



P.3 ENGLISH COMPREHENSION SCHEME OF WORK FOR TERM ONE

The child understands ways of locating places and appreciates the various social groups in the sub-country

W K	P D	THEM E	SUB THEM E	CONTENT	COMPETENCES	METHODS	ACT.	INDICA TORS	T/L AIDS	REF	R E M
1	1 & 2	OUR DIVIS ION	Name and locatio n of our divisio n	Location (map) our school, home, municipality etc.. In which directions is the head office?	The learner; - studies the maps and answers questions in full sentences.	Guided discussion demonstrat ion	Answering questions about locations	Effective commun ication	Charts showing a map of our municipalit y.	Monitor English coarse pg 73	
	3 & 4		Passa ge	Passage about the location of our division. Buyunga Village. Through which Village does the main road pass? Sound ei e.g. location, village, passage, mate	The learner; - reads the passage and answers the questions about it.	Explanatio n on question and answer story telling	Reading the story Answering questions about the story	Creative thinking	Text books	Monitor English coarse page 74	
2	1 & 2		Dialog ue	The Stolen Bag. Who stole the bag? Vocabulary: steal, hill, river, cloud, run, lose, arrest, police	The learner; - reads the dialogue. - answers questions about the dialogue.	Guided discussion	Acting the dialogue	Respons ibility	Chalkboar d illustration	Monitor English coarse page 74	
	3 & 4		Physic al	Puzzle. Describe the basics of a puzzle	The learner; - completes the puzzle.	Discovery	Completin g puzzles	Mobility and	Chalkboar d	Teache r own	

			features	Read the guiding statements. Guide the learners to complete the puzzle. (sounds ie, th, au)	- reads and solves a puzzle.	Explanation Demonstration		orientation	illustrations	collection Dictionary	
3	1 & 2			Guided composition about the physical features. Sound ai e.g mountain, plain, drain, main What are the components of the environment?	The learner; - reads and completes the composition.	Discussion Explanation	Reading Writing	Effective communication	Chalkboard illustration Immediate environment		
	3 & 4		Poem	A poem about our environment. Who wrote the poem? How many stanza's does the poem have?	The learner; - recites the poem about the environment.	Recitation	Reciting the poem	Assertiveness Loyalty	Charts with a poem		
4	1 & 2		People in our municipality	A dialogue about people. How many people are taking part in the dialogue? Vocabulary secretary, priest, doctor, florist etc..	The learner; - reads the dialogue. - answers questions about the dialogue.	Discussion Explanation	Acting the dialogue	Critical thinking	Immediate environment	Mk Pupils' Book 3	
	3 & 4		Announcement	Announcement about a lost child. What is the announcement about?	The learner; - reads the announcement and answers the questions in full sentences.	Guided discovery	Answering questions	Thinking logically	Chalkboard illustrations		
LO: The child applies acquired skills and appreciates the benefits of participating in different activities.											
5	1 & 2	LIVE HOOK IN OUR DIVISION	Occupation of people in our division	Poem. People and their work. What does the florist do? Sound ist,	The learner; - reads the poem. - answers questions about the poem.	Guided discussion demonstration	Reading the poem. Answer questions about the poem.	Self identification	A chart with the poem	Thematic curriculum P.3 page 14	
	3 & 4			Dialogue Occupations.	The learner; - acts the dialogue.	Role Playing	Acting the dialogue	Creative communication.	Scripts of the dialogue	Monitor English Course	

				Bogere: A doctor is better than a mechanic. What is the dialogue about?		Dramatising	Answering questions	Fluency		page 59	
6	1 & 2		Passage	Reading a passage about Mrs. Olum and her children. Examples Who was the mother of Orech and Atim?	The learner; - reads and answers questions about the passage.	Question and answer Story telling	Reading and answering questions	Co-operation Effective communication	Text books Monitor English course page 60	Thematic curriculum page 60	
	3 & 4		Social services and their importance	Guided composition. Vocabulary: hospital, cut, covered, father, knocked, plaster	The learner; - completes the guided composition.	Explanation Guided discovery	Reading and filling in the gaps.	Sharing	Monitor English course page 89	Thematic curriculum page 89	
7	1 & 2		Social services	Picture description/interpretation Guide learners to interpret. Pictures. Form picture to make a story.	The learner; - interprets the pictures. - answers questions about the composition.	Demonstration	Interpreting the pictures	Answering questions about the pictures	Text books Mk English book 3 page 56	Mk book 3 page 56	
LO: The child appreciates environmental changes and applies the acquired knowledge and skills to manage the environment.											
	3 & 4	OUR ENVIRONMENT IN UR DIVISION	Soil composition	Guided composition about soil composition. Vocabulary soil, stones, sand, charcoal, stove, colour, build etc., oi sound ch, oi	The learner; - reads the guided composition about soil composition	Explanation Discussion feed back	Answering questions	Effective communication	Chalkboard illustration	Teachers collection	
8	1 & 2		Rhyme	A rhyme about soil composition. Examples - What is the rhyme about?	The learner; - recites a rhyme about soil composition	Guided discovery	Reciting a rhyme	Sharing	Chalkboard illustration	Teachers collection	
			Poem	Poem on page 55 in Mk book 3.	The learner;	Recitation	Reading and	Responsibility	A chart with the	Mk English	

				<p>Examples Which insects are mentioned in the poem? Where are the flies found? Why do you think the flies are not flying to the fire?</p> <p>Sound 'ow' e.g. window, cow, show</p>	<p>- reads and interprets the poem.</p> <p>- answers questions about the poem.</p>	Demonstration	<p>interpreting the poem.</p> <p>Answering questions about the poem.</p>	Interdependence	poem on it.	page 55	
	3 & 4		AIR	<p>Activities in Karuma sub-county page 16. Thematic curriculum English practice book 3. - In which sub-county is Karuma Village? - What is papyrus used for? Sound 'ou' house, scout, ground</p>	<p>The learner; - reads and interprets the composition.</p> <p>- reads, interprets and answers questions about the composition.</p>	<p>Demonstration</p> <p>Guided discussion</p>	<p>Reading and interpreting the story.</p> <p>Reading and answering questions</p>	<p>Problem solving Evaluating facts Peer resistance Standing by one's principles</p>	Pieces of paper with the composition typed on it.	Thematic curriculum page 16	
9	1 & 2		Sun	<p>Musa loses his goats (page 8 English Practice book 3) - Why did Musa chase the butterflies? - Why was Musa worried? - What were the two boys doing?</p>	<p>The learner; - reads and interprets the composition.</p> <p>- reads, interprets and answers questions about the composition.</p>	<p>Guided discussion</p> <p>Demonstration</p>	<p>Reading and interpreting the composition</p>	<p>Responsibility</p> <p>Honesty</p>	Costumes and props	English practice book 3 page 8	
	3 & 4		Water	<p>Rhyme (page 15 books English Practice) - Who does the drumming? - What does the teacher do? - What does the weaver weave?</p>	<p>The learner; - reads and recites the rhyme.</p> <p>- interprets the rhyme answer questions about the rhyme.</p>	<p>Recitation</p> <p>Question and answer</p>		<p>Interdependence</p> <p>Responsibility</p>	A chart with the rhyme	English practice page 15	

10	1 & 2		How rain is formed	Guided composition on page 21 English practice. LIFE IN OUR SUB-COUNTY	The learner; - identifies the right words to fill in the gaps to complete the composition.	Question and answer	Filling in the gaps correctly	Co-operation Logical thinking	Chalkboard illustration	English practice page 21	
	3 & 4		Measuring rainfall	Composition English practice book 3 page 25. Bayo falls off his bicycle. - Who was riding a bicycle? - Where was he coming from? - Where did Bayo fall? Tongue twisters (for breath control and speed)	The learner; - reads and interprets the composition. - reads, interprets and answers questions about the composition.	Demonstration Question and answer feedback	Reading and interpreting the composition. Answering questions about the composition	Co-operation working together. Sharing and care for others.	Typed extracts of the composition	English practice page 25	
11	1 & 2		How rain affects the environment	Dialogue Mary and Alice are talking. English practice book 3 page 27. - Why did Mary say they were lucky? - What happened last night?	The learner; - acts the dialogue. - reads, interprets and answers questions about the dialogue.	Recitation Guided discussion	Reciting the dialogue questions about the rhyme.	Care Copying with stress	A chart showing the dialogue	English practice page 30	
	3 & 4		Importance of rain on soil animals	Rhyme (page 30) English practice book 3. Maisy plants maize. - Who planted maize? - Why won't Maisy plant maize in grey clay soil? Tongue twisters	The learner; - recites the rhyme - reads, interprets and answers questions about the rhyme.	Recitation Guided discussion brain storming	Reciting the rhyme Answering questions about the rhyme	Care Copying with stress	A chart with the rhyme	English practice pg 30 Teacher collection	
12	1 & 2		Air has weight	Poem on page 107 Mk book 3. - Suggest a suitable title to the poem. - Where does food come from?	The learner; - recites and interprets the poem. - reads and answers questions about the poem.	Question and answer Recitation	Reciting the poem	Critical thinking	Chalkboard illustration	Mk English book 3 page 107	

	3 4 & 5		Water evaporation and condensation A rhyme Jack and Jill. - Who fell down? Vocabulary. air, sun, move, wind dry Structures Joshua (washes/clean) the clothes, compound.	The learner; - reads and recites the rhyme.	Recitation Drammatisation feed back	Reciting the rhyme. Answering questions about the rhyme	Effective communication	A chart with the rhyme	Teachers collection	
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