**ENGLISH ACTIVITIES SCHEME OF WORK FOR GRADE 3 TERM 3**

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| **School** | **Grade** | **Learning Area** | **Term** | **Year** |
|  | **3** | **English Activities** | **3** |  |

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| **Week** | **Lesson** | **Strand/Theme** | **Sub Strand/Sub****theme** | **Specific Learning****Outcomes** | **Key Inquiry****Question(S)** | **Learning****Experience** | **Learning****Resources** | **Assessment** | **Remarks** |
| **1** | **1** | **Listening and****Speaking** | **Pronunciation****and Vocabulary** | By the end of thesub strand, the learner should be able to:a) Pronounce words with the consonant blends /gh/ /rm/correctly and accurately.b) Recognise new words used in the theme to acquire arange of vocabulary. c) Pronounce thevocabulary related to the theme correctly for effectivecommunication. | 1. How do youpronounce the word a) Lamp? | 1. Learners listen tothe vocabulary used in oral and written sentences and use it in their own sentences and dialogues.2. Learners pronounce words with the consonant blends /nth/ and /nd/ | Picture andword cards with the consonant blends, word wheels and computing devices that are available.New Progressive Primary English Learners Book/Grade3 pg. 116-117 | Oralquestions, portfolio, observation |  |
|  | **2** | **Listening and****Speaking**The Festival | **Language structure and functions**Describing words- size, shape, colour | By the end of the substrand, the learner should be able to:a) Use adjectives‘how many’ and ‘what shape’ to describepeople, things andactions in a festival. | 1) What thingscan you see outside?2) What colours arethey? | 1. Learners groupobjects in terms of size, colour, shapeand numbers.2. Learner describes objects in theclassroom usingsize, colour and | Realia,computers, pictures, photos, flash cardsNewProgressive | Oralquestions, portfolio, observation |  |

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|  |  |  |  | b) Appreciate the useof colour, size, shape and number to describe nouns |  | numbers.3. Learners colour different shapes of objects and describe them appropriately, first in pairs then individually. | PrimaryEnglish Learners Book/Grade3 pg. 117-118 |  |  |
|  | **3** | **Reading** | **Comprehension** | By the end of the substrand, the learner should be able to:a) Read words with the consonant blends /rm//gh/ in preparation to reading.b) Read and retell thestory ‘The music festival’ to enhance oral communication. c) Answer simple direct and indirect questions based on a text of about 200 words. | 1. What do youthink will happen in thisstory? | Learners talk aboutthe picture/title before they read ashort print or digital text and makepredictions.2. Learners practise reading the text‘The music festival’and retell the story, conversationaccording to theirunderstanding.3. Learner answer questions after reading a text by getting clues from the story read.4. Learners talk about their own experiences in relation to the story. | Newspapercuttings of simple stories,audio-visual narrations, picture booksNew Progressive Primary English Learners Book/Grade3 pg. 118-120 | Oralquestions, portfolio, observation |  |
| **2** | **1** | **Writing** | **Guided Writing** | By the end of the substrand, the learner shouldbe able to:a) Write words from a prompt todemonstrate mastery | How do youuse lights at home? | 1. Learners areguided on the five steps of thewriting process:planning, drafting, revisingediting and writing | Charts,pictures and photographsNew Progressive Primary | Oralquestions, portfolio, observation |  |

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|  |  |  |  | ofvocabulary/complete sentences,b) recognise thecorrectform and meaning of the words to be usedin filling in gaps,c) re-arrange words to make short phrasesand sentences, |  | the final piece2. Learners filling in gaps correctly and sensibly.3. In groups, learners mime asituation and let others write about it.4. Learners writephrases in response to a picture prompt appropriately.5. Learners writemeaningful sentences in pairs from simple substitution table | EnglishLearnersBook/Grade3 pg. 120-121 |  |  |
|  | **2** | **Listening and****Speaking**Play time andSports | **Language structure and functions**Comparatives and superlatives(-er and –est) | By the end of the substrand, thelearner should be able to:a) Identifycomparatives and superlatives that are used to describe people and things during play time and sports day.b) form comparatives and superlativesappropriatelybased on the given examplesfor effectivecommunication; | 1. What is thesize of a football? | 1. Learners putobjects into 3 groups of differentsizes2. Learners observe and describe objectsaccording to size,using positive, comparative andsuperlative forms3. Learners construct sentences using comparatives and superlatives to describe | ComputingdevicesBalls of different sizesNew Progressive Primary English Learners Book/Grade3 pg. 123-124 | Oralquestions, portfolio, observation |  |

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|  |  |  |  | c) enjoy usingcomparatives and superlatives bigger and biggest. |  |  |  |  |  |
|  | **3** | **Reading** | **Comprehension** | By the end of the substrand, the learner should be able to:a) Read words with theconsonant blends /ts//ps/ in preparation to reading.b) Read and retell thestory ‘Playing time atschool’ to enhance oralcommunication. c) Answer simpledirect and indirect questions based on atext of about 200 words. | 1. What do youthink will happen in thisstory? | Learners talk aboutthe picture/title before they read ashort print or digitaltext and make predictions.2. Learners practisereading the text‘The music festival’and retell the story, conversation according to their understanding.3. Learner answer questions afterreading a text bygetting clues from the story read.4. Learners talkabout their own experiences in relation to the story. | Newspapercuttings of simple stories,audio-visual narrations, picture booksNew Progressive Primary English Learners Book/Grade3 pg. 124-125 | Oralquestions, portfolio, observation |  |
| **3** | **1** | **Listening and****Speaking**Play time andSports | **Language****structure and functions**Comparatives and superlatives(-er and –est) | By the end of the substrand, the learner should be able to:a) Form comparativesand superlatives appropriatelybased on the given examplesfor effectivecommunication; | Which is yourbest game? | 1. Learners putobjects into 3 groups of different sizes2. Learners observe and describe objectsaccording to size, and length, using positive,comparative and | Realia,computers, pictures, photos, flash cardsNew Progressive Primary English | Oralquestions, portfolio, observation |  |

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|  |  |  |  | b) Enjoy usingcomparatives taller and superlatives tallest to describe people, things and places. |  | superlative forms3. Learners construct sentences using comparatives and superlatives to describe objects inside and outside the classroom, in pairs. | LearnersBook/Grade3 pg. 127 -128 |  |  |
|  | **2** | **Reading** | **Comprehension** | By the end of the substrand, the learner should be able to:a) Read words with the consonant blends /lf//rf/ in preparation toreading.b) Read and retell thestory ‘An exciting sports day’ to enhance oral communication.c) Answer simple direct and indirect questions based on a text of about 200 words. | 1. What do youthink will happen in this story? | Learners talk aboutthe picture/title before they read a short print or digital text and make predictions.2. Learners practise reading the text ‘An exciting sports day’ and retell the story, conversation according to their understanding.3. Learner answer questions after reading a text by getting clues from the story read.4. Learners talk about their own experiences in relation to the story. | Newspapercuttings of simple stories,audio-visualnarrations, picture booksNew Progressive Primary English Learners Book/Grade3 pg. 129-131 | Oralquestions, portfolio, observation |  |
|  | **3** | **Writing** | **Spelling** | By the end of the substrand, the learner should be able to:a) spell and write | How do youspell the word prize? | 1. Learners writeshort sentences in exercise book orcomputer as the | Charts,posters, multimedia word lists, | Oralquestions, portfolio, |  |

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|  |  |  |  | words correctlyfor effective communication, b) appreciate the importance of writing words clearly, legibly and correctly fordifferent purposes |  | teacher dictates.2. Learners re- arrange jumbled letters tomake four to five- letter words.3. Learners play age appropriate spelling | flash cardsNew Progressive Primary English Learners Book/Grade3 pg. 131 | observation |  |
| **4** | **1** | **Listening and****Speaking** | **Pronunciation****and Vocabulary** | By the end of thesub strand, the learner should be able to:a) Pronounce wordswith the consonant blends /spl/ correctlyand accurately.b) Recognise new words used in the theme to acquire a range of vocabulary. c) Pronounce the vocabulary related tothe theme correctly for effectivecommunication. | 1. How do youpronounce the word a) splash? | 1. Learners listen tothe vocabulary used in oral and writtensentences and use itin their own sentences anddialogues.2. Learners pronounce words with the consonant blends /spl/ | Picture andword cards with the consonant blends, word wheels and computing devices that are available.New Progressive Primary English Learners Book/Grade3 pg. 132-133 | Oralquestions, portfolio, observation |  |
|  | **2** | **Listening and****Speaking**Diseases andFoods we eat | **Language structures and****functions**Conjunction‘and’ | By the end of the substrand, the learner shouldbe able to:a) use conjunction‘and’ to talk aboutnutrition and diseases. | Why is itimportant to have a healthydiet? | 1. In groups,learners group items and talkabout them usingthe conjunction‘and’ as individuals.2. Learners contrast | Realia (food), pictures and photos of food, flash cards, video clips with | Oralquestions, portfolio, observation |  |

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|  |  |  |  | b) enjoy using theconjunction ‘and’ to convey different meanings. |  | objects or people inthe class room using ‘and’ in pairs/smallGroups. | food types.New Progressive Primary English Learners Book/Grade3 pg.134 |  |  |
|  | **3** | **Reading** | **Comprehension** | By the end of the substrand, the learner should be able to:a) Read words with theconsonant blends /spl/in preparation to reading.b) Read and retell the story ‘A painful tooth’ to enhance oralcommunication. c) Answer simpledirect and indirect questions based on a text of about 200words. | 1. What do youthink will happen in thisstory? | Learners talk aboutthe picture/title before they read ashort print or digitaltext and make predictions.2. Learners practisereading the text ‘A painful tooth’ and retell the story, conversation according to their understanding.3. Learner answer questions afterreading a text by getting clues fromthe story read.4. Learners talk about their ownexperiences in relation to the story. | Newspapercuttings of simple stories,audio-visual narrations, picture booksNew Progressive Primary English Learners Book/Grade3 pg. 135-136 | Oralquestions, portfolio, observation |  |
| **5** | **1** | **Listening and****Speaking**Diseases and | **Language structures and****functions** | By the end of the substrand, the learner shouldbe able to: | Name twovegetables that you know. | 1. In groups,learners group items and talkabout them using | Realia (food), pictures and photos of food, flash | Oralquestions, portfolio, |  |

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|  |  | Foods we eat | Conjunction‘But’ | a) Use conjunction‘but’ to talk about nutrition and diseases. b) enjoy using the conjunction ‘but’ to convey different meanings.c) distinguish the usesof conjunctions‘and’ ‘but’ in sentences, |  | the conjunction‘but’ as individuals.2. Learners contrast objects or people inthe class room using ‘but’ in pairs/smallGroups.3. Learners sing and recite poems about diseases and foodwe eat usingconjunctions ‘but’& ‘and’ | cards, videoclips with food types.New Progressive Primary English Learners Book/Grade3 pg. 139-140 | observation |  |
|  | **2** | **Reading** | **Word Reading** | By the end of the substrand, the learner shouldbe able to:a) read more and longer wordswithout letter- sound correspondence for effectivecommunication.b) Read more and longer grade levelvocabulary withoutletter sound correspondence in an appropriate text,c) enjoy reading grade level vocabulary foreffective reading. | How do youread the wordAmbulance? | 1. Learners readwords on print or digital format to get correct pronunciation as the teacher models.2. Learners practise reading unfamiliar words using strategies like chunking and finding roots and parts.3. Learners recognise and read longer words as modeled by the teacher in group, pairs and individually through | Newspapers,word wheels, word slides, flash cards, videos, tablets, multimedia word lists, tablets,charts.New Progressive Primary English Learners Book/Grade3 pg. 141- | Oralquestions, portfolio, observation |  |

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|  |  |  |  |  |  | look and say,exposure and other word- attack skills. | 142 |  |  |
|  | **3** | **Writing** | **Guided Writing** | By the end of the substrand, the learner shouldbe able to:a) Write words from a prompt todemonstrate mastery ofvocabulary/complete sentences,b) Write sentences correctly and legibly. c) re-arrange words tomake short phrases and sentences. | How do youuse lights at home? | 1. Learners areguided on the five steps of thewriting process:planning, drafting, revisingediting and writing the final piece2. Learners filling in gaps correctly andsensibly.3. In groups, learners mime asituation and let others write about it.4. Learners writephrases in response to a picture prompt appropriately.5. Learners writemeaningful sentences in pairs from simple substitution table | Charts,pictures and photographsNew Progressive Primary English Learners Book/Grade3 pg. 137 &143 | Oralquestions, portfolio, observation |  |
| **6** | **1** | **Listening and****Speaking** | **Pronunciation****and Vocabulary** | By the end of thesub strand, the learner should beable to:a) Recognise new words used inthe theme (s) toacquire a range | Which of thesewords have a similarbeginningsound?Straight, string, stop, strap, sat. | Learners are guidedto use thevocabulary correctly through dramatisation and role play inthe classroom, use of realia,pictures, | Picture andword cards with the consonant blends, word wheels and computing devices that | Oralquestions, portfolio, observation |  |

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|  |  |  |  | of vocabulary.b) Pronounce words with the consonant blends /str/ correctly.c) Pronounce the vocabulary related to the theme correctly for effective communication, |  | verbal or situationalcontexts and synonyms2. Learners listen tothe vocabulary used in oral and written sentences and use it in their own sentences and dialogues.3. Learners practise pronunciation of the vocabulary and talk about activities related to the theme using the newwords. | are available.New Progressive Primary English Learners Book/Grade3 pg. 144-145 |  |  |
|  | **2** | **Listening and****Speaking**Diseases andFoods we eat | **Language structures and functions**Conjunction‘Because’ | By the end of the substrand, the learner shouldbe able to:a) Use conjunction‘because’ to talk about nutrition and diseases. b) enjoy using the conjunction ‘because’ toconvey different meanings.c) distinguish the usesof conjunctions in sentences, | Name twovegetables that you know. | 1. In groups,learners group items and talkabout them using the conjunction‘because’ asindividuals.2. Learners explain reasons using theconjunction becausein question and answer dialogues3. Learners sing and recite poems about diseases and foodwe eat usingconjunctions ‘ | Realia (food), pictures and photos of food, flash cards, video clips with food types.New Progressive Primary English Learners Book/Grade3 pg.145-146 | Oralquestions, portfolio, observation |  |

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|  |  |  |  |  |  | 4. Learnersconstruct sentences using conjunctions based on a story, poem or conversation theyhave read or listened to. |  |  |  |
|  | **3** | **Reading**Diseases andFoods we eat | **Comprehension** | By the end of the substrand, the learner should be able to:a) Read words with the consonant blends /str/in preparation to reading.b) Read more andlonger wordswithout letter- sound correspondence foreffectivecommunication,c) Read and retell the story ‘Sick Chacha’ to enhance oral communication. | 1. What do youthink will happen in thisstory? | Learners talk aboutthe picture/title before they read ashort print or digital text and makepredictions.2. Learners practise reading the text‘Sick Chacha’ andretell the story, conversationaccording to theirunderstanding.3. Learner answer questions after reading a text by getting clues from the story read.4. Learners talk about their ownexperiences in relation to the story. | Newspapercuttings of simple stories,audio-visual narrations, picture booksNew Progressive Primary English Learners Book/Grade3 pg. 147-148 | Oralquestions, portfolio, observation |  |
| **7** | **1** | **Listening and****Speaking**Diseases andFoods we eat | **Language structures and****functions**Conjunctions‘and’ ‘but’ | By the end of the substrand, the learner shouldbe able to:a) use conjunctions to talk about nutrition | Which foodsdo you eat at home? | In groups, learnersgroup items and talk about them usingmore than oneconjunction as individuals, | Realia (food), pictures and photos of food, flash cards, video clips with | Oralquestions, portfolio, observation |  |

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|  |  |  | ‘because’ | and diseases,b) distinguish the usesof conjunctions‘and’‘but’ in sentences,c) enjoy using the conjunctions to convey different meaning |  | 2. Learners contrastobjects or people in the class roomusing ‘but’ in pairs/smallgroups3. Learners explain reasons using theconjunction becausein question and answer dialogues4. Learners sing andrecite poems about diseases and food we eat using conjunctions5. Learners construct sentences using conjunctions based on a story, poem or conversation theyhave read or listened to. | food types.New Progressive Primary English Learners Book/Grade3 pg. 151-152 |  |  |
|  | **2** | **Reading**Diseases andFoods we eat | **Comprehension** | By the end of the substrand, the learner should be able to:a) Read words with theconsonant blends /scr/ in preparation to reading.b) Read more and longer wordswithout letter- sound correspondence for | 1. What do youthink will happen in thisstory? | Learners talk aboutthe picture/title before they read ashort print or digitaltext and make predictions.2. Learners practisereading the text‘The salt and the cat’ and retell thestory, | Newspapercuttings of simple stories,audio-visual narrations, picture booksNewProgressive | Oralquestions, portfolio, observation |  |

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|  |  |  |  | effectivecommunication,c) Read and retell thestory ‘The salt and the cat’ to enhance oralcommunication. |  | conversationaccording to their understanding.3. Learner answerquestions after reading a text by getting clues from the story read.4. Learners talk about their ownexperiences inrelation to the story. | PrimaryEnglish Learners Book/Grade3 pg. 152-154 |  |  |
|  | **3** | **Writing**Diseases andFoods we eat | **Guided Writing** | By the end of the substrand, the learner shouldbe able to:a) Write words from a prompt todemonstrate mastery ofvocabulary/completesentences,b) Write sentences correctly and legibly.c) re-arrange words tomake short phrases and sentences. | How do youuse lights at home? | 1. Learners areguided on the five steps of the writing process:planning, drafting, revisingediting and writing the final piece2. Learners filling ingaps correctly and sensibly.3. In groups, learners mime asituation and let others write about it.4. Learners writephrases in response to a picture prompt appropriately.5. Learners writemeaningful sentences in pairs from simple | Charts,pictures and photographsNew Progressive Primary English Learners Book/Grade3 pg.149 &154 - 155 | Oralquestions, portfolio, observation |  |

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|  |  |  |  |  |  | substitution table |  |  |  |
| **8** | ASSESMENT |  |