



## **P.3 READING SELF- STUDY LESSONS SET 2**

### **Lesson 1**

**THEME: Living things; Animals in our sub-county/ division**

**SUB-THEME: Types of living things**

### **Learning outcomes**

**By the end of this lesson, you should be able to:**

- Blend, read, spell and write the learnt words correctly.
- Read names and sentences about animals.
- Construct oral and written meaningful sentences using the learnt words.
- Read and write words and sentences related to living things in our sub-county.

### **Reading sub-theme words**

#### **Introduction**

- We have many kinds of living things in our sub-county. These include: insects, animals, birds, fish, plants and people
- Let us blend, read and spell the related words
- You are now going to construct meaningful sentences using the learnt words

reproduce

invertebrates

animals

characteristics

domestic

birds

vertebrates

cunning

insects

aggressive

jungle

prey

tough

wild

rough

bravest

cells

fish

lion

monkey

habits

feeding

elephant

fierce	national	
die	emblem	rabbit
breathe	sparrow	reproduce
move	giraffe	jungle
hyena	buffalo	
underground	tough	

**Now make sentences using the learnt words**

**Examples of sentences from the sub-theme words**

1. All animals reproduce their young ones.
2. Wild animals destroy people's crops.
3. Pigs have got bad eating habits
4. Vertebrates have got strong backbones.
5. James didn't see an elephant at the zoo.
6. Feeding animals keeps them healthy.
7. The lion is the king of the jungle.
8. Leopards are very fierce animals
9. A cow provides us with beef.
10. A cheetah is the fastest animal.

**Exercise**

**1. Form words from the given sounds**

/th/ \_\_\_\_\_

/scr/ \_\_\_\_\_

/str/ \_\_\_\_\_

/ch/ \_\_\_\_\_

**2. Choose the correct word from the brackets**

- a) Most of the \_\_\_\_\_ animals stay in the bush. (wild, domestic)
- b) \_\_\_\_\_ have no backbones. (invertebrates, vertebrates)
- c) .An \_\_\_\_\_ is the biggest animal. (elephant, lion)
- d) .A \_\_\_\_\_ looks like a cow. (rhino, buffalo)
- e) The \_\_\_\_\_ are chattering in the forest. (zebras, monkeys)

**3. Construct correct sentences using the following words.**

domestic \_\_\_\_\_

feeding \_\_\_\_\_

habits \_\_\_\_\_

characteristics \_\_\_\_\_

**4. Show the sounds in the words.**

reproduce \_\_\_\_\_

aggressive \_\_\_\_\_

fierce \_\_\_\_\_

**LESSON 2**

**THEME: Living things**

**SUB - THEME: Animals homes**

**CONTENT: Read the sub-theme words**

**Learning outcomes:**

**By the end of this lesson, you should be able to:**

- Identify different animal homes.
- Read, blend, spell and write words related to animal homes.
- Construct meaningful sentences using the learnt words.
- Read words and sentences related to animal homes correctly.

**Read the sub-theme words**

**Introduction**

Just like people, animals also have homes where they stay, to keep warm and safe.

We are going to look at the homes of animals.

## Let us blend, read and spell the words correctly

Sty	burrow	water
kennel	den	breathe
hive	nest	habitat
store	hutch	dung
	anthill	lungs
house	stable	security
drainage	tree	ploughing
shed	kraal	dehorning
forest	web	spraying
byre	shell	de-worming

**Now we will construct oral and written sentences using the learnt words**

### Examples of sentences from the sub-theme words

1. Brenda collected all the dung from the kraal.
2. The rabbit hutch has a lot of fur.
3. Dogs guard our homes.
4. He is spraying the kennel.
5. The calves were dehorned last evening.
6. All animals have different habitats.

### Exercise

#### 1. Re-arrange these words to form correct sentences

- a) lives The hippopotamus in water. \_\_\_\_\_
- b) ploughing the garden The bulls are \_\_\_\_\_
- c) Rabbit Is the in hutch its? \_\_\_\_\_
- d) The made webs spiders on the roof \_\_\_\_\_
- e) a nest I saw the tree on \_\_\_\_\_

#### 2. Construct sentences using the words below

- Stable \_\_\_\_\_
- habitat \_\_\_\_\_

dehorning \_\_\_\_\_

burrow \_\_\_\_\_

**3. Write these words correctly**

i. forste \_\_\_\_\_

ii. kneel \_\_\_\_\_

iii. ned \_\_\_\_\_

**4. Write words with the following word endings**

i.dge \_\_\_\_\_

ii.tch \_\_\_\_\_

iii. ty \_\_\_\_\_

**LESSON 3**

**THEME: Living things**

**SUBTHEME: Birds and insects**

**CONTENT: Reading sub-theme words**

**Learning outcomes:**

**By the end of this lesson you should be able to:**

- Blend,spell read and write words related to birds and insects correctly.
- Construct oral and written sentences using the learnt words.
- Read the sentences related to insects and birds correctly.

**Reading sub -theme words**

**Introduction**

**Blend,read, spell, pronounce and write the words below.**

hen

eagle

hive

turkey

trees

kite

bat

holes

ticks

nest

housefly

crow

bee

hutch

butterfly

cockroach

white ant

wasp

beetles

crested crane

mating

moth

tsetse fly

ostrich

bee

pollinate

mammals

caterpillar

beaks

feelers

locusts

dowry

duck

**You are now going to construct meaningful sentences using the learnt words and practice reading them.**

### **Examples of sentences from the sub-theme words**

1. Bees pollinate flowers to make honey.
2. The bird has beautiful feathers.
3. Most insects have segmented bodies.
4. Wasps are very harmful insects.
5. An ostrich is the biggest bird in the whole world.
6. Bats are more active at night.

### **Exercise**

#### **1. Re-arrange the words to make correct sentences**

- a) birds have feathers All.
- b) insect a segmented body has An.
- c) birds eggs lay Most.
- d) and wasps sting us Bees

#### **2. Circle the odd man**

- a) eagle,bee,kite, hen
- b) Polite, goat, sheep, monkey.
- c) cow,goat,sheep, monkey.
- d) head,book,hand, leg.
- e) feet , teeth , goose , geese

#### **3. Fill in the missing sounds**

h\_tch

wa\_p

cre\_tedc\_

#### **4. Show sounds in the words below**

ostrich \_\_\_\_\_  
mosquito \_\_\_\_\_  
housefly \_\_\_\_\_  
cockroach \_\_\_\_\_  
hutch \_\_\_\_\_  
turkey \_\_\_\_\_  
goose \_\_\_\_\_  
lease \_\_\_\_\_  
mouse \_\_\_\_\_  
sheep \_\_\_\_\_

**5. Make sentences using the given words**

- a) turkey \_\_\_\_\_  
b) nest \_\_\_\_\_  
c) beak \_\_\_\_\_

**LESSON 4**

**THEME: Living things**

**SUB- THEME: Care for insects, birds, and animals**

**CONTENT: Reading sub-theme words**

**Learning outcomes:**

- Blend, read, spell and write the words correctly.
- Make meaningful oral and written sentences using the learnt words.
- Read the sentences related ways we can care for birds, insects and birds correctly.

**Reading sub-theme words**

**Introduction**

We are going to read words related to caring for insects, birds and animals

Introducing hive nectar sweep treat groom feed watering skin  
protect preparing, records, participating, keeping discourage  
unnecessary, killing medication signs symptoms painting identifying  
hunting

**You are now going to construct meaningful sentences using the learnt words and practice reading them.**

**Examples of sentences from the sub-theme words**

- People should stop destroying forests and swamps.

- People who kill animals illegally should be imprisoned.
- Regular cleaning of animal homes controls the spread of diseases on the farm.
- Farmers should keep their farm records.
- Sick animals need to be treated.

## Exercise

### 1. Construct meaningful sentences using the words below

poaching \_\_\_\_\_

zoo \_\_\_\_\_

grooming \_\_\_\_\_

records \_\_\_\_\_

### 2. Write the consonant letters in the words below

hunters \_\_\_\_\_

symptoms \_\_\_\_\_

feeding \_\_\_\_\_

nestlings \_\_\_\_\_

### 3. Show the sounds in the words below:

protect \_\_\_\_\_

animal \_\_\_\_\_

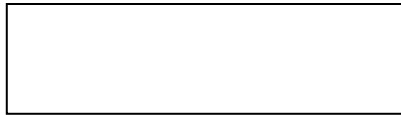
symptoms \_\_\_\_\_

avoid \_\_\_\_\_



#### 4. Read and draw

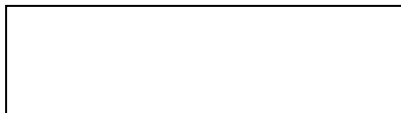
a) The bees are collecting nectar from the flower.



b) The bird is in the nestling.



c) The animals are on the farm



#### Practice reading these words in the theme word bank

##### Living things (animals)

reproduce

neighs

fillet

fierce

ostrich

quacks

chicken

domestic

security

backbone

beef

shed

characteristics

brays

burrow

bravest

wild

habitat

chattering

aggressive

kennel

rude

mutton

stable

vertebrates

trumpets

hutch

prey

fattest

shell

barks

cunning

breathe

polite

bacon

pen

invertebrates

squeaks

sty

jungle

tallest

byre

tough

plough

de – horn	cockroach	kitten
de – warm	tsetsefly	cub
guards	parrat	kid
butterfly	pea cock	puppy
dowry	turkey	caterpillar
mammals	goose	mosquito
crested crane	geese	louse
pollinate	duckling	mouse
	chick	lice
beaks	calf	
sting	kit	
eagle		

## **LESSON 5**

**THEME:** Living things

**SUB-THEME:** Plants and their habitat/crop growing practices

**CONTENT:** Read sub-theme words for plants and their habitats

**Learning outcomes:**

**By the end of this lesson, you should be able to:**

- Read, spell and write the learnt words.
- Construct oral and written meaningful sentences using the learnt words.
- Read sentences related to plants, their habitats and crop growing practices correctly.

**Read these sub-theme words**

**Plants, their habitats and crop growing practices**

**Introduction**

**In an earlier lesson, we saw the animals and their home. In this lesson, we are going to look at plants, their habitats and the good crop growing practices**

**Let us blend, spell, read and write the words correctly.**

maize	rocky	ploughing
	places	weeding
sisal	garden	swamps
banana plants	soil	farm
vessel	wetlands	thorns
wetlands	legumes	Selecting
yams	spores	digging
garden	synthesis	mulching raw
rock	shamba	Weeding
aquarium	trapping	clearing land
flowering	manufacturing	pruning
herbs	harvesting	thinning
shrub	harvest	
wetland	slashing	stalking
		nursery bed

**You are now going to construct oral and written sentences using the learnt words**

**Examples of sentences from the sub-theme words**

1. Bob is thatching the house
2. Those plants have beautiful flowers.
3. The farmer is weeding his maize garden.
4. We are sorting good seeds from the bad ones.
5. All the ploughs were used to clear the land.
6. The maize harvest was very big this season.
7. Activities like weeding and mulching protect crops from destruction.
8. Selecting seeds before planting gives us a good harvest.
9. Some plants grow well after being kept in a nursery bed.

## Exercise

### 1. Write the words correctly

ngarde\_\_\_\_\_

ghopl\_\_\_\_\_

shingsla\_\_\_\_\_

salsi\_\_\_\_\_

### 2. Make correct sentences using these words and phrases

maize/garden\_\_\_\_\_

harvest/millet\_\_\_\_\_

orange/flowering\_\_\_\_\_

### 3. Read and draw

- a. Mummy is peeling matooke
- b. The farmer is harvesting maize from his garden.
- c. The oxen are ploughing the garden
- d. I can see plants in the nursery bed.

## LESSON 6

**THEME:** Living things

**SUB-THEME:** Parts of a flowering plant

**CONTENT:** Read the conversation carefully

**Learning outcomes:**

**By the end of this lesson you should be able to:**

- Read the conversation and answer oral and written questions about it correctly
- About the conversation

## Read the conversation carefully

### Introduction

In this lesson, we are going to read a story using the words we have learnt. You will use the guidelines below to study it and answer the questions about it.

### Guidelines

- Read through the conversation silently for three times
- Identify new words and look up their meanings from the dictionary  
construct meaningful sentences using the learnt words
- Read the conversation correctly and answer oral and written questions about it correctly

### THE BUSY SEASON

Joshua: Good morning Ben. You are lost these days! What are you doing?

Ben: I am busy preparing my garden for planting.

Steven: Oh! This is quite a busy season

Joshua: What are you going to plant?

Ben: Maize and beans.

Steven: You are right, the rain has started.

Joshua: How are you going to plant them?

Ben: Am going to plant them in rows.

Steven: The rows should be three feet apart.

Joshua: Okay! When they begin growing, you weed them.

Ben: Thank you for the piece of advice.

Joshua: You are welcome.

### Questions

1. What is the conversation about?
2. How many people are taking part in the conversation?
3. Who is preparing the garden for planting?
4. How is Ben going to plant the crops according to the conversation?

5. Name the people in the conversation.
6. What is the title of this conversation?
7. Which crops will Ben plant?
8. Who spoke third?
9. Who are the people taking part in the conversation?

**Practice reading these words in the theme word bank**

**Living things (plants)**

maize	farmers	sunshine
farm	cassava	warmth
vesse	manufacture	oxygen
select	weeding	recycle
swamp	thatching	formation
spones	stem	erosion
aquarium	plough	timber
beautiful	thorns	lumberman
legumes	rows	saw
shrub	roots	deforestation
wetland	season	afforestation
millet	oxen	transpiration
sisal	cultivate	germination
synthesis	pruning	condensation
shamba	thinning	evaporation
sorghum	terracing	forestry
herbs	mulching	poles
harvest	photosynthesis	

## LESSON 7

**THEME: Managing resources**

**SUB- THEME: Saving resources**

**CONTENT: Read words of the sub-theme**

**Learning outcomes:**

**By the end of this lesson, you should be able to:**

- Read words and sentences about saving resources correctly.
- Construct meaningful sentences using the read word.
- Write words and sentences about saving correctly.

Read words of the sub-theme

### **Introduction**

**Resources are things in the environment that people use to meet their needs. These resources include: forests,water,plants e .t.c**

**In this lesson, we are going to read words of the sub-theme on how to save resources.**

**Saving resources are the practices that help us to protect and preserve the resources.**

Blend, read, spell and write the words correctly

### **Saving resources**

time	bundle	stop
bag		bank
need	light off	
	monkey	box
switch off		stove
firewood	plant	keep
waste	charcoal	save

budgeting	negotiating	profitable
quality	project	photosynthesis
	repairing	manufacturing
conserve	preserve	industrialisation
wastage	prioritizing	distillation
spending	balance	banking
resources	future	
recycling	bill	

**You are now going to construct oral and written sentences using the learnt words**

**Examples of sentences from the sub-theme words**

**Sentences**

1. I will save some money next month
2. I found Moses in the market
3. She has a poultry project
4. You need to do quality work
5. Budgeting avoids wastage of resources

**Exercise**

**1. Form words from the sounds below**

a) /nk/ \_\_\_\_\_

b) /sw/ \_\_\_\_\_

c) /Str/ \_\_\_\_\_

d) /Sw/ \_\_\_\_\_

**2. Underline the word with given sound in the sentence**

a) /oi/ I used a charcoal stove to boil water.

b) /dʒe/ His budget was missing something.

c) /ar/ Daddy bargained for the price of the coat.

d) /ee/ Musa keeps some money in the piggy box.

**3. Make sentences using the phrases below**

a) time / regain \_\_\_\_\_



- b) light off/ stove \_\_\_\_\_
- c) spending / land \_\_\_\_\_
- d) bank/ safe \_\_\_\_\_

**4. Fill in the sentence using the suitable words**

- a) Mulungi \_\_\_\_\_ firewood from the forest.
- b) Time \_\_\_\_\_ for no man.
- c) You should always switch \_\_\_\_\_ the light when going to sleep.

**Practice reading these words in the theme word bank**

**Managing resources**

time	wastage	paying
repair	balance	expensive
conserve	quality	cheapest
project	save	effective
resource	prioritize	price
recycle	negotiate	payment
bill	future	value
budget	preserve	prioritization
pottery	poultry	negotiation
spend	profitable	

## LESSON 8

**THEME:** Keeping peace in the sub-county

**SUB – THEME:** Living in Peace with others

**CONTENT:** Reading the sub-theme words

**Learning outcomes:**

**By the end of this lesson, you should be able to:**

- Blend, spell, pronounce, read and write the learnt words correctly.
- Construct oral and written meaningful sentences using the learnt words.
- Read the sentences about living in peace with others correctly.

### Introduction

Peace is a period when people with their property are free from danger and harm.

It is everyone's responsibility to keep the peace. We are required to live in peace in our sub-county.

In this lesson, we are going to read words about keeping peace with others.

**Blend, read, spell and write the words below**

Budget	participating	beat
wastage	values	respect
balance	solving	tolerant
conserve	solution	reconciliation
Quality	counselling	obedient
spending	guidance	faithful
excuse	rules	regulations
play	friends	situation
language	steal	development
share	sing	violence
give	fight	unity
sorry	dance	misunderstanding
observing	visit	help
differences	greet	

sincere

humbly

polite

**You are now going to construct oral and written sentences using the learnt words**

**Examples of sentences from the sub-theme words**

1. Children should respect elders
2. People should be encouraged to reconcile even after a disagreement
3. All obedient boys follow the school rules and regulations
4. Are you a faithful friend?

### **Exercise**

#### **1. Construct sentences using the phrases below**

- a) Sharing/ act \_\_\_\_\_
- b) Greet / parents \_\_\_\_\_
- c) Obedient / prize \_\_\_\_\_
- d) Respect / teachers \_\_\_\_\_
- e) Sorry / wrong \_\_\_\_\_

#### **2. Re – write the sentences correctly**

- a) Give me a gift My mother. \_\_\_\_\_
- b) Children obedient loved are . \_\_\_\_\_
- c) Go play let's and together . \_\_\_\_\_
- d) Who people share friendly are.. \_\_\_\_\_
- e) Respect a sign greeting visitors is.. \_\_\_\_\_

#### **3. Rearrange these sentences to make a good story**

- a) Her daughter is Namuli.
- b) She greets and respects elderly people.
- c) Mrs Mukisa is our headteacher
- d) She has only one daughter
- e) Namuli is a disciplined girl. What!

## **LESSON 9**

**THEME:** Keeping peace in the sub-county

**SUB - THEME:** Living in peace with others

**CONTENT:** Reading the passage

### **Learning outcomes:**

By the end of this lesson you should be able to:

Read the passage correctly and answer oral and written questions about it.

### **Reading the passage**

#### **Introduction**

We have looked at different words related to keeping peace with others. In this lesson, we are going to read a passage about living in peace with others.

You will follow the guidelines below to study it and answer the questions that follow.

#### **Guidelines**

- Read the passage silently for three times.
- Identify the new words and look up their meanings from the dictionary.
- Construct meaningful sentences using the identified new words.

Now read the passage aloud several times then going to answer questions about it

#### **Living in Peace**

Last Sunday, our Pastor hosted a visitor in our church. The visitor was Pastor Bugembe Wilson. The visitor shared with us about ways we can live in peace with one another. Pastor Bugembe said that people need to respect friends and remember to work together. This promotes peace amongst people.

Young children were told to avoid fighting and abusing one another at school, on the way and at home. "A child who does wrong things like stealing, fighting and breaking any school rule, should say sorry, that child should not repeat doing such bad manners again". The pastor said.

Children should work, sing and play together. Even asking for God's guidance whenever they pray to God. He told us to reconcile with those whom we have quarrelled with and to forgive each other. This will help us grow holistically and it will help us to live in peace with each other.

## Questions

1. What is the passage about?
2. When did the pastor host the visitor?
3. What was the name of the visitor?
4. Write any one thing the children were told to do?
5. What is the meaning of the word reconcile?
6. What should people do together according to the passage?
7. What is the title of the passage?
8. How many paragraphs does this passage have?

## **LESSON 10**

THEME: Keeping peace in our sub-county

SUB - THEME: Living in peace with others

CONTENT: Reading the poem

### **Learning outcomes:**

By the end of this lesson, you should be able to:

- Read the poem correctly and answer oral and written questions about it correctly
- Act the poem

### **Reading the poem**

#### **Introduction**

In this lesson, you are going to read a poem about living in peace with others. you will follow the guidelines below to study it and answer the questions that follow.

- Read the poem silently three times.
- Identify the new words and look up their meanings from the dictionary.
- Construct meaningful sentences using the identified new words.
- Read the poem again after you activate it with your brother who is at home.

Now read the poem aloud several times then going to answer questions about it

After you will read the questions about it and answer them orally first then write the correct answers.

## **Gifts from God**

**Children                  Children**

A child is a gift from God.

A gift to a tribe

A gift to the family

A gift to the clan

A gift to the parents

Let's love our children

**Children                  children**

Love them

Feed them

Educate them

Treat them

Dress them

**Children                  children**

Respect elders and fellow children

Respect your parents and teachers

Greet them whenever you meet them

Help whoever needs help

God loves obedient children

**Children                  Children**

Go to school daily

Study hard and pass excellently

Abide by the school rules

And regulations

Pray every day

**Questions**

1. What is the title of the poem?
2. Who is a gift from God?
3. What is the poem talking about?
4. How many stanzas has this poem?
5. Which stanza talks about children's rights
6. Give another word to mean "abide"
7. Which stanza talks about the school?
8. What is this poem about?

**Practice reading these words in the theme word bank**

**Keeping in peace**

excuse	respect
obedient	polite
violet	tribe
respond	clan
sorry	educate
humble	family
friends	quarrel
reconcile	misunderstanding
forgive	language
sincere	peace
enemy	visitors
situation	welcome
rules	promotes
tolerate	children
develop	
encourage	
regulation	
faithful	
unity	
disagreement	