**GREENHILL JUNIOR ACADEMY**

**PRIMARY THREE ENGLISH GRAMMAR SCHEME OF WORK FOR TERM TWO 2015**

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| WEEK | PERIODS | THEME | SUB THEME | CONTENT | COMPETENCES | METHODS | ACTIVITIES | LIFE SKILLS | INST MATERIALS | REF | REM |
| 1 | 4 |  | HOLIDAY  WORK | GOING THROUGH  HOLIDAY WORK | Learner:  Reads questions.  Writes the corrections | Explanation  Observation  Whole class discussion | Writing corrections.  Reading questions. | Appreciation  Fluency  Effective communication | Paper  Pencils  Rubbers | Holiday work papers and marking guides |  |
| 2 | 1,2 and 3 |  |  | **Adjectives.**   * Meaning, * Identification * Describing some animals   + - Descr | Learner:   * Defines adjectives * Identifies some adjectives * Describes some animals using | Explanation  Observation  Whole class discussion | Defining adjectives.  Identifying adjectives.  Describing animals. | Fluency  Effective communication. | Textbooks  Real objects | Progress in English page 11 |  |
| 3 | 1 and 2 | LIVING THINGS IN OUR SUB- COUNTY | **Animals in our sub- county** | * Using adjectives in sentences. * Underlining adjectives in sentences. | Learner:   * Uses adjectives in sentences. * Identifies adjectives in sentences. | Explanation  Observation  Whole class discussion | Sentence construction  Identification  Answering oral and written questions.  Underlining adjectives. | Fluency  Effective communication. | Textbooks  Real objects | Junior English |  |
| 4  5 | 1 | **Comparisons of adjectives**   * Positive * Comparative * Superlative e.g * Big bigger biggest * Small smaller smallest | Learner:   * Compares the adjectives in the comparative and superlative degrees. | Explanation  Observation  Whole class discussion | Sentence construction  Identification  -Answering oral and written questions. | Fluency  Effective communication. | Textbooks  Real objects | Junior English |  |
| **1,2 and 3** | Punctuation   * Definition of punctuation. * Capital letters. * Question marks * Full stops * Apostrophe * Comma * Exclamation mark | . Learner:   * Defines punctuation. * Identifies the examples of punctuation marks. * Uses the mentioned punctuation marks in sentences. | Explanation  Observation  Whole class discussion | Identifying the punctuation marks.  Using punctuation marks in sentences. | . Fluency  Effective communication | Chalkboard.  Textbooks | Progress in English |  |
| 1,2 and 3 | .The present simple tense.   * Use of the present simple tense. * Examples of words in this tense. * Using the words in the sentences. | .Learner:   * Explains the use of the present simple tense. * Gives examples of the words. * Uses it in sentences. | Explanation  Observation  Whole class discussion | Explaining the requirements for the tense.  Giving examples of the words  Using this tense in sentences. | Appreciation  Creative thinking  Fluency | Real objects  Chalkboard  Text bks and charts | English aid  Standard three.page 45  MK Precise English Grammar pg 71-72 |  |
| 6 | **1 and 2** | * **The present continuous tense** * **How it is used in sentences.** * **Use of this tense in sentences.** | Learner:   * Explains the use of the present continuous tense. * Uses this tense in sentences. | Explanation  Observation  Whole class discussion | Sentence construction  Tense  Using the words correctly. | Appreciation  Creative thinking  fluency | Real objects  Chalkboard  Text bks and charts | P.3 Thematic Curriculum pg.27  Progress in English. |  |
| 6 | 1 and 2 | SAVING, SHOPPING, PROJECTS. | **VERBS**   * Definition * Identifying verbs in sentences. * Using verbs in sentences. | Learner :   * Defines verbs. * Identifies verbs in sentences. * Uses verbs in sentences. | Explanation  Observation  Whole class discussion | Describing objects  Identifying adjectives | Appreciation  Creative thinking  fluency | Real objects  Chalkboard  Text charts bks | P.3 Thematic Curriculum pg.27  Mk English;  Page….. |  |
| 7  8 | 2 | * Structure…… like …..more than…. * Usage in sentences * Substituting the ….like…..more than… with prefer…to… | Learner:   * Explains the use of …more than… * Constructs sentences using … more than… * Joins sentences using … more than … | Explanation  Observation  Whole class discussion | Construction of sentences  Using prefer instead of ..like… more than…. | Appreciation  Creative thinking  fluency | Textbooks  Learners | P.3 Thematic Curriculum pg.27  Teachers collection. |  |
| 2 | * Using….. Prefer…to… * Usage * Sentence construction * Using ..like…more than to replace prefer… to… | Learner:   * Explains the use of prefer … to … * Constructs sentences using: prefer… to.. * Use prefer to replace. .. like… more than. | -Whole class discussion  -Explanation  -Question and answer | Using … prefer… to in sentences  Using more …than … in sentences | Fluency  Accuracy  Creative thinking |  | Thematic cur bk 3 page 29 |  |
|  |  | Adverbs   * Meaning. * Examples   . | Learner:   * Defines adverbs. * Gives different examples of adverbs. | Whole class discussion  Explanation  Question and answer | Giving the meaning of adverbs.  Giving examples of adverbs | Fluency  Accuracy  Creative thinking. | C\boarsd  Textbooks  Learners | Thematic cur bk 3 page 29  Progress in English page 34 |  |
|  | 1 | MANAGING RESOURCES IN OUR SUB COUNTY | SAVING, SHOPPING, PROJECTS. | Formation of adverbs.   * -by adding –ly. * Dropping the y and adding ily e.g * Happily. * Luckily * Greedily * Merrily | Learner:   * Forms adverbs by adding –ly. * Forms adverbs by dropping y and adding -ily e.g * Happy - happily * Lucky - luckily * Greedy – greedily * Merry - merrily | Whole class discussion  Explanation  Question and answer | Forming adverbs by:  Adding - ly  Dropping y and addimg-ily | Fluency  Accuracy  Creative thinking. | C\board  Textbooks  Learners | Thematic cur bk 3 page 29  Progress in English page 34 |  |
| 9 | 1 | Similes   * Meaning * Uses of similes. * Completion of sentences. | Learner :   * Gives the meaning of simile * Uses similes to complete sentences. | Explanation.  Question and answer. | Constructing sentences.  Completing sentences. | Fluency  Acceptance  Appreciation. | Chalkboard  Learners. | Teachers resource book  Progress in English page 64 |  |
| **2** | **Homophones**   * meaning * examples * Usage | Learner:   * Defines homophones * Gives examples of homophones * Uses homophones in sentences | Group discussion  observation  question and answer.  Story telling. | -Pronouncing words.  -Sentence making.  Answering questions | Responsibility.  Concern.  Appreciation | Pictures  Textbooks.  Real objects | Primary three thematic curriculum .page 26. |  |
| 10 | **2** | **Proverbs**   * Meaning, * Usage * Completion of the proverbs. | * Spelling * pronunciation * Sentence construction * Reading. * Completion of proverbs. | discussion  observation  question and answer. | Pronouncing words.  Sentence making.  Answering questions about the proverbs. | Care  Responsibility.  Concern.  Appreciation | Pictures  Textbooks.  Real objects. | Primary three thematic curriculum .page 26. |  |
|  | 2 | IRREGULAR VERBS   * Identifying irregular verbs. * Changing words into present, past and past participle. | Learner:   * Identifies the irregular verbs. * Changes words and sentences to past and past participle. | Class discussion  Explanation  Question and answer . | Identifying irregular verbs  Changing words and sentences into past and past participle. | Fluency  Appreciation  care | chart | MK English grammar pg 65 |  |