

SUBJECT: LITERACY SCHEMES OF WORK GRADE 3 Term 1 2020

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REF
1	1-5								
2	1-5	LISTENING AND SPEAKING	Imitation	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		<ul style="list-style-type: none"> <input type="checkbox"/> Learners are guided to make inquiries on the different forms of conversation with various people in their community (peers, elders) <input type="checkbox"/> Learners simulate conversations in different settings (focus on age appropriateness, gender differences, reinforce good mannerisms) in pairs and groups . <input type="checkbox"/> Learners role play conversations in different setups (church, market, home etc) <input type="checkbox"/> Learners take turns as they participate in panel discussions on issues related to self, home, and family <input type="checkbox"/> Learners engage in a range of drama activities e.g. hot seating (learner is put on a hot seat as the head teacher, village elder) as learners practice appropriate communication (greetings, permission, inquiries) 	Realia charts	1.Observation 2.Oral questions 3.written questions	
3	1-5		Story Telling	By the end of the sub-strand, the learner should be able to: a) use digital knowledge to create stories	What do stories teach us?	<ul style="list-style-type: none"> ● Learners listen to stories and model different techniques of story telling <input type="checkbox"/> Learners listen to stories from 	Realia charts	1.Observation 2.Oral questions	

				<p>b) acquire and accurately use appropriate words</p> <p>and phrases from stories</p> <p>c) develop an interest in telling stories for pleasure</p> <p>d) demonstrate techniques of effective storytelling</p>		<p>various digital platforms and use the same platforms to create their stories</p> <p><input type="checkbox"/> Learner could be guided to use acquired vocabulary to retell stories in pairs, groups and whole class</p> <p><input type="checkbox"/> Learners are prompted to take roles and act them out (using props, correct tone, pitch, tempo and body language) in pairs and groups.</p> <p><input type="checkbox"/> Listen and retell a story from memory</p>		<p>ns</p> <p>3.written questions</p>	
4	1-5		<p>Effective communication (sharing experiences)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) use compound and complex sentences to link thoughts</p> <p>b) listen and use talk to organize and clarify thoughts and ideas</p> <p>c) effectively communicate needs and feelings in a variety of ways</p> <p>d) listen to concerns and opinions of others and represent them in an appropriate forum</p> <p>e) demonstrate willingness to interact with others</p> <p>f) appreciate the importance of sharing one another's feelings</p>	<p>How do we know that the person we are talking to has understood our message</p>	<p>Learners listen to stories and identify the main idea in pairs, groups and whole class</p> <p><input type="checkbox"/> Learners participate in play both in and out of class to enhance communication</p> <p><input type="checkbox"/> Learners listen to others as they share personal experiences on selected themes</p> <p><input type="checkbox"/> Learners share their opinions and represent the views of others to relevant authorities e.g. child abuse</p>	<p>Realia Charts</p>	<p>.Observation</p> <p>2.Oral questions</p> <p>3.written questions</p>	
5	1-5		<p>Talk about</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify messages conveyed in a thematic story and engage in oral discussions</p>	<p>What do you like to talk about?</p>	<p><input type="checkbox"/> Learners to talk about thematic pictures on charts displayed (my family, my community)</p> <p><input type="checkbox"/> Learners engage in conversations</p>	<p>Realia charts</p>		

				<p>b) use appropriate expressions to describe people, situations, and events</p> <p>c) build on one's ideas in a conversation by linking them to those given by others</p> <p>d) develop an interest to read stories</p>		<p>to talk about thematic texts from different media, in groups, pairs, and whole class</p> <p><input type="checkbox"/> Learners role play and discuss rules that govern social interactions when talking.</p> <p><input type="checkbox"/> Learners orally answer questions from a story read</p> <p><input type="checkbox"/> Learners share the message in a story with peers, parents, and others in the community</p>			
6	1-5		Presenta tion skills	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) question the decisions made in their environment and ask critical questions</p> <p>b) engage in decision making in their environment.</p> <p>c) sequentially position their views using appropriate words e.g firstly, secondly, lastly</p> <p>d) demonstrate an interest in making decisions in their environment through contributions and valid suggestions</p>	<p>1) How do we choose between two things?</p> <p>2) How do we tell others what we have chosen?</p>	<p><input type="checkbox"/> Learners make decisions on a subject and share their decisions</p> <p><input type="checkbox"/> Learners share and justify their decisions on a given subject in pairs and groups</p> <p><input type="checkbox"/> Learners are given opportunities for decision-making(dilemma situations) and make constructive suggestions.</p> <p><input type="checkbox"/> Learners to role play as a basis for initiating conversation on a topic</p>	Realia Charts	. Observ ation 2.Oral questio ns 3.writte n questio ns	
7	1-5	READING	Indepen dent readin	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify the main idea in a passage</p> <p>b) locate information from print</p>	<p>1) What can you do to ensure</p>	<p><input type="checkbox"/> Learners guess the meaning of unfamiliar words from context</p> <p><input type="checkbox"/> Learners make and confirm</p>	Realia Charts	. Observ ation 2.Oral questio	

				sources c) silently read a given passage d) read supplementary books with understanding e) develop an interest in reading for pleasure	that you understand what you read on your own	predictions from texts read <input type="checkbox"/> Learners find answers to questions through independent reading <input type="checkbox"/> Learners are encouraged to utilize resources available in the library for independent reading <input type="checkbox"/> Learners ask and answer questions from independent reading		ns 3.written questions	
8	1-5	READING	Reading comprehension	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?	<input type="checkbox"/> Learners answer and generate questions from texts read <input type="checkbox"/> Learners are encouraged to make connections between materials read and real life <input type="checkbox"/> Learners use vocabulary acquired to construct grammatically correct sentences <input type="checkbox"/> Learners practice reading at an appropriate speed and with understanding <input type="checkbox"/> Learners are guided to share their opinions based on texts read	Realia Charts	.Observation 2.Oral questions 3.written questions	
9	1-5	WRITING	Sentence formation	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	1) How do we construct sentences? 2) Why do we	<input type="checkbox"/> Learners observe as teacher explicitly models use of sentence punctuation <input type="checkbox"/> Learners practice methods of taking notes and compare with one another, in pairs and groups <input type="checkbox"/> Learners practice writing sentences using correct punctuation, individually, in pairs and groups <input type="checkbox"/> Learners use an organizer to	Realia charts	.Observation 2.Oral questions 3.written questions	

				d) appreciate the importance of logic in writing		arrange sentences to form a paragraph, in pairs and groups <input type="checkbox"/> Learners construct sentences and paragraphs using keywords <input type="checkbox"/> Learners practice sequencing sentences to form paragraphs			
10	1-5	WRITING	Spelling instruction	By the end of the sub-strand, the learner should be able to: a) use a range of spelling strategies to correct misspelled words b) apply rules of spelling in writing c) appreciate the importance of accurate spelling in texts	What can you do to spell words correctly	<input type="checkbox"/> Learners do word study on word patterns (for similarities and differences), in pairs and small groups <input type="checkbox"/> Learners practice sorting words according to given patterns. <input type="checkbox"/> Learners use reinforcement activities to relate patterns to themes i.e.(sing the song avocado, papaya, banana x2 fruits are life) <input type="checkbox"/> Learners engage in spelling games e.g. forming words from letter cut outs, scrabble, spelling relay <input type="checkbox"/> Learners brainstorm on new words learned and practice spelling them in writing(punctuation, accurate spelling, letter formation, and spacing) <input type="checkbox"/> Learners identify and correct spelling errors in texts read	Realia Charts	.Observation 2.Oral questions 3.written questions	
11	1-5	WRITING	Handwriting	By the end of the sub-strand, the learner should be able to: a) use capital letters correctly b) use appropriate spacing between words c) use legible and neat handwriting to communicate effectively d) appreciate the importance of	1) What do we consider when writing a paragraph?	Learners observe displayed model handwriting <input type="checkbox"/> Learners are guided to write for sustained period individually and in pairs <input type="checkbox"/> Learners practice effective punctuation (capitalization, commas,	Realia charts	.Observation 2.Oral questions 3.written questions	

				linking words in paragraph development		and full stop). <input type="checkbox"/> Learners are provided with reading material as triggers to writing <input type="checkbox"/> Learners are guided through think-pair- share to discuss linking words		ns	
1 2	1- 5	WRITING	3.4 Creative writing	By the end of the sub-strand, the learner should be able to: a) develop strategies for writing creative texts b) experiment with language choice in imaginative writing c) compose simple texts in written and digital formats d) engage in writing activity for a sustained period e) demonstrate a sense of ownership in	1) Why is it important to use linking words when writing paragraphs ? 2) How do we organize ideas to make a story interesting?	<input type="checkbox"/> Learners practice creative writing(drafting, revising, editing, proofreading and publishing creative texts), in pairs and groups <input type="checkbox"/> Learners create and publish writing using digital tools, in pairs and groups <input type="checkbox"/> Learners display their creative works in the classroom, notice boards, the school magazine. Portfolio) <input type="checkbox"/> Learners participate in creative writing competitions at school and	Realia Charts	.Observation 2.Oral questions 3.written questions	
1 3 \$ 1 4				CAT			CAT		