**SEETA JUNIOR SCHOOL - MBALALA**

**PRIMARY THREE ENGLISH GRAMMAR SCHEME OF WORK FOR TERM THREE2019**

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| 2 | **MANAGING RESOURCES IN OUR SUB COUNTY** | NATURAL RESOURCES | The use of some and any.  Examples   * There is some water in the cup. * There isn’t any water in the cup. * Some is used in positive sentences while any is used in questions and negative sentences. | Learner:   * explains how some is used in sentences e.g. * In positive sentences. * Shows how any is used in sentences. * Completes sentences using some and any. * Constructs sentences using some and any. | Explanation.  Question and answer. | Constructing sentences.  - Completing sentences.  - completing sentences using some and any.  - constructing sentences using some and any. | Fluency  Acceptance  Appreciation. | Text books  Learners | ENG AID BK 3 by Patel page 70 |  |
| 3 | Changing sentences from any to some. | Learners...:   * Change sentences from negative to positive and positive to negative. | Group discussion  observation  question and answer. | -Pronouncing words.  -Sentence making.  Answering questions | Creativity  Responsibility  Concern.  Appreciation | Textbooks. | Primary three thematic curriculum .page 26. |  |
| Punctuation   * Capital letters. * Apostrophe. * Exclamation mark. | Learners:   * Punctuate sentences correctly using: * Capital letters. * Apostrophe * Exclamation mark. | Group discussion  -observation  -question and answer. | -Pronouncing words.  - punctuating sentences. | Care  Responsibility.  Concern.  Appreciation | Pictures  Textbooks  chart | Primary three thematic curriculum .page 26. |  |
| The use of much.   * Much is used before uncountable * nouns as an adjective. * It is used in negative sentences. | Learners:   * Explain the use of much before uncountable nouns. * Show how it is used in negative sentences. | Explanation  Discussion  Question and answer | Reading sentences  Answering questions | Appreciation  Care  Responsibility | Text books | Eng Aid bk 3 |  |
| 4 | The use of a lot of:   * It is used before countable and uncountable nouns. * It is used to change sentences from negative to positive where much or many have been used. | Learners:   * Construct sentences. * Change sentences from negative to positive. | Discussion  Observation  Question and answer. | -Pronouncing words.  -Sentence making.  Changing sentences from negative to positive. | Care  Responsibility.  Concern.  Appreciation | Textbooks.  . | Primary three thematic curriculum .page 26. |  |
|  | Conjunctions  Using … who…   * It is used to join two parts of sentences. * It must be followed by a verb.   . | Learners:  Join sentences using … who… | Discovery  Discussion  Explanation  Question and answer. | Pronouncing spelling  Changing sentences from negative to positive. | Fluency  Accuracy  Effective communication. | Text books | Progress in English |  |
| 5 |  | The use … whose … in sentences.  It is in possession | Learners:  Joining sentence  using … whose… | Discovery  Discussion  Explanation | Pronouncing spelling  Joining sentences. | Fluency  Accuracy  Effective communication. | Text books. | Progress in English. |  |
| 6 | MANAGING RESOURCES IN OUR SUB- COUNTY | The of … because… in sentences. | earners: L  Join sentences using  … because… | Discovery  Discussion  Explanation | Pronouncing spelling  Joining sentences. | Fluency  Accuracy  Effective communication. | Text books | Progress in English |  |
| Joining sentences using… which … | Learners:  Join sentences using … which… | Discovery  Discussion  Explanation | Pronouncing spelling  Joining sentences | Fluency  Accuracy  Effective communication. | Text books | Progress in English |  |
| Joining sentences using…although… in the beginning and in the middle. | Learners:  Join sentences using … although …  Although… | Discovery  Discussion  Explanation | Pronouncing spelling  Joining sentences | Fluency  Accuracy  Effective communication. | Text books | Progress in English |  |
|  | The Future present tense.  The use of will and shall. | Learners:  Construct sentences using will and shall.  Complete sentences using will and shall. | Discovery  Discussion  Explanation | Reading sentences.  Constructing sentences using will and shall. | Fluency  Accuracy  Effective communication. | Text books |  |  |
| 5 | Collective nouns  These nouns stand for a group of things or individuals. | Defining collective nouns.  Giving examples of collective nouns.  Rewriting sentences giving collective nouns. | Group discussion  -observation  -question and answer | Giving examples  Rewriting sentences | Creative thinking  Decision making endurance | Chart  Learners  Text books | Thematic curr. Page 34  Teachers resources |  |
| 7 | Positive and negative sentences.  Positive sentences take up the ‘yes’ response while the negative sentences take up the ‘no’ response. | Learners:  Show the difference between negative and positive sentences.  Give examples of negative and positive sentences  Changing sentences from positive to negative and negative to positive.  Change sentences into question form. | Group discussion  -observation  -question and answer | Identifying the difference between negative and positive sentences.  Changing sententences into negative and positive form.  Changing sentences into positive form. | Fluency  Accuracy  Effective communication | Chart  Text books | Thematic curr. Page 35  Teachers resources |  |
| 8 | IRREGULAR VERBS  Identifying irregular verbs.  Changing words into present, past and past participle. | Learners:  Identify the irregular verbs.  Change 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 | Learners  Text books  Chart | MK precise English  Progreess in English |  |
|  | Prefixes and their opposites.  un, im. Il, dis. In  Examples  Impossible, unable, disable etc  Opposites of the prefixes. | Learners:  Different prefixes.  Give examples of words that take up the prefixes.  Write down the opposites of prefixes. | Class discussion  Explanation  Question and answer . | Identifying different prefixes.  Give examples of words that take up the prefixes.  Write the opposite of prefixes. | Fluency  Appreciation  care | . Learners  Text books  Chart | MK precise English  Progreessin English |  |
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**PRIMARY THREE THEMATIC CURRICULUM COMPOSITION SCHEME OF WORK FOR TERM THREE 2019**

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| **W**  **K** | **PRD** | | **THEME** | | **SUB**  **THEME** | | **CONTENT** | | **COMPLETENCE** | | **METHODS** | | **ACTIVITY** | | **LIFE SKILLS** | **INST. MATERIALS** | | **REF** | | **REM** |
| **2** | **1**  **&**  **2** | | **CULTURE AND GENDER IN OUR SUB COUNTY** | | **Narrative composition** | | **How I spent my holiday.**  **Vocabulary**  **Visited**  **Friend interesting**  **Excited,**  **Etc.**  **Structures**  **Using structures who……To join the sentences**  **Sentences re – arrangement**   * **Guided**   **Composition**  **Free composition**  **How I spent my holiday.** | | * **The leaner pronounces the words correctly** * **Constructs sentences using……………………..who…………** * **Arranges the sentences correctly** * **Writes the composition in a given time**   **-Oral and written expression.** | | **Guided discussion**  **Explanation**  **Role play**  **Explanation** | | **Constructing sentences**  **Pronouncing words**  **Joining sentences using…………who………….**  **Arranging jumbled sentences**  **-Writing a composition** | | **Creative thinking**  **Creative writing** | **Chalkboard**  **Handouts.** | | **Them. Curriculum Handbkpg.2** | |  |
| **3** | | **1**  **&**  **2** | | **CULTURE AND GENDAR IN OUR SUB COUNTY** | |  | | **VOCABULARY**  **Kanzu,burial, festival,dance……**  **-sentence construction** | | **The leaner constructs sentences using the vocabulary** | | **Explanation**  **Question and answer**  **Whole group discussion** | | **Pronouncing sentences correctly**  **Constructing oral and written sentences .**  **Filling in the missing words to complete the composition.** | | | **Appreciation**  **Accuracy.**  **Fluency** | | **Handouts**  **Chalk**  **Board**  **Text books** | | **MK Thematic EngPrac bk3 pg 101** |

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| **4** | **1**  **&**  **2** | **CULTU**  **RE AND GENDER IN OUR SUB COUNTY LIVING THINGS** | **SENTENCE REARRANGEMENT (traditional practices)** | **Vocabulary Culture, custom, gomesi,gifts, ceremony, celebrate, introduction, garden, kanzu, peeled, wrapped, harvest**  **Sentence construction using vocabulary**  **Re-arranging sentences to make good stories.** | * **The leaner constructs sentences using the vocabulary** * **Pronounces words well** * **Spells the words well** * **Fills in the guided composition** | **-whole class discussion.**  **Explanation** | **Constructing**  **Sentences**  **Rearranging**  **Sentences to form good story**  **Filling in the missing words** | **Creative**  **Thinking**  **appreciation** | **Chalkboard.**  **Handout** | **Teachers collection** |
| **5** | **1**  **&**  **2** |  | **LETTER WRITING (writing a friendly letter)**  **9(** | **Vocabulary**  **Address,date,greetings,message,salutation** | * **Constructs sentences using the vocabularies** * **Pronounces the vocabularies well** * **Writes a letter in proper states** | **Observation**  **Whole class discussion.**  **Question and answer** | **Following the steps for writing a friendly letter.** | **Appreciation**  **Fluency.**  **Creative thinking.** | **Chalk board.** | **Them curriculum pg.120** |

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| 6 | 1  & | **BASIC TECHOLOGY** | **PICTURE COMPOSITION** | **Gender roles**  **Vocabulary**  **Permanent, ropes, temporary,milking , grazing**  **-sentence**  **constructing** | **Interprets the**  **Picture composition**  **Constructs**  **Sentences about the**  **pictures** | **Explanation**  **Question and answer** | **Reading the vocabulary, constructing oral sentences using the leant words.** | **Appreciation**  **Accuracy.** | **Chalk**  **Board** | **Them curricula handbook** |
| 7 | 1  &  2 | **KEEPING PEACE IN OUR SUB COUNTY** | **Keeping peace in our sub county**  **Vocabulary**  **Wrongdoers,**  **Happiness,security,**  **Sharing**  **Dictionary usage**  **Sentence construction**  **Free composition**  **About people who keep peace.** | **Constructs**  **Sentences using the vocabulary**  **Writes a free**  **Composition about**  **peace** | **Observation.**  **Group**  **Discussion**  **Explanation.** | **Reading the vocabulary**  **Sentence construction**  **Composition writing**  **Critical thinking** | **Accuracy.**  **Appreciation** | **Pictures.**  **Handouts** | **Them. curricula mpg 7** |

**PRIMARY THREE ENGLISH SCHEME OF WORK FOR COMPREHENSION III 2019**

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| **W**  **K** | **PD** | **THEME** | **SUB**  **THEME** | **SKILLS** | **ASPECT** | **CONTENT** | **COMPETENCES** | **METHODS** | **ACTIVITIES** | **INSTRUCTIONAL.M** | **LIFE SKILLS** | **REF** |
| **2** | **1$**  **2** | **Culture and Gender in our s/county** | **Customs in our s/county** | **Listening Speaking**  **Reading**  **Writing** | **Passage**  **People’s culture** | **Vocabulary**  **Culture, marriage, circumcision, dressing, burial, taboos, kneel, greet, burial, dance** | **The leaner :**   * **Reads the given vocabulary.** * **Constructs oral sentences** * **Answers**   **Questions about the passage in full sentences.** | **123**  **Technique**  **LSU** | **Reading**  **Spelling**  **Pronouncing**  **Constructing sentences** | **Flash cards**  **Sentence**  **Strips** | **-self awareness**  **-copying with stress**  **-love**  **-friendship formation** | **English practice book 3**  **Page 90-91** |
| **3** | **1$**  **2** |  | **Ways of preserving culture** | **Listening**  **Speaking**  **Reading**  **Writing** | **Dialogue**  **Cultural day** | **Vocabulary**  **Language, cultural, gomesi, wear, invite, display, interesting, people, kanzu.** | **The learner:**   * **Reads the vocabulary** * **Constructs oral sentences using the vocabulary** * **Writes correct sentences using the vocabulary.** | **Brain storming explanation** | **Reading**  **Spelling**  **Pronouncing**  **Constructing sentences** | **Flash cards**  **Sentence strips**  **A chart having a dialogue** | **Copying with emotion**  **Effective communication**  **sharing** | **Teachers resource book**  **(NCDC) pg. 71** |

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| **4** | **1$**  **2** | **Health in our sub-county** | **Disease**  **vectors** | **Listening**  **Speaking**  **Reading**  **Writing** | **Notice**  **Immunization** | **Vocabulary**  **Mosquito, bed bag, house fly, tsetse fly, cockroach, rabies, ticks, stagnant, fleas,** | **The learner:**   * **Reads the vocabulary** * **Constructs oral sentences using the vocabulary** * **Writes correct sentences using the vocabulary** * **Gives the plural form of the words orally** * **Constructs sentences from the substitution table** * **Answers questions**   **about the dialogue in full sentences.** | **Recitation**  **Brain storming, explanation** | **Reading**  **Spelling**  **Pronouncing words correctly**  **Acting the dialogue** | **Flash cards**  **Sentence strips**  **A chart showing a notice about immunization projector, text books** | **Copying with emotion**  **Effectives communication sharing** | **St. Bernard English practical book 3 pg.110** |

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| **5** | **1$**  **2** | **Health in our sub-county** | **Diseases spread by vectors** | **Listening**  **Speaking**  **Reading**  **Writing** | **Notice**  **immunization** | **Vocabulary**  **Polio, measles, immunization, hospital, against, clinic, venue, diseases.** | **The learner;**   * **Reads the vocabulary** * **Constructs oral sentences using the vocabulary** * **Writes correct sentences using the vocabulary** * **Answers questions about the notice in full sentences.** | **Direct method**  **Explanation**  **LSU**  **Think pair share** | **Reading**  **Spelling**  **Pronouncing**  **Constructing sentences** | **A chart showing a notice** | **Copying with emotion**  **Effective communication sharing** | **St. Bernard English practice book 3 pg. 120** |
| **6 and**  **7** | **1$**  **2** | **Basic technology in our sub-county** | **Concept of technology** | **Listening**  **Speaking**  **Reading**  **Writing** | **Story**  **Art and craft** | **Vocabulary**  **Banana, leaf, plastic, straw, wire, heavy, light, rough, Colour, texture, fiber, palm, leaves, smooth, good, weight.** | **Vocabulary**   * **Constructs oral sentences using the vocabulary** * **Writes correct sentences using the vocabulary** * **Answers questions about the story and conversation** | **-Direct method**  **Explanation** | **v** | **Chalk board illustration** | **-self awareness**  **-copying with stress**  **-love**  **-friendship formation** | **English practice book 3 pg. 116** |
| **8** | **1and**  **2** | **Energy in our sub county** | **sources of energy** | **Listening**  **Speaking**  **Reading**  **Writing** | **Table**  **Fueling vehicles** | **Vocabulary**  **Solar, electricity, charcoal, petrol, sun, wind, sell, buy, paraffin, firewood, diesel, kite.** | **Constructs sentences using the vocabulary.**   * **Writes corrects sentences using vocabulary** * **Answers questions about the table** | **Direct method**  **Explanation** | **Reading**  **Spelling**  **Pronouncing**  **Constructing sentences** | **Chalkboard illustration** | **Effective communication**  **Appreciation** | **Teachers collection** |