**TERM II – 2018 PRIMARY THREE COMPO & COMPRE SCHEME OF WORK OF CORNERSTONE JUNIOR SCHOOL - MUKONO DISTRICT**

# DISCOVER THE HIDDEN TREASURE

**CORNERSTONE JUNIOR SCHOOL – SHEME OF WORK FOR PRIMARY THREE TERM II 2018**

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| WK | DP | THEME | SUB-THEME | CONTENT | COMPETENCES | METHODS | L/AIDS | ACTIVITIES | | REF | | REMARKS |
|  | 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  3  4 |  |  | **Structures**  Where is / are the ……..?  **Examples**   1. Where is the monkey? ( forest)   The monkey is in the forest.   1. Where are the giraffes?(zoo)   The giraffes are in the zoo.   1. Where are the birds? (nest)   The birds are in the nest. | 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 | |  | |  |
|  | **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  **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 | **The learner**  Reads the given vocabulary.  Constructing oral and written sentences using the given vocabulary.  Answering oral and written questions | Explanation  Guided discovery  Discussion | a chart showing the vocabulary | Reading the given vocabulary  Constructing sentences with the given vocabulary | | self awareness  love  effective communication | | primary three curriculum ( 2008) pg 26 |
|  | **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. | Reads the jumbled sentences  Arranges the sentences to make a good story | Chalk board illustration | Reading the sentences  Arranging sentences in order | Critical thinking | |  | |  |
| 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 |
|  | 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 | |  |
|  | 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 parks 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 | Reading  Answering oral and written questions | Critical thinking  Problem solving  Mobility and orientation | |  | |  |
|  | 10 |  | Crop growing practices | **Vocabulary**  garden, hoe, tool, panga, weed, slasher, plant, dig, plough, water, dry, mulch, store, filed, ground, thining, 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 | |  |
|  | 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. 3. There is **much**  salt in the sauce. 4. I bought **many** mangoes from the market. 5. Our school has **many**  books in the library. 6. I bought **much**  sugar yesterday. | Tells when much/ many are used.  Constructs sentences using many and much  Answers the oral and written questions | Chalk and talk.  Guided discovery  Question and answers | Real objects | Constructing sentences using the structures  Answering oral and written questions | | Decision making  Acceptance  Concern  Patience | |  |
|  | 13 |  |  | **Structures**  **Using …some/ any….**  Some is used in affirmative / positive  **Sentences**  **Any** is used in negative sentences and interrogative sentences.  **Examples**  1.There is **some**  water in the jug.  2.I bought **some** apples from the supermarket.  3.Threr aren’t **any** pupils in class.  4.Were there **any**  pens in the drawer. | Tells when some and any are used in sentences.  Constructs sentences using some/ any.  Answers oral and written questions | Guided discovery  Explanation  Question and answers | A chart showing the use of some/ any | Constructing sentences  Writing the given exercise | | Interdependence  Honesty  Assertiveness  Concern | |  |
|  | 14 |  | Projects | **Vocabulary**  bee, keep, tree, chicken, poultry, grow, honey, rabbit, vegetable, fruit, brick, make, rear, plant  **Sentences**  **tree:** Moses is planting a tree.  **vegetables:**  Sarah sells vegetables  **making:**  He is making bricks  **rabbits:**  Ali keeps rabbits | Reads the given vocabulary  Constructs sentences with the vocabulary  Answers the oral and written sentences | Guided discovery  Explanation | Flash cards | Reading the given vocabulary  Constructing sentences  Answering oral and written questions | | Self esteem  Trust worthiness  Effective communication | |  |
| 15 | **Keeping peace in our sub – county** | **Living in peace with others** | **Jumbled composition**  **Re – arrange the following sentences to make a good story.**   1. Later, she came back home and prepared us lunch. 2. She started collecting firewood 3. She wanted to get firewood. 4. When she reached there 5. One day, mummy went to the forest.   **A good story**   1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** 2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** 3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | Reads the jumbled sentences  Arranges the sentences in order to make a good story | Guided discovery  Explanation  Discussion | Chalk board illustration | Reading the jumbled sentences  Making a good story from the jumbled one | | Creative thinking  Problem solving  Responsibility  Critical thinking | |  |
|  | 16 |  |  | **Vocabulary**  rules, play, work, share, give, sorry, excuse, fight, steal, friend, push, sing, dance, visit, greet, abuse, beat, love, care, concern, please, peace, live  **sentences**  **greet:**  We should greet our elders  **peace:**  it’s good to live in peace  **abusing:**  She likes abusing her playmates | Reads the given vocabulary  Uses the given vocabulary in oral sentences  Answers the oral and questions | Guided discovery  Chalk board and talk  Explanation  Whole word | A chart showing different vocabulary | Reading the given vocabulary  Constructing sentences with the vocabulary  Answering oral and written questions | | Effective communication  Decision making  Copying up with stress | |  |
| 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 |
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| **COMPREHENSION TERM II 2018** | | | | | | | | | | | | |
| WK | DP | THEME | SUB-THEME | CONTENT | COMPETENCES | METHODS | ACTIVITIES | | L/AIDS | REF | REMARKS | |
|  | 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 id 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 | |
|  | 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 |  | |
|  | 1 |  | **Crop growing and practices** | **Calendar**  **Study the calendar carefully and answer the questions that follow**  **April 2012**  **Questions**  1.For which month is the calendar?  2.On which day did the month begin? | The learner  Studies the calendar and interprets it.  Answers the oral and written questions storming about the calendar | Guided discovery  Brain  Storming  Question and answer | Real calendar  Cut out papers in learners books | | Studying the calendar  Interpreting the calendar  Answering oral and written questions | Creative thinking  Problem solving  Co – operation |  | |
| 2 |  |  | **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 | Reads the conversation  Acts the conversation  Answers the oral and written questions about the conversation | Discussion  Explanation  Guided discovery    Question and answer | Cut out papers in learners books | | Reading the dialogue  Acting the dialogue  Answering oral and written questions about the same | Responsibility  Concern  Love and care |  | |
|  | 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 | |
|  | 1 |  | **Spending resources** | **Passage**  **Read the passage and answer the questions that follow**    **Jane and Anisha go Shopping**  Mrs. Jumba sent Jane and Anisha to the grocery. She wanted to buy margarines, 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 them to cross the road carefully. | The learner  Reads the passage and understands it.  Answers the oral and written questions about the passage | Guided discovery  Question and answer  Explanation | Mk English bk 3 | | Reading the passage  Discussing questions orally  Writing the given exercise in books | Creative thinking  Responsibility  Cooperation | Mk primary English page 138 | |
| 2 |  | **Projects** | **Passage**  **Read the passage below and answer the questions that follow**  **The piggery farm**  Mr. Musaazi is a great farmer. He rears pigs on a large scale. Mr. Musaazi’s farm is very big. It is found in Nakabago village along Kayunga – Bugerere road. Mr. Musaazi has one hundred twenty pigs and sixty nine piglets | Reads the story telling passage  Answers the oral and written questions about the passage | Story telling  Guided discovery  Explanation, question and answer | Cut out papers in learners exercise books | | Reading the passage  Answering oral and written questions about the passage | Love and care  Responsibility  Concern | Teacher’s collection | |
|  | 1 | **Keeping peace in our sub – county / division** | **Living in peace with others** | **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 | The learner  Reads the dialogue and understands it.  Answers oral and written questions about the passage | Guided discovery  Brain storming  Question and answer | Cut out papers in learners books | | Reading the dialogue  Interpreting  The dialogue  Answering oral and written questions about the passage | Problem solving  Critical thinking  Concern  Love and care | Mk primary English book page 3 | |
|  | 2 |  |  | **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.  **Venue:**  Festino Gardens  **Date:**  Friday 30th June, 2016  **Time: 12:00 pm – 2:00 pm**  Announced by the district police commander (DPC)  MR. Bagambaki Frank.  Come one come all | The learner  Studies the notice carefully  Answers the oral and written questions about the notice | Look and say  Guided discovery  Brain storming | Cut outs papers in learners exercise books | | Studying the notice  Answering the oral and written questions about the notice | Effective communication  Social awareness  Decision making | Taechers collection | |
| 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!**  **Presenters:** Digida dancers  **Venue.:**  Cornerstone Junior School  **Date:**  Saturday 4th July, 2016  **Fee: adults:**  Shs. 2000  **Children: Shs. 1000**  **By Joan**  **Secretary Digida dancers**  **Questions**   1. What is the notice about? 2. Who are the presenters of the dance? 3. Where will the dance take place? | A learner studies the notice  Answers the oral and written questions | Explanation  Guided discovery  Discussion | Cut outs papers in learners exercise books | | Studying the notice  Answering the oral and written | Self awareness  Creative thinking  Responsibility  Problem solving |  | |