

P.3 ENGLISH GRAMMAR SCHEME OF WORK FOR TERM III

LEARNING OUT COME: ***The learner understands and appreciates different cultures and demonstrates an awareness of gender issues that promote harmonious living.***

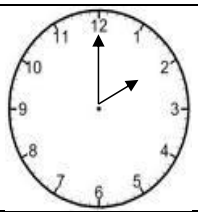
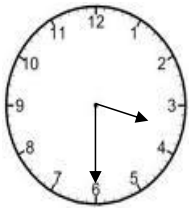
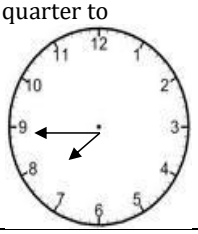
WK	PD	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS/TECHNIQUES	ACTIVITIES	INDICATORS OF LIFE SKILLS AND VALUES	INSTRUCTIONAL MATERIALS	REF	REM
1	1 and 2	**CULTURE AND GENDER IN OUR MUNICIPALITY**	**Customs in our municipality**	**vocabulary** sing, wear, greet, cry, food, dance, happy, pain, sleep **structure.** the choir sang a nice song He danced last night	The learner: -spells, reads and pronounces the words -uses the words in the sentences	discussion look and say use (L.S.U)	Reading the words Using the words in sentences	fluency accuracy articulation	chalk board illustration	Pri 3 curr page 43 English practice page 98	
	3 and 4	**CULTURE AND GENDER IN OUR MUNI**	**Customs in our municipality**	Introducing the terms masculine and feminine **examples** male – female actor – actress **structure**	The learner: - pronounces the words -lists the masculine	guided discovery explanation L.S.U	Pronouncing the words Listing the masculine and feminine	confidence -accuracy concern	chalk board illustration	Pri 3 curr English practice page 98	

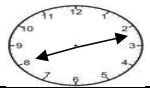
		CIPALITY		My father is an <u>actor</u>	and feminine						
	5 and 6	**CULTURE AND GENDER IN OUR MUNICIPALITY**	**Adjectives**	describing **<u>adjectives</u>** -identifying adjectives -adjectives describing adjectives **<u>examples</u>** red, black, taller, faster, e.t.c **<u>structure</u>** She is putting on a <u>red</u> dress She is <u>taller</u> than my brother	The learner -describes the adjectives -identifies the adjectives. -underlines the adjectives in sentences	discussion explanation brain storming feed back	Describing adjectives -Underlining adjectives in sentences	care audibility articulation accuracy	chalk board illustration	Pri 3 curr Mk precise Eng Grammar page 38	
2	1 and 2	**CULTURE AND GENDER IN OUR MUNICIPALITY**	**Adjectives (comparing objectives)**	**<u>comparison of adjectives</u>** Adjectives are compared in degrees i.e positive, comparative and superlative adjectives that end in ‘e” add”r” in comparative and “est” in superlative late – later -latest fine – finer- finest	The learner -compares the adjectives respectively -uses them in sentences	brain storming question and answer L.S.U	Comparing adjectives Using adjectives in sentences	sharing concern fluency confidence	chalk board illustration	Pri 3 curr page 44 First aid in Eng page 65	
	3 and 4	**CULTURE AND GENDER IN OUR**	**Adjectives**	Adjectives that add er and est slow – slower - slowest cheap –cheaper- cheapest	The learner -reads the adjectives -uses the adjectives	guided discovery think pair share	Reading the adjectives -Using the adjectives in sentences	articulation acceptance fluency	chalk board illustration -a chart showing a list of adjectives	First Aid in English Page65 Pri 3 curr page 44	

		MUNICIPALITY		boring – more boring –most boring	in sentences						
	5 and 6	**CULTURE AND GENDER IN OUR MUNICIPALITY**	**Adjectives**	Adjectives that double the last consonant e.g fat – fatter- fattest big – bigger- biggest hot – hotter-hottest wet-wetter-wettest	The learner -identifies adjectives that double the last letter	brain storming discussion Feedback	Identifying adjectives that double the last letter -Using the adjectives in sentences	confidence -accuracy -audibility	a chart showing a list of adjective	Pri 3 curr page 44 Eng precise grammar page 39	
3	1 and 2	**CULTURE AND GENDER IN OUR MUNICIPALITY**	**Adjectives**	Adjectives that drop letter 'y' for "I" and add "er" and est respectively e.g heavy- heavier – heaviest dirty – dirtier – dirtiest	The learner -reads the adjectives that drop "y" for "I" -uses them in sentences	explanation - observation Think pair and share	Reading the adjectives using them in sentences	accuracy confidence	a chart showing adjectives	eng Precise Grammar page 1	
	3 and 4	**CULTURE AND GENDER IN OUR MUNICIPALITY**	**Adjectives**	**<u>long adjectives</u>** they have more than three syllables these adjectives take more and most respectively **<u>examples</u>** expensive – more expensive – most expensive	the learner -uses the adjective in sentences	discussion brain storming	Using the adjectives in sentences	concern care confidence	chalk board illustration	first aid in English Page65 Pri 3 curr page 44	
	5 and 6	**CULTURE AND GENDER IN OUR MUNI**	**Adjectives**	adjectives that change completely **<u>examples</u>** good – better – best ill – worse – worst well-better-best much –more-most	the learner -identifies the adjectives that change completely	observation explanation think pair and share	Identifying the adjective that change completely	accuracy confidence	chalk board illustration	first aid in Eng page 65	

		CIPALITY				feedback					
4	1 and 2	**CULTURE AND GENDER IN OUR MUNICIPALITY**	**Adjectives**	use of –as---as--- examples Mary is smart Peter is also smart Mary is as smart as Peter	The learner construct sentences using ..as….as… in sentences	discussion explanation	Using –as---as--- in sentences	care patience accuracy	chalk board illustration	Pri 3 Curr page 44 MK Precise Eng grammar 37	
TOPICAL TEST											
	3 and 4	**CULTURE AND GENDER IN OUR MUNICIPALITY**	**Similes**	**<u>What are similes?</u>** similes are comparisons between object according to their nature e.g as blind as a bat as cold as ice	The learner -reads the similes uses them in sentences	discussion brain storming	Reading the similes Using the similes in sentences	accuracy confidence	chalk board illustration	Pri 3 curriculum page 44 Mk precise Eng grammar page 191	
	5 and 6	**CULTURE AND GENDER IN OUR MUNICIPALITY**	**Similes**	similes that begin with letter d, e, f, g, h, I, j e.g -As dry as dust -As easy as ABC -As hot as fire	The learner reads the similes	guided discovery explanation feed back	Reading the similes	care articulation	chalk board illustration	Mk Eng Precise Grammar page 191	
5	1 and 2	**CULTURE AND GENDER IN OUR MUNI**	**Similes**	Those that begin with letter s, p, l, w, t, e, m, g -as silent as a grave – as white as snow	The learner -reads the similes -uses the similes in sentences	discussion brainstorming	Using the similes in sentences	acceptance care patience	chalk board illustration	Mk Precise grammar page 191	

		CIPALITY									
	3 and 4	**CULTURE AND GENDER IN OUR MUNICIPALITY**	**Cardinal numbers**	Reciting cardinal numbers in examples 11, 2, 3,12, 34, 40, 51 12 – twelve 236 – two hundred thirty six	The learner -reads the cardinal numbers -writes the numbers in words	discussion explanation brain storming	Reading the numbers Writing the numbers in words	accuracy articulation confidence	flash cards	Pri 3 curr page 23 Mk Pri Eng Bk 3 page 11	
	5 and 6	**CULTURE AND GENDER IN OUR MUNICIPALITY**	**Ordinal numbers**	Reading the positions and the ordinal numbers e.g 1st first 2nd second 12 – twelfth	The learner writes the ordinal numbers in words	explanation guided discussion feed back	Writing the ordinal numbers in words	acceptance patience care	flash cards	Prim 3 curr page 23 Mk Pri Eng Bk 3 page 24.	
6	1 and 2	**CULTURE AND GENDER IN OUR MUNICIPALITY**	**Time**	Telling time in hours identifying features of a clock face e.g hour hand, minute hand P.M A.M VOCABULARY DAWN –SUNRISE DUSK – SUNSET WEE HOURS MIDDAY –MIDDAY	The learner -identifies the features of a clock face	observation guided discovery demonstration	Identifying the features of a clock face	logical reasoning creative thinking	clock faces	Mk Pri Eng Bk 3 page 31	
	3 and 4	**CULTURE AND GENDER IN OUR**	**Time**	Telling time in hours. (full time) **<u>examples</u>** It is 2:00 a.m. It two o'clock	The learner tells time in hours	observation explanation feed back	Telling time hours	logical reasoning creative thinking	clock faces	Mk Pri Eng Bk 3 page 31	

		MUNICIPALITY				brain storming					
	5 and 6	**CULTURE AND GENDER IN OUR MUNICIPALITY**	**Time**	Telling time using a half past e.g 3:30 p.m.  It is a half past 3 o'clock	The learner -tells time using a half past	observation discussion feed back	Telling time using half past	critical thinking patience	clock faces	Mk Pri Eng Bk 3 page 31 Pri 3 curr page 36	
7	1 and 2	**CULTURE AND GENDER IN OUR MUNICIPALITY**	**Time**	Telling time using a quarter past e.g 4:15p.m.	The learner tells time using a quarter past	observation discussion brain storming	Telling time using a quarter past	logical reasoning creative thinking	clock faces	Mk Pri Eng Bk 3 page 31	
	3 and 4	**CULTURE AND GENDER IN OUR MUNICIPALITY**	**Time**	Telling time using a quarter to 	The learner tells time using a quarter to	explanation observation feed back	Telling time using a quarter to	creative thinking analyzing statements	clock face	Mk Pri Eng Bk 3 page 31	

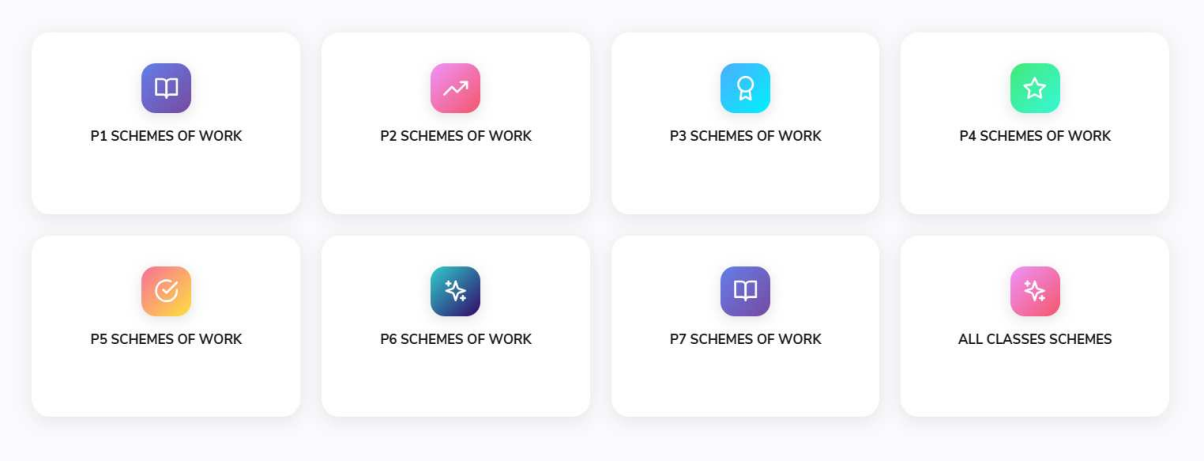
	5 a n d 6	**CULTURE AND GENDER IN OUR MUNICIPALITY**	**Time**	Telling time using minutes **examples** 30 minutes past 2 o'clock 20 minutes to 3 o'clock 	The learner tells time using minutes	observation brainstorming	Telling time using minutes	confidence logical thinking	clock face	Pri Eng Bk 3 page 31 Mk Pri Eng Bk 3 page 31	
TOPICAL TEST											
learning outcome: the child demonstrates knowledge and skills of preventing common diseases and controlling them for a health life.											
8	1 a n d 2	**HEALTH IN OUR MUNICIPALITY**	**Disease vectors**	*vocabulary* mosquitoes, rat, house, bed burg, flea, cockroach structures what is this/ that Are these / those _____? Yes, they are_____.	the learners -reads the words - pronounces the words -uses the words in sentences	discussion explanation	Pronouncing the words -Using the words in sentences	care concern fluency	flash cards	Pri Eng Bk 3 page 31	
	3 a n d 4	**HEALTH IN OUR MUNICIPALITY**	**Future tense**	Future tense This tense talks about actions that will take place in future. helping verbs are will/ shall. The adverbs of time are next, tomorrow, later **examples** I shall go to church next week she will eat food next week.	The learner construct sentences in future tense using shall and will as helping verbs	guided discovery explanation brain storming	Constructing sentences using shall and will	care accuracy analyzing statements	chalk board illustration	Pri 3 curr page 48 Mk precise ENG grammar page 48	

	5 and 6	**HEALTH IN OUR MUNICIPALITY**	**Future tense**	changing sentences from past simple tense to future tense **examples** I stood up when the teacher entered the class I shall stand up when the teacher enters the class.	The learner -changes sentences from past simple tense to future tense	explanation discussion	Changing sentences from past simple to future tense	analyzing statements patience	chalk board illustration	Pri 3 Curr page 48 mk Precise Grammar page 87	
9	1 and 2	**HEALTH IN OUR MUNICIPALITY**	**Future tense**	changing sentences from future to past simpler tense **examples** -We shall eat meat tomorrow -We ate food yesterday	The learner changes sentences from future to past simple tense	guided discovery explanation	Changing sentences from future to past simple tense	care concern responsibility	chalk board illustration	Mk Precise grammar page 87	
	3 and 4	**HEALTH IN OUR MUNICIPALITY**	**Synonyms**	synonyms are words with the same meaning but different spellings **example(similar in meaning)** unhappy – sad thin – slim **sentences** He was sad yesterday He was unhappy yesterday	the learner -lists the synonyms -uses them in sentences	discussion brainstorming feed back	Listing the synonyms -Using the synonyms in sentences	concern patience love	a chart showing synonyms	first aid in Eng age 54	
	5 and 6	**HEALTH IN OUR MUNICIPALITY**	**Homophones**	These are words of the same sound but different meaning. **examples** see- sea read – reed hare –hair	The learner -lists the homophones -uses the homophon	explanation - brainstorming	Using the homophones in sentences	appreciation acceptance	flash cards	Pri 3 curr page 49 Mk precise page 230	

				air- heir came – calm Her ____ is black in colour. Air/ hair	es in sentences						
10	1 AND 2	**HEALTH IN OUR MUNICIPALITY**	**Proverbs**	Describing proverbs -listing them -guiding learners to interpret them **<u>examples</u>** -Make hay while the sun shines -Charity begins at home	The ;earner -lists the proverbs -completes the proverbs	brain storming guided discovery	Listing the proverbs Completing the proverbs	acceptance respect responsibility love	chalk board illustration	Mk Precise page 181	
E.L.O: the child applies basic scientific knowledge and skills in processing and making materials for self-reliance											
	3 and 4	**BASIC TECHNOLOGY IN OUR MUNICIPALITY**	**Concept of technology**	**<u>VOCABULARY</u>** banana, leaf, leaves, heavy, weight, texture, wire, palm structures he used palm leaves to make _____(mats, dolls) What will you use to make dolls? I / we will use _____ to make dolls (leaves, wire)	the learner -reads the vocabulary -uses the vocabulary in sentences correctly	question and answer discussion	Reading the vocabulary Using the vocabulary in sentences correctly	appreciation care logical reasoning	real objects	Prim 3 curr page 51	
TOPICAL TEST											
	5 and 6	**BASIC TECHNOLOGY IN OUR MUNICIPALITY**	**Opposites**	describing opposites **<u>examples</u>** sharp – blunt come – go friend – enemy -Rewrites sentences giving the opposites of the underline words	the learner -reads the words and their opposites	guided discovery	Reading the words and their opposites -Rewriting sentences giving the opposites of the underlined words	fluency accuracy concern	chalk board illustration	Mk Eng precise grammar page 219	

				example My pencil is blunt My pencil is sharp.							
11	1 and 2	**BASIC TECHNOLOGY IN OUR MUNICIPALITY**	**Analogic**	describes an analogy **example** cat is to kitten as cow is to calf sugar is to tea as salt is to food,	The learner -describes an analogy -forms analogies	explanation guided discovery	Making and forming analogies	self appreciation logical reasoning	chalk board illustration	first aid in Eng page 50	
TOPICAL TEST											
	3 and 4	**BASIC TECHNOLOGY IN OUR MUNICIPALITY**	**Conjunctions**	Use of ---enough…. (positive) **examples** Mary is strong she will carry the baby Mary is strong enough to carry the baby	The learner joins sentences using …enough….	discussion explanation feedback	Joining sentences using enough	decision making care	chalk board illustration	Mk precise grammar page 59	
	5 and 6	**BASIC TECHNOLOGY IN OUR MUNICIPALITY**	**Conjunctions**	Use of ….such a ….that…. **examples** An elephant is a heavy animal. It can't ran fast An elephant is such a heavy animal that it can't run fast.	The learner Joins sentences using ….such a that….	guided discovery brain storming	Joining sentences – such a that…..	appreciation acceptance care	chalk board illustration	first aid in Eng page 85	

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