

TERM II – PRIMARY THREE COMPOSITION & COMPREHENSION SCHEME

HEME OF WORK FOR PRIMARY THREE TERM II

| W K | DP | THEME | SUB- THEME | CONTENT | COMPETENCES | METHOD S | L/AIDS | ACTIVITIES | REF | REMARKS |
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| 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) <u>The monkey is in the</u> <u>forest.</u> 2. Where are the giraffes?(zoo) <u>The giraffes are in the zoo.</u> 3. Where are the birds? (nest) <u>The birds are in the nest.</u> | 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 | | |

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| 2 | 3 | | <p>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</p> <p>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</p> | <p>The learner Reads the given vocabulary. Constructing oral and written sentences using the given vocabulary. Answering oral and written questions</p> | <p>Explanation Guided discovery Discussion</p> | <p>a chart showing the vocabulary</p> | <p>Reading the given vocabulary</p> <p>Constructing sentences with the given vocabulary</p> | <p>self awareness love effective communication</p> | primary three curriculum (2008) pg 26 |
| | 4 | | <p>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.</p> | <p>Reads the jumbled sentences Arranges the sentences to make a good story</p> | <p>Chalk board illustration</p> | <p>Reading the sentences</p> <p>Arranging sentences in order</p> | <p>Critical thinking</p> | | |

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| | | | 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 | |

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| 5 | 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 | Responsibility Appreciation Effective communication Creative thinking | |
| | 9 | | | Guided composition Choose the correct word from the box to complete the composition below. All flowering _____ have four major _____. These plants 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 Answering oral and written questions | Reading Answering oral and written questions | Critical thinking Problem solving Mobility and orientation | | |

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| | 10 | | Crop growing practices | Vocabulary garden, hoe, tool, panga, weed, slasher, plant, dig, plough, water, dry, mulch, store, filed, ground, thinning, 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 Acceptance | |

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

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| 8 | 15 | Keeping peace in our sub – county | Living in peace with others | <p>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. _____</p> | <p>Reads the jumbled sentences</p> <p>Arranges the sentences in order to make a good story</p> | <p>Guided discovery</p> <p>Explanation</p> <p>Discussion</p> | Chalk board illustration | <p>Reading the jumbled sentences</p> <p>Making a good story from the jumbled one</p> | <p>Creative thinking</p> <p>Problem solving</p> <p>Responsibility</p> <p>Critical thinking</p> | |
| | 16 | | | <p>Vocabulary rules, play, work, share, give, sorry, excuse, fight, steal, friend, push, sing, dance, visit, greet, abuse, beat, love, care, concern, please, peace, live</p> <p>sentences greet: We should greet our elders peace: it's good to live in peace abusing: She likes abusing her playmates</p> | <p>Reads the given vocabulary</p> <p>Uses the given vocabulary in oral sentences</p> <p>Answers the oral and questions</p> | <p>Guided discovery</p> <p>Chalk board and talk</p> <p>Explanation</p> <p>Whole word</p> | A chart showing different vocabulary | <p>Reading the given vocabulary</p> <p>Constructing sentences with the vocabulary</p> <p>Answering oral and written questions</p> | <p>Effective communication</p> <p>Decision making</p> <p>Copying up with stress</p> | |

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| 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

| W K | DP | THEME | SUB- THEME | CONTENT | COMPETENCES | METHOD S | ACTIVITIES | L/AIDS | REF | REMAR KS |
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| 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 is 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 |

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| 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 | |

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| 3 | 1 | | Crop growing and practices | <p>Calendar Study the calendar carefully and answer the questions that follow April 2012</p> <p>Questions 1.For which month is the calendar? 2.On which day did the month begin?</p> | <p>The learner Studies the calendar and interprets it.</p> <p>Answers the oral and written questions storming about the calendar</p> | <p>Guided discovery</p> <p>Brain Storming</p> <p>Question and answer</p> | <p>Real calendar</p> <p>Cut out papers in learners books</p> | <p>Studying the calendar</p> <p>Interpreting the calendar</p> <p>Answering oral and written questions</p> | <p>Creative thinking</p> <p>Problem solving</p> <p>Co – operation</p> | |
| | 2 | | | <p>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</p> | <p>Reads the conversation</p> <p>Acts the conversation</p> <p>Answers the oral and written questions about the conversation</p> | <p>Discussion</p> <p>Explanation</p> <p>Guided discovery</p> <p>Question and answer</p> | <p>Cut out papers in learners books</p> | <p>Reading the dialogue</p> <p>Acting the dialogue</p> <p>Answering oral and written questions about the same</p> | <p>Responsibility</p> <p>Concern</p> <p>Love and care</p> | |

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| 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 |

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| 5 | 1 | | Spending resources | <p>Passage Read the passage and answer the questions that follow</p> <p>Jane and Anisha go Shopping Mrs. Jumba sent Jane and Anisha to the grocery. She wanted to buy margarine, 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 the road carefully.</p> | <p>The learner Reads the passage and understands it.</p> <p>Answers the oral and written questions about the passage</p> | <p>Guided discovery</p> <p>Question and answer</p> <p>Explanation</p> | Mk English bk 3 | <p>Reading the passage</p> <p>Discussing questions orally</p> <p>Writing the given exercise in books</p> | <p>Creative thinking</p> <p>Responsibility</p> <p>Cooperation</p> | Mk primary English page 138 |
| | 2 | | Projects | <p>Passage Read the passage below and answer the questions that follow</p> <p>The piggery farm Mr. Musaaazi is a great farmer. He rears pigs on a large scale. Mr. Musaaazi's farm is very big. It is found in Nakabago village along Kayunga – Bugerere road. Mr. Musaaazi has one hundred twenty pigs and sixty nine piglets</p> | <p>Reads the story telling passage</p> <p>Answers the oral and written questions about the passage</p> | <p>Story telling</p> <p>Guided discovery</p> <p>Explanation, question and answer</p> | Cut out papers in learners exercise books | <p>Reading the passage</p> <p>Answering oral and written questions about the passage</p> | <p>Love and care</p> <p>Responsibility</p> <p>Concern</p> | Teacher's collection |

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| 7 | 1 | Keeping peace in our sub – county / division | Living in peace with others | <p>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</p> | <p>The learner Reads the dialogue and understands it.</p> <p>Answers oral and written questions about the passage</p> | <p>Guided discovery</p> <p>Brain storming</p> <p>Question and answer</p> | <p>Cut out papers in learners books</p> | <p>Reading the dialogue</p> <p>Interpreting The dialogue</p> <p>Answering oral and written questions about the passage</p> | <p>Problem solving</p> <p>Critical thinking</p> <p>Concern</p> <p>Love and care</p> | <p>Mk primary English book page 3</p> |
| | 2 | | | <p>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.</p> | <p>The learner Studies the notice carefully</p> <p>Answers the oral and written questions about the notice</p> | <p>Look and say</p> | <p>Cut outs papers in learners exercise books</p> | <p>Studying the notice</p> <p>Answering</p> | <p>Effective communication</p> <p>Social awareness</p> | <p>Taeche rs collection</p> |

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| 8 | | | | Venue: Festino Gardens Date: Friday 30 th 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 | |
| | 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 awareness | |

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| | | 9 | <p>Presenters: Digida dancers</p> <p>Venue.: Cornerstone Junior School</p> <p>Date: Saturday 4th July, 2016</p> <p>Fee: adults: Shs. 2000</p> <p>Children: Shs. 1000</p> <p>By Joan</p> <p>Secretary Digida dancers</p> <p>Questions</p> <ol style="list-style-type: none"> 1. What is the notice about? 2. Who are the presenters of the dance? 3. Where will the dance take place? | | discovery | | Answering the oral and written | Creative thinking | |
| | | | | | Discussion | | | Responsibility | |
| | | | | | | | | Problem solving | |