

**GRADE THREE**

**LITERACY ACTIVITIES SCHEME OF WORK TERM THREE**

<b>WEEK</b>	<b>LESSON</b>	<b>STRANDS</b>	<b>S-STRAND</b>	<b>SPECIFIC LEARNING OUTCOMES</b>	<b>KEY INQUIRY QUESTIONS</b>	<b>LEARNING EXPERIENCES</b>	<b>LEARNING RESOURCES</b>	<b>ASSESSMENT</b>	<b>REFLECTION</b>
<b>1</b>	<b>1-5</b>			<b>PREPARATION</b>					
<b>2</b>	<b>1-5</b>	<b>LISTENING AND SPEAKING</b>	<b>Imitation</b>	By the end of the sub-strand, the learner should be able to: a) use appropriate expressions and phrases in formal and non-formal conversations b) acquire varied sentence structures to express self appropriately c) respond appropriately to conversations with varied audiences d) appreciate the importance of mannerisms while engaging in conversations	Why is it important to communicate appropriately	Learners are guided to make inquiries on the different forms of conversation with various people in their community (peers, elders) Learners simulate conversations in different settings (focus on age appropriateness, gender differences, reinforce good mannerisms) in pairs and groups . Learners role play conversations in different setups (church, market, home etc) Learners take turns as they participate in panel discussions on issues related to self, home, and family	<b>Realia charts</b>	<b>1.Observation 2.Oral questions 3.written questions</b>	
<b>3</b>	<b>1-5</b>		<b>Story Telling</b>	By the end of the sub-strand, the learner should be able to: a) use digital knowledge to create stories b) acquire and accurately use appropriate words and phrases from stories c) develop an interest in telling stories for pleasure d) demonstrate techniques of effective storytelling	What do stories teach us?	Learners listen to stories and model different techniques of story telling Learners listen to stories from various digital platforms and use the same platforms to create their stories Learner could be guided to use acquired vocabulary to retell stories in pairs, groups and whole class Learners are prompted to take roles and act them out (using props, correct tone, pitch, tempo and body language) in pairs and groups. Listen and retell a story from memory	<b>Realia charts</b>	<b>1.Observation 2.Oral questions 3.written questions</b>	

4	1-5		<b>Effective communication(s) sharing experiences)</b>	By the end of the sub-strand, the learner should be able to: a) use compound and complex sentences to link thoughts b) listen and use talk to organize and clarify thoughts and ideas c) effectively communicate needs and feelings in a variety of ways d) listen to concerns and opinions of others and represent them in an appropriate forum e) demonstrate willingness to interact with others f) appreciate the importance of sharing one another's feelings	How do we know that the person we are talking to has understood our message	Learners listen to stories and identify the main idea in pairs, groups and whole class Learners participate in play both in and out of class to enhance communication Learners listen to others as they share personal experiences on selected themes Learners share their opinions and represent the views of others to relevant authorities e.g. child abuse	<b>Realia Charts</b>	<b>.Observation 2.Oral questions 3.written questions</b>	
5	1-5		<b>Talk about</b>	By the end of the sub-strand, the learner should be able to: a) identify messages conveyed in a thematic story and engage in oral discussions b) use appropriate expressions to describe people, situations, and events c) build on one's ideas in a conversation by linking them	What do you like to talk about?	Learners to talk about thematic pictures on charts displayed (my family, my community) Learners engage in conversations to talk about thematic texts from different media, in groups, pairs, and whole class Learners role play and discuss rules that govern social interactions when talking. Learners orally answer questions from a story read	<b>Realia charts</b>		

				to those given by others d) develop an interest to read stories		Learners share the message in a story with peers, parents, and others in the community			
6	1-5		<b>Presenta tion skills</b>	By the end of the sub-strand, the learner should be able to: a) question the decisions made in their environment and ask critical questions b) engage in decision making in their environment. c) sequentially position their views using appropriate words e.g firstly, secondly, lastly d) demonstrate an interest in making decisions in their environment through contributions and valid suggestions	1) How do we choose between two things? 2) How do we tell others what we have chosen?	Learners make decisions on a subject and share their decisions Learners share and justify their decisions on a given subject in pairs and groups Learners are given opportunities for decision-making(dilemma situations) and make constructive suggestions. Learners to role play as a basis for initiating conversation on a topic	<b>Realia Charts</b>	<b>.Observation 2.Oral questions 3.written questions</b>	
7	1-5	READING	<b>Indepen dent readin</b>	By the end of the sub-strand, the learner should be able to: a) identify the main idea in a passage b) locate information from print sources c) silently read a given passage d) read supplementary books with understanding e) develop an interest in	What can you do to ensure that you understand what you read on your own	Learners guess the meaning of unfamiliar words from context Learners make and confirm predictions from texts read Learners find answers to questions through independent reading Learners are encouraged to utilize resources available in the library for independent reading Learners ask and answer	<b>Realia Charts</b>	<b>.Observation 2.Oral questions 3.written questions</b>	

				reading for pleasure		questions from independent reading			
8	1-5	READING	<b>Reading comprehension</b>	By the end of the sub-strand, the learner should be able to: a) read with accuracy, fluency, and understanding b) read through texts to make personal judgments or opinions on the subjects of the text c) locate information in a text d) use acquired words to form sentences and read them accurately at an appropriate speed e) develop an interest in reading widely on varied subjects	Why is meaning important in reading?	Learners answer and generate questions from texts read Learners are encouraged to make connections between materials read and real life Learners use vocabulary acquired to construct grammatically correct sentences Learners practice reading at an appropriate speed and with understanding Learners are guided to share their opinions based on texts read	<b>Realia Charts</b>	<b>.Observation 2.Oral questions 3.written questions</b>	
9	1-5	<b>WRITING</b>	<b>Sentence formation</b>	By the end of the sub-strand, the learner should be able to: a) write a variety of compound and complex sentence structures correctly b) develop strategies for making and organizing notes c) use writing and other forms of representation to generate and organize ideas d) appreciate the importance of logic in writing	How do we construct sentences? 2) Why do we	Learners observe as teacher explicitly models use of sentence punctuation Learners practice methods of taking notes and compare with one another, in pairs and groups Learners practice writing sentences using correct punctuation, individually, in pairs and groups Learners use an organizer to arrange sentences to form a paragraph, in pairs and groups Learners construct sentences and paragraphs using keywords	<b>Realia charts</b>	<b>.Observation 2.Oral questions 3.written questions</b>	

						Learners practice sequencing sentences to form paragraphs			
10	CAT	<b>CAT</b>	<b>CAT</b>	CAT	CAT	CAT	<b>CAT</b>	<b>CAT</b>	