**TERM TWO – 2018 PRIMARY THREE ENGLISH GRAMMAR SCHEME OF WORK OF CORNERSTONE JUNIOR**

**SCHOOL - MUKONO DISTRICT**

# DISCOVER THE HIDDEN TREASURE

**CORNERSTONE JUNIOR SCHOOL – ENGLISH GRAMMAR SCHEME OF WORK FOR PRIMARY THREE TERM TWO 2018**

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|  | 1 | Living things  (Animals) | Animals and their young ones. | **Animal**  **Young ones**  Cow Calf  Goat Kid  Dog Puppy  Cat Kitten  Lion cub  Sheep lamb  Elephant calf  Pig Piglet  Hen chick  Fish fry  Goose gosling  Bird nestling  Eagle eaglet  Woman baby  Monkey baby | **The learner,**  -Reads animals and their young ones.  -Spells the words both orally and written  -Answers oral and written questions. | -Brain storming  -Questions and answer. | A chart showing animals and their young ones | -Naming the animals and their young ones.  -Spelling the words  -Answering the oral and written questions. | -Effective communication.  -Self awareness. |  |  |
|  | 2 |  | Animals and their homes | **Animal Home**  Cow Kraal byre  Goat Pen  Sheep Fold  Pig Sty  Dog kennel  Lion den  Bee hive  Pigeon cage  Horse stable  Bird nest  Rabbit hutch  Snake burrow  Spider Web  Man house  Parrot cage | **-**Pronounces the animals and their homes.  -Answers the oral and written questions.  -Names animals and their homes. | -Explanation.  -Questions and answer. | A chart showing animals and their homes | -Naming the animals and their homes.  -Answering the oral and written questions. | -Love  -Care  -Responsibility |  |  |

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|  | 3 | Living things  (Animals) | Animals and their sounds | **Animal**  **Sound**  Cow lows  Bull bellows  Dog barks  Cat purrs/mews  Donkey brays  Pig grunts  Monkey chatters  Lion roars  Elephant trumpets  Sheep bleats  Goat bleats  Snake hisses  Horse neighs  Turkey gobbles  Rat squeals  Rabbit squeals | -Reads the animals and their sounds  -Names different animals and sounds.  -Answers oral and written questions. | -Question and answer.  -Guided discovery | A chart showing animals and their sounds | -Naming the animals and their sounds.  -Reading the given words.  -Answering oral and written questions. | -Creative thinking  -Self awareness. |  |  |
|  | 1 |  | Animals and their meat | **Animal Meat**  Sheep mutton  Cow beef  Pig pork/bacon  Hen chicken  Goat goat meat  Calf veal  Fish fillet | -Names animals and their meat.  -Reads the words.  -Answers both oral and written questions. | -Explanation  -Chalk and talk. | A chart showing animals and their meat | Reading the animals and their meat | Co-operation  -Responsibility. |  |  |
|  | 2 |  | Gender (Animals) | What is gender?  Gender is the division of animals into male and female. | -Names different animals according to their gender | -Question and answer | A chart showing opposites of gender | Naming different animals according to their gender. | -Creative thinking  -Care  -Love |  |  |

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|  |  |  |  | **Animals**  Male Female  Bull cow  Dog bitch  Lion lioness  Billy-goat nanny-goat  Fox vixen  Tiger tigress  Boar sow  Ram ewe  Gander goose  **Birds**  Male Female  Cock hen  Drake duck  Peacock peahen  Cockerel pullet  Gander goose | -Reads the given words  -Answers the oral and written questions | -Discussion  -Guided discovery |  | -Reading the given words.  -Answering oral and written questions |  |  |  |
|  | 3 |  | Gender of people | Male Female  Boy girl  Man woman  Brother sister  Father mother  Bridegroom bride  Bachelor spinster  Widower widow  Mr. Mrs.  Son daughter  King queen  Nephew niece | -Names the different human gender and gives their opposites.  -Answers the oral and written questions. | -Explanation  -Chalk and talk | -do- | -Naming the human gender and give their opposites  -Answering the given questions. | -Belonging  -Self awareness  -Co-operation. |  |  |

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|  | 1 |  | Adjectives | What are adjectives?  An adjective is a word that describes / explains a noun.  **Examples.**  1.That is a good flower.  2.It is a big house.  3.I have a new book.  4.Tom has a sweet orange.  5.Daddy bought an old car.  6.Tonny is a tall boy.  7. I saw an ugly man.  8.She is a thin girl.  We have a nice desk.  10.I drank cold water. | -Defines an adjective.  -Mentions different adjectives.  -Uses different adjectives in sentences.  -Answers oral and written questions.  -Identifies adjectives. | -Guided discovery  -Question and answer | -Real objects | -Defining the term “adjective”  -Mentioning different adjectives.  -Identifying adjectives in sentences. | -Self awareness  -Co-operation  -Sharing |  |  |
|  | 2 |  | Comparison of adjectives | They are three degrees of adjectives namely:  i. Positive degree  ii. Comparative degree  iii. Superlative degree.  Positive degree  It is used when talking about one noun. E.g  1.A kello is a tall girl.  Comparative degree.  It is used when two objects are compared. E.g  1.Adikin is taller than Akello. | -Mentions the three degree of adjectives.  -Applies them in oral questions.  -Reads the given sentences.  -Answers the oral and written questions. | -Guided discovery.  -Explanation  -Question and answer | -real objects  A chart showing the three degree of adjective. | -mentioning the three degrees of adjectives.  Constructing sentences in the different degrees of adjectives.  Answering the given questions. | -Critical thinking  -Effective communication  -self awareness |  |  |

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|  |  |  |  | Superlative degree  It is used when comparing more than two objects e.g  Ritah is the tallest girl in our class. |  |  |  |  |  |  |  |
|  | 3 |  | Comparison of adjective. | Adjectives that take **‘er’** or **‘est’** in the comparative. And superlative degree.  **Posi- Compa- Super-**  **tive rative lative**  Tall taller tallest  Short shorter shortest  High higher highest  Clean cleaner cleanest  Hard harder hardest  Rich richer richest  Poor poorer poorest  Weak weaker weakest | -Mention different adjectives in their degrees.  -Reads the given adjectives.  -Fills the left gaps with the correct answers both orally and written. | -Chalk and talk  -Question and answer  -Quided discovery | A chart showing the three degrees of adjectives | -Mentioning the different adjectives in the different degrees.  -reading the given adjectives.  -Answering the oral and written questions. | -Co-operation  -responsibility  -Critical thinking. |  |  |

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|  |  |  |  | Those that double the last consonant.  Posi Compa super  tive rative lative  Big bigger biggest  Thin thinner thinnest  Fat fatter fattest  Hot hotter hottest  Red redder reddest  Wet wetter wettest |  |  |  |  |  |  |  |
|  | 1 |  |  | Adjectives that change **‘y’** to **‘i’** and take **‘er’** and **‘est’**  Posi Compa super  tive rative lative  Heavy heavier heaviest  Easy easier easiest  Ugly uglier ugliest  Dry drier drier  Busy busier busiest  Dirty dirtier dirtiest  Happy happier happiest  Early earlier earliest  Lazy lazier laziest  Adjectives that end with ‘e’ take ‘er’ and ‘est’  Posi Compa super  tive rative lative  Safe safer safest | -do- | Explanation | -do- | -do- | Self awareness |  |  |
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|  |  |  |  | Rude ruder rudest  Wide wider widest  Pure purer purest  Brave braver bravest  Large larger largest | -do- | -do- | -do- | -do- | -do- |  |  |
|  | 2 |  |  | Adjectives that change completely.  Posi Compa super  tive rative lative  good better best  bad worse worst  much more most  many more most  ill worse worst  little less least  well better best  far farther farther | -Mentions different adjectives according to their degrees.  -Answers the oral and written questions | -Explanation  -Question and answer | A chart showing adjectives in different degrees | -Reading the chart  -Answering the oral and written questions. | -Self awareness  -Creative thinking. |  |  |
|  | 3 |  | Conjunction using…..  than….. | Using….. than……  It used when comparing two objects.  Examples  1.Sam is taller than John.  2.A lion is big. An elephant  is bigger.  An elephant is bigger than a lion.  3. Musoke is bright.  Kintu is brighter  Kintu is brighter than Musoke. | -Applies “than” in oral sentences.  -Joins two sentences using “than” both orally and written. | -Questions and answer  -Guided discovery  -Explanation | -Real objectives | -Constructing oral questions using “than”  -Answering oral and written questions. | -Co-operation.  -Self esteem  -Responsibility. |  |  |
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|  | 1 |  | Conjunction using….. as…..as... | We use …. as…….as to show the equality of objects being compared.  Examples.  1.Musa is tall. John is tall.  *Musa is as tall as John*.  2.She is 12 metres. Jane is 12 metres.  *She is as tall as Jane.*  3.Mark is weak. Joseph is also weak.  *Mark is as weak as Joseph.* | -Gets the meaning of ..as..as..  -Uses ..as…as in both oral and written sentences.  -Answers the raised questions. | -Explanation  -Question and answer | Real objects | Joining sentences using..as..as both orally and written | Self awareness  Co-operation  Responsibility. |  |  |
|  | 2 |  | Opposites of adjectives | **Adjective** **Opposites**  Ugly beautiful /  handsome  Easy difficult  Dry wet  Hot cold  Smooth rough  Proud humble  Wide narrow  Heavy light  Bright dull  Rich poor | -Mentions different adjectives and gives their opposites.  -Spells the different adjectives  -Answers the oral and written questions. | -Question and answer.  -Look and say  -Explanation | A chart showing opposites of adjectives | -Reading the given opposites of adjectives  -Answering oral and written questions | -Critical thinking  -Care  -Self awareness |  |  |
|  | 3 |  | Adverbs | **What is an adverb?**  An adverb is a word that describes a verb.  **Examples**  Loudly, quickly, immediately, badly, well etc.  Sentences.  1.Peter talks loudly. | -Defines an “adverb”  -Mentions different adverbs  -Constructs both oral and written sentences using different adverbs | -Guided discovery  Explanation | A chart showing different adverbs | -defining adverbs  -Mentioning different adverbs . | -Self esteem  -Responsibility |  |  |
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|  |  |  |  | 2.Lydia sings well.  3.Musa beat his wife badly.  4.It rained heavily. |  |  |  | Using adverbs in oral and written sentences. | Creative thinking. |  |  |
|  | 1 |  | Formation of Adverbs | **Adverbs formed by adding ‘ly’**  **Adjective**  **Adverbs**  Clear clearly  Proud proudly  Quick quickly  Slow slowly  Poor poorly  Cheap cheaply  Equal equally  Fair fairly  Plain plainly  Hopeful hopefully  Expensive expensively  Careful carefully  Mental mentally  Light lightly  *Polite politely* | -Mentions the different adverbs that are formed by adding ‘ly  -Reads the given adverbs.  -Uses the adverbs in both oral and written sentences. | -Guided discovery  -Explanation  -Demonstration | A chart showing different adverbs | -Reading the adverbs on the chart.  -Demonstrating  -Answering oral and written sentences | -Effective communication.  Self awareness  Belonging. |  |  |
|  | 2 |  |  | Adverbs formed by changing **‘y’** to ‘I’ and adding **‘ly’**  **Adjective** **Adverb**  Angry angrily  Lucky luckily  Easy easily  Heavy heavily  Lazy lazily  Happy happily  Hungry hungrily  Angry angrily  Shabby shabbily    **Adverbs that drop “e”**  **Adjective adverb**  Comfortable comfortably  Humble humbly  Possible possibly  Noble nobly  Miserable miserably  Sensible sensibly  Terrible terribly  True truly  Simple simply  Knowledgeable knowledgeably | -Reads the adverbs formed by removing ‘y’ and adding ‘ly’  -Constructs both oral and written sentences with different adverbs. | -Guided discovery  -Demonstration  -Explanation | -Real objects  -A chart with adverbs | -Reading the given adverbs.  -Constructing sentences with the adverbs  -Answering the given questions. | -Critical thinking  -Self esteem |  |  |
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|  |  |  |  | Hurry hurriedly  Clumsy clumsily  Stealthy stealthily |  |  |  |  |  |  |  |
|  | 3 |  | Homophone | **What are homophones?**  Homophones are words with the same pronunciation but with different meaning and spelling.  **Examples**  Bean – been  Buy –by, bye  Dairy – diary  Cut –cat  Weak – week  Meat – meet  Hear – hear  Brake – break  Sale – cell, sell  Sun –son  Eat –it  There –their  Too – to, two  Nose – knows.  **Sentences**.  1.We eat rice every day.  2.It is shining brightly. | -Defines the term “homophones”  -Mentions different homophones.  -Uses different homophones to construct both oral and written sentences | -Questions and answer  -Demonstration  -Guided discovery  -Explanation | A chart showing different homophones | -Defining homophones  -Mentioning different homophones  -Constructing oral and written sentences using different homophones. | -Critical thinking  -Self awareness  -Problem solving. |  |  |
|  | 1 |  | Conjunctions using Either..or… | **Examples.**  **1.**Ali is my friend. Musa is my friend.  *Either Ali or Musa is my friend.*  2.Aunt went to the zoo.  Uncle went to the zoo.  *Either aunt or uncle went to the zoo.* | -Tells when conjunction  ‘Either…or’ is used.  -Constructs sentences that can be joined using ‘Either..or’ | Explanation  Guided discovery  Question and answer | Real objects | Constructing sentences  Joining oral and written sentences beginning Either…or.. | Critical thinking  Self esteem  Responsibility |  |  |

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|  |  |  |  | 3.John has killed the lion. Peter has killed the lion.  *Either John or Peter has killed the lion.*  4.The pupils came late.  The teacher came late.  *Either the pupils or the teacher came late*. | -Joins sentences using “Either..or’ both orally and written |  |  |  |  |  |  |
|  | 2 |  | Conjunction using  ‘although’ | ‘Although can be used either at the beginning or in the middle of a sentence.  **Examples.**  1A.She has a mouth but she can’t talk.  B. She can’t talk although  she has a mouth.  2A. John is tall. John cannot  touch the ceiling.  A. Although John is tall, he  cannot touch the ceiling.  B. John cannot touch the ceiling although he is tall | Tells when the term ‘although’ is applied  Construct sentences that can be joined using ‘although’  -Joins sentences using ‘although’ both orally and written | -Questions and answer  -I do, you do, we do  -Explanation | Real objects | Telling the meaning of ‘although’  Constructing both oral and written sentences using ‘although. | Critical thinking  Self esteem  Problem solving |  |  |
|  | 3 |  | Conjunction using….Prefer..to/likes…more than | **Examples**  1.I like Posho more than  potatoes.  *I prefer Posho to potatoes*.  2.Tom prefers meat to fish  *Tom likes meat more than fish.*  3.Brenda, prefers splash to soda  *Brenda likes splash more than soda.* | Constructs sentences that can be joined using ‘although’  Joins oral and written sentences using ‘although’ | -Guided discovery  -Chalk and talk | -Real objects | -Constructing oral and written sentences using ..prefer…to  likes..more than | Creative thinking  -Sharing  -Co-operation  -Self awareness |  |  |

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|  |  |  |  | 4.Tracy likes Posho more than Millet.  Tracy prefers Posho to millet |  |  |  |  |  |  |  |
|  | 1 |  | Joining sentences using ‘when and while | “When is used both at the beginning and in the middle of a sentences.  **Examples.**  1.I opened the door. I saw a  snake.  A. When I opened the door,  I saw a snake.  B. I saw a snake when I  opened the door.  While I opened the door I saw a snake.  2.Ali was digging. Isa was  washing.  A. When Ali was digging, I  saw as washing.  B. Isa was washing when Ali  was digging | Uses the conjunction to make oral and written questions | -Explanation  -Demonstration  -Guided discovery | Real objects | Constructing oral and written sentences using ‘when’ | Co-operation  -Responsibility  -Creative thinking |  |  |
|  | 2 |  | Conjunction using.. so..that… | **Examples.**  1.He was a rich man.  He bought the whole village  *He was such a rich man that he bought the whole village*  2. The porridge is very hot. I cannot eat it.  The porridge is so hot that I Cannot eat it.  3.The girl is young. She cannot cross the road alone.  The girl is so young that she cannot cross the road alone. | -Construct sentences and joins them using the taught conjunction both orally and written | -Discussion  -Demonstration  -Guided discovery | Real objects | Reading sentences  Constructing oral and written sentences using ‘when’ | Critical thinking  Problem solving |  |  |
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|  | 3 |  | Conjunction using …too..to.. | **Using ….too……to…**  too…to…. Is used in negative sentences and therefore ‘not’ is not used in the same sentences.  **Examples**  1.Peter is very young. He cannot carry a jerry can of water.  *Peter is too young to carry a jerrycan of water.*  2.The porridge is very hot. The baby cannot eat it  *The porridge is too hot for the baby to eat.* | Applies…too..to.. in both oral and written sentences. | -demonstration  -Explanation | Real objects | -Constructing sentences  -Joining oral and written sentences using  ..too..to… | Critical thinking  -Self awareness  -Problem solving |  |  |