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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 storyand engage in oraldiscussions.b) Use appropriate expressions to describepeople, situations, and events.c) Develop an interest to read stories and texts | What doyou like to talk about? | 1. Learners to talkabout thematic pictures on charts displayed(my family, my community)2. Learners engage in conversations to talk about thematic textsfrom different media, in groups,pairs, and whole class3. Learners role play and discuss rules thatgovern social interactions whentalking.4. Learners orally answer questions froma story read | ResourcepersonKLB Visionary English Literacy ActivitiesGrade 3 pg. 96 | Learners retellstories, 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 storyand engage in oraldiscussions.b) Use appropriate expressions to describepeople, situations, and events.c) Develop an interest to read stories and texts | What doyou like to talk about? | 1. Learners to talkabout thematic pictures on charts displayed(my family, my community)2. Learners engage in conversations to talk about thematic textsfrom different media, in groups,pairs, and whole class3. Learners role play and discuss rules thatgovern social interactions when | ResourcepersonKLB Visionary English Literacy ActivitiesGrade 3 pg. 96 | Learners retellstories, 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 variedsubjects. | Why ismeaning important inreading? | 1. Learners answer andgenerate questions from texts read.2. Learners usevocabulary acquired toConstruct grammatically correct sentences3. Learners practice reading at anappropriate speed andwith understanding4. Learners are guided to share their opinions based on texts read | Various texts,newspapers, magazinesKLB Visionary English Literacy ActivitiesGrade 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 weconsider When writing aparagraph? | 1. Learners practiceeffective punctuation (capitalization, commas, and full stop).2. Learners are provided with readingmaterial as triggers to | papers, pencils,sentence strips, sentencecharts, storybooksKLB VisionaryEnglish Literacy | learners to linksentences using linking words |

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|  |  |  |  | effectively. |  | writing3. Learners are guided through think pair- share to discuss linking words | ActivitiesGrade 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 communicateeffectively. | What do weconsider When writing aparagraph? | 1. Learners practiceeffective punctuation (capitalization, commas, and full stop).2. Learners are provided with readingmaterial as triggers towriting3. Learners are guided through think pair-share to discuss linking words | papers, pencils,sentence strips, sentencecharts, story booksKLB Visionary English Literacy ActivitiesGrade 3 pg. 99 | learners to linksentences 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 describepeople, situations, andevents.c) Develop an interest to read stories and texts | What doyou like to talk about? | 1. Learners to talkabout thematic pictures on charts displayed(my family, mycommunity)2. Learners engage in conversations to talk about thematic texts from differentmedia, in groups, pairs, and whole class3. Learners role playand discuss rules that govern social interactions when talking.4. Learners orally answer questions from | ResourcepersonKLB Visionary English Literacy ActivitiesGrade 3 pg. 96 | Learners retellstories, 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 describepeople, situations, and events.c) Develop an interest to read stories and texts | What doyou like to talk about? | 1. Learners to talkabout thematic pictures on charts displayed(my family, mycommunity)2. Learners engage in conversations to talk about thematic texts from differentmedia, in groups, pairs, and whole class3. Learners role playand discuss rules that govern social interactions when talking.4. Learners orally answer questions froma story read | ResourcepersonKLB Visionary English Literacy ActivitiesGrade 3 pg. 96 | Learners retellstories, 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 toform sentences and read them accurately at an appropriate speed.e) Develop an interest in reading widely on variedsubjects. | Why ismeaning important inreading? | 1. Learners answer andgenerate questions from texts read.2. Learners use vocabulary acquired toConstruct grammatically correctsentences3. Learners practice reading at anappropriate speed and with understanding4. Learners are guided to share their opinions based on texts read | Various texts,newspapers, magazinesKLB Visionary English Literacy ActivitiesGrade 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 spacingbetween words.c) Use legible and neat handwriting to communicateeffectively. | considerWhen writing aparagraph? | effective punctuation(capitalization, commas, and full stop).2. Learners are provided with readingmaterial as triggers to writing3. Learners are guidedthrough think pair- share to discuss linking words | sentence strips,sentence charts, story booksKLB Visionary English Literacy ActivitiesGrade 3 pg. 99 | sentences usinglinking 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 communicateeffectively. | What do weconsider When writing aparagraph? | 1. Learners practiceeffective punctuation (capitalization, commas, and full stop).2. Learners are provided with readingmaterial as triggers towriting3. Learners are guided through think pair- share to discuss linking words | papers, pencils,sentence strips, sentencecharts, storybooksKLB Visionary English Literacy ActivitiesGrade 3 pg. 99 | learners to linksentences using linking words |
| **3** | **1** | **LISTENING AND****SPEAKING** | **Presentation skills** | By the end of the sub-strand,the learnershould be able to:a) Question the decisions made in their environmentand ask critical questions b) Engage in decisionmaking in their environment. | How do wechoose between twothings? | 1. Learners makedecisions on asubject and share their decisions2. Learners share andjustify their decisions on a givensubject in pairs and groups3. Learners are givenopportunities for | Audiovisualtapes, to be watchedKLB Visionary English Literacy ActivitiesGrade 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 learnershould 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 wechoose between twothings? | 1. Learners makedecisions on asubject and share their decisions2. Learners share andjustify their decisions on a givensubject in pairs andgroups3. Learners are given opportunities fordecision making (dilemma situations)and make constructive | Audiovisualtapes, to be watchedKLB Visionary English Literacy ActivitiesGrade 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 readthem accurately at an appropriate speed.c) Develop an interest in reading widely on variedsubjects. | Why ismeaning important in reading? | 1. Learners answer andgenerate questions from texts read2. Learners are encouraged to make connections betweenmaterials read and real life3. Learners use vocabulary acquired toconstruct grammatically correct sentences | Various texts,newspapers, magazinesKLB Visionary English Literacy ActivitiesGrade 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 weconsider when writingaparagraph? | 1. Learners are guidedto write for sustained periodindividually and inpairs2. Learners practice | papers, pencils,sentence strips, sentencecharts, storybooks | Learners to linksentences using linking words |

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|  |  |  |  | c) Appreciate the importanceof 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 VisionaryEnglish LiteracyActivitiesGrade 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 spacingbetween words.c) Appreciate the importance of linking words inparagraph development. | What do weconsider when writinga paragraph? | 1. Learners are guidedto write for sustained periodindividually and in pairs2. Learners practice effective punctuation (capitalization,commas, and full stop).3. Learners are guided through think pair-share to discuss linkingwords | papers, pencils,sentence strips, sentencecharts, story booksKLB Visionary English Literacy ActivitiesGrade 3 pg.103 | Learners to linksentences using linking words |
| **4** | **1** | **LISTENING****AND SPEAKING** | **Presentation****skills** | By the end of the sub-strand,the learnershould 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 wechoose between two things? | 1. Learners makedecisions on asubject and share their decisions2. Learners share andjustify their decisions on a givensubject in pairs andgroups3. Learners are given opportunities fordecision making (dilemma situations)and make constructive | Audiovisualtapes, to be watchedKLB Visionary English Literacy ActivitiesGrade 3 pg.100 | oral presentations |

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|  | **2** | **LISTENING****AND SPEAKING** | **Presentation****skills** | By the end of the sub-strand,the learnershould be able to:a) Question the decisions made in their environmentand ask critical questionsb) Engage in decision making in their environment. | How do wechoose between two things? | 1. Learners makedecisions on asubject and share their decisions2. Learners share and justify their decisionson a givensubject in pairs and groups3. Learners are given opportunities fordecision making ( dilemma situations) and make constructive | Audiovisualtapes, to be watchedKLB Visionary English Literacy ActivitiesGrade 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 readthem accurately at anappropriate speed.c) Develop an interest in reading widely on variedsubjects. | Why ismeaning important inreading? | 1. Learners answer andgenerate questions from texts read2. Learners areencouraged to make connections between materials readand real life3. Learners use vocabulary acquired toconstructgrammatically correct sentences | Various texts,newspapers, magazinesKLB Visionary English Literacy ActivitiesGrade 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 spacingbetween words.c) Appreciate the importance of linking words inparagraph | What do weconsider when writinga paragraph? | 1. Learners are guidedto write for sustained periodindividually and in pairs2. Learners practice effective punctuation (capitalization,commas, and full | papers, pencils,sentence strips, sentencecharts, story booksKLB Visionary English Literacy Activities | Learners to linksentences 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 inparagraph development. | What do weconsider when writing aparagraph? | 1. Learners are guidedto write for sustained period individually and in pairs2. Learners practice effective punctuation(capitalization,commas, and full stop).3. Learners are guidedthrough think pair- share to discuss linking words | papers, pencils,sentence strips, sentencecharts, story booksKLB Visionary English Literacy ActivitiesGrade 3 pg.103 | Learners to linksentences 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 usingappropriate words e.g firstly, secondly, lastlyd) Demonstrate an interest in making decisions in theirenvironment through contributions and valid suggestions | How do wetell others what we have chosen? | 1. Learners are givenopportunities for decision making ( dilemma situations) and make constructive2. Learners to role play as a basis for initiatingconversation on a topic3. Learners make decisions on asubject and share theirdecisions | Audiovisualtapes, to be watchedKLB Visionary English Literacy ActivitiesGrade 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 usingappropriate words e.g firstly, | How do wetell others what we have chosen? | 1. Learners are givenopportunities for decision making ( dilemma situations) and make constructive | Audiovisualtapes, to be watchedKLB Visionary | Oral presentations |

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|  |  |  |  | secondly, lastlyd) Demonstrate an interest in making decisions in their environment through contributions and valid suggestions |  | 2. Learners to role playas a basis for initiating conversation on a topic3. Learners makedecisions on asubject and share their decisions | English LiteracyActivitiesGrade 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 understandingb) Use acquired words to form sentences and read them accurately at an appropriate speed. | Why ismeaning important in reading? | 1. Learners answer andgenerate questions from texts read2. Learners areencouraged to make connections between materials readand real life3. Learners use vocabulary acquired toconstructgrammatically correct sentences | various texts,newspapers, magazinesKLB Visionary English Literacy ActivitiesGrade 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 correctlyb) Use appropriate spacingbetween wordsc) Use legible and neat handwriting to communicateeffectively | What do weconsider when writinga paragraph? | 1. Learners observedisplayed modelHandwriting2. Learners are provided with reading material as triggers to writing3. Learners practice effective punctuation (capitalization, commas, and full stop). | papers, pencils,sentence strips, sentencecharts, story booksKLB Visionary English Literacy ActivitiesGrade 3 pg.107 | Learners to linksentences 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 weconsider when writinga | 1. Learners observedisplayed modelHandwriting2. Learners are | papers, pencils,sentence strips, sentencecharts, story | Learners to linksentences using linking words |

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|  |  |  |  | b) Use appropriate spacingbetween wordsc) Use legible and neat handwriting to communicateeffectively | paragraph? | provided with readingmaterial as triggers to writing3. Learners practiceeffective punctuation (capitalization, commas, and full stop). | booksKLB Visionary English Literacy ActivitiesGrade 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 usingappropriate words e.g firstly,secondly, lastlyd) Demonstrate an interest in making decisions in theirenvironment through contributions and validsuggestions | How do wetell others what we havechosen? | 1. Learners are givenopportunities for decision making (dilemma situations)and make constructive2. Learners to role play as a basis for initiating conversation on a topic3. Learners make decisions on asubject and share their decisions | Audiovisualtapes, to be watchedKLB Visionary English Literacy ActivitiesGrade 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 usingappropriate words e.g firstly,secondly, lastlyd) Demonstrate an interest in making decisions in theirenvironment throughcontributions and valid suggestions | How do wetell others what we havechosen? | 1. Learners are givenopportunities for decision making (dilemma situations)and make constructive2. Learners to role play as a basis for initiating conversation on a topic3. Learners make decisions on asubject and share their decisions | Audiovisualtapes, to be watchedKLB Visionary English Literacy ActivitiesGrade 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 ismeaning important inreading? | 1. Learners answer andgenerate questions from texts read2. Learners are | various texts,newspapers, magazines | question/answer,filling in blanks, cloze tests |

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|  |  |  |  | b) Use acquired words toform sentences and read them accurately at an appropriate speed. |  | encouraged to makeconnections between materials readand real life3. Learners use vocabulary acquired to construct grammatically correct sentences | KLB VisionaryEnglish LiteracyActivitiesGrade 3 pg.105-106 |  |
|  | **4** | **WRITING** | **Handwriting** | By the end of the sub-strand,the learner should be able to:a) Use capital letters correctlyb) Use appropriate spacing between wordsc) Use legible and neathandwriting to communicate effectively | What do weconsider when writingaparagraph? | 1. Learners observedisplayed modelHandwriting2. Learners are provided with readingmaterial as triggers towriting3. Learners practice effective punctuation (capitalization, commas, and full stop). | papers, pencils,sentence strips, sentencecharts, storybooksKLB Visionary English Literacy ActivitiesGrade 3 pg.107 | Learners to linksentences using linking words |
|  | **5** | **WRITING** | **Handwriting** | By the end of the sub-strand,the learner should be able to:a) Use capital letters correctlyb) Use appropriate spacing between wordsc) Use legible and neat handwriting to communicate effectively | What do weconsider when writingaparagraph? | 1. Learners observedisplayed modelHandwriting2. Learners are provided with readingmaterial as triggers towriting3. Learners practice effective punctuation(capitalization, commas, and fullstop). | papers, pencils,sentence strips, sentencecharts, storybooksKLB Visionary English Literacy ActivitiesGrade 3 pg.107 | Learners to linksentences 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 wechoose between two | 1. Learners to role playas a basis for initiating conversation on a | audiovisualtapes, to be watched | oral presentations |

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|  |  |  |  | views usingappropriate words e.g firstly, secondly, lastlyb) Demonstrate an interest inmaking decisions in their environment through contributions and valid suggestions. | things? | topic.2. Learners make decisions on asubject and share theirdecisions3. Learners share and justify their decisionson a givensubject in pairs and groups. | KLB Visionary English Literacy ActivitiesGrade 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 usingappropriate words e.g firstly, secondly, lastlyb) Demonstrate an interest in making decisions in theirenvironment through contributions and validsuggestions. | How do wechoose between two things? | 1. Learners to role playas a basis for initiating conversation on a topic.2. Learners make decisions on asubject and share their decisions3. Learners share and justify their decisionson a givensubject in pairs and groups. | audiovisualtapes, to be watchedKLB Visionary English Literacy ActivitiesGrade 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 speedc) develop an interest in reading widely on variedsubjects | Why ismeaning important inreading? | 1. Learners practicereading at an appropriate speed andwithunderstanding2. Learners are guided to share theiropinions based on texts read.3. Learners answer and generatequestions from textsread. | Various texts,newspapers, magazinesKLB Visionary English Literacy ActivitiesGrade 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 correctlyb) Use appropriate spacing between wordsc) Use legible and neat handwriting to communicate effectivelyd) Appreciate theimportance of linking words in paragraphdevelopment | What do weconsider when writing aparagraph? | 1. Learners observedisplayed model handwriting2. Learners are guidedto write for sustained period individually and in pairs3. Learners are provided with readingmaterial as triggers towriting | papers, pencils,sentence strips, sentencecharts, storybooksKLB Visionary English Literacy ActivitiesGrade 3 pg.111 | learners to linksentences using linking words |
|  | **5** | **WRITING** | **Handwriting** | By the end of the sub-strand,the learner should be able to:a) Use capital letters correctlyb) Use appropriate spacingbetween wordsc) Use legible and neat handwriting to communicateeffectivelyd) Appreciate theimportance of linking words in paragraphdevelopment | What do weconsider when writinga paragraph? | 1. Learners observedisplayed model handwriting2. Learners are guided to write forsustained period individually and inpairs3. Learners are provided with reading material as triggers to writing | papers, pencils,sentence strips, sentencecharts, story booksKLB Visionary English Literacy ActivitiesGrade 3 pg.111 | learners to linksentences 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 usingappropriate words e.g firstly, secondly, lastlyb) Demonstrate an interest in making decisions in their environment throughcontributions and valid | How do wechoose between two things? | 1. Learners to role playas a basis for initiating conversation on a topic.2. Learners make decisions on asubject and share their decisions3. Learners share andjustify their decisions | audiovisualtapes, to be watchedKLB Visionary English Literacy ActivitiesGrade 3 pg.108 | oral presentations |

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|  |  |  |  | suggestions. |  | on a givensubject 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 usingappropriate words e.g firstly,secondly, lastlyb) Demonstrate an interest in making decisions in theirenvironment through contributions and validsuggestions. | How do wechoose between twothings? | 1. Learners to role playas a basis for initiating conversation on atopic.2. Learners make decisions on asubject and share their decisions3. Learners share and justify their decisionson a givensubject in pairs and groups. | audiovisualtapes, to be watchedKLB Visionary English Literacy ActivitiesGrade 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 speedc) develop an interest in reading widely on variedsubjects | Why ismeaning important inreading? | 1. Learners practicereading at an appropriate speed andwithunderstanding2. Learners are guided to share theiropinions based on texts read.3. Learners answer and generatequestions from texts read. | Various texts,newspapers, magazinesKLB Visionary English Literacy ActivitiesGrade 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 correctlyb) Use appropriate spacing between wordsc) Use legible and neat | What do weconsider when writing aparagraph? | 1. Learners observedisplayed model handwriting2. Learners are guided to write forsustained period individually and in | papers, pencils,sentence strips, sentencecharts, story booksKLB Visionary | learners to linksentences using linking words |

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|  |  |  |  | handwriting to communicateeffectivelyd) Appreciate theimportance of linking words in paragraphdevelopment |  | pairs3. Learners are provided with reading material as triggers to writing | English LiteracyActivitiesGrade 3 pg.111 |  |
|  | **5** | **WRITING** | **Handwriting** | By the end of the sub-strand,the learner should be able to:a) Use capital letters correctlyb) Use appropriate spacingbetween wordsc) Use legible and neat handwriting to communicateeffectivelyd) Appreciate theimportance of linking words in paragraphdevelopment | What do weconsider when writinga paragraph? | 1. Learners observedisplayed model handwriting2. Learners are guided to write forsustained period individually and inpairs3. Learners are provided with readingmaterial as triggers to writing | papers, pencils,sentence strips, sentencecharts, story booksKLB Visionary English Literacy ActivitiesGrade 3 pg.111 | learners to linksentences using linking words |