

P.3 ENGLISH GRAMMAR SCHEME OF WORK FOR SECOND TERM

EXPECTED LEARNING OUTCOME: The child acquires appreciates and applies basic scientific knowledge about living things in day today life.

WK	PD	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS/TECHNIQUES	L.ACT	INDICATORS OF L/SKILLS & VALUES	L/AIDS	REF	REM
1	1 & 2	LIVING THINGS	**Past simple tense**	**PAST SIMPLE TENSE** The main verb is distinct and always stands alone. It doesn't matter whether the subject is in singular or plural, The adverb of time for this tense is mainly **yesterday** and **last**. **Example** - I came to school yesterday. - They watched cartoons last night.	The learner: - describes past simple tense. - identifies adverbs of time for the past simple tense. - uses the tense correctly in sentences.	discussion explanation discovery brain storming	Describing what the tense is about. Using the tense correctly	**effective communication**. - fluency - sharing **self esteem** - openess appreciation self awareness	Chalkboard illustrations	Mk primary english book 3 page 74. Monitor English course page 51	
				Verbs in the past simple tense which are formed by adding "ed" **Examples:**	The learner; - lists verbs that add "ed" in past simple tense.	guided discussion	Listing verbs that add ed in past	sharing co-operation	Chalkboard illustration	Monitor English course pg 52	

	3 & 4			work + ed = worked want + ed = wanted wash + ed = washed talk + ed = talked	- uses the verbs in sentences correctly.	market stall	simple tense.	**decision making** acceptance			
	5 & 6	**LIVI NG THI NGS**	**Past simple tense**	Some verbs that double the last consonant before adding **"ed"** (cvc) **Examples** clap – clapped plan – planned spin – spinned skip – skipped Note: The verbs that end in w, s, v, z, y do not double e.g draw, hiss, stay.	The learner; - lists the verbs that double the last letter before adding "**ed"** in past simple tense.	discussion feed back explanation	Listing verbs that double the last letter before adding 'ed'	**creative thinking** taking a decision problem solving **critical thinking** taking a decision	Chalkboard illustration	Mk Primary English book 3	
2	1 & 2	**LIVING THINGS**	**Past simple tense**	Verbs that end in y which drop it for 'ied'. **Examples** try – y + ied = tried dirty – dirtied cry – cried worry – worried some verbs that end in y which change to past simple by adding 'ed' have a vowel letter before 'y' **examples** stay + ed = stayed play – played pray – prayed stray – strayed	The learner; - lists the verbs that drop 'y' for 'ied' - uses the verbs in the sentences correctly.	explanation guided discussion feed back	Using the verbs that end in y (in past simple tense) to make sentences	sharing co-operation **effective communication** sharing fluency	Chalkboard illustration	Mk Primary English book 3 page 74. Thematic curriculum page 33	
				Some verbs that do not change at all in past simple tense. **Examples** burst - burst	The learner; - lists verbs that do not change at all in past simple tense.	guided discussion	Listing the verbs that do not change in past	**critical thinking** taking a decision sharing	Chalkboard illustration	Mk Primary English book 3	

	3 & 4			hit - hit put - put shut - shut cost - cost		explanation	simple tense.	problem solving		page 74	
	5 & 6	**LIVING THINGS**	**Past simple tense**	Some verbs that change to the past simple by adding nt, it, pt. **Examples** spend - spent bend - bent sweep - swept deal - dealt exercise	The learner; - lists the verbs that change to past simple by adding nt, lp, pt etc…	guided discussion explanation	Listing the verbs that change to past simple that end in nt, lp, pt.	sharing co-operation problem solving	Chalkboard illustration	Monitor English course page 54	
3	1 & 2	**LIVING THINGS**	**Past simple tense**	Some verbs that change completely in past simple tense. **Examples** shake – shook eat - ate go - went teach - taught exercise 1. Mary …….to church yesterday. (go) 2. He …..us last year. (teach)	The learner; - lists the verbs that do change completely. - uses the verbs in sentences correctly	guided discussion explanation	Listing the verbs that change completely in past tense.	**critical thinking** taking a decision **problem solving** making a choice taking a decision	A chart showing the verbs that change completely in the past simple tense.	Mk precise Primary English page 64.	
	3/4			Some verbs that change to past simple tense by changing the vowel letter. run – ran shine – shone begin – began swim - swam	The learner - lists the verbs that change to past tense by changing the vowel letter.	explanation discovery market stall	Listing the verbs that change to past tense by changing the vowel letter	**creative thinking** innovativeness patience tolerance	chalkboard illustration	Monitor English course pg 52	

	5/6	**LIVING THINGS**	**Past simple tense**	**Changing sentences from positive to negative form in past simple tense.** Examples: - The boys ate food last night (affirmative) - The boys did not eat food last night. (negative) - It began raining at mid-day yesterday. - It did not begin raining at mid-day yesterday. Using 'some' & 'any….)	The learner; - changes sentences from positive to negative in past simple tense.	guided discussion explanation	Changing sentences from positive to negative.	sharing co-operative **assertiveness** being open volunteering	Chalkboard illustration	Primary 3 curriculum page 26 Mk precise primary English page 64	
4	1/2	**LIVING THINGS**	**Past simple tense**	**Interrogative sentences versus affirmative** respectively. i) Did we dance last night? No, we did not dance last night. Yes, we danced last night.	The learner; - interchanges interrogative sentences and affirmative	explanation discussion discovery	Interchanging the interrogative and affirmative sentences	**critical thinking** taking a decision analyzing statement	Chalkboard illustration	Mk precise book page 70	
	3/4			**Using some and any .e.g.** Did the boys eat some food? No, the boys did not eat any food. Yes, the boys ate some food?	The learner - uses some/any in sentences correctly.	discovery brain storming	Using some and any in sentences	**critical thinking** taking a decision self awareness volunteering	Chalkboard illustration	Mk precise book 3 page 71	

	5/6	**LIVING THINGS**	**Birds and Insects**	**Vocabulary** Swamp, maize, dry, yam, flower, water, tin. Structure Who planted……..? Janet …… What did …..she/he/they/we….do? Where did …..she/he/they/we...?	The learner; - reads the vocabulary correctly. - uses the structure correctly.	explanation discussion	Reading and spelling the vocabulary. Using the structure appropriately.	sharing co-operation **problem solving** making a choice taking a decision	A chart showing a swamp flowers etc..	Thematic curr. Primary three page 31.	
5	1/2	**LIVING THINGS**	**Birds and Insects**	**Use of; that is, those are this, these are, etc.** Structure What is/are/was/were? These are/were…. That is was…. Those were/are….	The learner; - uses that is/was/there were/are,…..correctly.	guided discussion	Using the structure correctly.	**critical thinking** taking a decision analyzing statements	A chart showing a swamp flowers etc..	Thematic curr primary 3 page 32	
	3/4	**LIVING THINGS**	**THE PAST CONTINUOUS TENSE**	The past continuous tense deals with actions that were going on in the past. Helping verbs are; was, were + ing. Examples He was sweeping the house. They were writing well.	The learner; - describes the past continuous tense. - makes sentences in the past continuous tense.	explanation guided discussion	Making sentences in the past continuous tense.	sharing co-operation respect	Chalkboard illustration	Living English structure page 63.	
	5/6			**Use of while…….** Examples; While I was coming to school, I saw a mad man. I saw a mad man while I was coming to school.	The learner; - makes sentences in the past continuous using while…	discussion explanation	Using while in making sentences	critical thinking self esteem	Chalkboard illustration	Junior English comp & grammar page 16.	
6	1/2	**LIVING THINGS**	**THE PAST CONTIN**	**Use of ….when….** Examples When she was digging, it began raining.	The learner; - uses when….in sentences correctly.	guided discussion	Using when in sentences	**self esteem** openess	Chalkboard illustration	Detailed English	

			UOUS TENSE	It began raining when she was digging.		brain storming		**self awarene ss** openess		gramm ar page 18	
	3/ 4			**Use of……as.** Examples: As they were reading the power got off. The power got off as they were reading.	The learner; - uses as…in sentences correctly.	guided discussio n gallery walk	Using as ….in sentences correctly.	**creative thinking** innovative ness **problem solving** making a choice	Chalkbo ard illustrati on	Detaile d English Gramm ar page 20	
	5/ 6			Changing sentences from positive to negative form in past continuous tense. She was chasing a cat. She was not chasing a cat.	The learner; - writes negative sentences correctly.	guided discussio n brain storming	Changing sentences to negative form	critical thinking	Chalkbo ard illustrati on	Junior Eng comp page 17	
7	1/ 2			**Changing sentences from negative to affirmative**. Examples She wasn't reading a novel. She was reading a novel.	The learner; - writes sentences from negative to affirmative.	explanati on discussio n	Writing sentences from negative to affirmative .	problem solving tolerance	Chalkbo ard illustrati on	Detaile d English gramm ar page 16	
	3/ 4	**LIVI** **NG THI** **NGS**	**THE PAST CONTIN UOUS TENSE**	**Changing interrogative sentences of the past continuous tense to affirmative.** Examples Were they going to school? Yes, they were going to school. No, they were not going to school. **Use** some/any…(was/were)	The learner; - changes interrogative sentences to negative and affirmative.	guided discussio n	Changing interrogati ve sentences to affirmative .	**self esteem** openess critical thinking	Chalkbo ard illustrati on	Mk English book 3 page	

	5/6	**LIVING THINGS**	**THE PAST CONTINUOUS TENSE**	**Changing sentences from present continuous to present to past continuous tense.** Example: I am going to Kampala now. I was going to Kampala last Friday. He is eating an apple. He was eating an apple	The learner; - changes sentences from present continuous to past continuous tense.	guided discussion brain storming	Changing sentences from present continuous to past continuous tense	**effective communication** accuracy **interpersonal relationship** care love sharing	Chalkboard illustration	Monitor English course book 3 page 51	
8	1/2	**LIVING THINGS**	**Types of living things**	**Vocabulary** nest, forest, zoo, bird, a monkey, elephant, zebra, lion, hyena, kennel. Structures Where was …..? The bird/monkey….was in the (nest, forest, tree…) Did the bird fly away? Yes/no, the bird….. A/an …elephant, zebra	The learner - reads names and sentences about animals. - uses a/an in sentences correctly.	explanation guided discussion discovery brain storming	Writing /reading sentences about animals.	**empathy** love care **effective communication** fluency audibility	A chart showing wild animal.	Thematic curriculum primary 3 page 26. The students companion page 137	
	3/4		**Animals**	Animals and their young ones e.g. dog –puppy elephant cow calf buffalo etc. **Structures** Claves are to elephants as kids are to _____	The learner; - reads the animal names and their young ones. - uses them in sentences.	guided discovery explanation	Writing reading sentences about the animals.	creative thinking **effective communication** fluency patience	A chart showing animals and their young ones.	Mk precise page 233-234 Students companion pg 138-139	

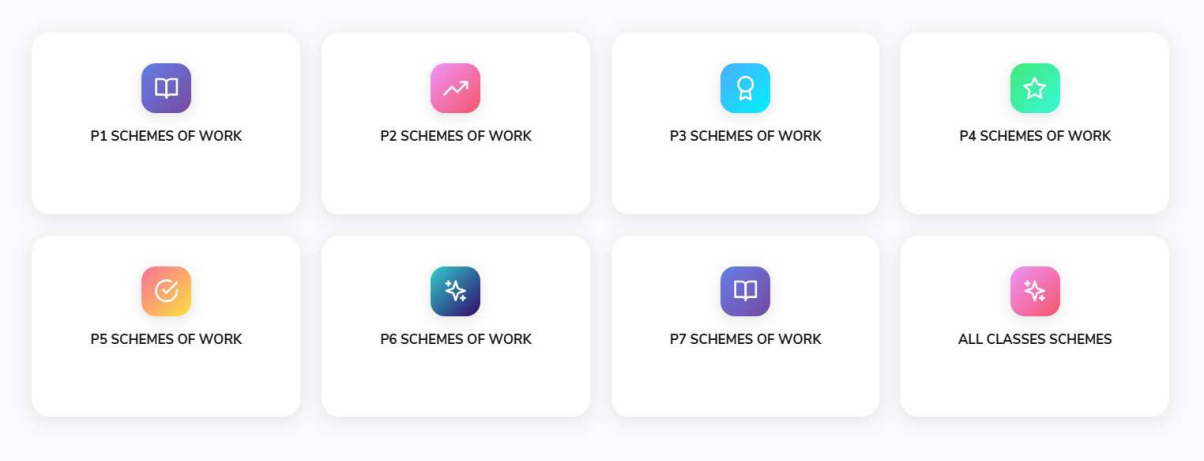
	5/6	**LIVING THINGS**	**Animals**	**Animals sounds e.g.** cat - purrs duck - quacks turkey - gobbles snake - hisses **Structures** I heard the snake _____ in the bush.	The learner; - reads the animal sounds. - uses them in sentences.	demonstration explanation	Reading the animal sounds. constructing sentences correctly.	**self awareness** openess **critical thinking** taking a decision identity	A chart showing anima and their sounds	Mk precise 233 First Aid in English 26 Student companion 137-138	
9	1/2	**LIVING THINGS**	**Animals**	**Animal movements.** e.g. man - walks snake - glides baby - crawls **Structure** While snakes glide, babies _____.	The learner; - reads the animal movements. - constructs meaningful sentences about the animal movement.	explanation discovery market stall	Reading the animal movements. Constructing sentences about the animal movement	**self awareness** caring for others assertiveness **empathy** love care	Chalkboard illustration	First Aid in English pg 26 Thematic curr primary 3 page 26	
	3/4		**Animals**	**Animal habitats** e.g. man – house lion – den cow – byre structure Den is to lions as _____ is to cows.	The learner; - reads the animal habitats. - spells the words. - constructs meaningful sentences	guided discussion explanation Island hop	Spelling the words. Constructing meaningful sentences	tolerance **effective communication** fluency protection	A chart showing animals and their homes	First Aid in English page 51. Thematic curr pri 3 page 26	
Expected learning outcome: the child understands and demonstrates proper management of resources.											
	5/6	**MAN AGIN**	**Requests and refusals**	**Borrowing and lending.** Rewriting sentences using borrowing and lending e.g.	The learner; - pronounces the words correctly.	demonstration	Pronouncing the	self reliance	Chalkboard	Mk book 3 page 1	

				Mary lent some money to Jane. Jane borrowed some money from Mary.	- constructs sentences using words like borrow and lend. - rewrites sentences.	discovery feed back	words correctly Rewriting sentences using borrowing and lending	decision making **critical thinking** analyzing statements	illustration	Thematic curr pri 3 page 35	
10	1/2		**Shopping**	**Vocabulary** balance, change, grocer, grocery, price, bargain, cost etc. **structure** What is the cost of sugar in your shop?	The learner; - spells and pronounces the words correctly.	demonstration role play	Pronouncing the words correctly Using the words in sentences	fluency assertiveness **effective communication** accuracy	Flash cards	Mk primary English book 3 pg 130. Thematic curr pri 3 35	
	3/4			**Using some/any** Structure Do you have some water left in the bowl? There isn't any water in the bowl.	The learner; - constructs meaningful sentences using some and any.	demonstration guided discovery	Constructing sentences using some/any. Filling in the gaps.	**effective communication** confidence appreciation sharing	Chalkboard illustration	Mk primary English book 3 page 112	
	5/6	**MANAGING RESOURCES**	**Conjunctions**	**Use of …. whose….** e.g. The girl's father died yesterday. The girl has collapsed. The girl whose father died yesterday has collapsed.	The learner; - joins sentences using …whose…	demonstration explanation brain strorming	Constructing sentences using …whose..	**self esteem** self appreciation **self awareness** self identification effective communication	Chalkboard illustration	Conjunctions book 5&6 page 38 First Aid in English page 85	

11	1/2			**Use ….so…that** Structure e.g. I am very weak. I cannot walk to the main road. I am so weak that I cannot walk to the main road.	The learner; - joins sentences using …so…that..	demonstration explanation	Constructing sentences. Joining sentences using….so ..that.	**<u>effective communication</u>** fluency self reliance creative thinking taking a decision	Chalkboard illustration	Conjunctions book 5 &6 First Aid in English page 5	
	3/4			**Use of ….too…to….** **structure** **examples** She is young. She can't go to school. She is too young to go to school.	The learner; - constructs sentences using ..too….to	explanation guided discussion	Constructing sentences using …too..to …	**<u>self esteem</u>** self appreciation **<u>self awareness</u>** self identification	Chalkboard illustration	Thematic curr pri 3 page 28. First Aid in English pg 85	
	5/6			**Use ..because….** **Examples** Mary was sick. Mary didn't come to school yesterday. Mary didn't come to school yesterday because she was sick.	The learner; - constructs sentences in the past continuous tense.	guided discussion explanation	Constructing sentences in the past continuous tense	effective communication appreciation self esteem	Chalkboard illustration	Thematic curr pri 3 page 26. Mk pri English book 3 pg 98	
12	1/2	**REVISION EXERCISE**	**THE PAST CONTINUOUS TENSE**	The Past Continuous Tense It deals with actions that were going on in the past. Helping verbs are was, were + - ing **Examples**	The learner; - constructs sentences in the past continuous tense.	guided discussion explanation	Constructing sentences in the past continuous tense.	**<u>critical thinking</u>** **<u>creative thinking</u>** innovativeness	A chart showing verbs in past continuous tense.	Mk English book 3 Living English structure page 63	

				He was sweeping the house.				logical reasoning			
	¾			Changing sentences from positive to negative past simple tense. **Examples** The boys ate food last night. The boys didn't eat food last night.	The learner; - changes sentences from positive to negative past simple tense.	guided discussion demonstration	Changing sentences from positive to negative past simple tense.	**effective communication** fluency **empathy** love care patience	Chalkboard illustration	Mk precise English book 3 page 64	
	5/6			Changing sentences from interrogative to affirmative. **Examples** Did we dance last night? No, we didn't dance last night. Yes, we danced last night.	The learner; - changes sentences from interrogative to affirmative	demonstrative explanation	Changing sentences from interrogative to affirmative.	**self esteem** openess **self awareness** self identification tolerance	Chalkboard illustration	First Aid in English pg 88. Mk precise English page 64.	

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