



P.3 ENGLISH GRAMMAR SCHEME OF WORK FOR TERM III

LEARNING OUTCOME: *The learner understands and appreciates different cultures and demonstrates an awareness of gender issues that promote harmonious living.*

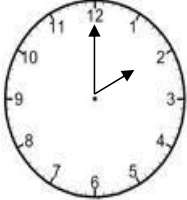
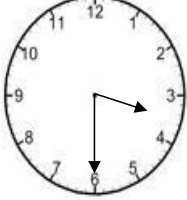
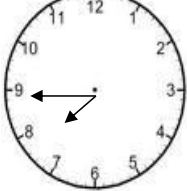
| W K | P D | THEM E | SUB THEME | CONTENT | COMPETE NCES | METHOD S/TECHN IQUES | ACTIVITIES | INDICATO RS OF LIFE SKILLS AND VALUES | INSTRUCTI ONAL MATERIALS | REF | R E M |
|--------|-----------------------|---|------------------------------------|---|--|--|---|--|--------------------------------|--|-------------|
| 1 | 1 a n d 2 | CULTURE AND GENDER IN OUR MUNICIPALITY | Customs in our municipality | vocabulary sing, wear, greet, cry, food, dance, happy, pain, sleep structure. the choir <u>sang</u> a nice song He <u>danced</u> last night | The learner: -spells, reads and pronounces the words -uses the words in the sentences | discussio n look and say use (L.S.U) | Reading the words Using the words in sentences | fluency accuracy articulatio n | chalk board illustration | Pri 3 curr page 43 English practice page 98 | |
| | 3 a n d 4 | CULTURE AND GENDER IN OUR MUNI | Customs in our municipality | Introducing the terms masculine and feminine examples male – female actor – actress structure | The learner: - pronounces the words -lists the masculine | guided discovery explanati on L.S.U | Pronouncing the words Listing the masculine and feminine | confidence -accuracy concern | chalk board illustration | Pri 3 curr English practice page 98 | |


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| | | CIPALITY | | My father is an <u>actor</u> | and feminine | | | | | | |
| 5 | a | CULTURE AND GENDER IN OUR MUNICIPALITY | Adjectives | describing adjectives -identifying adjectives -adjectives describing adjectives examples red, black, taller, faster, e.t.c structure She is putting on a <u>red</u> dress She is <u>taller</u> than my brother | The learner -describes the adjectives -identifies the adjectives. -underlines the adjectives in sentences | discussion explanation brain storming feed back | Describing adjectives -Underlining adjectives in sentences | care audibility articulation accuracy | chalk board illustration | Pri 3 curr Mk precise Eng Grammar page 38 | |
| 2 | 1 | CULTURE AND GENDER IN OUR MUNICIPALITY | Adjectives (comparing objective s) | comparison of adjectives Adjectives are compared in degrees i.e positive, comparative and superlative adjectives that end in "e" add "r" in comparative and "est" in superlative late – later -latest fine – finer- finest | The learner -compares the adjectives respectively -uses them in sentences | brain storming question and answer L.S.U | Comparing adjectives Using adjectives in sentences | sharing concern fluency confidence | chalk board illustration | Pri 3 curr page 44 First aid in Eng page 65 | |
| 3 | a | CULTURE AND GENDER IN OUR | Adjectives | Adjectives that add er and est slow – slower - slowest cheap –cheaper- cheapest | The learner -reads the adjectives -uses the adjectives | guided discovery think pair share | Reading the adjectives -Using the adjectives in sentences | articulation acceptance fluency | chalk board illustration -a chart showing a list of adjectives | First Aid in English Page65 Pri 3 curr page 44 | |

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| | | MUNI CIPAL ITY | | boring – more boring –most boring | in sentences | | | | | | |
| 5 a n d 6 | CULT URE AND GEND ER IN OUR MUNI CIPAL ITY | Adjective s | Adjectives that double the last consonant e.g fat – fatter- fattest big – bigger- biggest hot – hotter-hottest wet-wetter-wettest | The learner -identifies adjectives that double the last letter | brain storming discussion Feedback | Identifying adjectives that double the last letter -Using the adjectives in sentences | confidence -accuracy -audibility | a chart showing a list of adjective | Pri 3 curr page 44 Eng precise grammar page 39 | | |
| 3 1 a n d 2 | CULT URE AND GEND ER IN OUR MUNI CIPAL ITY | Adjective s | Adjectives that drop letter ‘y’ for “I” and add “er” and est respectively e.g heavy- heavier – heaviest dirty – dirtier – dirtiest | The learner -reads the adjectives that drop “y” for “I” -uses them in sentences | explanati on - observati on Think pair and share | Reading the adjectives using them in sentences | accuracy confidence | a chart showing adjectives | eng Precise Grammar page 1 | | |
| 3 a n d 4 | CULT URE AND GEND ER IN OUR MUNI CIPAL ITY | Adjective s | long adjectives they have more than three syllables these adjectives take more and most respectively examples expensive – more expensive – most expensive | the learner -uses the adjective in sentences | discussio n brain storming | Using the adjectives in sentences | concern care confidence | chalk board illustration | first aid in English Page65 Pri 3 curr page 44 | | |
| 5 a n d 6 | CULT URE AND GEND ER IN OUR MUNI CIPAL ITY | Adjective s | adjectives that change completely examples good – better – best ill – worse – worst well-better-best much –more-most | the learner -identifies the adjectives that change completely | observati on explanati on think pair and share | Identifying the adjective that change completely | accuracy confidence | chalk board illustration | first aid in Eng page 65 | | |

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| | | CIPALITY | | | | feedback | | | | | |
| 4 | 1 a n d 2 | CULTURE AND GENDER IN OUR MUNICIPALITY | Adjectives | use of -as---as--- examples Mary is smart Peter is also smart Mary is as smart as Peter | The learner construct sentences using ..as....as... in sentences | discussion explanation | Using -as---as-- in sentences | care patience accuracy | chalk board illustration | Pri 3 Curr page 44 MK Precise Eng grammar 37 | |
| TOPICAL TEST | | | | | | | | | | | |
| | 3 a n d 4 | CULTURE AND GENDER IN OUR MUNICIPALITY | Similes | What are similes? similes are comparisons between object according to their nature e.g as blind as a bat as cold as ice | The learner -reads the similes uses them in sentences | discussion brain storming | Reading the similes Using the similes in sentences | accuracy confidence | chalk board illustration | Pri 3 curriculum page 44 Mk precise Eng grammar page 191 | |
| | 5 a n d 6 | CULTURE AND GENDER IN OUR MUNICIPALITY | Similes | similes that begin with letter d, e, f, g, h, l, j e.g -As dry as dust -As easy as ABC -As hot as fire | The learner reads the similes | guided discovery explanation feed back | Reading the similes | care articulation | chalk board illustration | Mk Eng Precise Grammar page 191 | |
| 5 | 1 a n d 2 | CULTURE AND GENDER IN OUR MUNICIPALITY | Similes | Those that begin with letter s, p, l, w, t, e, m, g -as silent as a grave - as white as snow | The learner -reads the similes -uses the similes in sentences | discussion brainstorming | Using the similes in sentences | acceptance care patience | chalk board illustration | Mk Precise grammar page 191 | |

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| | | CIPALITY | | | | | | | | | |
| 3 | a | CULTURE AND GENDER IN OUR MUNICIPALITY | Cardinal numbers | Reciting cardinal numbers in examples 11, 2, 3, 12, 34, 40, 51 12 – twelve 236 – two hundred thirty six | The learner -reads the cardinal numbers -writes the numbers in words | discussio n explanati on brain storming | Reading the numbers Writing the numbers in words | accuracy articulation confidence | flash cards | Pri 3 curr page 23 Mk Pri Eng Bk 3 page 11 | |
| 5 | a | CULTURE AND GENDER IN OUR MUNICIPALITY | Ordinal numbers | Reading the positions and the ordinal numbers e.g 1 st first 2 nd second 12 – twelfth | The learner writes the ordinal numbers in words | explanati on guided discussio n feed back | Writing the ordinal numbers in words | acceptanc e patience care | flash cards | Prim 3 curr page 23 Mk Pri Eng Bk 3 page 24. | |
| 6 | 1 | CULTURE AND GENDER IN OUR MUNICIPALITY | Time | Telling time in hours identifying features of a clock face e.g hour hand, minute hand P.M A.M VOCABULARY DAWN –SUNRISE DUSK – SUNSET WEE HOURS MIDDAY –MIDDAY | The learner -identifies the features of a clock face | observati on guided discovery demonstr ation | Identifying the features of a clock face | logical reasoning creative thinking | clock faces | Mk Pri Eng Bk 3 page 31 | |
| 3 | a | CULTURE AND GENDER IN OUR | Time | Telling time in hours. (full time) examples It is 2:00 a.m. It two o'clock | The learner tells time in hours | observati on explanati on feed back | Telling time hours | logical reasoning creative thinking | clock faces | Mk Pri Eng Bk 3 page 31 | |

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| | | MUNI CIPAL ITY | |  | | brain storming | | | | | |
| 5 a n d 6 | | CULT URE AND GEND ER IN OUR MUNI CIPAL ITY | Time | Telling time using a half past e.g 3:30 p.m.  It is a half past 3 o'clock | The learner -tells time using a half past | observati on discussio n feed back | Telling time using half past | critical thinking patience | clock faces | Mk Pri Eng Bk 3 page 31 Pri 3 curr page 36 | |
| 7 | 1 a n d 2 | CULT URE AND GEND ER IN OUR MUNI CIPAL ITY | Time | Telling time using a quarter past e.g 4:15p.m. | The learner tells time using a quarter past | observati on discussio n brain storming | Telling time using a quarter past | logical reasoning creative thinking | clock faces | Mk Pri Eng Bk 3 page 31 | |
| | 3 a n d 4 | CULT URE AND GEND ER IN OUR MUNI CIPAL ITY | Time | Telling time using a quarter to  | The learner tells time using a quarter to | explanati on observati on feed back | Telling time using a quarter to | creative thinking analyzing statement s | clock face | Mk Pri Eng Bk 3 page 31 | |

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| 5 a n d 6 | CULTURE AND GENDER IN OUR MUNICIPALITY | Time | Telling time using minutes examples 30 minutes past 2 o'clock 20 minutes to 3 o'clock  | The learner tells time using minutes | observation brainstorming | Telling time using minutes | confidence logical thinking | clock face | Pri Eng Bk 3 page 31 Mk Pri Eng Bk 3 page 31 |
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TOPICAL TEST

learning outcome: the child demonstrates knowledge and skills of preventing common diseases and controlling them for a health life.

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| 8 | 1 a n d 2 | HEALTH IN OUR MUNICIPALITY | Disease vectors | vocabulary mosquitoes, rat, house, bed bug, flea, cockroach structures what is this/ that Are these / those _____? Yes, they are _____. | the learners -reads the words - pronounces the words -uses the words in sentences | discussion explanation | Pronouncing the words -Using the words in sentences | care concern fluency | flash cards | Pri Eng Bk 3 page 31 |
| | 3 a n d 4 | HEALTH IN OUR MUNICIPALITY | Future tense | Future tense This tense talks about actions that will take place in future. helping verbs are will/ shall. The adverbs of time are next, tomorrow, later examples I shall go to church next week she will eat food next week. | The learner construct sentences in future tense using shall and will as helping verbs | guided discovery explanation brain storming | Constructing sentences using shall and will | care accuracy analyzing statements | chalk board illustration | Pri 3 curr page 48 Mk precise ENG grammar page 48 |

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| | 5 a n d 6 | HEALTH IN OUR MUNICIPALITY | Future tense | changing sentences from past simple tense to future tense examples I stood up when the teacher entered the class I shall stand up when the teacher enters the class. | The learner -changes sentences from past simple tense to future tense | explanation discussion | Changing sentences from past simple to future tense | analyzing statements patience | chalk board illustration | Pri 3 Curr page 48 mk Precise Grammar page 87 | |
| 9 | 1 a n d 2 | HEALTH IN OUR MUNICIPALITY | Future tense | changing sentences from future to past simpler tense examples -We shall eat meat tomorrow -We ate food yesterday | The learner changes sentences from future to past simple tense | guided discovery explanation | Changing sentences from future to past simple tense | care concern responsibility | chalk board illustration | Mk Precise grammar page 87 | |
| | 3 a n d 4 | HEALTH IN OUR MUNICIPALITY | Synonyms | synonyms are words with the same meaning but different spellings example(similar in meaning) unhappy – sad thin – slim sentences He was <u>sad</u> yesterday He was <u>unhappy</u> yesterday | the learner -lists the synonyms -uses them in sentences | discussion brainstorming feed back | Listing the synonyms -Using the synonyms in sentences | concern patience love | a chart showing synonyms | first aid in Eng age 54 | |
| | 5 a n d 6 | HEALTH IN OUR MUNICIPALITY | Homophones | These are words of the same sound but different meaning. examples see- sea read – reed hare –hair | The learner -lists the homophones -uses the homophones | explanation - brainstorming | Using the homophones in sentences | appreciation acceptance | flash cards | Pri 3 curr page 49 Mk precise page 230 | |

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| | | | | air- heir came – calm Her ___ is black in colour. Air/ hair | es in sentences | | | | | | |
| 10 | 1 A N D 2 | HEALTH IN OUR MUNICIPALITY | Proverbs | Describing proverbs -listing them -guiding learners to interpret them <u>examples</u> -Make hay while the sun shines -Charity begins at home | The ;earner -lists the proverbs -completes the proverbs | brain storming guided discovery | Listing the proverbs Completing the proverbs | acceptance respect responsibility love | chalk board illustration | Mk Precise page 181 | |
| E.L.O: the child applies basic scientific knowledge and skills in processing and making materials for self-reliance | | | | | | | | | | | |
| | 3 a n d 4 | BASIC TECHNOLOGY IN OUR MUNICIPALITY | Concept of technology | VOCABULARY banana, leaf, leaves, heavy, weight, texture, wire, palm structures he used palm leaves to make _____(mats, dolls) What will you use to make dolls? I / we will use ___ to make dolls (leaves, wire) | the learner -reads the vocabulary -uses the vocabulary in sentences correctly | question and answer discussion | Reading the vocabulary Using the vocabulary in sentences correctly | appreciation care logical reasoning | real objects | Prim 3 curr page 51 | |
| TOPICAL TEST | | | | | | | | | | | |
| | 5 a n d 6 | BASIC TECHNOLOGY IN OUR MUNICIPALITY | Opposites | describing opposites <u>examples</u> sharp – blunt come – go friend – enemy -Rewrites sentences giving the opposites of the underline words | the learner -reads the words and their opposites | guided discovery | Reading the words and their opposites -Rewriting sentences giving the opposites of the underlined words | fluency accuracy concern | chalk board illustration | Mk Eng precise grammar page 219 | |

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| | | | | example My pencil is <u>blunt</u> My pencil is <u>sharp</u> . | | | | | | | |
| 11 | 1 a n d 2 | BASIC TECH NOLOGY IN OUR MUNI CIPAL ITY | Analogic | describes an analogy example cat is to kitten as cow is to calf sugar is to tea as salt is to food, | The learner -describes an analogy -forms analogies | explanati on guided discovery | Making and forming analogies | self appreciati on logical reasoning | chalk board illustration | first aid in Eng page 50 | |
| TOPICAL TEST | | | | | | | | | | | |
| | 3 a n d 4 | BASIC TECH NOLOGY IN OUR MUNI CIPAL ITY | Conjunct ions | Use of ---enough.... (positive) examples Mary is strong she will carry the baby Mary is strong enough to carry the baby | The learner joins sentences using ...enough.... | discussio n explanati on feedback | Joining sentences using enough | decision making care | chalk board illustration | Mk precise grammar page 59 | |
| | 5 a n d 6 | BASIC TECH NOLOGY IN OUR MUNI CIPAL ITY | Conjunct ions | Use ofsuch athat.... examples An elephant is a heavy animal. It can't ran fast An elephant is such a heavy animal that it can't run fast. | The learner Joins sentences usingsuch a that.... | guided discovery brain storming | Joining sentences – such a that..... | appreciati on acceptanc e care | chalk board illustration | first aid in Eng page 85 | |