

P.3 ENGLISH GRAMMAR OF WORK FOR TERM ONE

The child understands ways of locating places and appreciates the various groups in the municipality.

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTI.	L/SKILLS	L/AIDS	REF	REM
1	1 & 2	OUR MUNICIPALITY	Name and location of our municipality	**Vocabulary:** **Nouns.** A noun is a naming word. e.g. cup, table, telephone, clinic, teacher, Peter, Kenya, Kampala, Friday, November, car, gate, doctor, tree etc..	The learner; - describes a noun. - lists nouns - underlines nouns in sentences.	Explanation Discussion discovery	Listing nouns Underlining nouns in sentences	Critical thinking Appreciation	Chalkboard illustrations Real objects	Mk English Precise page 2	
	3 & 4			**Classes of nouns** - Proper nouns - Common nouns - Collective nouns **Proper nouns** Specific/particular names of things like schools, rivers, lakes, mountains, people, hills, buildings, markets, cars, town, countries e.g. Uganda, Kalerwe, Isa, James, Martin, Tom	The learner; - lists classes of nouns. - gives a few examples of every class of nouns. - lists proper nouns. - uses proper nouns in sentences	Guided discussion brain storming Question and answer feed back	Listing proper nouns Using proper nouns in sentences	Effective communication Awareness Creative thinking	Flash cards	Basic English book 1 page 1 Thematic curriculum book 3 page 15	

	5 & 6			**Common nouns (Countable/ uncountable)** Words used to refer to general things and people e.g. boy, girl, woman, man, doctor, hill, tree, footballer, village, town. Give a variety of common nouns in group. **Common Proper** lake - L. Katwe hospital – Mengo Hospital bank – Stanbic Bank	The learner; - identifies the common nouns and proper nouns listed together	Explanation Guided discussion feed back	Identifying the common and proper nouns.	Concern Care Friendship formation Fluency	Flash cards Chalkboard illustration	Thematic curriculum for P.3 page 15	
2	**1 & 2**	**OUR MUNICIPALITY**	**Name and location of our municipality**	**PLURALS** Most singular nouns add 's' to make them plural .e.g stone – stones book – books pen – pens chick - chicks **NB** Y following a vowel just adds 's'. boy - boys tray - trays donkey - donkeys monkey - monkeys key - keys bay - bays day - days delay - delays	The learner; - changes the identifying nouns to plurals by: - adds s	Guided discussion feed back Explanation	Spelling out the plurals of the identified nouns.	Problem solving Awareness Effective communication	Immediate environment	Mk Precise	
	3			**If Y follows a consonant, y changes to 'i' before adding 'es' like;** lady - ladies baby - babies lorry - lorries library - libraries country – countries bakery – bakeries county – counties company – companies, story - stories	The learner; - ends in es after changing y to i.	Question and answer brain storming	Using the nouns in sentences	Fluency			
	4 & 5			**Nouns that add 'es'** When changing to plurals. Those ending in o, x, ch, sh, ss. **Examples'** mango trench flamingo brush ranch scratch church branch pinch box match cargo	The learner; - identifies nouns ending in o, x, ch, sh and ss and change them to plural.	Guided discovery feed back	Reading out the identified nouns	Creative thinking Self reliance Appreciation	Immediate environment	Basic English page 5	

				fox march hiss dress potato bush tomato							
	6		**Physical feature in our municipality**	**Some nouns that end in o' just add 's' to make plural. E.g.** piano - pianos radio - radios video - videos photo - photos solo - solos igloo - igloos avocado, stereo, hippo, zoo, kangaroo, studio, audio, curio, dynamo	The learner; - lists nouns that end in 'o' but add 's'. - changes sentences to plural form.	Explanation Question and answer	Changing sentences to plural form	Logical thinking Friendship formation	Flash cards	Mk Precise Grammer age 9	
3	**1 & 2**	**OUR MUNICIPALITY**		**Some nouns that end in 'fe' or 'f' have them dropped for 'v' and end with 'es'.** **Examples** wife - wives thief - thieves loaf - loaves leaf - leaves life - lives shelf – shelves scarf – scarves hoof – hooves. dwalf- dwalves handkerchief **However, some nouns that end in 'f' only add 's' e.g.** chief – chiefs chef – chefs roof - roofs reef – reefs motif, belief, cliff, tariffs	The learner; - changes the identified nouns to the plural form. - reads out the different plurals of nouns.	Guided discussion and discovery feed back Explanation Question and answer	Using the identified plurals of nouns in several sentences.	Critical thinking Appreciation Effective communication Self reliance	Chalkboard illustration Flash cards	Progress in English page 5 Thematic curriculum page 16	
	3 & 4		**Occupations of people in our municipality.**	**Nouns that remain unchanged in plural.** Examples furniture – furniture, buggage luggage – luggage rubbish – rubbish fish - fish money - money advice - advice, equipment information-information	The learner; - correctly reads out the nouns that remain unchanged in plural.	Question and answer guided discovery	Spelling out the nouns that don't change in plural.	Appreciation Awareness Peer resistance	Chalkboard illustration	Mk Precise page 2.	
	5 & 6			**Compound nouns** The compound nouns with two words make the last noun plural. e.g. mouse trap-mouse traps	The learner; - describes what compound nouns are.	Guided discussion feed back	Using compound nouns in sentences	Self esteem Decision making	Chalkboard	Thematic curriculum	

				toothbrush , bookshelf timekeeper, classroom- head teacher, he-goat cupful , handful , girlfriend flower garden, teapot, passer-by	- lists down 'double' compound nouns.	Explanation Question and answer		Interpretation	illustration	page 16	
LO: The child applies acquired skills and appreciates the benefits of participating in different activities.											
4	**1 & 2**	**LIVELYHOOD IN OUR MUNICIPALITY**	**Farming**	**Some nouns change completely in their plural. e.g.** man - men woman - women louse - lice mouse - mice tooth - teeth goose - geese larva – larvae formula - formulae	The learner; - lists nouns whose spellings change in plural.	Question and answer Discussion	Listing nouns whose spellings change completely in plural form	Negotiating Requesting	Real objects	Thematic P.3 page 16	
	3 & 4	**LIVELYHOOD IN OUR MUNICIPALITY**	**Administrative set up and leaders**	Compound nouns with three words make the first noun plural e.g. - class-on duty - classes on duty - mother-in-law - - master of- ceremonies – - inspector-of-schools- - head-of-state- - speaker of parliament – - teacher –on-duty - head of department – - director of studies etc.	The learner; - describes what compound nouns are. - lists compound nouns with three words. - uses the nouns in sentences	Eclectic Syllabic feed back	Writing down the compound nuns in plurals.		Chalkboard use	Mk precise Grammer page 12.	
	5 & 6			Nouns that are always used in plurals. Note: Majority are always used in pairs. e.g. pliers - pliers spectacles – spectacles trousers – trousers tongs (mostly used in hospitals)	The learner; - lists down the nouns which are used in plurals. - uses he nouns in sentences	Brain storming feed back Discussion		Appreciation Awareness	Real objects	Teachers collection	
5	**1 & 2**			**Collective nouns** **Examples** - a flock (sheep) - galaxy - stars - a shoal (fish) - bouquet - flowers - a herd (elephants/cattle) - a swarm (bees) - pride (lions) etc..	The learner; - describes the collective nouns. - uses the nouns in sentences	Brain storming Explanation			Chalkboard illustration	Junior English Revised page 17.	

	3 & 4			**Conjunctions** **Use of ….who…** **Examples** Annet is the girl. Annet lost her bag. Annet is the girl who lost her bag. The man is in prison. The man kidnapped Baby Kasozi. The man who kidnapped baby Kasozi is in prison.	The learner; - uses ….who…to join sentences	Explanation feed back Discussion	Joining sentences using ..who..	Appreciation Responsibility Concern	Chalkboard illustration	English Precise	
	5 & 6			**Use of ….whose…** **Examples** The lady's car was stolen. The lady fainted. The lady whose car was stolen fainted.	The learner; - uses …whose.. to join sentences.	Discussion Explanation	Joining sentences using …whose....	Decision making Creative thinking	Chalkboard illustration	English Precise	
6	**1 & 2**		**Roles of leaders**	**Vocabulary:** North, East, West, South, opposite, right, left, sunset, sunrise, along, below, on, at, under. Structure Where does….from…..? Where does…to…? Where is ….found…?	The learner; - pronounces the new words. - spells the new words. - uses the new words in sentences. - uses structures correctly.	Explanation Demonstration Guided discovery feed back	Making sentences using structures	Logical thinking Creative thinking Tolerance	Flash cards	Mk Primary English book 3 pages 114-117	
	3 & 4	**LIVELYHOOD IN OUR MUNICIPALITY**		**Conjunctions** **Use of and …..** Feni has a kitten Feni has a cat and a kitten. I like cakes. I like soda. I like cakes and soda.	The learner; - uses …and.. to join sentences	Guided discussion brain storming	Using ..and..to join sentences	Appreciation Decision making	Chalkboard illustration	MK English Precise Thematic curriculum pg 23	
	5 & 6			**VERBS** A verb is an action (doing) word. examples go, watch, walk, smile, stand, wash, comb, come etc..	The learner; - lists the verbs. - identifies verbs in sentences.	Explanation	Identifying verbs in sentences	Effective communication	Chalkboard illustration	Mk English Precise	

				- We always **eat** food. - The librarian **keeps** books. - They **wash** clothes every Saturday.		Guided discovery brain storming				Thematic curriculum page 23	
7	**1 & 2**		**Challenges in social services**	**Tenses** A tense is a change of a verb according to time. **Blocks of tense** Present tense Past tense Future tense Present Simple Tense (Everyday tense) This tense talk about actions that take place daily, annually, regularly, sometimes, seldom, always, rarely. I, We, They, You } do He, She, It } does	The learner; - reads the tense blocks. - identifies several verbs in sentences.	Explanation Brain storming Question and answer brain storming	Identifying verbs in sentences. Using the given verbs to construct sentences in the Present Simple Tense.	Self reliance Appreciation Problem solving Effective communication	Chalkboard illustration	Mk Precise English	
	3 & 4	**LIVELYHOOD IN OUR MUNICIPALITY**		**Most verbs change by adding 's' e.g.** walk – walks stand – stands eat – eats jump – jumps kick – kicks **And all verbs that end in 'e' e.g.** write – writes drives – give – move – ride – dance - bake – make -	The learner; - changes the verbs to present simple tense by adding 's'. - completes sentences using the correct form of verbs given in the brackets.	Question and answer Syllabic feed back	Reading out the identified verbs	Self esteem Assertiveness Co-operation	Immediate environment	Progress in English	
	5 & 6		**Importance of social services**	Verbs that end with o, ch, ss, and sh, add 'es' **Examples** do - does catch – catches brush – brushes hiss – hisses gas – gases	The learner; - lists verbs that end with o, ch, ss and sh.	Demonstration	Listing verbs that end with o, ch, ss, and sh.	Self esteem Problem solving	Chalkboard illustrations	Teachers collection	

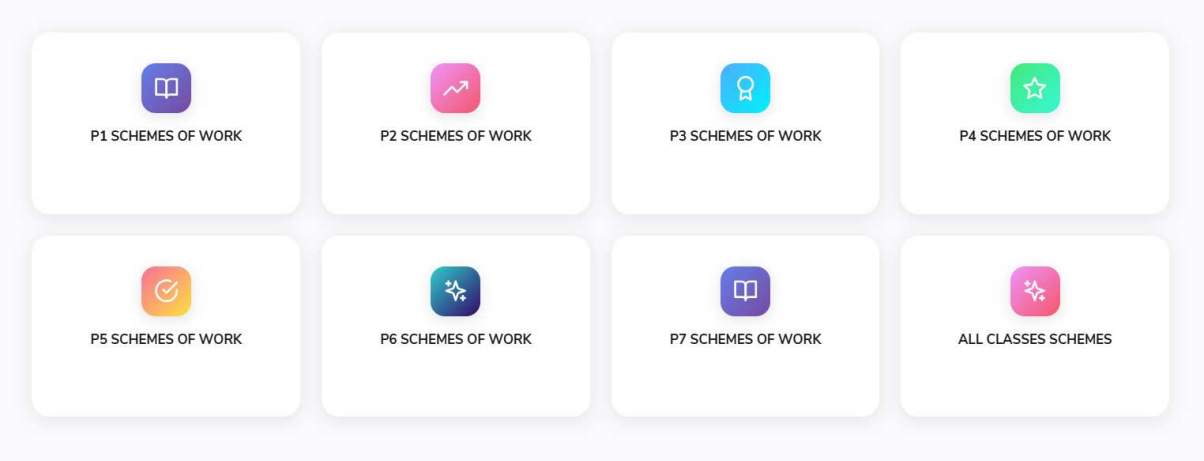
				miss – misses kiss – kisses pass – passes go – goes mess – messes piss – pisses (urinate)	- changes such verbs to the present simple tense	Brain storming	Using the identified verbs in sentences	Appreciation			
LO: The child appreciates environmental changes and applies the acquired knowledge and skills to manage the environment.											
8	**1 & 2**	**OUR ENVIRONMENT**		Verbs that end in 'es' after changing 'y' to 'I' e.g. marry – marries carry – carries hurry – hurries cry – cries dry – dries try – tries pity – pities dirty – dirties Note: Some words that end in 'y' following a vowel letter, only add 's' e.g. stay – stays delay – delays play – plays pray – prays pay – pays say – pays	The learner; - reads out the verbs that end with y. - uses the given verbs in their Present Simple Tense in sentences.	Explanation Guided discussion Demonstration	Changing the identified verbs to the Present Simple Tense	Awareness Effective communication Interpersonal relationship	Flash cards Chalkboard illustration	Basic English book 3 page 10	
	3 & 4			**Present Continuous Tense** Present continuous talks about actions that are taking place now. Verbs change by adding "ing" and use three helping verbs. i.e. are, am, is **Examples** do - doing walk – walking cry – crying carry – carrying brush – brushing	The learner; - describes what the tense is about. - lists verbs that change by adding 'ing'	Explanation Discussion feed back	Describing what the tense is about.	Effective communication Fluency	Chalkboard illustration	English Precise	
	5 & 6			Verbs that end in 'e' drop it for 'ing' e.g. write – writing give – giving bathe – bathing drive – driving dance – dancing breathe - arrange – arranging ride – riding circumcise-	The learner; - lists verbs that drop 'e' before adding 'ing' - uses the verbs changed in sentences.	Dramatisation Explanation feed back		Appreciation Respect Fluency	Chalkboard illustration	MK English Precise	
9	**1 & 2**			**Verbs that end in 'ie'.** **Change 'ie' to 'y'** Examples die - dying tie - tying lie – lying	The learner; - lists verbs that change the 'ie' to 'y' before adding 'ing'	Explanation Guided discussi	Using the listed words in sentences	Interpersonal relationship Sharing		Thematic curriculum P.3	

				Some verbs double their last letter before adding 'ing' (cvc) **e.g.** sit – sitting flap – flapping plan – planning mop – mopping skip – skipping		on and discover y brain storming		Decision making Copying with emotion s.	Immed iate enviro nment	page 16	
9	**3 & 4**		**Soil compo sition**	**Use of …because….** **Examples** - She is always tired. Anita goes to bed early. Anita goes to bed early because she is always tired.	The learner; - uses because to join sentences.	Explanat ion Discussi on	Joining sentences using because	Critical thinking Fluency Apprecia tion	Chalkb oard illustrat ion	MK English Precise	
	5 & 6	**OUR ENVI RON MEN T**	**Types of soil**	**Changing sentences in affirmative to negative and interrogative.** Examples - Sarah does her work. - Sarah does not do her work. - Does Sarah do her work?	The learner; - reads, changes and writes sentences in affirmative to negative and interrogative but within the present simple tense.	Explanat ion Guided discover y feed back	Changing sentences in affirmative and interrogativ e	Effective commun ication Problem solving Fluency	Chalkb oard illustrat ion	Mk English Precise	
1 0	**1 & 2**			**Conjunctions** **Use of …. both/and** Examples Brian is a good boy. Richard is a good boy. Brian and Richard are both good boys. Use of Both… Both Brian and Richard are good boys.	The learner; - uses … both to join sentences. - begins sentences using: both…	Guided discover y Explanat ion brain storming	Join sentences using both… Beginning sentences wit Both	Apprecia tion Problem solving Critical thinking	Chalkb oard illustrat ion	Mk English Precise	
	3 & 4			**Use of …prefer….to/more than.** Mariam likes eating. Mariam does not like working. Mariam prefers eating to working. Mariam likes eating more than working.	The learner; - uses---prefer..to join sentences	Dramati sation Guided discussi on	Joining sentences using …prefer..	Effective commun ication Fluency		Mk English Precise	

	5 & 6		**Natural causes of change in the environment.**	**Changing sentences in affirmative to negative and interrogative.** Examples I am eating a mango. I am not eating a mango. Am I eating a mango?	The learner; - changes sentences to negative and interrogative forms	Question and answer feed back	Changing sentences as instructed	Self esteem Problem solving	Chalkboard illustration	Teachers collection	
11	**1 & 2**			**Conjunctions** **Use of … but…** Examples I like Samosas. I don't like chapat. I like samosas but I don't like chapat.	The learner; - uses ….but…to join sentences	Explanation Discussion feed back	Using ..but to join sentences	Self esteem Effective communication	Chalkboard illustration	English Precise	
	3 & 4		**Air**	**Use of …so…that..** Examples Sandra is very bright. She will pass the interview. Sandra is so bright that she will pass the interview. (**More revision on because)**	The learner; - uses …so.. that to join sentences. - uses the very sentences with because.	Explanation Discussion brain storming	Joining sentences using …so..that..	 Verbal expression Awareness	Chalkboard illustration	Mk English Precise	
	5 & 6			**Use of …too…to…** **Examples** She is very short. She cannot touch the top of the cupboard. She is too short to touch the top of the cupboard.	The learner; - uses …too….to.. to join sentences.	Explanation Discussion Demonstration	Joining sentences using…too …to	Effective communication Copying with emotions	Chalkboard illustration	Mk English Precise	
12	**1 & 2**			**Contractions** do not – don't did not - didn't does not – doesn't is not – isn't should not – shouldn't, wan't have not – haven't cannot - can't I am – I'm they are – they're	The learner; - contracts phrases with the word – not -	Guided discussion Eclectic Syllabic	Contracting phrase with the word – not -	Fluency Responsibility Tolerance	Chalkboard illustration	MK English Precise page 216	
	3 & 4		**Components of air**	**Contractions** She is ….. she's It is ……it's She has …..she's I had ….. I'd I would ….. I'd he should …… he'd I could ….. I'd	The learner; - contracts phrases with the words are had, would, should.	Explanation Imitation feed back	Contracting phrase with the words: is, has, had	Critical thinking Fluency Appreciation	Chalkboard illustration		

	5 & 6			**I have ….. I've** they have ….they've we have….we've you have….you've they have…they've we are ….. we've	The learner; - clearly reads out the different contractions. - uses contractions in sentences.	Dramatisation Imitation	Contracting phrase with the words have, and are	Critical thinking Fluency	Chalkboard illustration		

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