ENGLISH SCHEME OF WORK GRADE 3 TERM 1

NAME	
TSC NO.	
SCHOOL	

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	3	ENGLISH ACTIVITIES	1	2021

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	Attentive Listening	By the end of the sub strand, the learner should be able to: a) Listen attentively during a conversation as they talk about the happenings in the picture. c) Pronounce the sounds /bl/ and /br/ correctly. d) Recognise new words used in the theme (s) to acquire a range of vocabulary.	 Why do you look at someone's face as they speak? How do you pronounce the sounds /bl/ and /br/ 	 Learners are helped to practice correct sitting posture in groups and pairs Learners engage in drama to practice good eye contact, appropriate facial expressions and gestures in small groups and in pairs. Learners demonstrate and interpret facial expressions and gestures as seen from posters, pictures, demonstration, and role play. Learners practise pronunciation of the vocabulary and talk about activities related to the theme using the new words. 	Pictures, photos, audio visual illustrations of attentive listening. New Progressive Primary English Learners Book/Grade 3 pg. 2-3	Observe learners posture, facial expressions and gestures as they tell and listen to stories. Portfolio.	
	2	Listening and Speaking	Language Structures and Functions. Subject- verb agreement	By the end of the sub strand, the learner should be able to: a) Construct sentences about daily activities using	1. What is Sarah holding?	 Learners observe pictures showing singular and plural subjects and construct correct oral sentences. Learners construct sentences on actions that have been demonstrated by 	Realia, pictures and photos, audio visual clips with sentence constructions subject –verb agreement.	Oral questions, Portfolio, Observation	

	3	Reading	Time Connected text and fluency	subject-verb agreement correctly. b) Recognise the correct use of subject-verb agreement to form appropriate sentences. By the end of the sub strand, the learner should be able to: a) Read a text of about 200 words transitioning from phrasal to fluent reading, b) Read at 90 words per minute accurately and fluently with expression, c) Enjoy reading a variety of texts that are appropriate for	1) What do you love reading? 2) Which books do you enjoy reading?	classmates in pairs/small groups. 1. Learners are guided to read in small groups and pairs. 2. Learners read short passages, narratives or short poems aloud as modelled by the teacher.	New Progressive Primary English Learners Book/Grade 3 pg. 3 Slides and flash cards with phrases, charts with poems, story books, audio recordings of stories to help learners with expression. New Progressive Primary English Learners Book/Grade 3 pg. 4-5	Oral questions, Portfolio, Observation	
				the grade level.					
2	1	Writing	Pre- Writing	By the end of the sub strand, the learner should be able to: a) Demonstrate appropriate posture in preparation for	 How do you sit when writing? How do you place your books. Which materials do you 	 Learners demonstrate appropriate sitting position in small groups and in pairs. Learners are guided to sit appropriately, in preparation for writing. 	Realia, charts, pictures/ photographs and models of good sitting postures in readiness for	Oral questions, Portfolio, Observation.	

			 writing with ease, b) Exhibit appropriate eye hand coordination in preparation for writing. c) Appreciate the importance of positioning writing materials appropriately while writing. 	use for writing?	3. Copy the words given correctly.	writing. New Progressive Primary English Learners Book/Grade 3 pg. 5		
2	Listening and Speaking	Pronunciati on 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 of vocabulary. b) Pronounce the sounds /ch/ /cl/ related to the theme correctly for effective communication.		 Learners practise pronunciation of the vocabulary and talk about activities related to the theme using the new words. Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues. Learners are guided to use the vocabulary correctly through dramatization and role play in the classroom, use of realia, pictures, verbal or situational contexts and synonyms. 	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. 6-7	Oral questions, Portfolio, Observation.	
3	Listening and Speaking	Language Structures and Functions	By the end of the sub strand, the learner should be able to:	 What are the girls holding? What have they 	1. Learners construct sentences using singular and plural subjects for things at home and around	Realia, pictures and photos, audio visual clips with	Oral questions, Portfolio, Observation	

		r							
				a) Construct	done?	their environment like	sentence		
			Subject-	sentences about		animals and utensils.	constructions		
			verb	daily activities		2. Learners listen to a story,	subject -verb		
			agreement	using subject-verb		poem or conversation read	agreement.		
			Time.	agreement		by the teacher or from	New		
				correctly.		computing devices, and	Progressive		
				b) Recognise the		respond to questions based	Primary		
				correct use of		on the theme 'time' or	English		
				subject-verb		questions about time.	Learners		
				agreement to form			Book/Grade 3		
				appropriate			pg. 7		
				sentences.					
				d) Appreciate the					
				importance of					
				subject verb					
				agreement					
				in achieving					
				effective					
				communication.					
3	1	Reading	Comprehen	By the end of the	1. What do you	1. Learners talk about the	Newspaper	Oral questions,	
0		_	sion	sub strand, the	think will happen	picture/title before they	cuttings of	Portfolio,	
				learner should be	in this story?	read Who is there? and	simple stories,	Observation.	
				able to:		make predictions.	audio-visual		
				a) Make predictions		2. Learner answer	narrations,		
				based on the		questions	picture books.		
				pictures and the		after reading a text by	New		
				title of the story		getting clues from the	Progressive		
				'Who is there?' and		story read.	Primary		
				anticipate possible		3. Read and retell a	English		
				outcomes.		poem to enhance oral	Learners		
				b) Appreciate the		communication.	Book/Grade 3		
				importance of			pg. 8-10		
				connecting personal					
				experiences with					
				what happens in the					
				what happens in the					
				story.					

	2	Writing	Handwritin	By the end of the		1. Learners copy sentences.	Realia, charts,	Oral questions,	
	4	witting		sub		 Learners practice correct 	pictures/	Portfolio,	
			g	strand, the learner		letter formation from	photographs	Observation	
				should be able to:		models in on the board,	and	Observation	
				a) Form letters			illustrations of		
				/		chart, pattern books.			
				correctly in		3. Learners draw and label	writing.		
				terms of shape and		objects.	New		
				size for effective		4. Learners practise writing	Progressive		
				communication.		letters and words from left	Primary		
				b) Write from left		to right.	English		
				to right to			Learners		
				communicate			Book/Grade 3		
				effectively.			pg. 11		
	3	Listening and	Pronunciati	By the end of the	How are these	1. Learners practise	Picture and	Oral questions,	
		Speaking	on and	sub strand, the	words	pronunciation of the	word cards	Portfolio,	
			Vocabulary	learner should be	pronounced?	vocabulary and talk about	with the	Observation	
				able to:	Dress, flag.	activities related to the	consonant		
				1) Pronounce the	-	theme using the new	blends, word		
				Sounds /dr/ /fl/		words.	wheels and		
				related to the theme		2. Learners recite rhymes,	computing		
				correctly for		sing songs, individually, in	devices that are		
				effective		pairs or groups using the	available.		
				Communication.		vocabulary related to the	New		
						theme.	Progressive		
							Primary		
							English		
							Learners		
							Book/Grade 3		
							pg. 12-13		
4	1	Listening and	Language	By the end of the	1. What have they	1. Learners observe	Realia, pictures	Oral questions,	
4	1	Speaking	Structures	sub strand, the	done?	pictures	and photos,	Portfolio,	
		opeaning	and	learner should be	uone:	showing singular and plural	audio visual	Observation	
			Functions.	able to:		subjects and construct	clips with		
			r uncuons.	a) Construct		correct oral sentences.	sentence		
			Subject	,					
			Subject-	sentences about		2. Learners construct	constructions		
			verb	daily activities		sentences on actions that	subject –verb	1	

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			agreement	using		have been demonstrated by	agreement.		
			Time	subject-verb		classmates in pairs/small	New		
			ILess II	agreement		groups.	Progressive		
			Have, Has	correctly.		3. Learners construct	Primary Exclision		
				b) Appreciate the		sentences using singular	English		
				importance of		and plural subjects for	Learners		
				subject verb		things at home and around	Book/Grade 3		
				agreement in		their environment like	pg. 13		
				achieving effective		animals and utensils			
				communication.					
	2	Reading	Connected	By the end of the	1. Which books	1. Learners are guided to	Slides and flash	Oral questions,	
			text and	sub	do	read in small groups and	cards with	Portfolio,	
			fluency.	strand, the learner	you enjoy	pairs.	phrases, charts	Observation	
				should be able to:	reading?	2. Learners read the story	with poems,		
				a) Read a text of	2. When should	'A funny story' and	story books,		
				about 200 words	we	dialogues as they pay	audio		
				transitioning	lower or raise our	attention to	recordings of		
				from phrasal to	voice when	punctuation marks and vary	stories to help		
				fluent reading,	reading?	their voices in terms of	learners with		
				b) Read at 90		pace, pitch and volume.	expression.		
				words		3. Learners play a reading	New		
				per minute		game to see who completes	Progressive		
				accurately and		reading a certain text first.	Primary		
				fluently with			English		
				expression,			Learners		
				c) Enjoy reading a			Book/Grade 3		
				variety of texts			pg.14-15		
				that are appropriate			ļ		
	·			for the grade level.					
	3	Writing	Guided	By the end of the	1. How do you	1. Learners observe and	Realia, charts,	Oral questions,	
			Writing	sub strand, the	get to your home	respond to picture	pictures/	Portfolio,	
				learner should be	from school?	prompts appropriately.	photographs	Observation	
				able to:		2. Learners write a three	that prompt		
				a) Write words		word sentence using	learners to		
				from a picture		the prompts.	write.		
				prompt for			New		

5	1	Listening and Speaking.	Pronunciati on and Vocabulary	effective communication. b) Appreciate the importance of writing correct words to express meaning. By the end of the sub strand, the learner should be able to: a) Demonstrate the understanding of new words by applying them in relevant contexts, use the vocabulary	1. How do you use these words in sentences? Fruits, Gloves	 Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues. In pairs and in groups, learners play language games, use tongue twisters, and songs to practice vocabulary. 	Progressive Primary English Learners Book/Grade 3 pg. 15 Picture and word cards with the consonant blends, word wheels and computing devices that are available. New	Oral questions, Portfolio, Observation	
				learnt to communicate		3. Learners interact with audio material to listen to	Progressive Primary		
				confidently in		the correct pronunciation of	English		
				various contexts.	ļ	the	Learners		
				b) Pronounce the	ļ	vocabulary.	Book/Grade 3		
				consonant blends	ļ		pg. 16-17		
	2	Tistonin 1	Lorers	/fr//gl/ correctly.	1. What have they	1. Learners construct	Doolio ristant	Orol questient	<u> </u>
	2	Listening and Speaking	Language Structures	By the end of the sub strand, the	1. What have they done?	1. Learners construct sentences on actions that	Realia, pictures and photos,	Oral questions, Portfolio,	
		speaking	and	learner should be	done :	have been demonstrated by	audio visual	Observation	
			Functions.	able to:	ļ	classmates in pairs/small	clips with		
			- 4110115.	a) Recognise the	ļ	groups.	sentence		
			Subject-	correct use of	ļ	2. Learners construct	constructions		
			verb	subject-verb	ļ	sentences using singular	subject –verb		
			agreement	agreement to form	ļ	and plural subjects for	agreement.		
			Time	appropriate	ļ	things at home and around	New		
				sentences.	ļ	their environment like	Progressive		
				d) Appreciate the	ļ	animals and utensils.	Primary		
				importance of	[English	<u> </u>	

	3	Reading	Word Reading	subject verb agreement in achieving effective communication By the end of the sub strand, the learner should be able to: 1) Read more and longer words without letter- sound correspondence for effective communication. 2) Read more and longer grade level vocabulary without letter sound correspondence in an appropriate text, 3) Enjoy reading grade level vocabulary for effective reading.	 How many words can you make from a longer word? How do you read words you have not seen before? 	 Learners recognise and read longer words as modeled by the teacher in group, pairs and individually through look and say, exposure and other word- attack skills. Learners practise reading unfamiliar words using strategies like chunking and finding roots and parts. 	Learners Book/Grade 3 pg. 17-18 Newspapers, word wheels, word slides, flash cards, videos, tablets, multimedia word lists, tablets, charts New Progressive Primary English Learners Book/Grade 3 pg. 18-19	Oral questions, Portfolio, Observation	
6	1	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) Write words from a picture prompt for effective communication.	1. What are the children doing?	 Learners observe and respond to picture prompts appropriately. Learners are guided in filling in the gaps correctly and meaningfully. In groups and pairs, learners match pictures with words. 	Realia, charts, pictures/ photographs that prompt learners to write. New Progressive Primary	Oral questions, Portfolio, Observation.	

2 Listening and Speaking Pronunciati on and Vocabulary . By the end of the sub strand, the able to: a) Recognize new words used in the theme (s) to acquire a range of vocabulary. 1. How are these words to express meaning. 1. Learners are guided to use the vocabulary correctly through dramatization and role play in the classroom, use of realia, pictures, verbal or situational contexts and synonyms. Picture and word cards word cards with the determine (s) to acquire a range of vocabulary. Dread que words used in the the model (s) to acquire a range of vocabulary. I. Learners interact with audio material to listen to the correct pronunciation of the vocabulary. Picture and word cards with audio material to listen to the correct pronunciation of the vocabulary. Picture and word cards with audio material to listen to the correct pronunciation of the vocabulary. Picture and word cards with audio material to listen to the correct pronunciation of the vocabulary. Picture and word cards with audio material to listen to the correct pronunciation of the vocabulary. Pictures, verbal or situational contexts and synonyms. Pictures, verbal or situational contexts and synonyms. 2. Learners interact with audio material to listen to the correct pronunciation of the vocabulary. Distribution of the vocabulary. Pictures, verbal or situation of the vocabulary. Pig 22-23 Pig 22-23 Pig 22-23 Pig 22-23 Pig 22-23 Pig 22-23	
various contexts.	-

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			functions	should be able to:		indefinite pronouns.	wheels, charts,		
			Indefinite	a) Use indefinite		2. Learners participate in	audio clips		.
			pronouns:	pronouns to talk		language games involving	with sentence		1
				about daily		the use of the indefinite	constructions		
			Nobody	activities at home		pronouns.	with indefinite		
				and at school.			pronouns.		
				b) Enjoy using			New		
				indefinite pronouns			Progressive		
				in their day to			Primary		
				day			English		
				communication.			Learners		
							Book/Grade 3		
							pg. 23		
7	1	Reading	Connected	By the end of the	1. When should	1. Learners play a reading	Slides and flash	Oral questions,	
,			text and	sub	we	game to see who	cards with	Portfolio,	
			fluency.	strand, the learner	lower or raise our	completes reading	phrases, charts	Observation.	
				should be able to:	voice when	'cleaning day' text first.	with poems,		
				a) Read the story	reading?	2. Learners read 'Cleaning	story books,		
				'cleaning day' of	2) What should	day' and dialogues as they	audio		1
				about 200 words	we	pay attention to	recordings of		ı []
				transitioning	remember to do	punctuation marks and vary	stories to help		.
				from phrasal to	when reading?	their voices I terms of pace,	learners with		1
				fluent reading.	Č	pitch and volume.	expression.		.
				b) Read more and		1	New		
				longer grade level			Progressive		.
				vocabulary without			Primary		
				letter sound			English		ı []
				correspondence in			Learners		ı []
				the text Cleaning			Book/Grade 3		
				day.			pg. 24-25		
	2	Writing	Guided	By the end of the	1. Who was at the	1. Learners observe and	Realia, charts,	Oral questions,	
		_	Writing	sub strand, the	river at night?	respond to picture prompts	pictures/	Portfolio,	
				learner should be		appropriately.	photographs	Observation	
				able to:		2. Learners write a three	that prompt		
				write words from a		word sentence using	learners to		
				picture prompt for		the prompts.	write.		1

				effective communication, b) Recognize the correct form and meaning of the words to be used in filling in gaps. c) Appreciate the importance of writing correct words to express meaning.		3. Learners are guided in filling in the gaps correctly and meaningfully.4. In groups and pairs, learners match pictures with words.	New Progressive Primary English Learners Book/Grade 3 pg. 25		
	3	Listening and Speaking.	Pronunciati on and Vocabulary	By the end of the sub strand, the learner should be able to: a) Pronounce the sounds /st/ and /sn/ correctly. b) Pronounce words with the sounds /st/ and /sn/ correctly. c) Demonstrate the understanding of new words by applying them in relevant contexts, use the vocabulary learnt to communicate confidently in various contexts.	1. What other words have the same meaning as these words?	 Learners are guided to use the vocabulary correctly through dramatization and role play in the classroom, use of realia, pictures, verbal or situational contexts and synonyms. Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues. In pairs and in groups, learners play language games, use tongue twisters, and songs to practise vocabulary. 	8	Oral questions, Portfolio, Observation	
8	1	Listening and Speaking	Language Structures	By the end of the sub strand, the	1. Who can drink water?	1. Learners are guided to practise oral sentences	Flash cards with indefinite	Oral questions, Portfolio,	

2	Reading	and Functions Indefinite pronouns: Anybody Somebody.	learner should be able to: a) Identify indefinite pronouns in communication about home and school. b) Enjoy using indefinite pronouns in their day to day communication. 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	 What are some of the new words that you know? Why do you enjoy reading some words? 	 using indefinite pronouns in pairs and in groups. 2. Learners listen to a story, poem or conversation read by the teacher or from computing devices and responds to questions based on indefinite pronouns. 1. Learners recognise and read longer words as modeled by the teacher in group, pairs and individually through look and say, exposure and other word- attack skills. 2. Learners play word puzzle game by finding as they pronounce them. 	pronouns, word wheels, charts, audio clips with sentence constructions with indefinite pronouns. New Progressive Primary English Learners Book/Grade 3 pg. 27-28 Newspapers, word wheels, word slides, flash cards, videos, tablets, multimedia word lists, tablets, charts. New Progressive Primary English Learners Book/Grade 3 pg. 29-30	Observation. Oral questions, Portfolio, Observation.	
3	Writing	Guided Writing	appropriate text. By the end of the sub strand, the learner should be able to:	1. What items are found at home?	 Learners observe and respond to picture prompts appropriately. Learners write a three 	Realia, charts, pictures/ photographs that prompt	Oral questions, Portfolio, Observation.	

				 a) Write words from a picture prompt for Effective communication, b) Recognise the correct form and meaning of the words to be used in filling in gaps. c) Appreciate the importance of writing correct words to express meaning. 		 word sentence using the prompts. 3. Learners are guided in filling in the gaps correctly and meaningfully. 4. In groups and pairs, learners 	learners to write. New Progressive Primary English Learners Book/Grade 3 pg. 31	
9	1	Listening and Speaking.	Pronunciati on and Vocabulary	By the end of the sub strand, the learner should be able to: a) Recognise new words used in the theme to acquire a range of vocabulary. b) Pronounce the vocabulary with the consonant sounds /wr/ /pr/ related to the theme correctly for effective communication.	1. How are these words pronounced? Pray, wrist.	 Learners are guided to use the vocabulary correctly through dramatization and role play in the classroom, use of realia, pictures, verbal or situational contexts and synonyms. Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues. In pairs and in groups, learners play language games, use tongue twisters, and songs to practise vocabulary. 	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. 32-33	Oral questions, Portfolio, Observation.
	2	Listening and Speaking	Language structures	By the end of the sub strand, the	a) What are the plural forms of	1. In small groups learners form plurals of specific	Pictures, photos, realia,	Oral questions, Portfolio,

		Environment	and functions Singular and plurals of irregular nouns e.g. Tooth – Teeth	learner should be able to: a) Use plural forms of irregular nouns to talk about things and people at home and in school for effective communication. b) Identify singular and plural forms of irregular nouns for effective oral communication.	these nouns?	words taking the singular and plural forms of irregular nouns. 2. Learners recite poems containing the singular and plural forms of irregular nouns.	computers, flash cards New Progressive Primary English Learners Book/Grade 3 pg. 33-34	Observation.
	3	Reading	Comprehen sion	By the end of the sub strand, the learner should be able to: a) Make predictions based on the pictures and titles and anticipate possible outcomes. b) Read and retell a story, poem or conversation to enhance oral communication. c) Answer simple direct and indirect questions based on the text 'Komu and his axe.'	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. Learners practice reading a short text and retell a story, poem or conversation according to their understanding. Learner answer questions after reading a text by getting clues from the story read. 	Newspaper cuttings of simple stories, audio-visual narrations, picture books New Progressive Primary English Learners Book/Grade 3 pg.34-35	Oral questions, Portfolio, Observation.
10	1	Writing	Spelling	By the end of the	1. How do we	1. Learners confirm the	Charts, posters,	Oral questions,

			sub strand, the	spell the name of	spelling from the	multimedia	Portfolio,
			learner should be	this	dictionary.	word lists, flash	Observation.
			able to:	picture/object?	2. Learners discuss things	cards	observation.
			a) Spell and write	picture/object:	in the environment.	New	
			words correctly that		In the chynolinent.	Progressive	
			they can see in the			Primary	
			environment for				
			effective			English Learners	
						Book/Grade 3	
			communication.				
			b) Appreciate the			pg.35	
			importance of				
			writing words				
			clearly, legibly				
			and correctly for				
 -			different purposes.				
2	Listening and	Pronunciati	By the end of the		1. Learners practise	Picture and	Oral questions,
	Speaking	on and	sub strand, the		pronunciation of the	word cards	Portfolio,
		Vocabulary	learner should be		vocabulary and talk about	with the	Observation.
		•	able to:		activities related to the	consonant	
			a) Pronounce the		theme using the new	blends, word	
			consonant sounds		words.	wheels and	
			/sm/ and /st/		2. Learners are guided to	computing	
			correctly.		use the vocabulary	devices that are	
			b) Pronounce		correctly through	available.	
			words with the		dramatisation and role play	New	
			consonant sounds		in the classroom, use of	Progressive	
			/sm/ and /st/		realia, pictures, verbal or	Primary	
			correctly.		situational contexts and	English	
			c) Pronounce the		synonyms.	Learners	
			vocabulary		3. Learners access meaning	Book/Grade 3	
			related to the		of vocabulary from	pg. 36-37	
			theme correctly		pictorial		
			for effective		dictionaries and practice		
			communication.		them in sentences		
					individually, in pairs and/		
					or groups.		

3	Listening and	Language	By the end of the	1. What is the	1. Learners are guided to	Pictures,	Oral questions,
	Speaking	structures	sub strand, the	plural forms of	construct sentences based	photos, realia,	Portfolio,
		and	learner should be	man?	on	computers,	Observation.
	Environment	functions	able to:		pictures the singular and	flash cards	
			a) Distinguish		plural forms of irregular	New	
		Singular	between singular		nouns.	Progressive	
		and	and plural irregular		2. Learners listen to a story,	Primary	
		plurals of	nouns for		poem or conversation read	English	
		irregular	appropriate oral		by the teacher or from	Learners	
		nouns e.g.	communication		computing devices and	Book/Grade 3	
			at home and in		respond to questions based	pg. 37-38	
		One man –	school.		on singular and plural		
		Many men	b) Enjoy games		forms of irregular nouns.		
			involving the				
			singular and plural				
			forms of irregular				
			nouns.				