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| **Week** | **Lesson** | **Strand/**  **Theme** | **Sub Strand/Sub**  **theme** | **Specific Learning**  **Outcomes** | **Key Inquiry**  **Question(S)** | **Learning Experience** | **Learning**  **Resources** | **Assessment** |
| **1** | **1** | **LISTENING**  **AND SPEAKING** | **Talk about** | 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) Develop an interest to read stories and texts | What do  you like to talk about? | 1. Learners to talk  about thematic pictures on charts displayed  (my family, my community)  2. Learners engage in conversations to talk about thematic texts  from different media, in groups,  pairs, and whole class  3. Learners role play and discuss rules that  govern social interactions when  talking.  4. Learners orally answer questions from  a story read | Resource  person  KLB Visionary English Literacy Activities  Grade 3 pg. 96 | Learners retell  stories, question, and answer, role-  play |
|  | **2** | **LISTENING**  **AND SPEAKING** | **Talk about** | 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) Develop an interest to read stories and texts | What do  you like to talk about? | 1. Learners to talk  about thematic pictures on charts displayed  (my family, my community)  2. Learners engage in conversations to talk about thematic texts  from different media, in groups,  pairs, and whole class  3. Learners role play and discuss rules that  govern social interactions when | Resource  person  KLB Visionary English Literacy Activities  Grade 3 pg. 96 | Learners retell  stories, question, and answer, role-  play |

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|  |  |  |  |  |  | talking.  4. Learners orally answer questions from a story read |  |  |
|  | **3** | **READING** | **Reading comprehension** | By the end of the sub-strand,  the learner should be able to:  a) Read with accuracy, fluency, and understanding. b) 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? | 1. Learners answer and  generate questions from texts read.  2. Learners use  vocabulary acquired to  Construct grammatically correct sentences  3. Learners practice reading at an  appropriate speed and  with understanding  4. Learners are guided to share their opinions based on texts read | Various texts,  newspapers, magazines  KLB Visionary English Literacy Activities  Grade 3 pg. 97-  98 | Question/answer,  filling in blanks, cloze tests |
|  | **4** | **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 | What do we  consider When writing a  paragraph? | 1. Learners practice  effective punctuation (capitalization, commas, and full stop).  2. Learners are provided with reading  material as triggers to | papers, pencils,  sentence strips, sentence  charts, story  books  KLB Visionary  English Literacy | learners to link  sentences using linking words |

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|  |  |  |  | effectively. |  | writing  3. Learners are guided through think pair- share to discuss linking words | Activities  Grade 3 pg. 99 |  |
|  | **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. | What do we  consider When writing a  paragraph? | 1. Learners practice  effective punctuation (capitalization, commas, and full stop).  2. Learners are provided with reading  material as triggers to  writing  3. Learners are guided through think pair-  share to discuss linking words | papers, pencils,  sentence strips, sentence  charts, story books  KLB Visionary English Literacy Activities  Grade 3 pg. 99 | learners to link  sentences using linking words |
| **2** | **1** | **LISTENING AND**  **SPEAKING** | **Talk about** | 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) Develop an interest to read stories and texts | What do  you like to talk about? | 1. Learners to talk  about thematic pictures on charts displayed  (my family, my  community)  2. Learners engage in conversations to talk about thematic texts from different  media, in groups, pairs, and whole class  3. Learners role play  and discuss rules that govern social interactions when talking.  4. Learners orally answer questions from | Resource  person  KLB Visionary English Literacy Activities  Grade 3 pg. 96 | Learners retell  stories, question, and answer, role-  play |

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|  |  |  |  |  |  | a story read |  |  |
|  | **2** | **LISTENING AND**  **SPEAKING** | **Talk about** | 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) Develop an interest to read stories and texts | What do  you like to talk about? | 1. Learners to talk  about thematic pictures on charts displayed  (my family, my  community)  2. Learners engage in conversations to talk about thematic texts from different  media, in groups, pairs, and whole class  3. Learners role play  and discuss rules that govern social interactions when talking.  4. Learners orally answer questions from  a story read | Resource  person  KLB Visionary English Literacy Activities  Grade 3 pg. 96 | Learners retell  stories, question, and answer, role-  play |
|  | **3** | **READING** | **Reading comprehension** | By the end of the sub-strand,  the learner should be able to:  a) Read with accuracy, fluency, and understanding.  b) 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? | 1. Learners answer and  generate questions from texts read.  2. Learners use vocabulary acquired to  Construct grammatically correct  sentences  3. Learners practice reading at an  appropriate speed and with understanding  4. Learners are guided to share their opinions based on texts read | Various texts,  newspapers, magazines  KLB Visionary English Literacy Activities  Grade 3 pg. 97-  98 | Question/answer,  filling in blanks, cloze tests |
|  | **4** | **WRITING** | **Handwriting** | By the end of the sub-strand, | What do we | 1. Learners practice | papers, pencils, | learners to link |

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|  |  |  |  | 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. | consider  When writing a  paragraph? | effective punctuation  (capitalization, commas, and full stop).  2. Learners are provided with reading  material as triggers to writing  3. Learners are guided  through think pair- share to discuss linking words | sentence strips,  sentence charts, story books  KLB Visionary English Literacy Activities  Grade 3 pg. 99 | sentences using  linking words |
|  | **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. | What do we  consider When writing a  paragraph? | 1. Learners practice  effective punctuation (capitalization, commas, and full stop).  2. Learners are provided with reading  material as triggers to  writing  3. Learners are guided through think pair- share to discuss linking words | papers, pencils,  sentence strips, sentence  charts, story  books  KLB Visionary English Literacy Activities  Grade 3 pg. 99 | learners to link  sentences using linking words |
| **3** | **1** | **LISTENING AND**  **SPEAKING** | **Presentation skills** | 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. | How do we  choose between two  things? | 1. Learners make  decisions on a  subject and share their decisions  2. Learners share and  justify their decisions on a given  subject in pairs and groups  3. Learners are given  opportunities for | Audiovisual  tapes, to be watched  KLB Visionary English Literacy Activities  Grade 3 pg.  100 | oral presentations |

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|  |  |  |  |  |  | decision making (  dilemma situations)  and make constructive |  |  |
|  | **2** | **LISTENING AND SPEAKING** | **Presentation skills** | 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. | How do we  choose between two  things? | 1. Learners make  decisions on a  subject and share their decisions  2. Learners share and  justify their decisions on a given  subject in pairs and  groups  3. Learners are given opportunities for  decision making (  dilemma situations)  and make constructive | Audiovisual  tapes, to be watched  KLB Visionary English Literacy Activities  Grade 3 pg.  100 | oral presentations |
|  | **3** | **READING** | **Reading**  **comprehension** | By the end of the sub-strand,  the learner should be able to: a) Locate information in a text.  b) Use acquired words to form sentences and read  them accurately at an appropriate speed.  c) Develop an interest in reading widely on varied  subjects. | Why is  meaning important in reading? | 1. Learners answer and  generate questions from texts read  2. Learners are encouraged to make connections between  materials read and real life  3. Learners use vocabulary acquired to  construct grammatically correct sentences | Various texts,  newspapers, magazines  KLB Visionary English Literacy Activities  Grade 3 pg.  101-102 | Question/answer,  filling in blanks, cloze tests |
|  | **4** | **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. | What do we  consider when writing  a  paragraph? | 1. Learners are guided  to write for sustained period  individually and in  pairs  2. Learners practice | papers, pencils,  sentence strips, sentence  charts, story  books | Learners to link  sentences using linking words |

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|  |  |  |  | c) Appreciate the importance  of linking words in paragraph development. |  | effective punctuation  (capitalization, commas, and full stop).  3. Learners are guided through think pair-  share to discuss linking words | KLB Visionary  English Literacy  Activities  Grade 3 pg.  103 |  |
|  | **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) Appreciate the importance of linking words in  paragraph development. | What do we  consider when writing  a paragraph? | 1. Learners are guided  to write for sustained period  individually and in pairs  2. Learners practice effective punctuation (capitalization,  commas, and full stop).  3. Learners are guided through think pair-  share to discuss linking  words | papers, pencils,  sentence strips, sentence  charts, story books  KLB Visionary English Literacy Activities  Grade 3 pg.  103 | Learners to link  sentences using linking words |
| **4** | **1** | **LISTENING**  **AND SPEAKING** | **Presentation**  **skills** | 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. | How do we  choose between two things? | 1. Learners make  decisions on a  subject and share their decisions  2. Learners share and  justify their decisions on a given  subject in pairs and  groups  3. Learners are given opportunities for  decision making (  dilemma situations)  and make constructive | Audiovisual  tapes, to be watched  KLB Visionary English Literacy Activities  Grade 3 pg.  100 | oral presentations |

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|  | **2** | **LISTENING**  **AND SPEAKING** | **Presentation**  **skills** | 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. | How do we  choose between two things? | 1. Learners make  decisions on a  subject and share their decisions  2. Learners share and justify their decisions  on a given  subject in pairs and groups  3. Learners are given opportunities for  decision making ( dilemma situations) and make constructive | Audiovisual  tapes, to be watched  KLB Visionary English Literacy Activities  Grade 3 pg.  100 | oral presentations |
|  | **3** | **READING** | **Reading comprehension** | By the end of the sub-strand,  the learner should be able to:  a) Locate information in a text.  b) Use acquired words to form sentences and read  them accurately at an  appropriate speed.  c) Develop an interest in reading widely on varied  subjects. | Why is  meaning important in  reading? | 1. Learners answer and  generate questions from texts read  2. Learners are  encouraged to make connections between materials read  and real life  3. Learners use vocabulary acquired to  construct  grammatically correct sentences | Various texts,  newspapers, magazines  KLB Visionary English Literacy Activities  Grade 3 pg.  101-102 | Question/answer,  filling in blanks, cloze tests |
|  | **4** | **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) Appreciate the importance of linking words in  paragraph | What do we  consider when writing  a paragraph? | 1. Learners are guided  to write for sustained period  individually and in pairs  2. Learners practice effective punctuation (capitalization,  commas, and full | papers, pencils,  sentence strips, sentence  charts, story books  KLB Visionary English Literacy Activities | Learners to link  sentences using linking words |

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|  |  |  |  | development. |  | stop).  3. Learners are guided through think pair- share to discuss linking words | Grade 3 pg.  103 |  |
|  | **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) Appreciate the importance of linking words in  paragraph development. | What do we  consider when writing a  paragraph? | 1. Learners are guided  to write for sustained period individually and in pairs  2. Learners practice effective punctuation  (capitalization,  commas, and full stop).  3. Learners are guided  through think pair- share to discuss linking words | papers, pencils,  sentence strips, sentence  charts, story books  KLB Visionary English Literacy Activities  Grade 3 pg.  103 | Learners to link  sentences using linking words |
| **5** | **1** | **LISTENING AND**  **SPEAKING** | **Presentation skills** | By the end of the sub-strand,  the learner should be able to: a) 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 | How do we  tell others what we have chosen? | 1. Learners are given  opportunities for decision making ( dilemma situations) and make constructive  2. Learners to role play as a basis for initiating  conversation on a topic  3. Learners make decisions on a  subject and share their  decisions | Audiovisual  tapes, to be watched  KLB Visionary English Literacy Activities  Grade 3 pg.  104 | Oral presentations |
|  | **2** | **LISTENING**  **AND SPEAKING** | **Presentation**  **skills** | By the end of the sub-strand,  the learner should be able to: a) Sequentially position their views using  appropriate words e.g firstly, | How do we  tell others what we have chosen? | 1. Learners are given  opportunities for decision making ( dilemma situations) and make constructive | Audiovisual  tapes, to be watched  KLB Visionary | Oral presentations |

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|  |  |  |  | secondly, lastly  d) Demonstrate an interest in making decisions in their environment through contributions and valid suggestions |  | 2. Learners to role play  as a basis for initiating conversation on a topic  3. Learners make  decisions on a  subject and share their decisions | English Literacy  Activities  Grade 3 pg.  104 |  |
|  | **3** | **READING** | **Reading**  **comprehension** | By the end of the sub-strand,  the learner should be able to: a) Read with accuracy, fluency, and understanding  b) Use acquired words to form sentences and read them accurately at an appropriate speed. | Why is  meaning important in reading? | 1. Learners answer and  generate questions from texts read  2. Learners are  encouraged to make connections between materials read  and real life  3. Learners use vocabulary acquired to  construct  grammatically correct sentences | various texts,  newspapers, magazines  KLB Visionary English Literacy Activities  Grade 3 pg.  105-106 | question/answer,  filling in blanks, cloze tests |
|  | **4** | **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 | What do we  consider when writing  a paragraph? | 1. Learners observe  displayed model  Handwriting  2. Learners are provided with reading material as triggers to writing  3. Learners practice effective punctuation (capitalization, commas, and full stop). | papers, pencils,  sentence strips, sentence  charts, story books  KLB Visionary English Literacy Activities  Grade 3 pg.  107 | Learners to link  sentences using linking words |
|  | **5** | **WRITING** | **Handwriting** | By the end of the sub-strand,  the learner should be able to:  a) Use capital letters correctly | What do we  consider when writing  a | 1. Learners observe  displayed model  Handwriting  2. Learners are | papers, pencils,  sentence strips, sentence  charts, story | Learners to link  sentences using linking words |

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|  |  |  |  | b) Use appropriate spacing  between words  c) Use legible and neat handwriting to communicate  effectively | paragraph? | provided with reading  material as triggers to writing  3. Learners practice  effective punctuation (capitalization, commas, and full stop). | books  KLB Visionary English Literacy Activities  Grade 3 pg.  107 |  |
| **6** | **1** | **LISTENING AND SPEAKING** | **Presentation skills** | By the end of the sub-strand,  the learner should be able to:  a) 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 | How do we  tell others what we have  chosen? | 1. Learners are given  opportunities for decision making (  dilemma situations)  and make constructive  2. Learners to role play as a basis for initiating conversation on a topic  3. Learners make decisions on a  subject and share their decisions | Audiovisual  tapes, to be watched  KLB Visionary English Literacy Activities  Grade 3 pg.  104 | Oral presentations |
|  | **2** | **LISTENING AND SPEAKING** | **Presentation skills** | By the end of the sub-strand,  the learner should be able to:  a) 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 | How do we  tell others what we have  chosen? | 1. Learners are given  opportunities for decision making (  dilemma situations)  and make constructive  2. Learners to role play as a basis for initiating conversation on a topic  3. Learners make decisions on a  subject and share their decisions | Audiovisual  tapes, to be watched  KLB Visionary English Literacy Activities  Grade 3 pg.  104 | Oral presentations |
|  | **3** | **READING** | **Reading comprehension** | By the end of the sub-strand,  the learner should be able to:  a) Read with accuracy, fluency, and understanding | Why is  meaning important in  reading? | 1. Learners answer and  generate questions from texts read  2. Learners are | various texts,  newspapers, magazines | question/answer,  filling in blanks, cloze tests |

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|  |  |  |  | b) Use acquired words to  form sentences and read them accurately at an appropriate speed. |  | encouraged to make  connections between materials read  and real life  3. Learners use vocabulary acquired to construct grammatically correct sentences | KLB Visionary  English Literacy  Activities  Grade 3 pg.  105-106 |  |
|  | **4** | **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 | What do we  consider when writing  a  paragraph? | 1. Learners observe  displayed model  Handwriting  2. Learners are provided with reading  material as triggers to  writing  3. Learners practice effective punctuation (capitalization, commas, and full stop). | papers, pencils,  sentence strips, sentence  charts, story  books  KLB Visionary English Literacy Activities  Grade 3 pg.  107 | Learners to link  sentences using linking words |
|  | **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 | What do we  consider when writing  a  paragraph? | 1. Learners observe  displayed model  Handwriting  2. Learners are provided with reading  material as triggers to  writing  3. Learners practice effective punctuation  (capitalization, commas, and full  stop). | papers, pencils,  sentence strips, sentence  charts, story  books  KLB Visionary English Literacy Activities  Grade 3 pg.  107 | Learners to link  sentences using linking words |
| **7** | **1** | **LISTENING**  **AND SPEAKING** | **Presentation**  **skills** | By the end of the sub-strand,  the learner should be able to:  a) Sequentially position their | How do we  choose between two | 1. Learners to role play  as a basis for initiating conversation on a | audiovisual  tapes, to be watched | oral presentations |

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|  |  |  |  | views using  appropriate words e.g firstly, secondly, lastly  b) Demonstrate an interest in  making decisions in their environment through contributions and valid suggestions. | things? | topic.  2. Learners make decisions on a  subject and share their  decisions  3. Learners share and justify their decisions  on a given  subject in pairs and groups. | KLB Visionary English Literacy Activities  Grade 3 pg.  108 |  |
|  | **2** | **LISTENING**  **AND SPEAKING** | **Presentation**  **skills** | By the end of the sub-strand,  the learner should be able to: a) Sequentially position their views using  appropriate words e.g firstly, secondly, lastly  b) Demonstrate an interest in making decisions in their  environment through contributions and valid  suggestions. | How do we  choose between two things? | 1. Learners to role play  as a basis for initiating conversation on a topic.  2. Learners make decisions on a  subject and share their decisions  3. Learners share and justify their decisions  on a given  subject in pairs and groups. | audiovisual  tapes, to be watched  KLB Visionary English Literacy Activities  Grade 3 pg.  108 | oral presentations |
|  | **3** | **READING** | **Reading comprehension** | By the end of the sub-strand,  the learner should be able to:  a) Read with accuracy, fluency, and understanding. b) Use acquired words to form sentences and read them accurately at an appropriate speed  c) develop an interest in reading widely on varied  subjects | Why is  meaning important in  reading? | 1. Learners practice  reading at an appropriate speed and  with  understanding  2. Learners are guided to share their  opinions based on texts read.  3. Learners answer and generate  questions from texts  read. | Various texts,  newspapers, magazines  KLB Visionary English Literacy Activities  Grade 3 pg.  109-110 | Question/answer,  filling in blanks, cloze tests |

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|  | **4** | **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 linking words in paragraph  development | What do we  consider when writing a  paragraph? | 1. Learners observe  displayed model handwriting  2. Learners are guided  to write for sustained period individually and in pairs  3. Learners are provided with reading  material as triggers to  writing | papers, pencils,  sentence strips, sentence  charts, story  books  KLB Visionary English Literacy Activities  Grade 3 pg.  111 | learners to link  sentences using linking words |
|  | **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 linking words in paragraph  development | What do we  consider when writing  a paragraph? | 1. Learners observe  displayed model handwriting  2. Learners are guided to write for  sustained period individually and in  pairs  3. Learners are provided with reading material as triggers to writing | papers, pencils,  sentence strips, sentence  charts, story books  KLB Visionary English Literacy Activities  Grade 3 pg.  111 | learners to link  sentences using linking words |
| **8** | **1** | **LISTENING**  **AND SPEAKING** | **Presentation**  **skills** | By the end of the sub-strand,  the learner should be able to: a) Sequentially position their views using  appropriate words e.g firstly, secondly, lastly  b) Demonstrate an interest in making decisions in their environment through  contributions and valid | How do we  choose between two things? | 1. Learners to role play  as a basis for initiating conversation on a topic.  2. Learners make decisions on a  subject and share their decisions  3. Learners share and  justify their decisions | audiovisual  tapes, to be watched  KLB Visionary English Literacy Activities  Grade 3 pg.  108 | oral presentations |

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|  |  |  |  | suggestions. |  | on a given  subject in pairs and groups. |  |  |
|  | **2** | **LISTENING AND SPEAKING** | **Presentation skills** | By the end of the sub-strand,  the learner should be able to:  a) Sequentially position their views using  appropriate words e.g firstly,  secondly, lastly  b) Demonstrate an interest in making decisions in their  environment through contributions and valid  suggestions. | How do we  choose between two  things? | 1. Learners to role play  as a basis for initiating conversation on a  topic.  2. Learners make decisions on a  subject and share their decisions  3. Learners share and justify their decisions  on a given  subject in pairs and groups. | audiovisual  tapes, to be watched  KLB Visionary English Literacy Activities  Grade 3 pg.  108 | oral presentations |
|  | **3** | **READING** | **Reading comprehension** | By the end of the sub-strand,  the learner should be able to:  a) Read with accuracy, fluency, and understanding. b) Use acquired words to form sentences and read them accurately at an appropriate speed  c) develop an interest in reading widely on varied  subjects | Why is  meaning important in  reading? | 1. Learners practice  reading at an appropriate speed and  with  understanding  2. Learners are guided to share their  opinions based on texts read.  3. Learners answer and generate  questions from texts read. | Various texts,  newspapers, magazines  KLB Visionary English Literacy Activities  Grade 3 pg.  109-110 | Question/answer,  filling in blanks, cloze tests |
|  | **4** | **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 | What do we  consider when writing a  paragraph? | 1. Learners observe  displayed model handwriting  2. Learners are guided to write for  sustained period individually and in | papers, pencils,  sentence strips, sentence  charts, story books  KLB Visionary | learners to link  sentences using linking words |

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|  |  |  |  | handwriting to communicate  effectively  d) Appreciate the  importance of linking words in paragraph  development |  | pairs  3. Learners are provided with reading material as triggers to writing | English Literacy  Activities  Grade 3 pg.  111 |  |
|  | **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 linking words in paragraph  development | What do we  consider when writing  a paragraph? | 1. Learners observe  displayed model handwriting  2. Learners are guided to write for  sustained period individually and in  pairs  3. Learners are provided with reading  material as triggers to writing | papers, pencils,  sentence strips, sentence  charts, story books  KLB Visionary English Literacy Activities  Grade 3 pg.  111 | learners to link  sentences using linking words |