

P.3 ENGLISH COMPREHENSION SCHEME OF WORK FOR TERM ONE

The child understands ways of locating places and appreciates the various social groups in the sub-country

WK	PD	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS	ACT.	INDICATORS	T/L AIDS	REF	REM
1	1 & 2	**OUR DIVISION**	**Name and location of our division**	Location (map) our school, home, municipality etc.. In which directions is the head office?	The learner; - studies the maps and answers questions in full sentences.	Guided discussion demonstration	Answering questions about locations	Effective communication	Charts showing a map of our municipality.	Monitor English coarse pg 73	
	3 & 4		**Passage**	Passage about the location of our division. Buyunga Village. Through which Village does the main road pass? Sound ei e.g. location, village, passage, mate	The learner; - reads the passage and answers the questions about it.	Explanation on question and answer story telling	Reading the story Answering questions about the story	Creative thinking	Text books	Monitor English coarse page 74	
2	1 & 2		**Dialogue**	**The Stolen Bag.** Who stole the bag? Vocabulary: steal, hill, river, cloud, run, lose, arrest, police	The learner; - reads the dialogue. - answers questions about the dialogue.	Guided discussion	Acting the dialogue	Responsibility	Chalkboard illustration	Monitor English coarse page 74	
	3 & 4		**Physical**	**Puzzle.** Describe the basics of a puzzle	The learner; - completes the puzzle.	Discovery	Completing puzzles	Mobility and	Chalkboard	Teacher own	

			features	Read the guiding statements. Guide the learners to complete the puzzle. (sounds ie, th, au)	- reads and solves a puzzle.	Explanation Demonstration		orientation	illustrations	collection Dictionary	
3	**1 & 2**			Guided composition about the physical features. Sound ai e.g mountain, plain, drain, main What are the components of the environment?	The learner; - reads and completes the composition.	Discussion Explanation	Reading Writing	Effective communication	Chalkboard illustration Immediate environment		
	3 & 4		**Poem**	A poem about our environment. Who wrote the poem? How many stanza's does the poem have?	The learner; - recites the poem about the environment.	Recitation	Reciting the poem	Assertiveness Loyalty	Charts with a poem		
4	**1 & 2**		**People in our municipality**	A dialogue about people. How many people are taking part in the dialogue? Vocabulary secretary, priest, doctor, florist etc..	The learner; - reads the dialogue. - answers questions about the dialogue.	Discussion Explanation	Acting the dialogue	Critical thinking	Immediate environment	Mk Pupils' Book 3	
	3 & 4		**Announcement**	Announcement about a lost child. What is the announcement about?	The learner; - reads the announcement and answers the questions in full sentences.	Guided discovery	Answering questions	Thinking logically	Chalkboard illustrations		
LO: The child applies acquired skills and appreciates the benefits of participating in different activities.											
5	**1 & 2**	**LIVEHOOD IN OUR DIVISION**	**Occupation of people in our division**	**Poem.** People and their work. What does the florist do? Sound ist,	The learner; - reads the poem. - answers questions about the poem.	Guided discussion demonstration	Reading the poem. Answer questions about the poem.	Self identification	A chart with the poem	Thematic curriculum P.3 page 14	
	3 & 4			**Dialogue** Occupations.	The learner; - acts the dialogue.	Role Playing	Acting the dialogue	Creative communication.	Scripts of the dialogue	Monitor English Course	

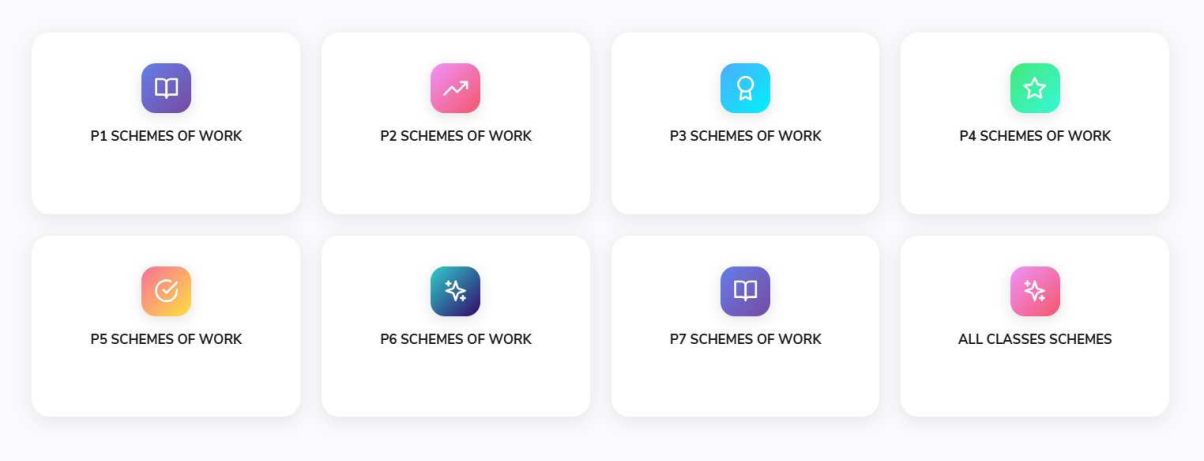
				Bogere: A doctor is better than a mechanic. What is the dialogue about?		Dramatising	Answering questions	Fluency		page 59	
6	**1 & 2**		**Passage**	Reading a passage about Mrs. Olum and her children. **Examples** Who was the mother of Orech and Atim?	The learner; - reads and answers questions about the passage.	Question and answer Story telling	Reading and answering questions	Co-operation Effective communication	Text books Monitor English course page 60	Thematic curriculum page 60	
	3 & 4		**Social services and their importance**	Guided composition. Vocabulary: hospital, cut, covered, father, knocked, plaster	The learner; - completes the guided composition.	Explanation Guided discovery	Reading and filling in the gaps.	Sharing	Monitor English course page 89	Thematic curriculum page 89	
7	**1 & 2**		**Social services**	**<u>Picture description/interpretation</u>** Guide learners to interpret. Pictures. Form picture to make a story.	The learner; - interprets the pictures. - answers questions about the composition.	Demonstration	Interpreting the pictures	Answering questions about the pictures	Text books Mk English book 3 page 56	Mk book 3 page 56	
LO: The child appreciates environmental changes and applies the acquired knowledge and skills to manage the environment.											
	3 & 4	**OUR ENVIRONMENT IN UR DIVISION**	**Soil composition**	Guided composition about soil composition. **Vocabulary** soil, stones, sand, charcoal, stove, colour, build etc.. sound ch, oi	The learner; - reads the guided composition about soil composition	Explanation Discussion feed back	Answering questions	Effective communication	Chalkboard illustration	Teachers collection	
8	**1 & 2**		**Rhyme**	A rhyme about soil composition. Examples - What is the rhyme about?	The learner; - recites a rhyme about soil composition	Guided discovery	Reciting a rhyme	Sharing	Chalkboard illustration	Teachers collection	
			Poem	Poem on page 55 in Mk book 3.	The learner;	Recitation	Reading and	Responsibility	A chart with the	Mk English	

				Examples Which insects are mentioned in the poem? Where are the flies found? Why do you think the flies are not flying to the fire? Sound 'ow' e.g. window, cow, show	- reads and interprets the poem. - answers questions about the poem.	Demonstration	interpreting the poem. Answering questions about the poem.	Interdependence	poem on it.	page 55	
	3 & 4		**AIR**	Activities in Karuma sub-county page 16. Thematic curriculum English practice book 3. - In which cub-county is Karuma Village? - What is papyrus used for? Sound 'ou' house, scout, ground	The learner; - reads and interprets the composition. - reads, interprets and answers questions about the composition.	Demonstration Guided discussion	Reading and interpreting the story. Reading and answering questions	Problem solving Evaluating facts Peer resistance Standing by one's principles	Pieces of paper with the composition typed on it.	Thematic curriculum page 16	
9	**1 & 2**		**Sun**	Musa losses his goats (page 8 English Practice book 3) - Why did Musa chase the butterflies? - Why was Musa worried? - What were the two boys doing?	The learner; - reads and interprets the composition. - reads, interprets and answers questions about the composition.	Guided discussion Demonstration	Reading and interpreting the composition	Responsibility Honesty	Costumes and props	English practice book 3 page 8	
	3 & 4		**Water**	Rhyme (page 15 books English Practice) - Who does the drumming? - What does the teacher do? - What does the weaver weave?	The learner; - reads and recites the rhyme. - interprets the rhyme answer questions about the rhyme.	Recitation Question and answer		Interdependence Responsibility	A chart with the rhyme	English practice page 15	

10	**1 & 2**		**How rain is formed**	Guided composition on page 21 English practice. **LIFE IN OUR SUB-COUNTY**	The learner; - identifies the right words to fill in the gaps to complete the composition.	Question and answer	Filling in the gaps correctly	Co-operation Logical thinking	Chalkboard illustration	English practice page 21	
	3 & 4		**Measuring rainfall**	Composition English practice book 3 page 25. Bayo falls off his bicycle. - Who was riding a bicycle? - Where was the coming from? - Where did Bayo fall? Tongue twisters (for breath control and speed)	The learner; - reads and interprets the composition. - reads, interprets and answers questions about the composition.	Demonstration Question and answer feed back	Reading and interpreting the composition. Answering questions about the composition	Co-operation working together. Sharing and care for others.	Typed extracts of the composition	English practice page 25	
11	**1 & 2**		**How rain affects the environment**	Dialogue Mary and Alice ate talking. English practice book 3 page 27. - Why did Mary say they were lucky? - What happened last night?	The learner; - acts the dialogue. - reads, interprets and answers questions about the dialogue.	Recitation Guided discussion	Reciting the dialogue questions about the rhyme.	Care Copying with stress	A chart showing the dialogue	English practice page 30	
	3 & 4		**Important of rain on soil animals**	Rhyme (page 30) English practice book 3. Maisy plants maize. - Who planted maize? - Why won't Maisy plant maize in grey clay soil? Tongue twisters	The learner; - recites the rhyme - reads, interprets and answers questions about the rhyme.	Recitation Guided discussion brain storming	Reciting the rhyme Answering questions about the rhyme	Care Copying with stress	A chart with the rhyme	English practice pg 30 Teacher collection	
12	**1 & 2**		**Air has weight**	Poem on page 107 Mk book 3. - Suggest a suitable title to the poem. - Where does food come from?	The learner; - recites and interprets the poem. - reads and answers questions about the poem.	Question and answer Recitation	Reciting the poem	Critical thinking	Chalkboard illustration	Mk English book 3 page 107	

	3 4 & 5		**Water evaporation and condensation**	A rhyme Jack and Jill. - Who fell down? Vocabulary. air, sun, move, wind dry Structures Joshua (washes/clean) the ….. clothes, compound.	The learner; - reads and recites the rhyme.	Recitation Drammatisation feed back	Reciting the rhyme. Answering questions about the rhyme	Effective communication	A chart with the rhyme	Teachers collection	

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