TERM II – PRIMARY THREE COMPOSITION & COMPREHENSION SCHEME

SHEME OF WORK FOR PRIMARY THREE TERM II

WK	DP	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	L/AIDS	ACTIVITIES	REF	REMARKS
1	1	**LIVING THINGS, ANIMALS IN OUR SUB – COUNTY / DIVISION**	Animals	**Vocabulary** nest, forest, zoo, bird, anthill, domestic, wild lion, kennel, burrow, elephant, den etc **Sentences** 1. The monkey is climbing a tree. 2. Domestic animals are friendly to us 3. There is a hyena	Reads the words a loud. Spells the words Makes sentences using the words. Responding to the questions asked	Discovery Explanation Look and say	Word cards Sentence stripes	Reading Spelling Making sentences Responding to the structure		
	2			**Structures** Where is / are the ……..? **Examples** 1. Where is the monkey? (forest) The monkey is in the forest. 2. Where are the giraffes?(zoo) The giraffes are in the zoo. 3. Where are the birds? (nest) The birds are in the nest.	Reads the structure Responds to the structure positively. Makes a sentence using the words in brackets. Spells the words in brackets	Question and answer Explanation Guided discovery	Word cards Chalk board illustration	Reading Spelling Making sentences		

2	3			**VOCABULARY** hen, crown, bat, bee, white, ant, turkey, eagle, wasp, duck, nest, duckling, nestling, crested crane, kite, hutch, kraal, eagle, owl, goose, gosling, chick, hive, grasshopper, drake **Sentences** hen: Jomo's hen has laid an egg. turkey: Daddy has bought a turkey hive: The bee is inside the hive nest: The nestling has entered the nest	**The learner** Reads the given vocabulary. Constructing oral and written sentences using the given vocabulary. Answering oral and written questions	Explanation Guided discovery Discussion	a chart showing the vocabulary	Reading the given vocabulary Constructing sentences with the given vocabulary	self awareness love effective communication	primary three curriculum (2008) pg 26
	4			**Jumbled composition** **Re – arrange the sentences to make a meaningful story** 1. Then I took it. 2. Mummy took me to the hospital. 3. Finally, we got a car that took us back home. 4. When I fell sick yesterday. 5. At the hospital, the doctor gave me some medicine.	Reads the jumbled sentences Arranges the sentences to make a good story	Chalk board illustration	Reading the sentences Arranging sentences in order	Critical thinking		

			Care for insects , birds and animals	**Vocabulary** sweep, rabbit, feed, meat, skin, hutch, clean, treat, sheep, fold, kraal, stable, shelter, sty, pig, fur, leaves, den, lion, byre **Sentences** **treats:** The veterinary doctor treats animals. **Sheep:** The sheep is grazing **cleaning:** Musa is cleaning the hutch **leaves:** The rabbit eats leaves. **den:** The lion is in the den	Reads the given vocabulary Uses the vocabulary in sentences both orally and written Answers oral and written sentences	Explanation Question and answer Chalk and talk	Flash cards A chart showing the given vocabulary	Reading the vocabulary Constructing sentences with the vocabulary Answering oral and written questions	Self awareness Empathy Care Appreciation	
	6	Living things	Animals	**Free composition writing** Write a short story about domestic animals. In your story, define domestic animals, give 4 examples of domestic animals. Write what each of these animals provide to people where they live, their young ones and sounds	Reads instructions Writes the title of the story. Makes sentences in paragraphs. Reads the written story	Story telling Question and answer Explanation	Reading Writing Making sentence	Chalkboard illustration		Teachers collection
4	7	Plants in our sub – county	Plants and their habitats	**Vocabulary** Maize yam sisal swamp garden water forest flower mountain hill tins dry **Sentences** **swamps:** Yams grow well in swamps **maize:** The monkey is eating maize **garden:** I am going to the garden **flower:** This flower is beautiful	Reads the given vocabulary Constructs sentences using the vocabulary Answers the oral and written sentences	Guided discovery Chalk and talk	Flash cards	Reading the given vocabulary Constructing sentences Answering oral and written sentences	Effective communication Critical thinking Patient	

	8		Parts of a flowering plant and their uses	**Vocabulary** Stem, root, leaf, flower, seed, food, fuel, medicine, money, bud, branch, decorate, firewood, timber, pole, fruit, charcoal **Sentences** **food:** Plants give us food **medicine:** I have swallowed my medicine. **stem:** The tree has a big written stem **branch:** The branch has fallen off the tree	Reads the given vocabulary Constructs sentences with the vocabulary Answers oral and written questions	Guided discovery Discussion Question and answer	Flash cards	Reading the vocabulary Using the vocabulary in sentences Answering oral and written questions	Responsib ility Appreciati on Effective communic ation Creative thinking	
5	9			**Guided composition** **Choose the correct word from the box to complete the composition below.** All flowering _____ have four major_____. These parks include the roots, ____, stems and flowers. These different parts have different ____. The ____ hold the plant firmly in the soil. The ____ help in making food for the plant. The ____ grow into fruits and these ____ give us vitamins	Reads the composition Fill in the gaps with in the given words both orally and written	Cut out paper in learners books	Reading Answering oral and written questions	Critical thinking Problem solving Mobility and orientation		

	10		Crop growing practices	**Vocabulary** garden, hoe, tool, panga, weed, slasher, plant, dig, plough, water, dry, mulch, store, filed, ground, thining, knife, **Sentences** **dig:** We shall dig the garden tomorrow **planted:** Musa planted the crops yesterday. **panga:** He is holding a panga. **water:** Okello will water the plants in the evening	Reads the given vocabulary Constructs sentences with the vocabulary	Guided discovery Discussion Explanation	Flash cards A chart showing the vocabulary	Reading the vocabulary Constructing sentences Answering oral and written questions	Care Cooperation Coping with stress	
6	11	Managing resource in our sub – county	Saving resources	**Vocabulary** time, firewood, money, bank, bag, waste, box, plant(v) need, bundle, charcoal, save, food, fuel, budget, sack, store, metallic, wooden. **Sentences** **charcoal:** The charcoal is in the sack. Firewood**:** We are collecting firewood **money:** I keep my money in the bank.	Reads the given vocabulary Constructs in sentence with the vocabulary Answers oral and written questions	Demonstration Question and answer Look and say	Flash cards	Reading the vocabulary Constructing sentences Answering oral and written questions	Self awareness Creative thinking Critical thinking	
	12			**Structures** **Using ….. much/ many ….** **Examples** **1.** How **many** boxes does John have? **2.** I have **many** pieces of firewood in the kitchen.	Tells when much/ many are used. Constructs sentences using many and much	Chalk and talk. Guided discovery Question	Real objects	Constructing sentences using the structures	Decision making Acceptanc	

				3. There is **<u>much</u>** salt in the sauce. **4.** I bought **<u>many</u>** mangoes from the market. **5.**Our school has **<u>many</u>** books in the library. **6.**I bought **<u>much</u>** sugar yesterday.	Answers the oral and written questions	and answers		Answering oral and written questions	e Concern Patience	
7	13			**Structures** **Using …some/ any….** Some is used in affirmative / positive **Sentences** **Any** is used in negative sentences and interrogative sentences. **Examples** 1.There is **<u>some</u>** water in the jug. 2.I bought **<u>some</u>** apples from the supermarket. 3.Threr aren't **<u>any</u>** pupils in class. 4.Were there **<u>any</u>** pens in the drawer.	Tells when some and any are used in sentences. Constructs sentences using some/ any. Answers oral and written questions	Guided discovery Explanation Question and answers	A chart showing the use of some/ any	Constructing sentences Writing the given exercise	Interdependence Honesty Assertiveness Concern	
	14		Projects	**Vocabulary** bee, keep, tree, chicken, poultry, grow, honey, rabbit, vegetable, fruit, brick, make, rear, plant **Sentences** **tree:** Moses is planting a tree. **vegetables:** Sarah sells vegetables **making:** He is making bricks **rabbits:** Ali keeps rabbits	Reads the given vocabulary Constructs sentences with the vocabulary Answers the oral and written sentences	Guided discovery Explanation	Flash cards	Reading the given vocabulary Constructing sentences Answering oral and written questions	Self esteem Trust worthiness Effective communication	

8	15	**Keeping peace in our sub – county**	**Living in peace with others**	**Jumbled composition** **Re – arrange the following sentences to make a good story.** a. Later, she came back home and prepared us lunch. b. She started collecting firewood c. She wanted to get firewood. d. When she reached there e. One day, mummy went to the forest. **A good story** **a.** _____ **b.** _____ **c.** _____	Reads the jumbled sentences Arranges the sentences in order to make a good story	Guided discovery Explanation Discussion	Chalk board illustration	Reading the jumbled sentences Making a good story from the jumbled one	Creative thinking Problem solving Responsibility Critical thinking	
	16			**Vocabulary** rules, play, work, share, give, sorry, excuse, fight, steal, friend, push, sing, dance, visit, greet, abuse, beat, love, care, concern, please, peace, live **sentences** **greet:** We should greet our elders **peace:** it's good to live in peace **abusing:** She likes abusing her playmates	Reads the given vocabulary Uses the given vocabulary in oral sentences Answers the oral and questions	Guided discovery Chalk board and talk Explanation Whole word	A chart showing different vocabulary	Reading the given vocabulary Constructing sentences with the vocabulary Answering oral and written questions	Effective communication Decision making Copying up with stress	

9	17		Child responsibility and child rights needs and their importance	**Vocabulary** wash, mop, peel, sweep, work, slash, cook, bathe, read, obey, school, stay, home, wear, milk, dig, collect, respect, home, clothes, school, clean, play, food, water, drink, eat, hospital, bed, books, medicine, father, mother **Sentences** **drink:** She is drinking water **washes:** Tom washes his clothes every Saturday	Reads the given vocabulary Uses the vocabulary in sentences Answers the oval and written questions	Guided discovery Discussion Explanation	A chart showing the different vocabulary	Reading the given vocabulary Constructing oral and written sentences with the vocabulary Answering the raised questions	Peer resistance Appreciation Self esteem Responsibility	
	18			**Jumbled composition** **Re – arrange these sentences to make a good story** 1.Pnda has black and white spots. 2.Because it guards our home. Day and night. 3.We have a dog at home. 4. Daddy likes Panda so much. 5.Its name is Panda	Reads the jumbled sentences Arranges the sentences in order orally and later writes the correct order in the book	Guided discovery Story telling	Cut out papers in leaner's books	Reading the jumbled sentences Arranging the sentences in order both orally and written	Critical thinking Self reliance	Teachers collection
	19			**Free composition** Write a short story about your family **Guiding questions** 1. Write the title of the story. 2. Where is your family? 3. How many members are in your family? 4. How big is your family? 5. How do you relate with your family members? 6. Do you enjoy your family? Why?	Reads the guiding composition Writes the composition following the guiding questions	Story telling Guided discovery \ Explanation	Chalk board illustration	Reading the guiding questions Writing the composition following the guided questions	Social awareness Creative thinking Problem solving Self reliance	Teachers collection

COMPREHENSION TERM II 2018

WK	DP	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	L/AIDS	REF	REMARKS
1	1	**Living things , animals in our sub – county**	**Animals, birds and insects**	**Passage** **Read the passage and answer the questions about it.** **AT THE ZOO** Our class visited the zoo last Friday. A zoo id a place where wild animals are kept. People visit the zoo to see wild animals. Animals are kept in cages and strong fences. People can then go near them…… **Mk bk 3 page 72**	The learner, reads and understand the passage Answers oral and written questions about the passage.	Story telling Explanation Question and answer	Text books (Mk primary English book 3)	Reading the passage Answering oral and written questions	Creative thinking Cooperation Responsibility	Mk primary English book 3 pg 72
	2			**Poem** **Read the poem and answer the questions that follow** **AT THE NATIONAL PARK** Visit the national park and see all types of animals, big and small. The elephant is the biggest, the giraffe is the tallest. Beautiful birds flying kites and eagles, spying and lions running fast to catch the kobs playing in the national park	Reads the poem and understands it Answers the oral and written questions about the poem	Story telling Explanation Question and answer	Do	Reading the poem Acting the poem Answering oral and written questions	Critical thinking Problem solving	Mk primary English book 3 pg 71

2	1			**Rhyme** Recite the rhyme below and answer the questions about it Two little birds sitting on the wall. One named Peter, One name Paul Fly away Peter Fly away Paul Come back Peter Come back Paul And sit on the wall	The learner Recites the rhyme and understands it. Interprets the rhyme Answers oral and written questions about the rhyme	Story telling Questions and answer Explanation	Cut out papers in leaner's books	Reciting the rhyme Acting the rhyme Answering oral and written questions	Creative thinking Effective communication	Teacher collection
	2		Parts of a plant and their uses	**Poem** **Plants! Plants! Plants!** Plants are useful Home for birds and animals People care for plants Plants are good Oh! Plants, plants, plants For people get food from plants Fruits from plants Firewood from plants Protect plants Plants are good	Reads the poem and understands it Interprets the poem Answers the oral written questions about the poem	Discussion Explanation Guided discovery Question and answer	Do	Reading the poem Answering oral and written question	Critical thinking Responsibility Love and care	

3	1		**Crop growing and practices**	**Calendar** **Study the calendar carefully and answer the questions that follow** **April 2012** **Questions** 1.For which month is the calendar? 2.On which day did the month begin?	The learner Studies the calendar and interprets it. Answers the oral and written questions storming about the calendar	Guided discovery Brain Storming Question and answer	Real calendar Cut out papers in learners books	Studying the calendar Interpreting the calendar Answering oral and written questions	Creative thinking Problem solving Co – operation	
	2			**Conversation** **Read the conversation and answer the questions about it.** **George:** Have you watered your plants **Joel:** Oh! My dear, thank you for reminding me, I had totally forgotten. **George:** I usually water mine in the morning and evening. **Joel:** What has happened today? **George:** I had first taken our Ox for ploughing	Reads the conversation Acts the conversation Answers the oral and written questions about the conversation	Discussion Explanation Guided discovery Question and answer	Cut out papers in learners books	Reading the dialogue Acting the dialogue Answering oral and written questions about the same	Responsibility Concern Love and care	

4	1	**Managing resources in our sub – county / division**	**Saving resources**	**Shopping list** **Study Jonah's shopping list carefully and answer the questions about it** **Questions** 1.Whose shopping list is shown above? 2.How much is a kilogram of sugar?	The learner Studies the shopping list Interprets the shopping list Answers the oral and written questions about the shopping list	Brain storming Question and answer Explanation	Cut out papers in learners exercise books	Studying the shopping list Interpreting the shopping list Answering oral and written questions	Critical thinking Responsibility Problem solving	Teacher collection
	2			**Passage** **Read the passage and answer the questions about it.** **Saving our resources** There are many resources in our sub – county but the basic ones are water, time, fuel, money and food. All these resources need to be saved. We need to save water because we use it for cooking	Reads the passage. Identifies new words Tells the meaning of the new words. Answer the oral and written questions about the passage	Look and say Guided discovery Explanation	Text books (St. Bernard's English pupils practice book 3)	Reading the passage Setting questions about the passage Answering oral and written questions about ie passage	Self awareness. Responsibility Creative thinking	St. Bernard's English pupils practice books 3 page 98 - 99

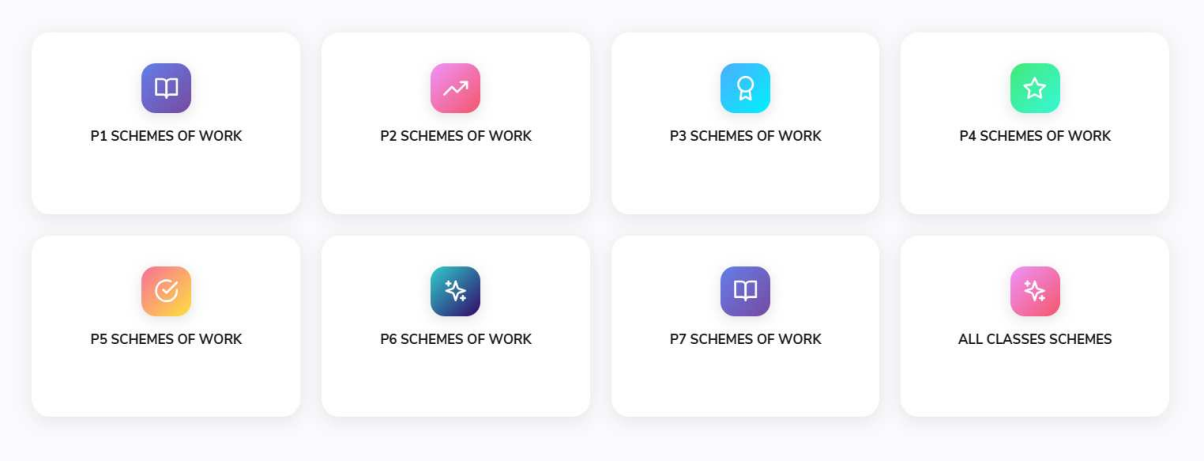
5	1		**Spending resources**	**Passage** **Read the passage and answer the questions that follow** **Jane and Anisha go Shopping** Mrs. Jumba sent Jane and Anisha to the grocery. She wanted to buy margarines, milk and sugar. She told Jane to get a pencil and paper and list down the things they were going to buy. Jane wrote them down. Mrs. Jumba gave the girls some money and advised them to cross them to cross the road carefully.	The learner Reads the passage and understands it. Answers the oral and written questions about the passage	Guided discovery Question and answer Explanation	Mk English bk 3	Reading the passage Discussing questions orally Writing the given exercise in books	Creative thinking Responsibility Cooperation	Mk primary English page 138
	2		**Projects**	**Passage** **Read the passage below and answer the questions that follow** **The piggery farm** Mr. Musaazi is a great farmer. He rears pigs on a large scale. Mr. Musaazi's farm is very big. It is found in Nakabago village along Kayunga – Bugerere road. Mr. Musaazi has one hundred twenty pigs and sixty nine piglets	Reads the story telling passage Answers the oral and written questions about the passage	Story telling Guided discovery Explanation, question and answer	Cut out papers in learners exercise books	Reading the passage Answering oral and written questions about the passage	Love and care Responsibility Concern	Teacher's collection

7	1	**Keeping peace in our sub – county / division**	**Living in peace with others**	**Dialogue** **Reads the dialogue and answer the questions about it** **Borrowing a pen** **Mugisha:** Good morning, Opio **Opio:** Good morning to you. **Mugisha:** I can't find my pen. May I borrow your spare pen please? **Opio:** Yes, you may, but I am sorry there is no ink. **Mugisha:** Thank you. I hope someone will give me some ink. **Opio:** Kapere uses a fountain pen. He can give you some ink. **Mugisha:** Alright. Let me go and ask him now	The learner Reads the dialogue and understands it. Answers oral and written questions about the passage	Guided discovery Brain storming Question and answer	Cut out papers in learners books	Reading the dialogue Interpreting The dialogue Answering oral and written questions about the passage	Problem solving Critical thinking Concern Love and care	Mk primary English book page 3
	2			**Read this notice and answer the questions about it** **Safety! Safety!** The police of Mukono municipality invites all people in Mukono to attend a teaching about safety in our district.	The learner Studies the notice carefully Answers the oral and written questions about the notice	Look and say	Cut outs papers in learners exercise books	Studying the notice Answering	Effective communication Social awarenes	Taechers collection

				Venue: Festino Gardens **Date:** Friday 30th June, 2016 **Time: 12:00 pm – 2:00 pm** Announced by the district police commander (DPC) MR. Bagambaki Frank. Come one come all		Guided discovery Brain storming		the oral and written questions about the notice	s Decision making	
8	1		Child responsibility	**A dialogue** **Read the dialogue and answer the questions about it** **Lucy:** Nelson, what do you do when you go back home in the evening. **Nelson:** I go to the well and collect water. I also wash the utensils. **Lucy:** Do you also cook food for supper? **Nelson:** No my elder sister Nicole cooks supper every day.	Reads the dialogue Acts the dialogue Answers the oral and written questions about the dialogue	Explanation Guided discovery Discussion		Reading the dialogue Acting the dialogue Answers the oral and written questions about the dialogue	Responsibility Concern Self reliance Self esteem	
	2			**A notice** **Read the notice below and answer the questions that follow** **Dance! Dance! Dance!**	A learner studies the notice Answers the oral and written questions	Explanation Guided	Cut outs papers in learners exercise books	Studying the notice	Self awarenes s	

		9		**Presenters:** Digida dancers **Venue.:** Cornerstone Junior School **Date:** Saturday 4th July, 2016 **Fee: adults:** Shs. 2000 **Children: Shs. 1000** **By Joan** **Secretary Digida dancers** **Questions** 1. What is the notice about? 2. Who are the presenters of the dance? 3. Where will the dance take place?		discovery Discussion		Answering the oral and written	Creative thinking Responsibility Problem solving	

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