: Excellent! What do plants need to stay alive?

Joel: They need **sunlight, water, and air**.

Teacher: Correct. Do plants reproduce?

Mary: Yes, they produce **flowers, fruits, and seeds** to make new plants.

Teacher: Wonderful! Can plants respond to things around them?

Mark: Yes, like a sunflower turning toward the sun.

Teacher: That's right. And what happens to plants at the end of their life?

John: They **die**, just like other living things.

Teacher: Well done, class! So plants grow, make food, reproduce, respond, and die.
They are truly living things.

Questions

(a) What is the first characteristic of plants mentioned in the dialogue?

Answer: Plants can grow.

(b) Which part of the plant makes food?

Answer: The leaves make food.

(c) Name three things plants need to stay alive.

Answer: Sunlight, water, and air.

(d) How do plants reproduce?

Answer: They produce flowers, fruits, and seeds.

(e) Give one example of how plants respond to their environment.

Answer: A sunflower turns toward the sun.

(f) What happens to plants at the end of their life cycle?

Answer: They die.

Teaching Tip: Pupils can role-play this dialogue in pairs or groups, acting as teacher and pupils. This makes the lesson interactive and fun.

Creative Performing Arts 6.1

Exercise 6.1.8

1. Sing the National Anthem, stanza II
2. Make individual sounds at difference pitches
3. Write/brail simple phrased melody of 4-8 notes in length without leaps, e.g: d d d r
m r d; m m r d r r d d
4. Colouring using improvised colours, e.g. flowers, leaves, soil, ash, charcoal

6.2 Parts of a flowering plant and their uses

Parts of a Flowering Plant

1. **Roots** – Fix the plant in the soil and absorb water and minerals.
2. **Stem** – Supports the plant and transports food and water.
3. **Leaves** – Make food through photosynthesis.
4. **Flowers** – Help the plant to reproduce.
5. **Seeds** – Grow into new plants.

Uses of Different Plant Parts to Us

- (a) **Roots** – Food (carrots, yams), medicine.
- (b) **Stem** – Fuel (firewood), building materials, medicine.
- (c) **Leaves** – Food (vegetables), medicine, decoration.
- (d) **Flowers** – Decoration, making perfumes, medicine.
- (e) **Seeds** – Food (beans, maize, groundnuts), money when sold.

Dangers of Some Plants

- Some plants are **poisonous** if eaten (e.g., oleander, datura).
- Some plants cause **skin irritation** (e.g., stinging nettle).
- Some plants have **thorns** that can injure people.
- Some plants are **weeds** that compete with crops for nutrients.

Exercise 6.2.1

1. Name two parts of a flowering plant.
2. Which part of the plant makes food?
3. Give one use of plant roots.

4. Mention one danger of some plants.
5. Which plant part helps in reproduction?

 Answers

1. Roots and leaves.
2. Leaves make food.
3. Roots are used as food (e.g., yams).
4. Some plants are poisonous.
5. Flowers help in reproduction.

Teaching Tip: Pupils can draw a simple flowering plant, label its parts, and write one use and one danger for each.

Mathematics Competences 6.2

Exercise 6.2.2

1. Count from 5000 to 7000
2. Fill in the missing numbers
 - (a) __, __, __, 5621, __, __, 5624
 - (b) 6890, __, __, __, __, __, 6896
 - (c) 5006, __, __, __, __, __, 5011
 - (d) __, __, __, __, __, __, 6744
 - (e) __, __, 5923, __, __, __
3. Write numbers from
 - (a) 5009 to 5015
 - (b) 5804 to 4813
 - (c) 6125 to 6140
 - (d) 6355 to 6360
 - (e) 6782 to 6794

Measuring Weight Using Non-Standard Units

What It Means

Weight is how **heavy or light** something is.

Sometimes we do not use standard units like kilograms or grams.

Instead, we use **non-standard units** such as stones, sticks, tins, fruits, or even hands.

Examples of Non-Standard Units

- (a) **Stones** – “This pumpkin is as heavy as three stones.”
- (b) **Tins** – “The bag of beans weighs two tins.”
- (c) **Bananas** – “The book is as heavy as four bananas.”
- (d) **Hands** – “The toy is as heavy as two hands.”

Simple Activity

1. Place a mango on one side of a balance.
2. Place stones on the other side until it balances.
3. Count the stones.
 - If it balances with 5 stones, we say: *The mango weighs 5 stones.*

Exercise 6.2.3

1. What do we mean by weight?
2. Name two non-standard units used to measure weight.
3. If a tin of beans balances with 4 stones, what is its weight?
4. Why do we use non-standard units in Primary classes?
5. Which unit is heavier: 1 stone or 5 stones?

Answers

1. Weight means how heavy or light something is.
2. Stones and tins.

3. Its weight is 4 stones.
4. Because they are simple and easy for children to understand.
5. 5 stones are heavier than 1 stone.

Teaching Tip: Pupils can bring small items (stones, tins, fruits) and use a simple homemade balance to measure weight in class.

Measuring Weight Using Standard Units

What It Means

Weight tells us how heavy or light something is.

Standard units are the official units used everywhere.

The two common units are:

- **Kilogram (kg):** used for heavier items.
- **Gram (g):** used for lighter items.

Examples

A sack of maize weighs **50 kg**.

A loaf of bread weighs **500 g**.

A pencil weighs about **20 g**.

A child's school bag may weigh **3 kg**.

Conversion

1 kilogram (kg) = 1,000 grams (g)

Example: 2 kg = 2,000 g

Activity

1. Place a bag of sugar on a weighing scale.
2. Read the measurement: it may show **1 kg**.

3. Place a small tomato on the scale.
4. Read the measurement: it may show **100 g**.

Exercise 6.2.4

1. Which unit is used to measure heavy items?
2. How many grams are in 1 kilogram?
3. A loaf of bread weighs 500 g. How many kilograms is this?
4. Give one example of an item measured in kilograms.
5. Give one example of an item measured in grams.



Answers

1. Kilograms are used to measure heavy items.
2. 1 kilogram = 1,000 grams.
3. 500 g = 0.5 kg.
4. A sack of maize can be measured in kilograms.
5. A pencil can be measured in grams.

Teaching Tip: Pupils can bring small items (like pencils, fruits, or sugar packets) and weigh them using a scale. Let them record whether the weight is in grams or kilograms.

Literacy Competences 6.2

Flowering Plants



Hibiscus



Sunflower



Mango

These plants produce flowers which help in reproduction.

Examples: Mango, Hibiscus, Sunflower, Beans, Maize, Rose.

Characteristics: They form flowers, fruits, and seeds.

Non-Flowering Plants

These plants do not produce flowers. They reproduce using spores or other methods.

Examples



Ferns



Mosses



Conifers

Characteristics: They lack flowers and often reproduce by spores or cones.

Exercise 6.2.5

1. Give two examples of flowering plants.
2. Name two non-flowering plants.
3. How do non-flowering plants reproduce?
4. Which part of a flowering plant helps in reproduction?
5. Why is a sunflower called a flowering plant?

✓ Answers

1. Mango and sunflower.
2. Fern and moss.

3. They reproduce using spores or cones.
4. Flowers help in reproduction.
5. Because it produces bright flowers that form seeds.

Teaching Tip: Pupils can draw two columns — one for flowering plants and one for non-flowering plants — and fill them with examples. This helps them visualize the difference clearly.

Exercise 6.2.6

1. Read the story below and answer the questions that follow

Story: *The Helpful Leaves*

In a small village, there was a mango tree. Every morning, its **leaves** stretched toward the sun. The leaves worked hard to **make food** for the tree using sunlight, air, and water.

The tree used this food to grow tall and strong. The leaves also helped the tree to **breathe**, taking in air and giving out oxygen. When the day was hot, the leaves gave out **water into the air**, keeping the tree cool.

Children loved to sit under the mango tree because the leaves gave them **shade**. Birds built nests among the leaves, and bees visited the flowers nearby. The villagers were happy because the leaves helped the tree stay alive and useful.

Questions

- (a) What did the mango tree's leaves do every morning? **Answer:** They stretched toward the sun.
- (b) How did the leaves make food for the tree?
Answer: By using sunlight, air, and water.
- (c) What gas do leaves give out when they breathe?
Answer: Oxygen.
- (d) What do leaves release into the air on hot days?
Answer: Water.
- (e) Why did children love sitting under the mango tree?
Answer: Because the leaves gave them shade.

Teaching Tip: Pupils can draw a big leaf and label its functions: *makes food, breathes, gives water, provides shade.*

2. Draw and name parts of the maize and bean plant
3. Write a dialogue and answer the questions that follow

Dialogue: *The Plant's Secret Helpers*

Teacher: Good morning, class! Today we shall learn about the parts of a flowering plant. Who can tell me one function of the **roots**?

Bbosa: Roots hold the plant firmly in the ground and also store food like cassava.

Teacher: Excellent! What about the **stem**?

Joel: The stem supports the plant, holds branches and flowers, and carries food and water.

Teacher: Very good. Now, what do the **leaves** do?

Mary: Leaves help the plant to breathe, give out water into the air, and make food through photosynthesis.

Teacher: Wonderful! And what about the **flowers**?

Sarah: Flowers help the plant to reproduce and make seeds.

Teacher: Correct! Finally, what do **seeds** do?

Mark: Seeds grow into new plants.

Teacher: Well done, class! Each part of the plant has a special job that helps the plant live and grow.

Questions

(a) What is one function of roots?

Answer: Roots hold the plant firmly in the ground.

(b) Which part of the plant carries food and water?

Answer: The stem.

(c) How do leaves make food for the plant?

Answer: Through photosynthesis.

(d) Which part of the plant helps in reproduction?

Answer: The flowers.

(e) What do seeds grow into?

Answer: Seeds grow into new plants.

Teaching Tip: Pupils can role-play this dialogue, each acting as a plant part (root, stem, leaf, flower, seed) and explaining their function. This makes the lesson interactive and memorable.

4. Read the poem and answer the questions that follow

Poem: *The Plant Gives Us All*

Roots in the soil, strong and deep,
They store our food for us to keep.
Cassava, carrots, yams we eat,
Roots make our meals so sweet!

The stem stands tall, upright and wide,
Carrying food and water inside.
Sugarcane juicy, firewood for flame,
The stem helps us all the same.

Leaves are green, they make our food,
Vegetables keep us strong and good.
They give us shade, they heal with care,
Leaves are gifts we all can share.

Flowers bloom with colors bright,
They give us beauty, joy, delight.
Perfumes, medicine, decoration too,
Flowers bring happiness to me and you.

Seeds are small but full of power,
Beans and maize grow by the hour.
They give us food, they bring us money,
Seeds make life so sweet and sunny!

Questions

- (a) What food do roots give us?

Answer: Roots give us cassava, carrots, and yams.

- (b) How does the stem help us?

Answer: The stem carries food and water, and gives us sugarcane and firewood.

- (c) What do leaves make for the plant?

Answer: Leaves make food through photosynthesis.

- (d) Name two uses of flowers.

Answer: Flowers are used for decoration and medicine.

- (e) Why are seeds important?

Answer: Seeds grow into new plants and give us food and money.

Teaching Tip: Pupils can recite the poem in groups, each group acting out one plant part (roots, stem, leaves, flowers, seeds). This makes the lesson fun and memorable.

English (non-medium) Competences

Exercise 6.2.7

1. Write a sentence for each of the following vocabulary: root, stem, leaf (leaves), flower, seed, food, fuel, medicine, money, decorate.

Examples of sentences – let the pupils read the sentences loudly and explain their meaning

1. **Root** – The cassava root stores food for the plant.
2. **Stem** – The sugarcane stem is sweet and juicy.
3. **Leaf (Leaves)** – Green leaves make food for the plant.
4. **Flower** – The rose flower is beautiful and colorful.
5. **Seed** – A bean seed grows into a new plant.

6. **Food** – Maize is a plant that gives us food.
7. **Fuel** – People use dry stems and branches as fuel for cooking.
8. **Medicine** – Aloe vera leaves are used as medicine.
9. **Money** – Farmers sell coffee seeds to get money.
10. **Decorate** – Bright flowers are used to decorate homes and gardens.

2. Form questions, answers and sentences using the following structures

1. (Sarah, Musa, Tom) has ... (flowers, seeds, leaves)

Example

Sarah has flowers

2. Who has ... (flowers, seeds, leaves)?
(He / she / they / we / you) ... (has / have) ... (flowers, seeds, leaves).
3. Whose ... (flowers, seeds, leaves) are these / those?
They are ... (Sarah's / Musa's / Tom's).
4. Are they ... (Sarah's / Musa's / Tom's)?
Yes, they are.
No, they are not. They are ... (Tom's, Sarah's, Musa's).

3. Write five examples of fruits.

Creative Performing Arts 6.2

Exercise 6.2.8

1. Draw, color and name five examples of fruits.
2. Draw and name two none flowering plants.
3. Singing: controlling breath when singing
4. Making instruments e.g. flute, triangle
5. Writing/brailing simple phrase / melody of 4-8 notes in length without leaps, e.g: r m m r r d d d r m m f f s s s
6. Weaving, e.g. bags, mats, dolls, book marks, ropes, table mats, wall mats
7. Printing, e.g. potato, leaf

6.3 Crop-growing practices

Steps in Preparing Land

1. **Clearing land** – Removing bushes, weeds, stones, and rubbish from the garden.
2. **Slashing** – Cutting down tall grass and small bushes using a slasher or panga.
3. **Digging** – Turning over the soil with a hoe or spade to loosen it.
4. **Ploughing** – Using oxen, tractors, or hand tools to break the soil further and make it ready for planting.

Exercise 6.3.1

1. What is the first step in preparing land for planting?
2. Which tool is used for slashing grass?
3. Why do farmers dig the soil?
4. What is ploughing?
5. Name one tool used for ploughing.



Answers

1. Clearing land.
2. A slasher or panga.
3. To loosen the soil and allow roots to grow easily.
4. Ploughing is breaking the soil further to prepare it for planting.
5. Oxen, tractor, or hoe.

Planting Methods

1. Seed Selection

Farmers choose good, healthy seeds.

Seeds should be free from pests and diseases.

Example: Selecting maize seeds that are big and not broken.

2. Seedlings

Sometimes seeds are first grown in a nursery.

The small plants (seedlings) are later transferred to the garden.

Example: Tomato seedlings grown in a nursery bed.



Tomato seed



Row planting



Broadcasting seeds

3. Row Planting

Seeds are planted in straight lines (rows).

Makes weeding and harvesting easy.

Example: Beans planted in rows in the garden.

4. Broadcasting

Seeds are spread by hand all over the field.

Common for small seeds like millet or rice.

Example: Broadcasting grass seeds on a lawn.

5. Transplanting

Moving seedlings from the nursery to the main garden.

Helps plants grow well in prepared soil.

Example: Transplanting cabbage seedlings.

Exercise 6.3.2

1. What is the importance of seed selection?

Answers: It ensures farmers plant healthy, strong seeds that will grow well and give good harvests.

2. Give two crops that are planted by broadcasting.

Answers: Millet and rice.

3. Why do farmers use row planting?

Answers: Because it makes weeding, watering, and harvesting easier.

4. What is transplanting?

Answers: It is the process of moving seedlings from a nursery bed to the main garden.

5. Name one crop that is first grown as seedlings.

Answers: Tomatoes (also cabbages or onions).

Teaching Tip

Pupils can **role-play** each method:

- Pretend to select seeds.
- Act out planting in rows.
- Scatter seeds like broadcasting.
- Carry “seedlings” (small sticks or papers) and transplant them.

This makes the lesson lively and memorable.

Caring for Crops

1. Weeding

Removing unwanted plants from the garden.

Example: Pulling out weeds from a maize field.

2. Pruning

Cutting off extra or unwanted parts of a plant.

3. **Root pruning** – trimming roots.

4. **Branch pruning** – cutting off extra branches.

Example: Pruning coffee plants to help them grow well.

5. **Thinning**

Removing extra seedlings so that the remaining ones grow strong.

Example: Thinning maize seedlings in a crowded garden.

6. **Mulching**

Covering the soil around plants with grass or leaves.

Helps keep soil moist and prevents weeds.

Example: Mulching banana plants.

7. **Spraying**

Applying medicine or chemicals to protect crops from pests and diseases.

Example: Spraying tomatoes against insects.

8. **Watering**

Giving plants water to help them grow.

Example: Watering vegetables during dry season.

9. **Drying**

Putting harvested crops in the sun to remove water.

Example: Drying beans after harvest.

10. **Storing**

Keeping dried crops safely in stores or granaries.

Example: Storing maize in sacks.

11. **Harvesting**

Collecting ripe crops from the garden.

Example: Harvesting ripe maize cobs.

12. Marketing

Selling crops in the market to earn money.

Example: Taking beans to the market.

13. Staking



Supporting plants with sticks or poles so they grow upright.

Example: Staking climbing beans.

Exercise 6.3.3

1. Why do farmers weed their gardens?

Answers: To remove unwanted plants that compete with crops for food, water, and sunlight.

2. What is pruning?

Answers: Cutting off extra roots or branches of a plant to help it grow better.

3. Give one crop that is thinned.

Answers: Maize (also sorghum or millet).

4. Why do farmers mulch their crops?

Answers: To keep the soil moist, prevent weeds, and protect crops from too much heat.

5. What is the importance of spraying crops?

Answers: It protects crops from pests and diseases.

6. Name two crops that are dried before storing.

Answers: Beans and maize.

7. What is staking?

Answers: Supporting plants with sticks or poles so they grow upright.

8. Why do farmers market their crops?

Answers: To sell them and earn money.

Crop Rotation

Crop rotation is the practice of planting different types of crops in the same garden or field in different seasons.

Farmers do not grow the same crop in the same place every year.

Importance

- (a) Prevents soil from losing nutrients.
- (b) Reduces pests and diseases.
- (c) Improves soil fertility.
- (d) Helps farmers get different types of food and income.

Examples

- (a) A farmer plants **maize** this season, then **beans** the next season.
- (b) After beans, the farmer plants **sweet potatoes**.
- (c) Later, the farmer plants **groundnuts**.

This way, the soil gets a chance to rest and regain nutrients.

Common Garden Tools and Their Uses



Hoe



Spade



Rake



Watering can



Wheel burrow



Garden folk



Pruning Shears



Slasher



Panga (Machete)



Sprayer

Table of tools and their uses

Tool	Use	Why It's Important
Hoe	Digging, weeding, and loosening soil	Helps prepare soil for planting
Spade	Digging, lifting, and turning soil	Strong and efficient for deeper work
Rake	Gathering leaves, leveling soil	Keeps the garden tidy and smooth
Watering Can	Watering plants	Provides controlled water supply
Wheelbarrow	Carrying soil, manure, crops	Makes moving heavy loads easier
Garden Fork	Turning soil, breaking clumps	Aerates soil for healthy plant growth
Pruning Shears	Cutting small branches, trimming plants	Keeps plants neat and healthy
Slasher	Cutting grass and clearing bushes	Useful for maintaining open spaces
Panga (Machete)	Cutting plants, splitting firewood	Handy for clearing and chopping
Sprayer	Applying water or pesticides	Protects plants from pests and diseases

Exercise 6.3.3

1. Which tool is used for carrying soil?
2. Name two tools used for cutting plants.
3. Which tool is used for watering plants?
4. Why is a rake important in the garden?
5. Which tool helps in trimming small branches?



Answers

1. The wheelbarrow is used for carrying soil.

2. The panga and slasher are used for cutting plants.
3. The watering can is used for watering plants.
4. A rake is important because it gathers leaves and levels soil.
5. Pruning shears help in trimming small branches.

Teaching Tip: Pupils can draw each tool and match it with its use. You can also bring safe tools like watering cans, rakes, and baskets to class for demonstration.

The process of preparing for planting

Here's a clear **step-by-step guide** on the process of preparing land for planting.

1. Clear the Land

Remove unwanted plants, stones, and rubbish from the garden area.

- Cut bushes and grass
- Pick out stones and sticks
- Burn or compost the waste

2. Plough or Dig the Soil

Loosen the soil to make it easy for roots to grow.

- Use a hoe or spade to dig
- Break big soil clumps
- Turn soil to expose nutrients

3. Add Manure or Fertilizer

Improve soil fertility for healthy plant growth.

- Spread compost or animal manure
- Mix fertilizer evenly into the soil
- Avoid excess to prevent burning plants

4. Level the Soil

Smooth the soil surface to prepare for planting.

- Use a rake to level
- Remove leftover weeds
- Ensure soil is even for easy planting

5. Mark Planting Rows or Holes

Organize the garden for planting seeds or seedlings.

- Draw straight lines with a stick or string
- Space rows or holes evenly
- Prepare correct depth for seeds

Teaching Tip: Pupils can act out each step — clearing, digging, adding manure, leveling, and marking rows — using simple classroom demonstrations. This makes the lesson lively and memorable.

Exercise 6.3.4

1. What is the first step in preparing land for planting?

Answer: The first step is clearing the land by removing weeds, bushes, and stones.

2. Why do farmers dig or plough the soil before planting?

Answer: Digging or ploughing loosens the soil, making it easy for roots to grow and air to enter.

3. What is added to the soil to make it fertile?

Answer: Manure or compost is added to improve soil fertility.

4. Why is leveling the soil important?

Answer: Leveling helps water spread evenly and prevents soil erosion.

5. What is the final step before planting seeds?

Answer: Marking rows or holes where seeds will be planted.

Mathematics Competences 6.3

Long divisions

Example 1

$$\begin{array}{r} 72 \\ 2 \overline{) 144} \\ \underline{-14} \\ 004 \\ \underline{-4} \\ 0 \end{array}$$

Steps

- > 2 goes into 14 seven times, $7 \times 2 = 14$
- > bring down 4
- > 2 goes into 4 two times, $2 \times 2 = 4$

Example 2

$$\begin{array}{r} 125 \\ 2 \overline{) 250} \\ \underline{-2} \\ 05 \\ \underline{-4} \\ 10 \\ \underline{-10} \\ 0 \end{array}$$

Steps

- > 2 goes into 2 one time, $1 \times 2 = 2$
- > bring down 5
- > 2 goes into 5 two times, $2 \times 2 = 4$ remainder 1
- > bring down 0
- > 2 goes into 10 five times, $5 \times 2 = 10$

Example 3

$$\begin{array}{r} 89 \\ 3 \overline{) 267} \\ \underline{-24} \\ 27 \\ \underline{-27} \\ 0 \end{array}$$

Steps

- > 3 goes into 26, eight times, $8 \times 3 = 24$ remainder 2
- > bring down 7
- > 3 goes into 27, nine times, $9 \times 3 = 27$

Example 4

$$\begin{array}{r} 223 \\ 4 \overline{) 892} \\ \underline{-8} \\ 09 \\ \underline{-8} \\ 12 \\ \underline{-12} \\ 0 \end{array}$$

Steps

- > 4 goes into 8, two times, $2 \times 4 = 8$
- > bring down 9
- > 4 goes into 9, two times, $2 \times 4 = 8$, remainder 1
- > bring down 2
- > 4 goes into 12, three times, $3 \times 4 = 12$

Example 5

$$\begin{array}{r} 119 \\ 5 \overline{) 595} \\ \underline{-5} \\ 09 \\ \underline{-5} \\ 45 \\ \underline{-45} \\ 0 \end{array}$$

Steps

- > 5 goes into 5, one times, $1 \times 5 = 5$
- > bring down 9
- > 5 goes into 9, one times, $1 \times 5 = 5$, remainder 4
- > bring down 5
- > 5 goes into 45, nine times, $9 \times 5 = 45$

Exercise 6.3.5

Solve

(a) $\underline{2} \overline{) 122}$

(f) $\underline{3} \overline{) 129}$

(k) $\underline{4} \overline{) 124}$

(p) $\underline{5} \overline{) 125}$

(b) $\underline{2} \overline{) 236}$

(g) $\underline{3} \overline{) 336}$

(l) $\underline{4} \overline{) 236}$

(q) $\underline{5} \overline{) 330}$

(c) $\underline{2} \overline{) 458}$

(h) $\underline{3} \overline{) 258}$

(m) $\underline{4} \overline{) 456}$

(r) $\underline{5} \overline{) 255}$

(d) $\underline{2} \overline{) 336}$

(i) $\underline{3} \overline{) 138}$

(n) $\underline{4} \overline{) 336}$

(s) $\underline{5} \overline{) 130}$

(e) $\underline{2} \overline{) 158}$

(j) $\underline{3} \overline{) 459}$

(o) $\underline{4} \overline{) 156}$

(t) $\underline{5} \overline{) 450}$

Relationship Between Multiplication and Division

- **Multiplication** joins equal groups together.
- **Division** splits a number into equal groups.
- They undo each other (inverse operations).

Examples

(a) $3 \times 4 = 12$

- This means 3 groups of 4 make 12.

(b) $12 \div 4 = 3$

- If we split 12 into groups of 4, we get 3 groups.

(c) $12 \div 3 = 4$

- If we split 12 into 3 groups, each group has 4.

👉 Notice how the same three numbers (3, 4, 12) are used in both multiplication and division.

Fact Families

A **fact family** shows how multiplication and division are connected:

- $3 \times 4 = 12$
- $4 \times 3 = 12$
- $12 \div 4 = 3$
- $12 \div 3 = 4$

Simple Chant for Learners

Multiply to make it grow,

Divide to share it slow.

Three times four makes twelve, you see,

Twelve ÷ four is three!

Exercise 6.3.6

Fill in the missing numbers

- | | |
|---------------------------|--------------------------|
| (a) $__ \times 4 = 12$ | (j) $__ \div 4 = 12$ |
| (b) $3 \times __ = 9$ | (k) $33 \div __ = 3$ |
| (c) $5 \times __ = 15$ | (l) $15 \div __ = 5$ |
| (d) $2 \times __ = 18$ | (m) $26 \div __ = 13$ |
| (e) $__ \times 6 = 12$ | (n) $__ \div 6 = 2$ |
| (f) $__ \times 3 = 15$ | (o) $__ \div 3 = 12$ |
| (g) $__ \times 4 = 32$ | (p) $__ \div 4 = 32$ |
| (h) $5 \times __ = 40$ | (q) $40 \div __ = 8$ |
| (i) $3 \times __ = 147$ | (r) $147 \div __ = 49$ |

Exercise 6.3.7

Completing patterns of numbers using multiplication tables,

- 3, 6, ..., 12, ..., ..., 15, ...
- 80, ..., ..., 50, 40, 30, ..., 10.
- 12, 16, 20, ..., ..., ...
- ..., 25, 20, 15, ..., ..., ...
- ..., 10, 15, 20, ..., ..., ...
- 48, 45, 42, ..., ..., ..., ...
- 48, 46, 44, ..., ..., ..., ...
- 85, 80, 75, 70, ..., ..., ...
- 24, 28, 32, ..., ..., ..., ...
- 44, 40, 36, ..., ..., ..., ...

Literacy Competences 6.3

Exercise 6.3.8

- Write the process of preparing for planting.
- Name any five garden tools
- Write five sentences about garden tools
- Write five ways of caring for plants

Exercise 6.3.9

Read the story and answer the questions that follow

Story: *A Day in the Garden*

One Saturday morning, Amina went to the garden with her father. She carried a **hoe** to dig the soil. Her father brought a **spade** to make big holes. Amina's brother came with a **watering can** to water the young plants.

Later, they used a **rake** to gather dry leaves and make the garden clean. When the soil was ready, Amina's father planted seeds in neat rows. Amina watered them carefully. The family was happy because the garden looked neat and ready to grow food.

Questions

1. Which tool did Amina carry to the garden?

Answer: Amina carried a hoe.

2. What did her father use to make big holes?

Answer: He used a spade.

3. Who brought the watering can?

Answer: Amina's brother brought the watering can.

4. Which tool was used to gather dry leaves?

Answer: The rake was used to gather dry leaves.

5. Why was the family happy at the end?

Answer: They were happy because the garden was neat and ready to grow food.

Teaching Tip: Pupils can act out the story — one pretending to dig with a hoe, another watering with a can, another raking leaves — to make the lesson lively.

Exercise 6.3.10

Read the poem and answer the questions that follow

Poem: *The Journey of a Seed*

A tiny seed sleeps in the ground,
Silent and still, it makes no sound.
The rain comes down, the sun shines bright,
The seed wakes up with all its might.

It drinks the water, it feels the air,
A little root grows here and there.
A shoot pops up, so green and small,
The seedling rises, standing tall.

Leaves unfold, reaching high,
Stretching gently to the sky.
From seed to plant, the change is clear,
Germination brings new life near!

Questions

1. Where does the seed sleep?

Answer: The seed sleeps in the ground.

2. What helps the seed to wake up?

Answer: Rain and sunshine help the seed to wake up.

3. What grows first from the seed?

Answer: A little root grows first.

4. What comes out after the root?

Answer: A green shoot comes out after the root.

5. What is the poem teaching us about?

Answer: The poem teaches us about seed germination.

Teaching Tip: Pupils can act out the poem — crouching like seeds, stretching up like shoots, and opening arms like leaves — to make the lesson fun and memorable.

English (non-medium) Competences 6.3

Exercise 6.3.11

1. Write one sentence for each of the following vocabulary: garden, hoe, tool, panga, slasher, plant, dig, plough, weed, water, dry, mulch, store, field, ground.

Example sentences – let pupil read the sentences loudly and explain their meanings

- (a) **Garden** – The children planted flowers in the **garden**.
- (b) **Hoe** – Amina used a **hoe** to dig the soil.
- (c) **Tool** – A rake is a **tool** for cleaning the ground.
- (d) **Panga** – The farmer cut firewood with a **panga**.
- (e) **Slasher** – James cleared the tall grass using a **slasher**.
- (f) **Plant** – We saw a green **plant** growing in the field.
- (g) **Dig** – The workers **dig** holes to plant trees.
- (h) **Plough** – The oxen help to **plough** the field.
- (i) **Weed** – Sarah removed the **weed** from the garden.
- (j) **Water** – The pupils carried **water** to pour on the plants.
- (k) **Dry** – The clothes became **dry** in the hot sun.
- (l) **Mulch** – Farmers put **mulch** around plants to keep soil wet.
- (m) **Store** – We **store** maize in tins after harvest.
- (n) **Field** – The cows are grazing in the **field**.
- (o) **Ground** – The ball fell on the **ground**.

2. Form questions, answers and/or sentences using the structure

- (a) Where is the... (panga / slasher / hoe)?
The ... (panga / slasher / hoe) is in/on/under the ... (store / house / ground / bed).

Example

Where is panga?

- The panga is in store
- (b) What is ... (Mary, John, Juma) doing?
(Mary, John, Juma) is.... (digging, weeding, pruning).
- (c) In which month of the year did ... (Mary, Sarah, Ali)(plough, weed, plant)
the ... (garden/seeds/crops)?
(Mary, Sarah, Ali) ... (ploughed, weeded, planted) the ... (garden/crops/seeds)
in the ... (first, second, forth) month of the year.
- (d) When did (you, he, she, they) (you, he, she, they) (plant, plough,
weed) the ... (seeds, crops)?
(I, she, he, they) ... (planted, ploughed, weeded) the ... (seeds, crops, garden)
in the (first, second, third) month of the year.

Creative Performing Arts 6.3.12

Exercise 6.3.12

1. Sing the following song

Song: *Garden Tools Song*

(Tune suggestion: "Twinkle, Twinkle, Little Star")

Hoe and spade we use to dig,

Rake and fork make soil so big.

Panga cuts and slasher clears,

Wheelbarrow carries heavy gears.

Watering can helps plants to grow,

Garden tools we all must know!

Teaching Tip

- Sing the song while **acting out the tools** (pretend digging, watering, cutting).
- Pupils can clap or drum along to keep rhythm.
- You can split the class into groups: one sings, another acts out the tools.

2. Dancing; creative dance on crop growing / harvesting practices
3. Reading notes without leaps in ascending and descending order
4. Draw and coloring shapes using natural colors
5. Fold paper to form different shapes, e.g. hats, boats, boxes

THEME 7: MANAGING RESOURCES IN OUR SUB-COUNTY / DIVISION

Expected learning outcome: The child understands and demonstrates proper management of resources.

7.1 Saving resources

Resources are things we need every day to live and work.

Basic Resources

- (a) **Water** – used for drinking, cooking, washing, and farming.
- (b) **Time** – used for learning, working, and resting.
- (c) **Money** – used for buying goods and services.
- (d) **Food** – used for giving us energy and health.

Fuel Resources

- (a) **Firewood** – wood from trees used for cooking.
- (b) **Charcoal** – burnt wood made into black pieces used for cooking.

Types of Resources

Type	Examples	Use
Natural resources	Land, water, forests, minerals, animals	Farming, building, drinking, making goods
Human resources	Teachers, doctors, farmers, builders	Provide services, skills, and knowledge
Man-made resources	Roads, schools, machines, tools	Help in transport, education, production

Importance of Resources

- (a) Provide **food** (crops, animals).
- (b) Give **shelter** (wood, clay, bricks).
- (c) Offer **energy** (firewood, electricity, solar).
- (d) Support **services** (education, healthcare, transport).

Meaning of Saving

Saving means keeping part of what you have (like money, food, or time) for future use instead of spending it all now.

Saving helps us prepare for needs, emergencies, and future plans.

Exercise 7.1.1

1. What is water used for?

Answer: Water is used for drinking, cooking, washing, and farming.

2. Name two examples of fuel.

Answer: Two examples of fuel are firewood and charcoal.

3. What does saving mean?

Answer: Saving means keeping part of what you have for future use instead of spending it all now.

4. Why is food an important resource?

Answer: Food is an important resource because it gives us energy and keeps us healthy.

5. Why is saving important for families?

Answer: Saving is important for families because it helps them prepare for emergencies and future needs.

Ways of Saving

- (a) **In a bank** – keeping money safely in an account.
- (b) **In a wooden safe or metallic box** – storing money or valuables at home.
- (c) **Proper use of materials** – avoiding waste when using resources.
- (d) **Repairing** – fixing broken items instead of buying new ones.
- (e) **Recycling** – reusing materials like bottles, tins, or paper.
- (f) **Planting** – growing trees and crops for future use.
- (g) **Preparing enough food** – cooking only what is needed to avoid waste.
- (h) **Switching off power when not in use** – saving electricity.
- (i) **Budgeting** – planning how to spend money wisely.

Exercise 7.1.2

1. Why do people save money in a bank?

Answer: People save money in a bank to keep it safe and earn interest.

2. What is the importance of repairing broken items?

Answer: Repairing broken items is important because it saves money and reduces waste.

3. How does recycling help us?

Answer: Recycling helps us by reusing materials and protecting the environment.

4. Why should we switch off power when not in use?

Answer: We should switch off power when not in use to save electricity and reduce costs.

5. What does budgeting mean?

Answer: Budgeting means planning how to spend money wisely to avoid overspending.

Short Classroom Chant

Save in a bank, save at home,

Use materials well when you roam.

Repair, recycle, plant a tree,

Switch off power, budget carefully!

Why We Save

1. **Meeting needs** – Saving helps us pay for important things like school fees, food, and medical bills.
2. **Improving standards** – Savings allow families to buy better houses, clothes, and education, which improves their living standards.
3. **Avoiding wastage** – Saving teaches us to use resources carefully without wasting money, food, or time.
4. **For the future** – Savings prepare us for emergencies, retirement, or future plans like building a home.

Exercise 7.1.3

1. Why do people save money?

Answer: People save money to meet their needs such as paying school fees and buying food.

2. How does saving improve our standards of living?

Answer: Saving improves our standards of living because it helps us buy better houses, clothes, and education.

3. Why is saving important in avoiding wastage?

Answer: Saving is important in avoiding wastage because it teaches us to use resources carefully without wasting them.

4. How does saving help us in the future?

Answer: Saving helps us in the future by preparing us for emergencies and future plans like building a home.

5. Give one example of a need that savings can meet. **Answer:** One example of a need that savings can meet is paying medical bills when someone is sick.

Short Classroom Chant

Save for needs, save for more,

Save to keep from wasting store.

Save today, tomorrow too,

Saving helps both me and you!

Keeping Records

Meaning: Keeping records means writing down or noting important information so we can remember, check, and use it later.

Records help us stay **organized, accountable, and careful** with what we use every day.

Examples at Home

- (a) Record of food items used daily (e.g., sugar, salt, rice).
- (b) Record of money spent on transport or shopping.
- (c) Record of water used for cooking and washing.

Examples at School

- (a) Record of books borrowed from the library.
- (b) Record of chalk, pens, and paper used in class.
- (c) Record of attendance of pupils.
- (d) Record of meals served at lunchtime.

Importance of Keeping Records

- (a) Helps us **avoid wastage**.
- (b) Makes it easy to **plan for the future**.
- (c) Shows **accountability** for what is used.
- (d) Helps in **budgeting and saving**.

Exercise 7.1.4

1. What does keeping records mean?

Answer: Keeping records means writing down important information for future use.

2. Give one example of a record kept at home.

Answer: One example of a record kept at home is the amount of food used daily.

3. Give one example of a record kept at school.

Answer: One example of a record kept at school is the attendance of pupils.

4. Why is keeping records important?

Answer: Keeping records is important because it helps us avoid wastage and plan for the future.

5. How do records help in saving?

Answer: Records help in saving by showing how resources are used so we can avoid overspending.

Short Classroom Chant

Write it down, keep it well,
Records help us plan and tell.
Home and school, every day,
Records guide us all the way!

Mathematics Competences 7.1

1. Count numbers from 7000 to 9999
2. Write numbers from
 - (a) 7001 to 7015
 - (b) 7555 to 7565
 - (c) 8434 to 8445
 - (d) 9985 to 9992
 - (e) 8252 to 8259
3. Write the number that has been expanded
 - (a) $8000 + 500 + 10 + 1$
 - (b) $9000 + 2$
 - (c) $7000 + 300 + 20 + 1$
 - (d) $7000 + 800 + 40 + 3$
 - (e) $9000 + 70 + 9$
4. Write the following numbers in expanded forms
 - (a) 9666
 - (b) 7532
 - (c) 8791
 - (d) 6428
 - (e) 4578

Identifying Ugandan Currency (Up to USh1000)

Common Coins



- (a) **50 shilling coin** – small silver coin.
- (b) **100 shilling coin** – round coin, bigger than 50.
- (c) **200 shilling coin** – larger coin, golden color.
- (d) **500 shilling coin** – biggest coin, often silver-gold mix.

Common Notes



Rhyme

Fifty, hundred, two hundred too,
Five hundred coins are shiny new.
One thousand note we proudly show,
Uganda money we all know!

Literacy Competences 7.1

Exercise 7.1.5

1. Name any five basic resources
2. Write down three ways of saving
3. Write down three ways we save
4. Write down three importance of records
5. Read the story about a story about resources.

Story: Amina and the Village Resources

Amina lived in a small village with her family. Every morning, she fetched **water** from the well to help her mother cook food. Her father used a **hoe** and a **panga** to dig the **garden** and plant crops. The teacher at school was also a resource because he gave the children **knowledge**.

One day, Amina noticed that some children wasted food and threw away tins. She told them, "Food is a resource, and tins can be recycled. We must use our resources wisely." The children agreed and started saving food, reusing tins, and helping their parents in the garden.

From then on, the village became cleaner, healthier, and happier because everyone learned to care for their **resources**.

Questions

- (a) What resource did Amina fetch from the well?

Answer: Amina fetched water from the well.

- (b) Which tools did Amina's father use in the garden?

Answer: Amina's father used a hoe and a panga in the garden.

- (c) Why is a teacher called a resource?

Answer: A teacher is called a resource because he gives children knowledge.

- (d) What did Amina tell the children about food and tins?

Answer: Amina told the children that food is a resource and tins can be recycled.

(e) How did the village change after the children used resources wisely?

Answer: The village became cleaner, healthier, and happier after the children used resources wisely.

Short Classroom Chant

Water, food, tools we share,
Teachers give us knowledge and care.
Use resources day by day,
Save them, don't throw away!

6. Read the dialogue about a story about resources.

Dialogue: *Children Talking About Saving*

Teacher: Good morning, class! Today we shall talk about ways of saving. Who can give me one way?

Amina: We can save money in a bank to keep it safe.

James: At home, we can also save money in a wooden safe or metallic box.

Sarah: Another way of saving is by repairing broken items instead of buying new ones.

Peter: Recycling tins, bottles, and paper is also a way of saving.

Amina: We should prepare enough food so that none is wasted.

James: Switching off power when not in use helps us save electricity.

Sarah: Budgeting is important because it helps us plan how to spend money wisely.

Teacher: Excellent! You all understand that saving helps us meet our needs and avoid wastage.

Questions

1. Where can people save money safely?

Answer: People can save money safely in a bank.

2. Why is repairing broken items a way of saving?

Answer: Repairing broken items is a way of saving because it prevents us from spending money on new ones.

3. How does recycling help in saving?

Answer: Recycling helps in saving by reusing materials and reducing waste.

4. Why should we switch off power when not in use?

Answer: We should switch off power when not in use to save electricity and reduce costs.

5. What is the importance of budgeting?

Answer: Budgeting is important because it helps us plan how to spend money wisely.

Short Classroom Chant

Save in a bank, save at home,

Repair, recycle, wherever you roam.

Switch off power, budget too,

Saving is good for me and you!

English (non-medium) Competences 7.1

Exercise 7.1.6

1. Form a sentence using each of the following vocabulary: time, firewood, money, bank, bag, waste, box, plant, need, bundle, charcoal, save.

Example of the sentences – let the pupils read the sentences loudly and explain their meaning

- (a) **Time** – We must use our **time** wisely to finish our work.
- (b) **Firewood** – The family cooked food using **firewood**.
- (c) **Money** – My father gave me **money** to buy books.
- (d) **Bank** – People keep their money safe in the **bank**.
- (e) **Bag** – Amina carried her school books in a **bag**.
- (f) **Waste** – We should not **waste** food because it is important.
- (g) **Box** – The teacher kept chalk in a **box**.
- (h) **Plant** – The farmer **planted** maize in the garden.
- (i) **Need** – Water is a **need** for all living things.
- (j) **Bundle** – The woman carried a **bundle** of firewood on her head.
- (k) **Charcoal** – **Charcoal** is used for cooking in many homes.
- (l) **Save** – We should **save** money to meet our future needs.

Classroom Chant

Time and money, bag and box,

Firewood, charcoal, bundle of logs.

Plant and need, don't waste away,

Save your resources every day!

2. Form questions, sentences and answers based on the following structures
- (a) Do you have enough (time/firewood/money/ charcoal)?
Yes, (I/we) do have.
No, I/we don't.
Example
Do you have enough time?
Yes, I do have
No, I don't.
- (b) How (many / much).... (boxes / time / firewood / money / plants / bundles / charcoal) do you have?
I have ... (5 boxes / one hour / 3 bundles / 500 Shillings / 2 sacks).
- (c) (John, Peter, Alice) has ... (money, firewood, charcoal).
- (d) (He / she / we / they) ...(had / have) ... (money, charcoal, firewood).
- (e) (He / she / they / we / I) keep ... (money, charcoal, firewood) in the ... (bank, store, box).

Creative Performing Arts 7.1

Exercise 7.1.7

1. Role-playing, e.g. saving money in the bank
2. Make things using e.g. straws, used tyres, old slippers, old clothes
3. Reading/brailing notes of the major scale without leaps
4. Writing/brailing simple phrases/ melodies up to 8 notes without leaps

7.2. Spending resources

Meaning of Spending

Spending means using money or resources to meet our needs and wants.

We spend on things like food, clothes, school fees, transport, and health care.

Things We Use and Spend On

1. **Food** – buying meals and cooking ingredients.
2. **Clothes** – for dressing.
3. **School fees** – for education.
4. **Transport** – for moving from one place to another.
5. **Health care** – for medicine and treatment.

Ways of Spending Wisely

1. **Budgeting** – planning how to use money before spending.
2. **Negotiating** – discussing prices to get fair deals.
3. **Prioritizing** – spending on important needs first.
4. **Comparing quality** – choosing items that last longer.
5. **Comparing prices** – checking different shops to buy at the best price.

Keeping Records

Writing down what we spend money on helps us avoid wastage.

Records show how much we used and help us plan for the future.

Exercise 7.2.1

1. What does spending mean?

Answer: Spending means using money or resources to meet our needs and wants.

2. Give two examples of things we spend money on.

Answer: We spend money on food and school fees.

3. Why is budgeting important when spending?

Answer: Budgeting is important because it helps us plan how to use money wisely.

4. How does comparing prices help us?

Answer: Comparing prices helps us buy items at the best price.

5. Why should we keep records of spending?

Answer: We should keep records of spending to avoid wastage and plan for the future.

Classroom Chant

Spend on food, spend on school,

Budget first, that is the rule.

Compare the price, choose what's best,

Keeping records beats the rest!

Mathematics Competences 7.2

Exercise 7.2.2

1. Write number symbols 7000 - 9999
2. Write numbers from
 - (a) 7740 to 7755
 - (b) 8432 to 8439
 - (c) 9023 to 9032
 - (d) 9024 to 9029
 - (e) 7322 to 7330

Budget

A **budget** is a plan showing how money will be used.

It helps us know what to spend, what to save, and how to avoid waste.

Steps in Making a Simple Budget

- (i) **Identify income** – know how much money you have.
- (ii) **List needs** – write down what you must spend on (food, school fees, transport).
- (iii) **Estimate costs** – find out the price of each item.
- (iv) **Allocate money** – decide how much to spend on each item.
- (v) **Add up** – check if the total fits within your income.
- (vi) **Adjust** – if money is not enough, reduce or remove less important items.

Example of a Simple Budget

Income: 20,000 shillings

Item	Cost (USh)
Food	8,000
Transport	4,000
School fees	6,000
Savings	2,000
Total	20,000

Exercise 7.2.3

1. What is a budget?

Answer: A budget is a plan showing how money will be used.

2. Why is making a budget important?

Answer: Making a budget is important because it helps us avoid wasting money.

3. What should be listed in a budget?

Answer: Needs such as food, school fees, and transport should be listed in a budget.

4. What should you do if your income is less than your expenses?

Answer: If income is less than expenses, you should reduce or remove less important items.

5. In the example budget, how much money is saved?

Answer: In the example budget, 2,000 shillings is saved.

Classroom Chant

Budget, budget, plan it right,

Spend your money, keep it tight.

Food and school, transport too,

Save a little, that is true!

Playing the Shopping Game

Purpose

To help children practice **using money**, **spending wisely**, and **keeping records**.

To make learning about **resources**, **saving**, and **budgeting** enjoyable.

How to Play

1. Set up a shop

- Arrange classroom items (books, pencils, fruits, toys, or pictures of goods).
- Label each item with a price (e.g., 100/=, 200/=, 500/=).

2. Give pupils money

- Use play money or real coins/notes up to USh1000.

- Each pupil gets a set amount (e.g., 1000/=).

3. Shopping time

- Pupils take turns acting as **buyers** and **shopkeepers**.
- Buyers choose items and pay with the correct coins/notes.
- Shopkeepers give change if needed.

4. Record keeping

- Pupils write down what they bought and how much they spent.
- They also note how much money they saved.

Example

Amina has 1000/=.

She buys a pencil for 200/= and a book for 500/=.

She spends 700/= and saves 300/=.

Exercise 7.2.4

1. What is the purpose of the shopping game?

Answer: The purpose of the shopping game is to help children practice using money and spending wisely.

2. What do pupils use to buy items in the game?

Answer: Pupils use play money or real coins and notes to buy items in the game.

3. Who acts as the shopkeeper in the game?

Answer: Pupils take turns acting as the shopkeeper in the game.

4. Why should pupils keep records after shopping?

Answer: Pupils should keep records after shopping to know what they bought and how much they saved.

5. If Amina spends 700/= from 1000/=, how much does she save?

Answer: Amina saves 300/= after spending 700/= from 1000/=.

Classroom Chant

Buy and sell, spend and save,
Shopping game is what we crave.
Count the coins, write it down,
Smart spending makes us proud!

Literacy Competences 7.2

Exercise 7.2.5

1. Name four things we spend on
2. Role playing buying and selling
3. Explain why we make records
4. Give three benefits of saving
5. Make a simple record of your belongs in a school bag.
6. Read the story below and answer the questions that follow

Story: *The Village Shop*

In Kiwanda village, there was a small shop owned by Mr. Okello. Every morning, he opened the shop and arranged items like sugar, salt, soap, and cooking oil. Children came to buy sweets, while mothers bought food for their families. Farmers sold their maize and beans to Mr. Okello, and he stored them in big sacks.

The shop was very important because people did not have to travel far to town. Mr. Okello kept records of what he sold and saved some money in the bank. He also taught the children not to waste money but to spend wisely. The village shop became a place where everyone met their needs and learned about saving.

Questions

- (a) Who owned the village shop?

Answer: The village shop was owned by Mr. Okello.

(b) Name two items sold in the shop.

Answer: Two items sold in the shop were sugar and soap.

(c) Why was the shop important to the villagers?

Answer: The shop was important because people did not have to travel far to town.

(d) What did Mr. Okello do with the money he earned?

Answer: Mr. Okello saved some of the money in the bank.

(e) What lesson did Mr. Okello teach the children?

Answer: Mr. Okello taught the children not to waste money but to spend wisely.

Classroom Chant

Shop in the village, goods to buy,
Sugar and soap, maize piled high.
Spend with care, save each day,
The shop helps us in every way!

7. Read the dialogue below and answer the questions that follow

Dialogue: At the Village Shop

Customer (Amina): Good morning, Mr. Okello.

Shopkeeper (Mr. Okello): Good morning, Amina. How can I help you today?

Amina: Please give me a bar of soap. How much is it?

Mr. Okello: A bar of soap costs 1,000 shillings.

Amina: I also need a packet of salt.

Mr. Okello: A packet of salt is 500 shillings.

Amina: Here is 2,000 shillings. Please give me the soap and salt.

Mr. Okello: Thank you. Here are your items and 500 shillings change.

Amina: Thank you very much. I will save the change for later.

Mr. Okello: That is wise. Saving helps us meet our future needs.

Questions

(a) Who was the shopkeeper in the dialogue?

Answer: The shopkeeper in the dialogue was Mr. Okello.

(b) What did Amina buy from the shop?

Answer: Amina bought a bar of soap and a packet of salt from the shop.

- (c) How much did the soap cost?

Answer: The soap cost 1,000 shillings.

- (d) How much money did Amina give to the shopkeeper?

Answer: Amina gave 2,000 shillings to the shopkeeper.

- (e) What did Amina do with the change she received?

Answer: Amina decided to save the change for later.

Classroom Chant

Buy the soap, buy the salt,
Pay the money, count it all.
Save the change, wise and true,
Shopping teaches me and you!

8. Read the poem below and answer the questions that follow

Poem: *Life on the Farm*

The sun shines bright upon the land,
Farmers work with hoe in hand.
Cows are grazing, crops will grow,
Water helps the seedlings show.

Birds are singing, trees give shade,
Children play where paths are made.
The farm gives food, the farm gives cheer,
Resources bless us year by year.

Questions

1. What tool do farmers use in the poem?

Answer: Farmers use a hoe in the poem.

2. What animals are mentioned in the poem?

Answer: Cows are mentioned in the poem.

3. What helps the seedlings to grow?

Answer: Water helps the seedlings to grow.

4. Who is playing on the farm?

Answer: Children are playing on the farm.

5. Why is the farm important according to the poem?

Answer: The farm is important because it gives food, cheer, and resources every year.

Classroom Chant

Code

Farmers dig, children play,

Cows and crops grow every day.

Water, sun, and shade combine,

The farm is precious, yours and mine!

English (non-medium) Competences 7.2

Exercise 7.2.6

1. Write a story about buying and selling.
2. Write five sentences about basic needs
3. Write three sentences ways of spending wisely
4. Write a sentence for each of the following vocabulary: sugar, books, buy, sell, sweets, pancakes, pencils, soap, salt, pens, cost, much/many, money, shillings, some, any.

Example sentences – pupils read the sentences loudly and explain their meanings

- (a) **Sugar** – Mother bought sugar to make tea.
- (b) **Books** – The pupils read story books in class.
- (c) **Buy** – I will buy a pencil from the shop.
- (d) **Sell** – The shopkeeper will sell salt to the villagers.
- (e) **Sweets** – Children like to eat sweets after school.
- (f) **Pancakes** – We ate pancakes for breakfast.
- (g) **Pencils** – The teacher gave us pencils to write with.
- (h) **Soap** – We use soap to wash our hands.
- (i) **Salt** – Salt is used to make food tasty.
- (j) **Pens** – James wrote a letter using two pens.
- (k) **Cost** – The cost of the book is 500 shillings.
- (l) **Much/Many** – There are many pupils in the classroom.

- (m) **Money** – Father gave me money to buy food.
- (n) **Shillings** – The toy costs one thousand shillings.
- (o) **Some** – I have some sweets in my bag.
- (p) **Any** – Do you have any sugar left in the tin?

Classroom Chant

Sugar, books, pencils too,
Buy and sell for me and you.
Money, shillings, cost to pay,
Use our words in class today!

5. Write questions, answers and sentences using the form

- (a) What are you ... (buying / selling)?
I am / we are ... (buying / selling) ... (sweets, books)
(She / he / they) is / are ... (buying / selling) ... (sweets, pens, books).

Answer

What are you buying?

I am buying sweets.

She buying sweets.

- (b) How (much / many) ... (sugar, sweets, books, pens) do you want?
(I / we / they / he / she) ... (want / wants) ... (quantity) of ... (items) please.

6. Read the dialogue and answer the questions that follow:

Dialogue: *Spending Wisely at School*

Teacher: Good morning, class! Today we shall talk about spending wisely. Who can give me one way?

Amina: Spending wisely means making a budget before using money.

James: We should also compare prices in different shops to buy at the best cost.

Sarah: Another way is to prioritize our needs, like school fees, before buying sweets.

Peter: Negotiating with shopkeepers can also help us spend wisely.

Amina: Choosing good quality items is important because they last longer.

Teacher: Excellent! Spending wisely helps us avoid wastage and meet our needs.

Five Questions

- (a) What does spending wisely mean?
Answer: Spending wisely means using money carefully to meet our needs and avoid wastage.
- (b) Why is making a budget important?
Answer: Making a budget is important because it helps us plan how to use money before spending.
- (c) How does comparing prices help us?
Answer: Comparing prices helps us buy items at the best cost.
- (d) Why should we prioritize our needs?
Answer: We should prioritize our needs so that important things like school fees are paid first.
- (e) What is the benefit of choosing good quality items?
Answer: Choosing good quality items is beneficial because they last longer and save money.

Classroom Chant

Budget first, compare the price,
Priorities needs, that is wise.
Negotiate, choose quality too,
Spending wisely is good for you!

Creative Performing Arts 7.2

Exercise 7.2.7

1. Sing the song below and answer the questions that follow

Song: *Spend Wisely, Save Brightly*

Spend on food, spend on school,
Budget first, that is the rule.
Compare the price, choose what's best,
Saving money beats the rest!

Save in a bank, save at home,
Use resources where you roam.
Repair, recycle, plant a tree,
Saving helps both you and me!

Questions

- (a) What should we do before spending money?
Answer: We should make a budget before spending money.
- (b) Why do we compare prices?
Answer: We compare prices to buy items at the best cost.
- (c) Where can people save money safely?
Answer: People can save money safely in a bank.
- (d) How does repairing help us save?
Answer: Repairing helps us save by avoiding the cost of buying new items.
- (e) What is the importance of saving?
Answer: Saving is important because it helps us meet future needs and avoid wastage.

- 2. Play instruments e.g. adungu, enaanga, keyboard
- 3. Listening to high and low pitches, e.g. the major scale
- 4. Weaving, e.g. bags, door mats, hats, table mats • Threading, e.g. making holes in seeds to make ornaments

7.3 Projects

Projects are activities carried out to achieve something useful.

Examples of Projects

- (i) **Bee keeping** → gives honey and wax
- (ii) **Tree planting** → provides timber, shade, and protects soil
- (iii) **Poultry keeping** → gives eggs and meat
- (iv) **Brick making** → provides building materials and income

Preparing for a Project

Before starting a project, we need:

- (i) **Money** → to buy materials or animals
- (ii) **Time** → to plan and carry out activities
- (iii) **Space** → land or room for the project
- (iv) **Knowledge/skills** → knowing how to care for animals or plants

Managing a Project

To keep a project successful, we must:

- (i) **Record** → write down costs, sales, and progress
- (ii) **Commitment** → work hard and stay focused
- (iii) **Checking** → monitor animals, plants, or materials regularly
- (iv) **Maintenance** → repair, clean, and care for the project

Classroom Chant

Projects help us every day,
Knowledge, skills, and money our way!
Prepare with time, money, and space,
Manage with care to win the race!

Exercise 7.3.1

1. What is a project?
2. Give two examples of projects.
3. Mention two things needed to prepare for a project.
4. Why is recording important in managing a project?
5. How does commitment help in a project?

Answers

1. A project is an activity done to gain knowledge, skills, or money.
2. Examples: bee keeping, tree planting.
3. Money and time.
4. Recording helps us know what we spent and earned.
5. Commitment helps us work hard and succeed.

Mathematics Competences 7.3

Adding Money (Ugandan Currency)

1. Meaning

Adding money means putting together two or more amounts of money to find the total.

In Uganda, we use **shillings (USh)**.

2. Examples

- (a) $\text{USh } 200 + \text{USh } 300 = \text{USh } 500$
- (b) $\text{USh } 500 + \text{USh } 1000 = \text{USh } 1500$
- (c) $\text{USh } 100 + \text{USh } 100 + \text{USh } 100 = \text{USh } 300$

3. Step-by-Step Method

- (a) Write the amounts clearly.
- (b) Add the numbers starting with the smaller units.
- (c) Write the total with **USh**.

Exercise 7.3.2

1. Add $\text{USh } 400 + \text{USh } 600$
2. Add $\text{USh } 250 + \text{USh } 750$
3. Add $\text{USh } 1000 + \text{USh } 500 + \text{USh } 200$
4. Amina has $\text{USh } 300$ and Musa has $\text{USh } 700$. How much do they have together?
5. A boy buys sweets for $\text{USh } 200$ and a pencil for $\text{USh } 800$. How much does he spend?



Answers

1. $\text{USh } 1000$
2. $\text{USh } 1000$
3. $\text{USh } 1700$
4. They have $\text{USh } 1000$ together.
5. He spends $\text{USh } 1000$.

Classroom Chant

Add the coins, add the notes,

Count them well in rows and quotes!

Money grows when we combine,

Uganda shillings, yours and mine!

Subtracting Money (Ugandan Currency)

1. Meaning

Subtracting money means taking away one amount of money from another to find what is left.

We use **Uganda shillings (USh)**.

2. Examples

(a) $\text{USh } 1000 - \text{USh } 400 = \text{USh } 600$

(b) $\text{USh } 500 - \text{USh } 200 = \text{USh } 300$

(c) $\text{USh } 2000 - \text{USh } 1500 = \text{USh } 500$

3. Step-by-Step Method

- (a) Write the bigger amount first.
- (b) Write the smaller amount below it.
- (c) Subtract carefully, starting with the smaller units.
- (d) Write the answer with **USh**.

Exercise 7.3.3

- 1. Subtract USh 800 from USh 1200.
- 2. Subtract USh 300 from USh 1000.
- 3. Amina has USh 1500. She buys a book for USh 700. How much is left?
- 4. Musa had USh 2000. He spent USh 1200 on food. How much balance does he have?
- 5. A boy had USh 500. He bought sweets for USh 200. How much remained?



Answers

- 1. USh 400
- 2. USh 700
- 3. USh 800 left
- 4. USh 800 balance
- 5. USh 300 remained

Classroom Chant

Subtract the notes, subtract the coins,

Take away money, join the joins!

Uganda shillings, count what's left,

Subtracting money is a skill we get!

Solving Word Problems with Money

1. Meaning

A **word problem** is a short story or situation where we use mathematics to find an answer.

When money is involved, we use **Uganda shillings (USh)** to add or subtract amounts.

2. Steps to Solve

- (a) Read the problem carefully.
- (b) Identify the amounts of money.
- (c) Decide whether to add or subtract.
 - Add → when combining or finding the total.
 - Subtract → when taking away or finding balance/change.
- (d) Work out the answer.
- (e) Write the answer with USh.

Examples

Addition Problem:

Find how much Amina spent when she bought a pen for USh 500 and a book for USh 700.

Solution:

$$\text{USh } 500 + \text{USh } 700 = \text{USh } 1200$$

Subtraction Problem:

Musa has USh 2000. He buys shoes for USh 1500. Find how much he is left with

Solution:

$$\text{USh } 2000 - \text{USh } 1500 = \text{USh } 500 \text{ left}$$

Exercise 7.3.4

1. Sarah has USh 1000. She buys sweets for USh 300. How much is left?
2. A boy buys a ball for USh 800 and a toy for USh 600. How much does he spend in total?
3. A shopkeeper had USh 5000. He sold goods worth USh 3500. How much balance remained?
4. Jane had USh 1200. She bought a pencil for USh 400 and a ruler for USh 300. How much money remained?
5. A farmer sold eggs for USh 2500 and milk for USh 1500. How much did he earn altogether?

**Answers**

1. USh 700 left
2. USh 1400 total
3. USh 1500 balance
4. USh 500 remained
5. USh 4000 earned

Classroom Chant

Read the story, think it through,

Add or subtract, what should we do?

Uganda shillings show the way,

Solve word problems every day!

Literacy Competences 7.3

Exercise 7.3.5

1. Give three activities that generate money.
2. Read the story and answer the questions that follow:

Story: *The School Project Fair*

One day, the head teacher announced that every class would start a project to gain **knowledge, skills, and money**.

Primary Three pupils were very excited. They decided to try different activities:

- **Amina** chose **bee keeping**. She learned how bees make honey and wax. She gained skills in caring for bees, and later sold honey to earn money.
- **Musa** planted **trees** in the school compound. He learned about soil, water, and how trees grow. He gained skills in planting and caring for trees. Later, the trees gave shade and could be sold for timber.
- **Sarah** started **poultry keeping**. She learned how to feed chickens and keep them safe. She gained skills in animal care, and later sold eggs and chickens to earn money.
- **James** tried **brick making**. He learned how to mix soil and water, shape bricks, and dry them in the sun. He gained skills in construction, and later sold bricks to builders.

At the end of the term, the pupils presented their projects. They were proud because they had gained **knowledge, skills, and money**. The head teacher praised them and said, *"Projects help us to learn and also prepare us for the future."*

Questions

- (a) What did Amina learn from bee keeping?
- (b) Which project did Musa carry out?
- (c) What did Sarah gain from poultry keeping?
- (d) How did James make bricks?
- (e) Why did the head teacher praise the pupils?

Answers

- (a) Amina learned how bees make honey and wax.
- (b) Musa carried out tree planting.

- (c) Sarah gained skills in animal care and earned money from selling eggs and chickens.
- (d) James mixed soil and water, shaped bricks, and dried them in the sun.
- (e) The head teacher praised the pupils because they gained knowledge, skills, and money.

Classroom Chant

Projects teach us every day,
Knowledge, skills, and money our way!
Bee keeping, planting, poultry too,
Brick making helps me and you!

English (non-medium) Competences 7.3

Exercise 7.3.6

1. Write a sentence using each of the following vocabulary: bee, keep, tree, chicken, grow, honey, rabbit, vegetable, fruit, brick, make.

Example sentences – let the pupil read each of the sentence loudly and explain its meaning.

- (a) A **bee** makes honey in the hive.
- (b) We must **keep** our classroom clean.
- (c) A tall **tree** grows near the river.
- (d) The **chicken** laid eggs in the coop.
- (e) Farmers help crops to **grow** well.
- (f) Sweet **honey** comes from bees.
- (g) A **rabbit** lives in a hutch.
- (h) We planted a **vegetable** garden at school.
- (i) Mango is a tasty **fruit**.
- (j) The builder used a **brick** to make a wall.
- (k) Children can **make** toys from clay.

2. Form questions, answers and/or sentences using the structures

- (a) What are you going to ... (grow / make / keep)?
I am / We are going to ... (grow / make / keep)..... (vegetables/bricks/flowers /fruit/chickens).

- (b) It is better to ... (grow / make / keep) ... (rabbits / bricks / flowers).
(c) Keeping / growing) ... (chickens / flowers) is better than ... (growing / keeping)
... (vegetables / bees).

Examples

What are you going to grow?

I am going to grow vegetables

It is better to grow flowers

Keeping chickens is better than growing vegetables

3. Read the poem and answer the questions that follow:

Poem: *Money-Making Hands*

Farmers dig and plant the seed,

Food to sell is what we need.

Traders shout in the busy shop,

Selling goods without a stop.

Teachers guide with chalk and pen,

Knowledge brings income again.

Fishermen cast nets in the lake,

Fish to sell and money to make.

Carpenters hammer, saw, and plane,

Furniture brings cash and gain.

Craft makers weave with skill so fine,
Baskets and mats earn a dime.

Questions

- (a) Name two activities that generate money in the community.

Answer: Farming and trading are two activities that generate money in the community.

- (b) Why do farmers plant seeds?

Answer: Farmers plant seeds to grow food that can be sold for money.

- (c) What do traders do in shops?

Answer: Traders sell goods to people in shops to earn money.

- (d) How do fishermen make money?

Answer: Fishermen make money by catching fish from the lake and selling them.

- (e) Why is carpentry important in the community?

Answer: Carpentry is important because it provides furniture for homes and schools while generating income.

Creative Performing Arts 7.3

1. Dancing: traditional dances from a different regions •
2. Reciting poems
3. Singing/signing notes from a melodic instrument
4. Writing/brailing the notes listened to
5. Plaiting simple articles using e.g. fibres, palm leaves, sisal, raffia

THEME 8: KEEPING PEACE IN OUR SUB-COUNTY / DIVISION

Expected learning outcome: The child understands, and participates in different ways of living harmoniously with others.

8.1. Living in peace with others

Living in Peace

Living in peace means staying together without fighting, quarrelling, or harming one another. It is about showing love, respect, and cooperation in families, schools, and communities.

Ways of Living in Peace

- (a) **Observing rules and regulations** – Following school rules, traffic rules, and community laws.
- (b) **Respecting each other** – Treating people kindly and politely.
- (c) **Recognizing and respecting differences** – Accepting people with blindness, deafness, or speech problems.
- (d) **Playing with one another** – Sharing games and fun without quarrels.
- (e) **Participating in work** – Helping in school, home, or community activities.

Importance of Living in Peace

- (a) Promotes unity and cooperation.
- (b) Prevents conflicts and fights.
- (c) Creates a safe and happy environment.
- (d) Helps development in families, schools, and communities.
- (e) Encourages respect and love among people.

Exercise 8.1.1

1. What does living in peace mean?

Answer: Living in peace means staying together without fighting or harming one another.

2. Mention two ways of living in peace.

Answer: Two ways of living in peace are observing rules and regulations and respecting each other.

3. Why should we recognize and respect differences among people?

Answer: We should recognize and respect differences among people to promote equality and prevent discrimination.

4. How does playing with one another promote peace?

Answer: Playing with one another promotes peace by building friendship and reducing quarrels.

5. State two importance of living in peace.

Answer: Living in peace promotes unity and creates a safe and happy environment.

Teaching Tip: You can turn this into a classroom chant:

“Peace at home, peace at school, Respect each other, follow the rule!”

Mathematics Competences 8.1

Multiplying by 6

Meaning: Multiplying by 6 means **adding the same number six times**.

Example: $6 \times 3 = 3 + 3 + 3 + 3 + 3 + 3 = 18$

Multiplication Table of 6

Number	Multiplication	Answer
1	6×1	6
2	6×2	12
3	6×3	18
4	6×4	24
5	6×5	30

Number	Multiplication	Answer
6	6×6	36
7	7×6	42
8	6×8	48
9	6×9	54
10	6×10	60

Classroom Activity

- Pupils clap **6 times** for each number (e.g., clap 6 times for 4, then count: 6, 12, 18, 24).

- Use bottle tops or sticks: group them in sixes and count together.
- March around the classroom, taking steps in sixes while chanting the numbers.

Exercise 8.1.2

1. What is 6×7 ?
2. Write 6×4 as repeated addition.
3. What is 6×10 ?
4. Write 6×6 as repeated addition.
5. What is 6×9 ?

Answers

1. $6 \times 7 = 42$.
2. $6 \times 4 = 4 + 4 + 4 + 4 + 4 + 4 = 24$.
3. $6 \times 10 = 60$.
4. $6 \times 6 = 6 + 6 + 6 + 6 + 6 + 6 = 36$.
5. $6 \times 9 = 54$.

Teaching Tip: Encourage pupils to chant the table of 6 together: *“Six times one is six, six times two is twelve, six times three is eighteen...”*

Multiplying Money

Meaning: Multiplying money means adding the same amount of money several times.

Example: If one pencil costs **200 shillings**, then:

- Buying 3 pencils = $200 \times 3 = 600$ shillings.
- This is the same as $200 + 200 + 200 = 600$.

Step-by-Step Guide

- (a) Identify the cost of one item.
- (b) Find the number of items.
- (c) Multiply the cost by the number of items.
- (d) Write the total cost in shillings.

Classroom Examples

- A book costs **500 shillings**. Buying 4 books = $500 \times 4 = 2000$ shillings.
- A mango costs **100 shillings**. Buying 6 mangoes = $100 \times 6 = 600$ shillings.

Exercise 8.1.3

1. One pen costs 300 shillings. How much will 5 pens cost?
2. A toy costs 400 shillings. How much will 2 toys cost?
3. A loaf of bread costs 800 shillings. How much will 3 loaves cost?
4. A ruler costs 150 shillings. How much will 10 rulers cost?
5. A ball costs 700 shillings. How much will 6 balls cost?

Answers

1. $300 \times 5 = 1500$. The cost of 5 pens is 1500 shillings.
2. $400 \times 2 = 800$. The cost of 2 toys is 800 shillings.
3. $800 \times 3 = 2400$. The cost of 3 loaves is 2400 shillings.
4. $150 \times 10 = 1500$. The cost of 10 rulers is 1500 shillings.
5. $700 \times 6 = 4200$. The cost of 6 balls is 4200 shillings.

Classroom Chant: “Multiply the cost, count it right, Money adds up, shillings in sight!”

Solving word problems using multiplication of money

Here's a structured **Primary 3 lesson on solving word problems using multiplication of money**, with examples, practice questions, and answers:

Concept

Solving word problems with multiplication of money means finding the **total cost** when the same item is bought many times. We multiply the **cost of one item** by the **number of items**.

Step-by-Step Method

- (a) Read the problem carefully.
- (b) Identify the cost of one item.
- (c) Identify the number of items.
- (d) Multiply cost $\times$ number of items.
- (e) Write the answer in shillings.

Example 1

One book costs 500 shillings. How much will 4 books cost?

- Cost of one book = 500 shillings
- Number of books = 4
- $500 \times 4 = 2000$

Answer: The cost of 4 books is 2000 shillings.

Example 2

A ball costs 700 shillings. How much will 6 balls cost?

- Cost of one ball = 700 shillings
- Number of balls = 6
- $700 \times 6 = 4200$

Answer: The cost of 6 balls is 4200 shillings.

Exercise 8.3.4

1. One pen costs 300 shillings. How much will 8 pens cost?
2. A loaf of bread costs 800 shillings. How much will 5 loaves cost?
3. A ruler costs 150 shillings. How much will 12 rulers cost?
4. A toy car costs 600 shillings. How much will 9 toy cars cost?
5. A mango costs 100 shillings. How much will 15 mangoes cost?

Answers

1. $300 \times 8 = 2400$. The cost of 8 pens is 2400 shillings.
2. $800 \times 5 = 4000$. The cost of 5 loaves is 4000 shillings.
3. $150 \times 12 = 1800$. The cost of 12 rulers is 1800 shillings.
4. $600 \times 9 = 5400$. The cost of 9 toy cars is 5400 shillings.
5. $100 \times 15 = 1500$. The cost of 15 mangoes is 1500 shillings.

Classroom Chant:

“Cost times number, count with ease,
Multiply money, answers please!”

Literacy Competences 8.1

Exercise 8.3.5

1. Write three ways of living in peace
2. Give two importances of living in peace,
3. Write down three class rules
4. Read the story and answer questions that follow:

Story: *The Peaceful Village*

In Green Valley village, people lived happily together. They always **observed rules and regulations**. Children crossed the road only at the zebra crossing, and adults paid attention to community laws.

The villagers **respected each other**. They greeted politely and helped the elderly. They also **recognized and respected differences**. Musa, who was blind, was guided by his friends, while Amina, who had a speech problem, was listened to patiently.

Every evening, children **played together** in the playground without quarrels. On weekends, families **participated in work** like cleaning the market and planting trees.

Because of these habits, Green Valley was peaceful. People lived in unity, helped one another, and enjoyed a safe and happy life.

Questions

1. What did the people of Green Valley do to live in peace?

Answer: The people of Green Valley observed rules, respected each other, recognized differences, played together, and participated in work.

2. How did the villagers show respect to Musa?

Answer: The villagers showed respect to Musa by guiding him because he was blind.

3. Why was Amina listened to patiently?

Answer: Amina was listened to patiently because she had a speech problem.

4. What activities did families do on weekends?

Answer: Families cleaned the market and planted trees on weekends.

5. What was the importance of living in peace in Green Valley?

Answer: Living in peace made Green Valley safe, happy, and united.

Teaching Tip: You can ask learners to role-play the story (one child guiding Musa, another listening to Amina, others cleaning or playing together) to make the lesson interactive.

5. Read the poem and answer the questions that follow

Poem: Peace is a Light

Peace is love that makes us smile,

It keeps us safe all the while.

Peace is rules we all obey,

It guides our hearts every day.

Peace is friends who play as one,

Sharing joy beneath the sun.

Peace is care for young and old,

A gentle hand, a heart of gold.

Questions

- (a) What does peace bring to people?

Answer: Peace brings love and makes people smile.

- (b) Why is it important to obey rules?

Answer: It is important to obey rules because they guide our hearts and keep us safe.

- (c) How do friends show peace when playing?

Answer: Friends show peace when playing by sharing joy and avoiding quarrels.

- (d) Who should we care for to live in peace?

Answer: We should care for both the young and the old to live in peace.

- (e) What is peace compared to in the poem?

Answer: Peace is compared to love, safety, friendship, and care.

Teaching Tip: Encourage pupils to recite the poem together, then role-play peaceful actions like helping a friend, obeying a rule, or caring for someone.

English (non-medium) Competences 8.1

Exercise 8.3.6

1. Write a sentence using each of the following vocabulary: rules, play, work, share, give, sorry, excuse, fight, steal, friend, sing, dance, visit, greet, abuse, slap, beat.

Example of sentence – let pupils read the sentences loudly and explain their meaning

- (a) **Rules** – We must follow school **rules**.
- (b) **Play** – Children **play** football in the field.
- (c) **Work** – Parents go to **work** every morning.
- (d) **Share** – I **share** my books with my friend.
- (e) **Give** – She will **give** me a pencil.
- (f) **Sorry** – I said **sorry** after breaking the cup.
- (g) **Excuse** – **Excuse** me, may I pass?
- (h) **Fight** – We should not **fight** in class.
- (i) **Steal** – It is bad to **steal** money.
- (j) **Friend** – My **friend** helps me with homework.
- (k) **Sing** – We **sing** songs in the choir.
- (l) **Dance** – Pupils **dance** during music lessons.
- (m) **Visit** – We **visit** our grandparents on weekends.
- (n) **Greet** – Always **greet** elders politely.
- (o) **Abuse** – Do not **abuse** others with bad words.
- (p) **Slap** – It is wrong to **slap** someone.
- (q) **Beat** – Teachers should not **beat** pupils.

Teaching Tip: After reading these sentences, ask learners to act out peaceful actions (like sharing, greeting, or saying sorry) and discuss why fighting, stealing, or abusing are bad.

2. Write sentence, question or answers using the structure

(a) May I..... (work/play/share/ dance/sing) with you please?

Yes, you may.

No, I am sorry

Example

May I work with you please?

Yes, you may.

No, I am sorry.

(b) What do you like?

I like / don't like ... (playing / working, singing / fighting / stealing / beating).

... (Musa, Mary) ... (likes / doesn't like) ... (singing / sharing / stealing).

... (he / she / I) ... (like / likes / don't / doesn't) like ... (playing, sharing, fighting, stealing).

Examples

What do you like?

I like playing

Musa likes singing

He likes playing

3. Read the dialogue and answer the questions that follow:

Dialogue: At the School Compound

Teacher: Good morning, children. Today we shall talk about living in peace.

Bbosa: Teacher, what does living in peace mean?

Teacher: It means staying together without fighting or harming one another.

James: How can we live in peace at school?

Teacher: By **observing rules and regulations**, like keeping quiet in class and not fighting.

Amina: What if someone is different, like Musa who is blind?

Teacher: We must **recognize and respect differences**. We can guide Musa kindly and listen to Amina even if she has a speech problem.

Peter: Can playing help us live in peace?

Teacher: Yes, Peter. **Playing with one another** without quarrels builds friendship.

Sarah: And what about helping at home?

Teacher: That is **participating in work**. Helping parents and cleaning the compound also promotes peace.

James: Why is peace important?

Teacher: Peace brings unity, happiness, and safety in our school and community.

Questions

(a) What does living in peace mean?

Answer: Living in peace means staying together without fighting or harming one another.

(b) Mention two ways of living in peace.

Answer: Two ways of living in peace are observing rules and regulations and respecting each other.

(c) How should we treat people with differences like blindness or speech problems?

Answer: We should recognize and respect their differences by guiding and listening to them kindly.

(d) How does playing with one another promote peace?

Answer: Playing with one another promotes peace by building friendship and avoiding quarrels.

(e) Why is peace important in the community?

Answer: Peace is important because it brings unity, happiness, and safety.

Teaching Tip: You can turn this dialogue into a short role-play in class, with pupils acting as Sarah, James, Amina, and Peter, to make the lesson interactive and memorable.

Creative Performing Arts 8.1

6. Singing/signing the National Schools' Anthem verse 2
7. Singing the notes on a major scale in ascending, descending order at random
8. Plaiting simple articles
9. Read the song and answer the questions that follow

Song: *Peace in Our Hearts*

Peace at home, peace at school,

Living together is the rule.

Peace with friends, peace each day,

Kind words guide us on our way.

Peace is love, peace is care,

Peace is something we all share.

Questions

- (a) Where should we have peace according to the song?

Answer: We should have peace at home and at school.

- (b) What guides us on our way?

Answer: Kind words guide us on our way.

- (c) What is peace compared to in the song?

Answer: Peace is compared to love and care.

- (d) Why is peace something we all share?

Answer: Peace is something we all share because it helps everyone live happily together.

- (e) How can friends show peace each day?

Answer: Friends can show peace each day by being kind and avoiding quarrels.

Teaching Tip: Encourage pupils to sing the song together, clapping hands or tapping desks to keep rhythm. Afterwards, let them role-play peaceful actions like sharing, helping, and speaking kindly.

8.2. Child rights, needs and their importance

Rights and Needs of Children

Children have special rights and needs that help them grow well and live happily. These include:

1. **Education** – the right to go to school and learn.
2. **Identity** – the right to have a name and belong to a family.
3. **Food** – the right to eat healthy meals.
4. **Freedom of Speech** – the right to express their ideas and feelings.
5. **Health Services** – the right to be treated when sick.
6. **Shelter** – the right to live in a safe home.
7. **Play** – the right to play and enjoy childhood.
8. **Clothing** – the right to wear proper clothes.
9. **Language** – the right to speak and use their language.

Importance of Child Rights and Needs

1. They **protect children** from harm and neglect.
2. They help children to **grow healthy and strong**.
3. They ensure children can **learn and develop skills**.
4. They promote **happiness and confidence** in children.

5. They prepare children to become **responsible citizens** in the future.

Exercise 8.2.1

1. What is the right to education?

Answer: The right to education means every child should go to school and learn.

2. Why is the right to health services important?

Answer: The right to health services is important because it helps children get treatment when they are sick.

3. Which right allows children to express their ideas?

Answer: The right to freedom of speech allows children to express their ideas.

4. Why do children need shelter?

Answer: Children need shelter because it gives them a safe place to live.

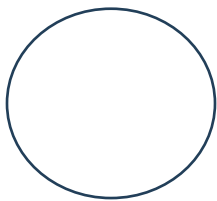
5. How do child rights prepare children for the future?

Answer: Child rights prepare children for the future by helping them grow healthy, learn skills, and become responsible citizens.

Teaching Tip: To make this lesson lively, you can ask pupils to act out each right (e.g., pretending to go to school, visiting a doctor, playing together).

Mathematics Competences 8.1

1. Drawing Simple Shapes



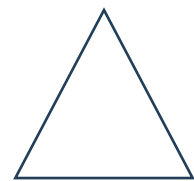
Circle



Square



Rectangle



Triangle

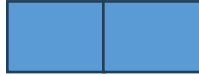
Using a ruler, pupils can draw:

- **Circle** – round shape (use a compass or trace).
- **Square** – four equal sides, four corners.
- **Rectangle** – two long sides, two short sides, four corners.

- **Triangle** – three sides, three corners.

Drawing Fractions ($\frac{1}{2}$ to $\frac{1}{10}$)

- $\frac{1}{2}$ (**half**) – divide a shape into 2 equal parts.



- $\frac{1}{4}$ (**quarter**) – divide into 4 equal parts.



- $\frac{1}{3}$ (**third**) – divide into 3 equal parts.



-

- $\frac{1}{5}$ to $\frac{1}{10}$ – divide into 5, 6, 7, 8, 9, or 10 equal parts.

Example: Draw a circle and shade $\frac{1}{2}$, $\frac{1}{4}$, or $\frac{1}{3}$ to show fractions.

Relationship Between Fractions and Wholes

- A **whole** is the complete shape or item.
- Fractions are **parts of the whole**.
- Two halves make a whole.**
- Four quarters make a whole.**
- Three thirds make a whole.**
- Ten tenths make a whole.**

Exercise 8.2.2

- Draw a rectangle and divide it into 2 equal parts. What fraction is each part?
Answer: Each part is $\frac{1}{2}$ (half).
- If you divide a circle into 4 equal parts, what fraction is each part?
Answer: Each part is $\frac{1}{4}$ (quarter).
- How many quarters make a whole?

Answer: Four quarters make a whole.

4. Shade 3 parts out of 10 in a rectangle. What fraction is shaded?

Answer: $\frac{3}{10}$ is shaded.

5. Which is bigger: $\frac{1}{2}$ or $\frac{1}{4}$?

Answer: $\frac{1}{2}$ is bigger than $\frac{1}{4}$.

Literacy Competences 8.2

Exercise 8.2.3

1. Write three children's rights and three needs
2. Discuss importance of child rights and needs • Discussing taboos and customs that affect child rights and needs
3. Read the story and answer the questions that follow

Story: A Day in Amina's Life

Amina was a cheerful girl who lived in a small village. Every morning, she went to school with her friends. She loved learning because education was her right.

At school, Amina's teacher reminded the children that they had the right to food, clothing, and shelter. Amina remembered how her parents always gave her healthy meals and a safe home.

During playtime, Amina and her friends sang songs and played games. She knew that play was important for every child's growth.

One day, Amina's friend James felt sick. Their teacher quickly took him to the health center. Amina realized that children also have the right to health services.

In the evening, Amina's family sat together. Her father listened as she spoke about her day. She felt happy because children have the right to freedom of speech and to be heard.

Amina went to bed smiling, knowing that her needs were met and her rights were protected.

Questions

1. What right did Amina enjoy when she went to school?
2. Mention two basic needs Amina's parents provided for her.
3. Why is play important for children?

4. What right did James enjoy when he was taken to the health center?
5. How did Amina feel when her father listened to her?

 Answers

1. Amina enjoyed the right to education when she went to school.
2. Amina's parents provided food and shelter as her basic needs.
3. Play is important for children because it helps them grow, learn, and stay happy.
4. James enjoyed the right to health services when he was taken to the health center.
5. Amina felt happy because she had the right to freedom of speech and to be heard.

4. Read the poem and answer the questions that follow

Poem: *Every Child is Special*

Every child deserves a chance,
To learn, to play, to sing, to dance.
Some need glasses so they can see,
Others need crutches to walk with glee.

Some need hearing aids to hear,
Others need love to feel no fear.
Special needs don't mean less bright,
Every child has equal rights.

With care, support, and helping hands,
Together we can all make plans.
Respect each child, both strong and small,
Special needs belong to all.

Questions

1. What do some children need in order to see clearly?
2. Mention one thing that helps children who cannot walk easily.
3. Why do some children use hearing aids?
4. What message does the poem give about children with special needs?

5. How can we show respect to children with special needs?

 Answers

1. Some children need glasses in order to see clearly.
2. Children who cannot walk easily may use crutches.
3. Some children use hearing aids so they can hear better.
4. The poem teaches that children with special needs still have equal rights and should be supported.
5. We can show respect by caring for them, supporting them, and treating them equally.

English (non-medium) Competences 8.1

Exercise 8.2.4

1. Write a sentence using each of the following vocabulary: home, clothes, school, clean (v) play, food, water, drink, eat, hospital, pen, books, name, medicine, father, pencil, mother.

Example of sentences – let the pupils read the sentences loudly and explain the meanings

- (a) **Home** – I sleep at home every night.
- (b) **Clothes** – My mother washes my clothes.
- (c) **School** – We go to school to learn.
- (d) **Clean (verb)** – I clean my shoes before class.
- (e) **Play** – The children play football in the field.
- (f) **Food** – We eat food to grow strong.
- (g) **Water** – The cow drinks water from the river.
- (h) **Drink** – I drink milk in the morning.
- (i) **Eat** – We eat rice for lunch.
- (j) **Hospital** – The sick boy went to the hospital.
- (k) **Pen** – I write with a blue pen.
- (l) **Books** – Our teacher gives us books to read.

- (m) **Name** – My name is Sarah.
- (n) **Medicine** – The doctor gave me medicine.
- (o) **Father** – My father takes care of our family.
- (p) **Pencil** – I draw a picture with a pencil.
- (q) **Mother** – My mother cooks food for us.

2. Form questions, answers and/or sentences using the structure -

- (a) What do you / we do every day? –
 ... (I / we) ... (eat, drink, read, write) every day.
 (David / Juma / Mary / Sarah) ... (eats, drinks, reads, writes) every day.

Examples

What do you do every day?

I eat every day.

David eats every day.

- (b) What does ... (mother, father, teacher) do every day ...?
 (mother, father, teacher) ... (cooks, cleans, teaches) every day.
- (c) What is ... (your / father's / mother's) name?
 (My / father's / mother's) name is ... - (My / his / her) name is ...

3. Read dialogue and answer the questions that follow

Dialogue: *Children's Rights and Needs*

Characters: Teacher, Anna, Musa, Grace, Peter

Teacher: Good morning, class! Today we are talking about children's rights and needs. Do you know what rights are?

Anna: Yes, teacher. Rights are things that every child must have, like food and education.

Musa: And needs are things we cannot live without, like water, shelter, and clothing.

Grace: Teacher, why are children's rights important?

Teacher: Good question, Grace. Children's rights protect you from harm and help you grow well. For example, the right to education helps you learn, and the right to play helps you stay healthy and happy.

Peter: If a child does not get food or shelter, what happens?

- Teacher:** That child may become sick or weak. That is why families, communities, and governments must make sure children's needs are met.
- Anna:** So, when we respect children's rights, we help them live in peace and grow into responsible adults.
- Musa:** And when children's needs are met, they can study, play, and become strong.
- Teacher:** Excellent! Always remember: every child deserves love, care, and protection.

Questions

- (a) What are children's rights?
- (b) Mention two examples of children's needs.
- (c) Why is the right to education important?
- (d) What may happen if a child does not get food or shelter?
- (e) Who should make sure children's needs are met?

Answers

- (a) Children's rights are things every child must have, like education and protection.
- (b) Two examples of children's needs are food and clothing.
- (c) The right to education is important because it helps children learn and grow.
- (d) If a child does not get food or shelter, they may become sick or weak.
- (e) Families, communities, and governments should make sure children's needs are met.

Creative Performing Arts 8.2

Exercise 8.2.5

1. Sing the song about children rights and answer the questions

Song: *Children Have Rights*

(Tune suggestion: "Twinkle, Twinkle, Little Star")

Children, children, we have rights,
To be safe both day and night.
Right to learn and go to school,
Play with friends, that is the rule.
Food and shelter, clothes to wear,
Love and care are always there.

Questions

- (a) What does the song say about being safe?

Answer: The song says children have the right to be safe both day and night.

- (b) Which right helps children to learn?

Answer: The right to education helps children to learn.

- (c) Why is play mentioned in the song?

Answer: Play is mentioned because children have the right to play with friends and enjoy childhood.

- (d) What are two basic needs mentioned in the song?

Answer: Food and shelter are two basic needs mentioned.

- (e) Why is love and care important for children?

Answer: Love and care are important because they help children grow happily and feel protected.

Teaching Tip: You can have pupils sing the song in groups, then act out each right (pretend to go to school, play, eat, sleep in a safe home) to make the lesson interactive.

2. Write simple phrases/melodies 4-8 notes in length
3. Make envelopes, toys, cars and paper bags

8.3. Child responsibility

Children's Responsibilities

1. Respect parents, teachers, elders, and other children
2. Keep law and order
3. Promote good behaviour
4. Promote the interests of their country
5. Develop talents for personal benefit and for others
6. Work for the goodness and unity of their family and society
7. Support parents' efforts in promoting children's welfare
8. Avoid misusing their rights
9. Respect the rights of others

Exercise 8.3.1

1. Name two groups of people children should respect.

Answer: Children should respect parents and teachers (also elders and other children).

2. What does keeping law and order mean for children?

Answer: It means obeying rules and behaving well in society.

3. Why should children develop their talents?

Answer: To benefit themselves and to help others.

4. How can children support their parents?

Answer: By helping in promoting children's welfare, such as studying well and behaving responsibly.

5. Why is it important for children to respect the rights of others?

Answer: Because it promotes peace, unity, and fairness in society.

Importance of Children's Responsibilities

1. **Respecting parents, teachers, elders, and other children**

- Builds harmony, discipline, and good relationships.
- 2. **Keeping law and order**
 - Promotes peace and safety in the community.
- 3. **Promoting good behaviour**
 - Helps children grow into responsible and trustworthy adults.
- 4. **Promoting interests of their country**
 - Encourages patriotism and development of the nation.
- 5. **Developing talents for personal benefit and others**
 - Improves skills, creates opportunities, and helps society.
- 6. **Working for family and society unity**
 - Strengthens love, cooperation, and teamwork.
- 7. **Supporting parents' efforts in promoting welfare**
 - Ensures children grow healthy, educated, and cared for.
- 8. **Avoiding misuse of rights**
 - Prevents selfishness, abuse, and conflict.
- 9. **Respecting the rights of others**
 - Promotes fairness, peace, and equality.

Exercise 8.3.2

1. Why should children respect parents and teachers?

Answer: Because it builds harmony, discipline, and good relationships.

2. What is the importance of keeping law and order?

Answer: It promotes peace and safety in the community.

3. How does promoting good behavior help children?

Answer: It helps them grow into responsible and trustworthy adults.

4. Why should children develop their talents?

Answer: To improve their skills, benefit themselves, and help society.

5. What happens when children respect the rights of others?

Answer: It promotes fairness, peace, and equality in society.

Mathematics Competences 8.3

Fraction strips

A **fraction strip** is a rectangular piece of paper (or card) that is divided into equal parts to show fractions visually. It helps learners see how fractions are parts of a whole and compare different fractions easily.

Fraction strips up to tenth



Steps to Make Fraction Strips

- Materials Needed**
 - Paper (plain or colored)
 - Ruler
 - Pencil
 - Scissors
- Making the Whole Strip**
 - Cut a strip of paper about 20 cm long and 4 cm wide.
 - Label it "**1 Whole.**"
- Making Halves $\left(\frac{1}{2}\right)$**
 - Fold the strip into **2 equal parts**.
 - Cut along the fold.
 - Label each part, $\left(\frac{1}{2}\right)$

4. **Making Quarters ($\frac{1}{4}$)**
 - Take another strip.
 - Fold into **4 equal parts**.
 - Cut along the folds.
 - Label each part " $\frac{1}{4}$."
5. **Making Thirds ($\frac{1}{3}$)**
 - Fold a strip into **3 equal parts**.
 - Cut and label each part " $\frac{1}{3}$."
6. **Making Tenths ($\frac{1}{10}$)**
 - Fold a strip into **10 equal parts**.
 - Cut and label each part " $\frac{1}{10}$."

Example Fraction Strip Table

Fraction	How to Make	Number of Pieces
Whole	No fold	1
Half	Fold in 2	2
Quarter	Fold in 4	4
Third	Fold in 3	3
Tenth	Fold in 10	10

Exercise 8.3.3

1. If you fold a strip into 2 equal parts, what fraction is each part?

Answer: Each part is $\frac{1}{2}$ (half).

2. How many quarters make a whole?

Answer: Four quarters make a whole.

3. If you shade 3 parts out of 10, what fraction is shaded?

Answer: $\frac{3}{10}$ is shaded.

4. Which is bigger: $\frac{1}{2}$ or $\frac{1}{4}$?

Answer: $\frac{1}{2}$ is bigger than $\frac{1}{4}$.

5. Why do we use fraction strips in class?

Answer: To help us see and understand how fractions are parts of a whole.

Comparing Fractions with Strips

1. Make strips for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, etc.
2. Place them side by side.
3. Look at the shaded parts:
 - The longer shaded part means the fraction is **bigger**.
 - The shorter shaded part means the fraction is **smaller**.

Examples

- Compare $\frac{1}{2}$ and $\frac{1}{4}$:
 - The strip for $\frac{1}{2}$ is longer than the strip for $\frac{1}{4}$.
 - So, $\frac{1}{2}$ is **bigger** than $\frac{1}{4}$.
- Compare $\frac{1}{3}$ and $\frac{1}{5}$:
 - The strip for $\frac{1}{3}$ is longer than the strip for $\frac{1}{5}$.
 - So, $\frac{1}{3}$ is **bigger** than $\frac{1}{5}$.

Exercise 8.3.4

1. Compare $\frac{1}{2}$ and $\frac{1}{3}$ using fraction strips. Which is bigger?
2. Compare $\frac{1}{4}$ and $\frac{1}{5}$ using fraction strips. Which is smaller?
3. Compare $\frac{1}{3}$ and $\frac{1}{4}$ using fraction strips. Which is bigger?
4. Compare $\frac{1}{6}$ and $\frac{1}{5}$ using fraction strips. Which is smaller?
5. Compare $\frac{1}{2}$ and $\frac{1}{8}$ using fraction strips. Which is bigger?



Answers

1. $\frac{1}{2}$ is bigger than $\frac{1}{3}$.
2. $\frac{1}{5}$ is smaller than $\frac{1}{4}$.
3. $\frac{1}{3}$ is bigger than $\frac{1}{4}$.
4. $\frac{1}{6}$ is smaller than $\frac{1}{5}$.
5. $\frac{1}{2}$ is bigger than $\frac{1}{8}$.

Steps to Order Fractions with Strips

1. Make strips for the fractions ($\frac{1}{2}, \frac{1}{4}, \frac{1}{3}, \frac{1}{5}, \frac{1}{6}$, etc.).
2. Shade one part of each strip.
3. Place the strips side by side.
4. Compare lengths of shaded parts.
5. Arrange from smallest to biggest (ascending) or biggest to smallest (descending).

Examples

- Order $\frac{1}{2}, \frac{1}{4}, \frac{1}{3}$:
 - $\frac{1}{4}$ strip is shortest $\rightarrow$ smallest.
 - $\frac{1}{3}$ strip is longer than $\frac{1}{4}$.
 - $\frac{1}{2}$ strip is longest $\rightarrow$ biggest.
 - So, $\frac{1}{4} < \frac{1}{3} < \frac{1}{2}$.
- Order $\frac{1}{6}, \frac{1}{5}, \frac{1}{2}$:
 - $\frac{1}{6}$ strip is shortest.
 - $\frac{1}{5}$ strip is longer than $\frac{1}{6}$.
 - $\frac{1}{2}$ strip is longest.
 - So, $\frac{1}{6} < \frac{1}{5} < \frac{1}{2}$.

Exercise 8.3.5

1. Order $\frac{1}{2}, \frac{1}{5}, \frac{1}{4}$ using fraction strips.
2. Order $\frac{1}{2}, \frac{1}{6}, \frac{1}{3}$ using fraction strips.
3. Order $\frac{1}{6}, \frac{1}{5}, \frac{2}{3}$ using fraction strips.
4. Order $\frac{1}{4}, \frac{1}{3}, \frac{1}{6}$ using fraction strips.
5. Order $\frac{1}{5}, \frac{2}{3}, \frac{1}{2}$ using fraction strips.

Answers

1. $\frac{1}{5} < \frac{1}{4} < \frac{1}{2}$
2. $\frac{1}{6} < \frac{1}{3} < \frac{1}{2}$
3. $\frac{1}{6} < \frac{1}{5} < \frac{2}{3}$
4. $\frac{1}{6} < \frac{1}{4} < \frac{1}{3}$
5. $\frac{1}{5} < \frac{1}{2} < \frac{2}{3}$

Adding fractions with same denominators

Key Idea

Parts of a fraction

$\frac{a}{b}$ — Numerator

$\frac{a}{b}$ — Denominator

Formula: $\frac{a}{b} + \frac{c}{b} = \frac{a+c}{b}$

Examples

1. $\frac{1}{2} + \frac{1}{2} = \frac{1+1}{2} = \frac{2}{2} = 1$

2. $\frac{1}{4} + \frac{1}{4} = \frac{1+1}{4} = \frac{2}{4} = \frac{1}{2}$

3. $\frac{1}{3} + \frac{1}{3} = \frac{1+1}{3} = \frac{2}{3}$

Exercise 8.3.6

Add

1. $\frac{1}{5} + \frac{1}{5}$

2. $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

3. $\frac{1}{6} + \frac{1}{6}$

4. $\frac{1}{7} + \frac{2}{7} + \frac{2}{7}$

5. $\frac{1}{3} + \frac{1}{3}$



Answers

1. $\frac{1}{5} + \frac{1}{5} = \frac{2}{5}$

$$\begin{array}{l}
 2. \quad \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4} \\
 3. \quad \frac{1}{6} + \frac{1}{6} = \frac{2}{6} = \frac{1}{3} \\
 4. \quad \frac{1}{7} + \frac{2}{7} + \frac{2}{7} = \frac{5}{7} \\
 5. \quad \frac{1}{3} + \frac{1}{3} = \frac{2}{3}
 \end{array}$$

Subtracting fractions with same denominator

Formula: $\frac{a}{b} - \frac{c}{b} = \frac{a-c}{b}$

Examples

$$1. \quad \frac{3}{4} - \frac{1}{4} = \frac{3-1}{4} = \frac{2}{4} = \frac{1}{2}$$

$$2. \quad \frac{4}{5} - \frac{2}{5} = \frac{4-2}{5} = \frac{2}{5}$$

$$3. \quad \frac{5}{6} - \frac{2}{6} = \frac{5-2}{6} = \frac{3}{6} = \frac{1}{2}$$

$$4. \quad \frac{4}{7} - \frac{2}{7} = \frac{4-2}{7} = \frac{2}{7}$$

Exercise 8.3.7

Subtract

$$\begin{array}{l}
 1. \quad \frac{4}{5} - \frac{2}{5} \\
 2. \quad \frac{3}{4} - \frac{2}{4} \\
 3. \quad \frac{4}{6} - \frac{2}{6} \\
 4. \quad \frac{5}{6} - \frac{2}{6} \\
 5. \quad \frac{6}{7} - \frac{3}{8}
 \end{array}$$

✓ Answers

1. $\frac{4}{5} - \frac{2}{5} = \frac{4-2}{5} = \frac{2}{5}$
2. $\frac{3}{4} - \frac{2}{4} = \frac{3-2}{4} = \frac{1}{4}$
3. $\frac{4}{6} - \frac{2}{6} = \frac{4-2}{6} = \frac{2}{6} = \frac{1}{3}$
4. $\frac{5}{7} - \frac{2}{7} = \frac{5-2}{7} = \frac{3}{7}$
5. $\frac{7}{8} - \frac{3}{8} = \frac{7-3}{8} = \frac{4}{8} = \frac{1}{2}$

Literacy Competences 8.3

Exercise 8.3.8

1. List three child responsibilities
2. Give three importance of child responsibilities
3. Read the story and answer the questions that follow:

Story: *Peter's Special Role*

Peter was a boy who used a wheelchair. He loved school and always came with a big smile. Even though he could not run like his friends, Peter played an important role in class.

During group work, Peter was the one who wrote neatly in the exercise book. His handwriting was clear, and everyone trusted him to record answers.

At break time, Peter enjoyed singing. His friends gathered around him, and together they sang songs that made everyone happy.

One day, the teacher asked the class to prepare a drama. Peter took the role of the narrator. He spoke loudly and clearly, guiding the story from beginning to end. The drama was a success because of Peter's special role.

Peter showed that children with special needs can play many roles—writing, singing, speaking, and encouraging others. His friends respected him and learned that everyone has talents to share.

Questions

- (a) What role did Peter play during group work?
- (b) How did Peter make his friends happy at break time?
- (c) What role did Peter take in the class drama?
- (d) What lesson did Peter's friends learn from him?
- (e) Mention two roles children with special needs can play in school.

Answers

- (a) Peter wrote neatly in the exercise book during group work.
- (b) Peter made his friends happy by singing songs.
- (c) Peter was the narrator in the class drama.
- (d) His friends learned that everyone has talents and can contribute in different ways.
- (e) Children with special needs can play roles such as writing, singing, speaking, and encouraging others.

English (non-medium) Competences 8.3

Exercise 8.3.9

1. Write a sentence for each of the following vocabularies: wash, mop, peel, sweep, work, slash, wear, share, cook, bathe, read, milk (v), eat. "the", "a", "an", obey, school, stay, home.

Example sentences – let pupils read these sentences correctly and loudly

- (a) **wash** – I **wash** my hands with soap.
- (b) **mop** – She **mops** the floor every morning.
- (c) **peel** – We **peel** the bananas before eating.
- (d) **sweep** – The boy **sweeps** the classroom.
- (e) **work** – Father goes to **work** in the office.
- (f) **slash** – The children **slash** the grass in the compound.
- (g) **wear** – I **wear** a clean uniform to school.
- (h) **share** – We **share** our books with friends.
- (i) **cook** – Mother **cooks** rice for lunch.
- (j) **bathe** – The baby **bathes** in warm water.
- (k) **read** – I **read** a storybook at home.
- (l) **milk (v)** – The farmer **milks** the cow in the morning.
- (m) **eat** – We **eat** food at the dining table.

Extra Words

- (n) **the** – **The** teacher is kind.
- (o) **a** – I have **a** pencil.
- (p) **an** – She eats **an** orange.
- (q) **obey** – Children **obey** school rules.
- (r) **school** – We go to **school** every day.
- (s) **stay** – I **stay** at home on Sunday.
- (t) **home** – Our **home** is clean.

2. Write sentences, questions and/answers using the following forms

- (a) Does ... (Mary / Juma) ... (clean / peel / swamp)?

Yes, ... (he / she / they) does.

No, ... (he / she / they) does not.

Example

Does Mary clean?

Yes, Mary does

No, Mary does not

- (b) What does ... (she / he / they) do?

She / he / they ... (share, eat) an ... (orange / egg / apple / onion).

- (c) (Does /do) (he/she/they) (share/eat)?

Yes, (she / he / they) ... does/do.

No, (she / he / they) do/does not.

- (d) Never ... (fight / steal / abuse others / mistreat others / take drugs).

- (e) I / we / they always ... (clean the house, brush my teeth, wash my clothes).

Creative Performing Arts 8.3

1. Sing the following song and answer the questions that follow

Song: *Children Must Be Responsible*

(Tune suggestion: "London Bridge is Falling Down")

Children must respect each day,

Parents, teachers, elders, friends.

Keep the law and order too,

Promote good behavior!

Work for family, country strong,

Develop talents, sing along.

Support parents, do what's right,

Respect the rights of others!

Questions

- (a) Who should children respect according to the song?

Answer: Children should respect parents, teachers, elders, and other children.

- (b) What does keeping law and order mean for children?

Answer: It means obeying rules and behaving well in society.

- (c) Why should children develop their talents?

Answer: They should develop talents for their own benefit and to help others.

- (d) How can children support their parents?

Answer: By helping in promoting children's welfare, such as studying well and behaving responsibly.

(e) Why is it important to respect the rights of others?

Answer: Because respecting others' rights promotes peace, unity, and fairness in society.

Teaching Tip: Encourage pupils to sing the song in groups, then role-play examples like respecting elders, helping parents, and showing good behavior. This makes the lesson practical and memorable.

2. Sing the following song and answer the questions that follow

Song: *We Are Responsible Children*

(Tune suggestion: "If You're Happy and You Know It")

We respect our parents every day, (clap, clap)

Teachers, elders, friends in every way, (clap, clap)

We keep law and order too,

Promote good behavior true,

We are responsible children every day!

We develop our talents bright and strong, (clap, clap)

Help our families to get along, (clap, clap)

Support parents in their care,

Respect rights of others fair,

We are responsible children all day long!

Questions

- (a) Who should children respect according to the song?

Answer: Children should respect parents, teachers, elders, and other children.

- (b) What does keeping law and order mean for children?

Answer: It means obeying rules and behaving well in society.

- (c) Why should children develop their talents?

Answer: To benefit themselves and to help others.

- (d) How can children support their parents?

Answer: By helping in promoting children's welfare, such as studying well and behaving responsibly.

- (e) Why is it important to respect the rights of others?

Answer: Because it promotes peace, unity, and fairness in society.

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