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

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 the  sub 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 a  range of vocabulary. c) Pronounce the  vocabulary related to the theme correctly for effective  communication. | 1. How do you  pronounce the word a) Lamp? | 1. Learners listen to  the 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 and  word cards with the consonant blends, word wheels and computing devices that are available.  New Progressive Primary English Learners Book/Grade  3 pg. 116-  117 | Oral  questions, portfolio, observation |  |
|  | **2** | **Listening and**  **Speaking**  The Festival | **Language structure and functions**  Describing words- size, shape, colour | By the end of the sub  strand, the learner should be able to:  a) Use adjectives  ‘how many’ and ‘what shape’ to describe  people, things and  actions in a festival. | 1) What things  can you see outside?  2) What colours are  they? | 1. Learners group  objects in terms of size, colour, shape  and numbers.  2. Learner describes objects in the  classroom using  size, colour and | Realia,  computers, pictures, photos, flash cards  New  Progressive | Oral  questions, portfolio, observation |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | b) Appreciate the use  of 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. | Primary  English Learners Book/Grade  3 pg. 117-  118 |  |  |
|  | **3** | **Reading** | **Comprehension** | By the end of the sub  strand, the learner should be able to:  a) Read words with the consonant blends /rm/  /gh/ in preparation to reading.  b) Read and retell the  story ‘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 you  think will happen in this  story? | Learners talk about  the picture/title before they read a  short print or digital text and make  predictions.  2. Learners practise reading the text  ‘The music festival’  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. | Newspaper  cuttings of simple stories,  audio-visual narrations, picture books  New Progressive Primary English Learners Book/Grade  3 pg. 118-  120 | Oral  questions, portfolio, observation |  |
| **2** | **1** | **Writing** | **Guided Writing** | By the end of the sub  strand, the learner should  be able to:  a) Write words from a prompt to  demonstrate mastery | How do you  use lights at home? | 1. Learners are  guided on the five steps of the  writing process:  planning, drafting, revising  editing and writing | Charts,  pictures and photographs  New Progressive Primary | Oral  questions, portfolio, observation |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | of  vocabulary/complete sentences,  b) recognise the  correct  form and meaning of the words to be used  in filling in gaps,  c) re-arrange words to make short phrases  and sentences, |  | the final piece  2. Learners filling in gaps correctly and sensibly.  3. In groups, learners mime a  situation and let others write about it.  4. Learners write  phrases in response to a picture prompt appropriately.  5. Learners write  meaningful sentences in pairs from simple substitution table | English  Learners  Book/Grade  3 pg. 120-  121 |  |  |
|  | **2** | **Listening and**  **Speaking**  Play time and  Sports | **Language structure and functions**  Comparatives and superlatives  (-er and –est) | By the end of the sub  strand, the  learner should be able to:  a) Identify  comparatives and superlatives that are used to describe people and things during play time and sports day.  b) form comparatives and superlatives  appropriately  based on the given examples  for effective  communication; | 1. What is the  size of a football? | 1. Learners put  objects into 3 groups of different  sizes  2. Learners observe and describe objects  according to size,  using positive, comparative and  superlative forms  3. Learners construct sentences using comparatives and superlatives to describe | Computing  devices  Balls of different sizes  New Progressive Primary English Learners Book/Grade  3 pg. 123-  124 | Oral  questions, portfolio, observation |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | c) enjoy using  comparatives and superlatives bigger and biggest. |  |  |  |  |  |
|  | **3** | **Reading** | **Comprehension** | By the end of the sub  strand, the learner should be able to:  a) Read words with the  consonant blends /ts/  /ps/ in preparation to reading.  b) Read and retell the  story ‘Playing time at  school’ to enhance oral  communication. c) Answer simple  direct and indirect questions based on a  text of about 200 words. | 1. What do you  think will happen in this  story? | Learners talk about  the picture/title before they read a  short print or digital  text and make predictions.  2. Learners practise  reading the text  ‘The music festival’  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. | Newspaper  cuttings of simple stories,  audio-visual narrations, picture books  New Progressive Primary English Learners Book/Grade  3 pg. 124-  125 | Oral  questions, portfolio, observation |  |
| **3** | **1** | **Listening and**  **Speaking**  Play time and  Sports | **Language**  **structure and functions**  Comparatives and superlatives  (-er and –est) | By the end of the sub  strand, the learner should be able to:  a) Form comparatives  and superlatives appropriately  based on the given examples  for effective  communication; | Which is your  best game? | 1. Learners put  objects into 3 groups of different sizes  2. Learners observe and describe objects  according to size, and length, using positive,  comparative and | Realia,  computers, pictures, photos, flash cards  New Progressive Primary English | Oral  questions, portfolio, observation |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | b) Enjoy using  comparatives taller and superlatives tallest to describe people, things and places. |  | superlative forms  3. Learners construct sentences using comparatives and superlatives to describe objects inside and outside the classroom, in pairs. | Learners  Book/Grade  3 pg. 127 -  128 |  |  |
|  | **2** | **Reading** | **Comprehension** | By the end of the sub  strand, the learner should be able to:  a) Read words with the consonant blends /lf/  /rf/ in preparation to  reading.  b) Read and retell the  story ‘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 you  think will happen in this story? | Learners talk about  the 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. | Newspaper  cuttings of simple stories,  audio-visual  narrations, picture books  New Progressive Primary English Learners Book/Grade  3 pg. 129-  131 | Oral  questions, portfolio, observation |  |
|  | **3** | **Writing** | **Spelling** | By the end of the sub  strand, the learner should be able to:  a) spell and write | How do you  spell the word prize? | 1. Learners write  short sentences in exercise book or  computer as the | Charts,  posters, multimedia word lists, | Oral  questions, portfolio, |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | words correctly  for effective communication, b) appreciate the importance of writing words clearly, legibly and correctly for  different purposes |  | teacher dictates.  2. Learners re- arrange jumbled letters to  make four to five- letter words.  3. Learners play age appropriate spelling | flash cards  New Progressive Primary English Learners Book/Grade  3 pg. 131 | observation |  |
| **4** | **1** | **Listening and**  **Speaking** | **Pronunciation**  **and Vocabulary** | By the end of the  sub strand, the learner should be able to:  a) Pronounce words  with the consonant blends /spl/ correctly  and accurately.  b) Recognise new words used in the theme to acquire a range of vocabulary. c) Pronounce the vocabulary related to  the theme correctly for effective  communication. | 1. How do you  pronounce the word a) splash? | 1. Learners listen to  the vocabulary used in oral and written  sentences and use it  in their own sentences and  dialogues.  2. Learners pronounce words with the consonant blends /spl/ | Picture and  word cards with the consonant blends, word wheels and computing devices that are available.  New Progressive Primary English Learners Book/Grade  3 pg. 132-  133 | Oral  questions, portfolio, observation |  |
|  | **2** | **Listening and**  **Speaking**  Diseases and  Foods we eat | **Language structures and**  **functions**  Conjunction  ‘and’ | By the end of the sub  strand, the learner should  be able to:  a) use conjunction  ‘and’ to talk about  nutrition and diseases. | Why is it  important to have a healthy  diet? | 1. In groups,  learners group items and talk  about them using  the conjunction  ‘and’ as individuals.  2. Learners contrast | Realia (food)  , pictures and photos of food, flash cards, video clips with | Oral  questions, portfolio, observation |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | b) enjoy using the  conjunction ‘and’ to convey different meanings. |  | objects or people in  the class room using ‘and’ in pairs/small  Groups. | food types.  New Progressive Primary English Learners Book/Grade  3 pg.134 |  |  |
|  | **3** | **Reading** | **Comprehension** | By the end of the sub  strand, the learner should be able to:  a) Read words with the  consonant blends /spl/  in preparation to reading.  b) Read and retell the story ‘A painful tooth’ to enhance oral  communication. c) Answer simple  direct and indirect questions based on a text of about 200  words. | 1. What do you  think will happen in this  story? | Learners talk about  the picture/title before they read a  short print or digital  text and make predictions.  2. Learners practise  reading the text ‘A painful tooth’ 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. | Newspaper  cuttings of simple stories,  audio-visual narrations, picture books  New Progressive Primary English Learners Book/Grade  3 pg. 135-  136 | Oral  questions, portfolio, observation |  |
| **5** | **1** | **Listening and**  **Speaking**  Diseases and | **Language structures and**  **functions** | By the end of the sub  strand, the learner should  be able to: | Name two  vegetables that you know. | 1. In groups,  learners group items and talk  about them using | Realia (food)  , pictures and photos of food, flash | Oral  questions, portfolio, |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 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 uses  of conjunctions  ‘and’ ‘but’ in sentences, |  | the conjunction  ‘but’ as individuals.  2. Learners contrast objects or people in  the class room using ‘but’ in pairs/small  Groups.  3. Learners sing and recite poems about diseases and food  we eat using  conjunctions ‘but’  & ‘and’ | cards, video  clips with food types.  New Progressive Primary English Learners Book/Grade  3 pg. 139-  140 | observation |  |
|  | **2** | **Reading** | **Word Reading** | By the end of the sub  strand, the learner should  be able to:  a) read more and longer words  without letter- sound correspondence for effective  communication.  b) Read more and longer grade level  vocabulary without  letter sound correspondence in an appropriate text,  c) enjoy reading grade level vocabulary for  effective reading. | How do you  read the word  Ambulance? | 1. Learners read  words 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/Grade  3 pg. 141- | Oral  questions, portfolio, observation |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | look and say,  exposure and other word- attack skills. | 142 |  |  |
|  | **3** | **Writing** | **Guided Writing** | By the end of the sub  strand, the learner should  be able to:  a) Write words from a prompt to  demonstrate mastery of  vocabulary/complete sentences,  b) Write sentences correctly and legibly. c) re-arrange words to  make short phrases and sentences. | How do you  use lights at home? | 1. Learners are  guided on the five steps of the  writing process:  planning, drafting, revising  editing and writing the final piece  2. Learners filling in gaps correctly and  sensibly.  3. In groups, learners mime a  situation and let others write about it.  4. Learners write  phrases in response to a picture prompt appropriately.  5. Learners write  meaningful sentences in pairs from simple substitution table | Charts,  pictures and photographs  New Progressive Primary English Learners Book/Grade  3 pg. 137 &  143 | Oral  questions, portfolio, observation |  |
| **6** | **1** | **Listening and**  **Speaking** | **Pronunciation**  **and Vocabulary** | By the end of the  sub strand, the learner should be  able to:  a) Recognise new words used in  the theme (s) to  acquire a range | Which of these  words have a similar  beginning  sound?  Straight, string, stop, strap, sat. | Learners are guided  to use the  vocabulary correctly through dramatisation and role play in  the classroom, use of realia,pictures, | Picture and  word cards with the consonant blends, word wheels and computing devices that | Oral  questions, portfolio, observation |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | 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 situational  contexts and synonyms  2. Learners listen to  the 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 new  words. | are available.  New Progressive Primary English Learners Book/Grade  3 pg. 144-  145 |  |  |
|  | **2** | **Listening and**  **Speaking**  Diseases and  Foods we eat | **Language structures and functions**  Conjunction  ‘Because’ | By the end of the sub  strand, the learner should  be able to:  a) Use conjunction  ‘because’ to talk about nutrition and diseases. b) enjoy using the conjunction ‘because’ to  convey different meanings.  c) distinguish the uses  of conjunctions in sentences, | Name two  vegetables that you know. | 1. In groups,  learners group items and talk  about them using the conjunction  ‘because’ as  individuals.  2. Learners explain reasons using the  conjunction because  in question and answer dialogues  3. Learners sing and recite poems about diseases and food  we eat using  conjunctions ‘ | Realia (food)  , pictures and photos of food, flash cards, video clips with food types.  New Progressive Primary English Learners Book/Grade  3 pg.145-146 | Oral  questions, portfolio, observation |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | 4. Learners  construct sentences using conjunctions based on a story, poem or conversation they  have read or listened to. |  |  |  |
|  | **3** | **Reading**  Diseases and  Foods we eat | **Comprehension** | By the end of the sub  strand, the learner should be able to:  a) Read words with the consonant blends /str/  in preparation to reading.  b) Read more and  longer words  without letter- sound correspondence for  effective  communication,  c) Read and retell the story ‘Sick Chacha’ to enhance oral communication. | 1. What do you  think will happen in this  story? | Learners talk about  the picture/title before they read a  short print or digital text and make  predictions.  2. Learners practise reading the text  ‘Sick Chacha’ 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. | Newspaper  cuttings of simple stories,  audio-visual narrations, picture books  New Progressive Primary English Learners Book/Grade  3 pg. 147-  148 | Oral  questions, portfolio, observation |  |
| **7** | **1** | **Listening and**  **Speaking**  Diseases and  Foods we eat | **Language structures and**  **functions**  Conjunctions  ‘and’ ‘but’ | By the end of the sub  strand, the learner should  be able to:  a) use conjunctions to talk about nutrition | Which foods  do you eat at home? | In groups, learners  group items and talk about them using  more than one  conjunction as individuals, | Realia (food)  , pictures and photos of food, flash cards, video clips with | Oral  questions, portfolio, observation |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | ‘because’ | and diseases,  b) distinguish the uses  of conjunctions  ‘and’  ‘but’ in sentences,  c) enjoy using the conjunctions to convey different meaning |  | 2. Learners contrast  objects or people in the class room  using ‘but’ in pairs/small  groups  3. Learners explain reasons using the  conjunction because  in question and answer dialogues  4. Learners sing and  recite poems about diseases and food we eat using conjunctions  5. Learners construct sentences using conjunctions based on a story, poem or conversation they  have read or listened to. | food types.  New Progressive Primary English Learners Book/Grade  3 pg. 151-  152 |  |  |
|  | **2** | **Reading**  Diseases and  Foods we eat | **Comprehension** | By the end of the sub  strand, the learner should be able to:  a) Read words with the  consonant blends /scr/ in preparation to reading.  b) Read more and longer words  without letter- sound correspondence for | 1. What do you  think will happen in this  story? | Learners talk about  the picture/title before they read a  short print or digital  text and make predictions.  2. Learners practise  reading the text  ‘The salt and the cat’ and retell the  story, | Newspaper  cuttings of simple stories,  audio-visual narrations, picture books  New  Progressive | Oral  questions, portfolio, observation |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | effective  communication,  c) Read and retell the  story ‘The salt and the cat’ to enhance oral  communication. |  | 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. | Primary  English Learners Book/Grade  3 pg. 152-  154 |  |  |
|  | **3** | **Writing**  Diseases and  Foods we eat | **Guided Writing** | By the end of the sub  strand, the learner should  be able to:  a) Write words from a prompt to  demonstrate mastery of  vocabulary/complete  sentences,  b) Write sentences correctly and legibly.  c) re-arrange words to  make short phrases and sentences. | How do you  use lights at home? | 1. Learners are  guided on the five steps of the writing process:  planning, drafting, revising  editing and writing the final piece  2. Learners filling in  gaps correctly and sensibly.  3. In groups, learners mime a  situation and let others write about it.  4. Learners write  phrases in response to a picture prompt appropriately.  5. Learners write  meaningful sentences in pairs from simple | Charts,  pictures and photographs  New Progressive Primary English Learners Book/Grade  3 pg.149 &  154 - 155 | Oral  questions, portfolio, observation |  |

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