

**GREENHILL JUNIOR ACADEMY**  
**PRIMARY THREE ENGLISH GRAMMAR SCHEME OF WORK FOR TERM TWO 2016**

| WEEK | PERIODS      | THEME | SUB<br>THEME    | CONTENT   | COMPETENCES   | METHODS   | ACTIVITIES  | LIFE<br>SKILLS  | INST<br>MATERIALS             | REF   | RE<br>M |
|------|--------------|-------|-----------------|---|---|---|---|---|-------------------------------|---|---------|
| 1    | 4            |       | HOLIDAY<br>WORK | GOING<br>THROUGH<br>HOLIDAY<br>WORK   | Learner:<br>Reads questions.<br>Writes the<br>corrections   | Explanation<br>Observation<br>Whole class<br>discussion | Writing<br>corrections.<br>Reading<br>questions.                                | Appreciation<br>Fluency<br>Effective<br>communication | Paper<br>Pencils<br>Rubbers   | Holiday<br>work<br>papers<br>and<br>marking<br>guides |         |
| 2    | 1,2<br>and 3 |       |                 | <b><u>Adjectives.</u></b><br>❖ Meaning,<br>❖ Identification<br>❖ Describing<br>some animals | Learner:<br>❖ Defines<br>adjectives<br>❖ Identifies<br>some<br>adjectives<br>❖ Describes<br>some animals<br>using | Explanation<br>Observation<br>Whole class<br>discussion | Defining<br>adjectives.<br>Identifying<br>adjectives.<br>Describing<br>animals. | Fluency<br>Effective<br>communication.                | Textbooks<br><br>Real objects | Progress in<br>English<br>page<br>11                  |         |

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| 3 | 1 and 2 | LIVING THINGS IN OUR SUB-COUNTY | Animals in our sub-county | <ul style="list-style-type: none"> <li>❖ Using adjectives in sentences.</li> <li>❖ Underlining adjectives in sentences.</li> </ul>  | Learner: <ul style="list-style-type: none"> <li>❖ Uses adjectives in sentences.</li> <li>❖ Identifies adjectives in sentences.</li> </ul> | Explanation<br>Observation<br>Whole class discussion | Sentence construction<br>Identification<br>Answering oral and written questions.<br>Underlining adjectives. | Fluency<br>Effective communication. | Textbooks<br>Real objects | Junior English |  |
|   | 1       |                                 |                           | <b>Comparisons of adjectives</b> <ul style="list-style-type: none"> <li>❖ Positive</li> <li>❖ Comparative</li> <li>❖ Superlative e.g</li> <li>❖ Big bigger biggest</li> <li>❖ Small smaller smallest</li> </ul> | Learner: <ul style="list-style-type: none"> <li>❖ Compares the adjectives in the comparative and superlative degrees.</li> </ul>          | Explanation<br>Observation<br>Whole class discussion | Sentence construction<br>Identification<br>-Answering oral and written questions.                           | Fluency<br>Effective communication. | Textbooks<br>Real objects | Junior English |  |

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| 4 | 1,2<br>and 3 |  |  | Punctuation<br>❖ Definition of punctuation.<br><br>❖ Capital letters.<br>❖ Question marks<br>❖ Full stops<br>❖ Apostrophe<br>❖ Comma<br>❖ Exclamation mark | .Learner:<br>❖ Defines punctuation.<br>❖ Identifies the examples of punctuation marks.<br><br>❖ Uses the mentioned punctuation marks in sentences. | Explanation<br>Observation<br>Whole class discussion | Identifying the punctuation marks.<br>Using punctuation marks in sentences.                                  | . Fluency<br>Effective communication         | Chalkboard.<br>Textbooks                             | Progr<br>ess in<br>Engli<br>sh  |  |
|   | 1,2<br>and 3 |  |  | .The present simple tense.<br>❖ Use of the present simple tense.<br>❖ Examples of words in this tense.<br>❖ Using the words in the sentences.              | .Learner:<br>❖ Explains the use of the present simple tense.<br>❖ Gives examples of the words.<br>❖ Uses it in sentences.                          | Explanation<br>Observation<br>Whole class discussion | Explaining the requirements for the tense.<br>Giving examples of the words<br>Using this tense in sentences. | Appreciation<br>Creative thinking<br>Fluency | Real objects<br>Chalkboard<br>Text bks<br>and charts | Engli<br>sh aid<br>Stand<br>ard<br>three.<br>page<br>45<br>MK<br>Preci<br>se<br>Engli<br>sh<br>Gram<br>mar<br>pg<br>71-72 |  |

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| 6 | 1 and 2 |  |                                    | <ul style="list-style-type: none"> <li>❖ <b>The present continuous tense</b></li> <li>❖ <b>How it is used in sentences.</b></li> <li>❖ <b>Use of this tense in sentences.</b></li> </ul> | Learner: <ul style="list-style-type: none"> <li>❖ Explains the use of the present continuous tense.</li> <li>❖ Uses this tense in sentences.</li> </ul>    | Explanation<br>Observation<br>Whole class discussion | Sentence construction<br>Tense<br>Using the words correctly. | Appreciation<br>Creative thinking<br>fluency | Real objects<br>Chalkboard<br>Text bks<br>and charts | P.3<br>Thematic<br>Curriculum<br>pg.27<br><br>Progress in<br>English.  |  |
| 6 | 1 and 2 |  | <b>SAVING, SHOPPING, PROJECTS.</b> | <b>VERBS</b> <ul style="list-style-type: none"> <li>❖ Definition</li> <li>❖ Identifying verbs in sentences.</li> <li>❖ Using verbs in sentences.</li> </ul>                              | Learner : <ul style="list-style-type: none"> <li>❖ Defines verbs.</li> <li>❖ Identifies verbs in sentences.</li> <li>❖ Uses verbs in sentences.</li> </ul> | Explanation<br>Observation<br>Whole class discussion | Describing objects<br>Identifying adjectives                 | Appreciation<br>Creative thinking<br>fluency | Real objects<br>Chalkboard<br>Text charts<br>bks     | P.3<br>Thematic<br>Curriculum<br>pg.27<br>Mk English;<br>Page<br>..... |  |

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| 7 | 2 |  |  | <ul style="list-style-type: none"> <li>❖ Structure..... like .....more than....</li> <li>❖ Usage in sentences</li> <li>❖ Substituting the ....like.....more than... with prefer...to...</li> </ul> | Learner: <ul style="list-style-type: none"> <li>❖ Explains the use of ...more than...</li> <li>❖ Constructs sentences using ... more than...</li> <li>❖ Joins sentences using ... more than ...</li> </ul>       | Explanation<br>Observation<br>Whole class discussion             | Constructio<br>n of sentences<br><br>Using prefer instead of ..like... more than.... | Appreciatio<br>n<br>Creative thinking<br>fluency | Textbooks<br><br>Learners | P.3<br>Them<br>atic<br>Curri<br>culu<br>m<br>pg.27<br><br>Teac<br>hers<br>colle<br>ction. |  |
|   | 2 |  |  | <ul style="list-style-type: none"> <li>❖ Using..... Prefer...to...</li> <li>❖ Usage</li> <li>❖ Sentence construction</li> <li>❖ Using ..like...more than to replace prefer... to...</li> </ul>     | Learner: <ul style="list-style-type: none"> <li>❖ Explains the use of prefer ... to ...</li> <li>❖ Constructs sentences using: prefer... to..</li> <li>❖ Use prefer to replace. .. like... more than.</li> </ul> | -Whole class discussion<br>- Explanation<br>-Question and answer | Using ... prefer... to in sentences<br>Using more ...than ... in sentences           | Fluency<br>Accuracy<br>Creative thinking         |                           | Them<br>atic<br>cur<br>bk 3<br>page<br>29   |  |

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|  |   |   |                             | <u>Adverbs</u><br>❖ Meaning.<br>❖ Examples<br>.   | Learner:<br>❖ Defines adverbs.<br>❖ Gives different examples of adverbs.  | Whole class discussion<br>Explanation<br>Question and answer | Giving the meaning of adverbs.<br>Giving examples of adverbs    | Fluency<br>Accuracy<br>Creative thinking. | C\boardsd<br>Textbooks<br>Learners | Them<br>atic<br>cur<br>bk 3<br>page<br>29<br><br>Progr<br>ess in<br>Engli<br>sh<br>page<br>34 |  |
|  | 1 | MANAGING RESOURCES IN OUR SUB<br>COUNTY | SAVING, SHOPPING, PROJECTS. | Formation of adverbs.<br>❖ -by adding –ly.<br>❖ Dropping the y and adding ily e.g<br>❖ Happily.<br>❖ Luckily<br>❖ Greedily<br>❖ Merrily | Learner:<br>❖ Forms adverbs by adding –ly.<br>❖ Forms adverbs by dropping y and adding -ily e.g<br>❖ Happy - happily<br>❖ Lucky - luckily<br>❖ Greedy – greedily<br>❖ Merry - merrily | Whole class discussion<br>Explanation<br>Question and answer | Forming adverbs by:<br>Adding - ly<br>Dropping y and adding-ily | Fluency<br>Accuracy<br>Creative thinking. | C\board<br>Textbooks<br>Learners   | Them<br>atic<br>cur<br>bk 3<br>page<br>29<br><br>Progr<br>ess in<br>Engli<br>sh<br>page<br>34 |  |

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| 9  | 1 |  |  | <b>Similes</b> <ul style="list-style-type: none"> <li>❖ Meaning</li> <li>❖ Uses of similes.</li> <li>❖ Completion of sentences.</li> </ul> | <b>Learner :</b> <ul style="list-style-type: none"> <li>❖ Gives the meaning of simile</li> <li>❖ Uses similes to complete sentences.</li> </ul>                               | Explanation.<br>Question and answer.   | Constructin<br>g sentences.<br>Completing<br>sentences.   | Fluency<br>Acceptance<br>Appreciatio<br>n.                  | Chalkboard<br>Learners.                    | Teac<br>hers<br>resou<br>rce<br>book<br><br>Progr<br>ess in<br>Engli<br>sh<br>page<br>64 |
|    | 2 |  |  | <b>Homophones</b> <ul style="list-style-type: none"> <li>❖ meaning</li> <li>❖ examples</li> <li>❖ Usage</li> </ul>                         | <b>Learner:</b> <ul style="list-style-type: none"> <li>❖ Defines homophones</li> <li>❖ Gives examples of homophones</li> <li>❖ Uses homophones in sentences</li> </ul>        | Group<br>discussion<br>observation<br>question and<br>answer.<br>Story<br>telling. | -<br>Pronouncin<br>g words.<br>-Sentence<br>making.<br>Answering<br>questions                     | Responsibil<br>ity.<br>Concern.<br>Appreciatio<br>n         | Pictures<br>Textbooks.<br>Real objects     | Prim<br>ary<br>three<br>them<br>atic<br>curric<br>ulum<br>.page<br>26.                   |
| 10 | 2 |  |  | <b>Proverbs</b> <ul style="list-style-type: none"> <li>❖ Meaning,</li> <li>❖ Usage</li> <li>❖ Completion of the proverbs.</li> </ul>       | <ul style="list-style-type: none"> <li>❖ Spelling</li> <li>❖ pronunciation</li> <li>❖ Sentence construction</li> <li>❖ Reading.</li> <li>❖ Completion of proverbs.</li> </ul> | discussion<br>observation<br>question and<br>answer.                               | Pronouncin<br>g words.<br>Sentence<br>making.<br>Answering<br>questions<br>about the<br>proverbs. | Care<br>Responsibil<br>ity.<br>Concern.<br>Appreciatio<br>n | Pictures<br>Textbooks.<br>Real<br>objects. | Prim<br>ary<br>three<br>them<br>atic<br>curric<br>ulum<br>.page<br>26.                   |

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|  | 2 |  |  | <b>IRREGULAR VERBS</b><br>❖ Identifying irregular verbs.<br>❖ Changing words into present, past and past participle. | <b>Learner:</b><br>❖ Identifies the irregular verbs.<br>❖ Changes words and sentences to past and past participle. | <b>Class discussion</b><br><b>Explanation</b><br><b>Question and answer .</b> | <b>Identifying irregular verbs</b><br><b>Changing words and sentences into past and past participle.</b> | <b>Fluency Appreciation</b><br>care | chart | <b>MK English grammar pg 65</b> |  |
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