



PRIMARY THREE COMPREHENSION SCHEME OF WORK FOR TERM TWO

Major references

1. Primary school Curriculum for Uganda-Primary Three
2. MK English Book 3
3. Thematic Curriculum for Primary Three

WEEK	PD	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	T/LEARN ING MATERI ALS	LIFE SKILLS AND VALUES	REF	DEM
1	1 - 2	LIVING THINGS	Animals in our sub- county	Vocabulary(refer to the notes) Sentence construction using the vocabulary Structures -Which animal is bigger? -Which animal is smaller? -Which animal is faster? dialogue	Learners: -read the vocabulary and construct meaningful sentences -use the given structures appropriately -read the dialogue and answer the qns appropriately	Story telling Whole class discussion Question and answer	Reading Spelling Sentence making Written exercise	Pictures Text books c/b illustrati ons	Effective communicati on Care Concern Responsibilit y appreciation	Themat ic curric. Pg. 26	
2	1 - 2		Birds	-vocabulary(refer to the notes) -sentence construction using the vocabulary Sentence completion passage	Reading Spelling Sentence making Written exercise	Whole class discussion Question and answer Story telling	Reading Spelling Sentence making Written exercise	Pictures Text books c/b illustrati ons Pictures	Effective communicati on Care Concern	Themat ic curric. Pg. 26 -28	

3	1 - 2		Plants in our sub-county	-vocabulary(refer to the notes) -sentence construction using the vocabulary -structures -Where do farmers grow crops? Farmers ... -Who planted the maize? Planted the maize. -Where did you plant the....? We planted the ... in the... Plurals(refer to the notes) -Dialogue	Learners: -read and use the vocabulary in sentence making appropriately -use the structures appropriately -form plurals of given words -read the dialogue and answer appropriately	Whole class discussion Question and answer Story telling	Reading Spelling Sentence making Written exercise	Text books c/b illustrations	Responsibility Appreciation Critical thinking Empathy Effective communication Care Concern Responsibility Appreciation Critical thinking Empathy	Thematic curric. Pg.31
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	1 - 2		Use of plants	-vocabulary(refer to the notes) -sentence construction using the vocabulary -What are flowers used for? Flowers are used for..... -Which plants provide us with...? ...provide us with.... -Whose ... is this? This is's -Substitution table -Passage	Learners: -read and use the vocabulary appropriately -use the structures appropriately -make meaningful sentences from the substitution table -read the passage and answer appropriately	Whole class discussion Question and answer Story telling	Reading Spelling Sentence making Written exercise	Pictures Text books c/b illustration	Effective communication Care Concern Responsibility Appreciation Critical thinking Empathy	Thematic curriculum. Pg.32
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5			<p>Saving resources</p> <p>-vocabulary(refer to the notes)</p> <p>-sentence construction using the vocabulary</p> <p>-structures</p> <p>-Where do you keep your money safely?</p> <p>-Do you have enough...?</p> <p>-How much ... is left?</p> <p>-Dialogue</p>	<p>Learners:</p> <p>-read and use the vocabulary appropriately</p> <p>-use the given structures appropriately</p> <p>-recite the dialogue and answer the qns appropriately</p>	<p>Group discussion</p> <p>Question and answer</p> <p>Story telling</p> <p>dramatisation</p>	<p>Reading</p> <p>Spelling</p> <p>Sentence construction</p> <p>Dramatising</p> <p>Written exercise</p>	<p>Real objects like water, money, etc.</p> <p>Pictures</p> <p>c/b illustrations</p>	<p>Effective communication</p> <p>Care</p> <p>Concern</p> <p>Responsibility</p> <p>Appreciation</p> <p>Critical thinking</p> <p>Problem solving</p> <p>Cooperation</p> <p>Appreciation</p>	<p>Thematic curriculum Pg 35</p>
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	1-2	Chart	Spending resources	- Vocabulary (refer to the notes) -Sentence construction using the vocabulary -Plurals of given nouns -Structures How much is a? It is shillings. May I have some please? Yes, you may. -D you have any... please? Yes, I do./ No, I don't. Passage	Learners: -read and use the vocabulary in sentences appropriately. -form plurals of given nouns -use the structures appropriately -read the passage and answer correctly.	Whole class discussion. Demonstration Imitation Narration/story telling	Reading Spelling Sentence construction Dramatising Written exercise	Pictures c/b illustrations text books	Assertiveness Negotiation Responsibility Concern Loyalty Respect Decision making	Mk bk3 Pg.138 Thematic curric. Pg 36
	1-2		-Vocabulary (refer to the notes) -Sentence construction using the vocabulary -Structures ...than... A shopping list	Learners: -read and use the vocabulary in sentences appropriately. -use the structures appropriately -study the shopping list and answer correctly	Narration/story telling Demonstration Imitation Whole class discussion.	Reading Spelling Sentence construction Dramatising Written exercise	Assertiveness Negotiation Responsibility Concern Loyalty Respect Decision making			

	1-2		<p>Projects</p> <p>Vocabulary(refer to the notes) -Sentence construction using the vocabulary -Structures What are you going to keep? I am going to keep.....</p> <p>Keeping Is better than keeping....</p> <p>-Passage</p>	<p>Learners: -read and use the vocabulary in sentences appropriately. -use the structures appropriately -read the passage and answer correctly</p>	<p>Self discovery Observation Whole class discussion. Narration/story telling</p>	<p>Reading Spelling Sentence construction Dramatising Written exercise</p>	<p>Pictures c/b illustrations text books</p>	<p>Problem-solving Critical thinking Responsibility Self esteem</p>		
9	1-2		<p>Living in peace with others</p> <p>-Vocabulary(refer to the notes) -sentence construction using the vocabulary -Structures May I use your ruler, please? Yes, you may. May I play with you, please? Yes, you may. May I borrow your pencil, please? No, I am sorry. I am using it. Substitution table Questions</p>	<p>Learners: -read and use the vocabulary in sentences appropriately. -use the structures appropriately -study the substitution table and form sentences correctly</p>	<p>Whole class discussion. Self discovery Observation Role play Narration/story telling</p>	<p>Answering oral questions Spelling reading Demonstrating Written exercise</p>	<p>Text books Flash cards</p>	<p>Problem-solving Critical thinking Responsibility Self esteem Self awareness Love Concern Sympathy unity</p>	P.3 curriculum page 39	

10	1-2			<div>-Vocabulary(refer to the notes) -Sentence construction using the vocabulary -Sentence completion using the given words in brackets -Structures What do we do everyday? We Everyday. What does mother do everyday? Mother..... What is your name? My name is..... -Opposites of given words -Passage</div>	<div>Learners: -read and use the vocabulary in sentences appropriately. -use the structures appropriately -complete sentences correctly -read the passage and answer appropriately.</div>	<div>Role play Observation, Whole class discussion Discovery</div>	<div>Answering oral questions Role playing Reading Spelling Written exercise</div>	<div>Wall charts Textbooks</div>	<div>Interpersonal relation Assertiveness Empathy Cooperation Appreciation</div>	<div>P.3 curriculum page 44 Tr's own collection</div>
	1-2	Rhyme	<div>-Vocabulary(refer to the notes) -Sentence construction using the vocabulary -Sentence completion -rhyme</div>	<div>Learners: -read and use the vocabulary in sentences appropriately. -use the structures appropriately -complete sentences correctly -read the rhyme and answer appropriately</div>	<div>Demonstration Imitation Observation, Group discussion</div>	<div>Answering oral questions Role playing Reading Spelling Written exercise</div>	<div>Charts Text books</div>	<div>Effective communication Self-awareness Empathy Love</div>	<div>P.3 curriculum page 44-45 Tr's own collection</div>	

5	1	KEEPING PEACE IN OUR SUB-COUNTY				Self discovery Supervision	Writing and answering questions	Critical thinking			
	2					Discovery Observation, Group discussion	Answering oral questions Spelling and reading	Responsib ility Coping with stress Co- operation	Charts Class demonstrations	Mk bk3 pg P.3 curriculu m pg 39 Tr's own collectio n	
	3					Discovery Group discussion					
	4					Observation, Group discussion Discovery Demonstration Imitation	Observing pictures Answering oral questions	Responsib ility Appreciati on operation	Charts Foodstuffs Fist aid box Text books	Mk bk3 pg 91-92 P.3 curriculu m pg 40	
	5					Group discussion Discovery	Role playing Spelling Writing notes			Monitor SST bk 3 pg 60- 61curricu lum page	
6	1&2					Observation, Group discussion Discovery Demonstration Role play	Observing pictures Spelling writing	Empathy Belonging Respect	Class demonstrations Charts Text books	Mk bk3 pg 93-95	
	3					Observation, Group discussion Discovery Demonstration Imitation	imitating different personalities e.g. drunkards Answering oral questions	Appreciati on Critical thinking Self- awareness Love	Charts Newspapers and magazines Text books	Monitor SST bk 3 pg 62-63	
	4			-Ways of controlling child abuse	The learner; -suggests the ways how child abuse can be controlled	Group discussion Discovery	Role playing		Charts Pupil demonstrations	Mk bk3 pg 96 Monitor SST bk 3 pg 64	

	5&6		CHILDRN'S RESPONSIBILITIES	-Responsibilities of children in; A family At school In the country	The learner; -states the responsibilities of children in a family, at school and in the country -identifies the ways how children can contribute to the economic dev't of their families	Demonstration Imitation Observation, Group discussion Discovery	Answering oral questions Role playing Writing notes	Co-operation Effective communication	Environment Text books Charts	P.3 Curriculum 43 Monitor SST bk 3 pg 23
7	2			TOPICAL TEST	The learner; -writes and answers the given questions correctly	Self discovery Supervision	Answering oral questions imitating Writing notes and drawing	Critical thinking	Class environment Text books	Monitor SST bk 3 pg 23-25 P.3 curriculum page 43