

LITERACY SCHEME OF WORK GRADE 3 TERM 1

NAME	
TSC NO.	
SCHOOL	

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
		LITERACY	ONE	2021

Week	Lesson	Strand/ Theme	Sub Strand/Sub theme	Specific Learning Outcomes	Key Inquiry Questions	Learning Experience	Learning Resources	Assessment
1	1	LISTENING AND SPEAKING	Imitation	By the end of the sub-strand, the learner should be able to: a) Use appropriate expressions and phrases in formal and non-formal conversations. b) Appreciate the importance of mannerisms while engaging in conversations	Why is it important to communicate appropriately?	1. Learners are guided to make inquiries on the different forms of conversation with various people in their community (peers, elders) 2. Learners simulate conversations in different settings (focus on age appropriateness, gender differences, reinforce good mannerisms) in pairs and groups.	resource persons, audiotapes, charts, books, videos, news items KLB Visionary English Literacy Activities Grade 3 pg. 1	Learners could listen to news items and imitate a broadcast.
	2	LISTENING AND SPEAKING	Imitation	By the end of the sub-strand, the learner should be able to: a) Use appropriate expressions and phrases in formal and non-formal conversations. b) Acquire varied sentence structures to express self appropriately	Why is it important to communicate appropriately?	1. Learners are guided to make inquiries on the different forms of conversation with various people in their community (peers, elders) 2. Learners simulate conversations in different settings (focus on age appropriateness, gender	resource persons, audiotapes, charts, books, videos, news items KLB Visionary English Literacy Activities	Learners could listen to news items and imitate a broadcast.

						differences, reinforce good mannerisms) in pairs and groups.	Grade 3 pg.2	
3	READING	Independent reading	By the end of the sub-strand, the learner should be able to: a) Identify the main idea in a passage. b) Locate information from print sources.	What can you do to ensure that you understand what you read on your own?	1. Learners guess the meaning of unfamiliar words from context 2. Learners make and confirm predictions from texts read	Readers, newspapers, magazines, journals KLB Visionary English Literacy Activities Grade 3 pg.3-4	Question/answer, reading competitions, cloze tests	
4	WRITING	Sentence formation	By the end of the sub-strand, the learner should be able to: a) Write a variety of compound and complex sentence structures correctly. b) Develop strategies for making and organizing notes.	How do we construct sentences?	1. Learners observe as teacher explicitly models use of sentence punctuation 2. Learners practice methods of taking notes and compare with one another, in pairs and groups,	writing organizers, books, pencils, sentence strips, flash cards KLB Visionary English Literacy Activities Grade 3 pg. 7	composition writing, filling blanks	
5	LISTENING AND SPEAKING	Imitation	By the end of the sub-strand, the learner should be able to: a) Use appropriate expressions and phrases in formal and non-formal conversations. b) Appreciate the importance of mannerisms while engaging in conversations	Why is it important to communicate appropriately?	1. Learners are guided to make inquiries on the different forms of conversation with various people in their community (peers, elders) 2. Learners simulate conversations in different settings (focus on age appropriateness, gender differences, reinforce	resource persons, audiotapes, charts, books, videos, news items KLB Visionary English Literacy Activities	Learners could listen to news items and imitate a broadcast.	

						good mannerisms) in pairs and groups.	Grade 3 pg. 1	
2	1	READING	Independent reading	By the end of the sub-strand, the learner should be able to: a) Identify the main idea in a passage. b) Locate information from print sources.	What can you do to ensure that you understand what you read on your own?	1. Learners guess the meaning of unfamiliar words from context 2. Learners make and confirm predictions from texts read	Readers, newspapers, magazines, journals KLB Visionary English Literacy Activities Grade 3 pg.3-4	Question/answer, reading competitions, cloze tests
	2	WRITING	Sentence formation	By the end of the sub-strand, the learner should be able to: a) Write a variety of compound and complex sentence structures correctly. b) Develop strategies for making and organizing notes.	How do we construct sentences?	1. Learners observe as teacher explicitly models use of sentence punctuation 2. Learners practice methods of taking notes and compare with one another, in pairs and groups,	writing organizers, books, pencils, sentence strips, flash cards KLB Visionary English Literacy Activities Grade 3 pg. 7	composition writing, filling blanks
	3	LISTENING AND SPEAKING	Imitation	By the end of the sub-strand, the learner should be able to: a) Respond appropriately to conversations with varied audiences d) Appreciate the importance of mannerisms while engaging in conversations.	Why is it important to communicate appropriately?	1. Learners role play conversations in different setups (church, market, home etc) 2. Learners take turns as they participate in panel discussions on issues related to self, home, and family	resource persons, audiotapes, charts, books, videos, news items KLB Visionary English Literacy Activities Grade 3 pg. 8	Learners could listen to news items and imitate a broadcast.2

	4	LISTENING AND SPEAKING	Imitation	By the end of the sub-strand, the learner should be able to: a) Use appropriate expressions and phrases in formal and non-formal conversations. d) Appreciate the importance of mannerisms while engaging in conversations.	Why is it important to communicate appropriately?	1. Learners role play conversations in different setups (church, market, home etc) 2. Learners take turns as they participate in panel discussions on issues related to self, home, and family	resource persons, audiotapes, charts, books, videos, news items KLB Visionary English Literacy Activities Grade 3 pg. 9	Learners could listen to news items and imitate a broadcast.2
	5	READING	Independent reading	By the end of the sub-strand, the learner should be able to: a) Silently read a given passage d) Read supplementary books with understanding.	What can you do to ensure that you understand what you read on your own?	1. Learners find answers to questions through independent reading 2. Learners are encouraged to utilize resources available in the library for independent reading.	Readers, newspapers, magazines, journals KLB Visionary English Literacy Activities Grade 3 pg.10	question/answer, reading competitions, cloze tests
3	1	WRITING	Sentence formation	By the end of the sub-strand, the learner should be able to: a) Develop strategies for making and organizing notes b) Use writing and other forms of representation to generate and organize ideas.	Why do we punctuate sentences?	1. Learners use an organizer to arrange sentences to form a paragraph, in pairs and groups. 2. Learners construct sentences and paragraphs using keywords.	Writing organizers, books, pencils, sentence strips, flash cards KLB Visionary English Literacy Activities Grade 3 pg. 12	composition writing, filling blanks
	2	LISTENING AND	Imitation	By the end of the sub-strand, the learner should be	Why is it important to	1. Learners role play conversations in different	resource persons,	Learners could listen to news

		SPEAKING		able to: a) Respond appropriately to conversations with varied audiences d) Appreciate the importance of mannerisms while engaging in conversations.	communicate appropriately?	setups (church, market, home etc) 2. Learners take turns as they participate in panel discussions on issues related to self, home, and family	audiotapes, charts, books, videos, news items KLB Visionary English Literacy Activities Grade 3 pg. 8	items and imitate a broadcast.2
	3	READING	Independent reading	By the end of the sub-strand, the learner should be able to: a) Silently read a given passage d) Read supplementary books with understanding.	What can you do to ensure that you understand what you read on your own?	1. Learners find answers to questions through independent reading 2. Learners are encouraged to utilize resources available in the library for independent reading.	Readers, newspapers, magazines, journals KLB Visionary English Literacy Activities Grade 3 pg. 10	question/answer, reading competitions, cloze tests
	4	WRITING	Sentence formation	By the end of the sub-strand, the learner should be able to: a) Develop strategies for making and organizing notes b) Use writing and other forms of representation to generate and organize ideas.	Why do we punctuate sentences?	1. Learners use an organizer to arrange sentences to form a paragraph, in pairs and groups. 2. Learners construct sentences and paragraphs using keywords.	Writing organizers, books, pencils, sentence strips, flash cards KLB Visionary English Literacy Activities Grade 3 pg. 11	composition writing, filling blanks
4	5	LISTENING AND SPEAKING	Imitation	By the end of the sub-strand, the learner should be able to: a) Respond appropriately to	Why is it important to communicate appropriately?	1. Learners role play conversations in different setups (church, market, home etc)	Resource persons, audiotapes, charts, books,	Learners could listen to news items and imitate a broadcast.

				<p>conversations with varied audiences</p> <p>b) Appreciate the importance of mannerisms while engaging in conversations.</p>		<p>2. Learners take turns as they participate in panel discussions on issues related to self, home, and family</p> <p>3. Learners engage in a range of drama activities e.g. hot seating (learner is put on a hot seat as the head teacher, village elder) as learners practice appropriate communication (greetings, permission, inquiries)</p>	<p>videos, news items</p> <p>KLB Visionary English Literacy Activities Grade 3 pg. 13</p>	
5	1	LISTENING AND SPEAKING	Imitation	<p>By the end of the sub-strand, the learner should be able to:</p> <p>Use appropriate expressions and phrases in formal and non-formal conversations.</p> <p>Acquire varied sentence structures to express self appropriately.</p> <p>Appreciate the importance of mannerisms while engaging in conversations.</p>	<p>Why is it important to communicate appropriately?</p>	<p>Learners role play conversations in different setups (church, market, home etc.)</p> <p>Learners take turns as they participate in panel discussions on issues related to self, home, and family</p> <p>Learners engage in a range of drama activities e.g. hot seating (learner is put on a hot seat as the head teacher, village elder) as learners practice appropriate communication (greetings, permission, inquiries)</p>	<p>Resource persons, audiotapes, charts, books, videos, news items</p> <p>KLB Visionary English Literacy Activities Grade 3 pg. 14</p>	<p>Learners could listen to news items and imitate a broadcast.</p>
	2	READING	Independent reading	<p>By the end of the sub-strand, the learner should be</p>	<p>What can you do to ensure that</p>	<p>1. Learners find answers to questions through</p>	<p>Readers, newspapers,</p>	<p>Question/answer, reading</p>

				able to: a) identify the main idea in a passage b) Locate information from print sources. c) Develop an interest in reading for pleasure.	you understand what you read on your own?	independent reading 2. Learners are encouraged to utilize resources available in the library for independent reading 3. Learners ask and answer questions from independent reading.	magazines, journals KLB Visionary English Literacy Activities Grade 3 pg. 15-16	competitions, cloze tests
	3	WRITING	Sentence formation	By the end of the sub-strand, the learner should be able to: a) Write a variety of compound and complex sentence structures correctly. b) Use writing and other forms of representation to generate and organize ideas. c) Appreciate the importance of logic in writing	Why do we punctuate sentences?	1. Learners practice methods of taking notes and compare with one another, in pairs and groups. 2. Learners construct sentences and paragraphs using keywords 3. Learners practice sequencing sentences to form paragraphs.	writing organizers, books, pencils, sentence strips, flash cards KLB Visionary English Literacy Activities Grade 3 pg.19-20	composition writing, filling blanks
	4	LISTENING AND SPEAKING	Imitation	By the end of the sub-strand, the learner should be able to: a) Respond appropriately to conversations with varied audiences b) Appreciate the importance of mannerisms while engaging in conversations.	Why is it important to communicate appropriately?	1. Learners role play conversations in different setups (church, market, home etc) 2. Learners take turns as they participate in panel discussions on issues related to self, home, and family 3. Learners engage in a range of drama activities e.g. hot seating (learner is put on a hot seat as the head teacher, village	Resource persons, audiotapes, charts, books, videos, news items KLB Visionary English Literacy Activities Grade 3 pg. 13	Learners could listen to news items and imitate a broadcast.

						elder) as learners practice appropriate communication (greetings, permission, inquiries)		
	5	LISTENING AND SPEAKING	Imitation	By the end of the sub-strand, the learner should be able to: a) Use appropriate expressions and phrases in formal and non-formal conversations. b) Acquire varied sentence structures to express self appropriately. b) Appreciate the importance of mannerisms while engaging in conversations.	Why is it important to communicate appropriately?	1. Learners role play conversations in different setups (church, market, home etc) 2. Learners take turns as they participate in panel discussions on issues related to self, home, and family 3. Learners engage in a range of drama activities e.g. hot seating (learner is put on a hot seat as the head teacher, village elder) as learners practice appropriate communication (greetings, permission, inquiries)	Resource persons, audiotapes, charts, books, videos, news items KLB Visionary English Literacy Activities Grade 3 pg.14	Learners could listen to news items and imitate a broadcast.
6	1	READING	Independent reading	By the end of the sub-strand, the learner should be able to: a) identify the main idea in a passage b) Locate information from print sources. c) Develop an interest in reading for pleasure.	What can you do to ensure that you understand what you read on your own?	1. Learners find answers to questions through independent reading 2. Learners are encouraged to utilize resources available in the library for independent reading 3. Learners ask and answer questions from independent reading.	Readers, newspapers, magazines, journals KLB Visionary English Literacy Activities Grade 3 pg. 15-16	Question/answer, reading competitions, cloze tests
	2	WRITING	Sentence	By the end of the sub-	Why do we	1. Learners practice	writing	composition

			formation	strand, the learner should be able to: a) Write a variety of compound and complex sentence structures correctly. b) Use writing and other forms of representation to generate and organize ideas. c) Appreciate the importance of logic in writing	punctuate sentences?	methods of taking notes and compare with one another, in pairs and groups. 2. Learners construct sentences and paragraphs using keywords 3. Learners practice sequencing sentences to form paragraphs.	organizers, books, pencils, sentence strips, flash cards KLB Visionary English Literacy Activities Grade 3 pg. 17-18	writing, filling blanks
	3	LISTENING AND SPEAKING	Imitation	By the end of the sub-strand, the learner should be able to: 1. Use appropriate expressions and phrases in formal and non-formal conversations. 2. Respond appropriately to conversations with varied audiences.	Why is it important to communicate appropriately?	1. Learners are guided to make inquiries on the different forms of conversation with various people in their community (peers, elders) 2. Learners simulate conversations in different settings (focus on age appropriateness, gender differences, reinforce good mannerisms) in pairs and groups. 3. Learners take turns as they participate in panel discussions on issues related to self, home, and family.	Resource persons, audiotapes, charts, books, videos, news items KLB Visionary English Literacy Activities Grade 3 pg.21	Learners could listen to news items and imitate a broadcast.
	4	READING	Independent reading	By the end of the sub-strand, the learner should be able to: a) Silently read a given passage.	What can you do to ensure that you understand what you read on your own?	Learners find answers to questions through independent reading. Learners are encouraged to utilize resources	Readers, newspapers, magazines, journals	question/answer, reading competitions, cloze tests

				Locate information from print sources. Read supplementary books with understanding.		available in the library for independent reading Learners ask and answer questions from independent reading	KLB Visionary English Literacy Activities Grade 3 pg. 23-24	
	5	WRITING	Sentence formation	By the end of the sub-strand, the learner should be able to: a) Write a variety of compound and complex sentence structures correctly. Use writing and other forms of representation to generate and organize ideas Appreciate the importance of logic in writing	How do we construct sentences?	Learners practice methods of taking notes and compare with one another, in pairs and groups. 2. Learners use an organizer to arrange sentences to form a paragraph, in pairs and groups. 3. Learners construct sentences and paragraphs using keywords.	Writing organizers, books, pencils, sentence strips, flash cards KLB Visionary English Literacy Activities Grade 3 pg.25	composition writing, filling blanks
7	1	LISTENING AND SPEAKING	Imitation	By the end of the sub-strand, the learner should be able to: 1. Use appropriate expressions and phrases in formal and non-formal conversations. 2. Respond appropriately to conversations with varied audiences.	Why is it important to communicate appropriately?	1. Learners are guided to make inquiries on the different forms of conversation with various people in their community (peers, elders) 2. Learners simulate conversations in different settings (focus on age appropriateness, gender differences, reinforce good mannerisms) in pairs and groups. 3. Learners take turns as they participate in panel discussions on issues	Resource persons, audiotapes, charts, books, videos, news items KLB Visionary English Literacy Activities Grade 3 pg. 21	Learners could listen to news items and imitate a broadcast.

						related to self, home, and family.		
	2	READING	Independent reading	By the end of the sub-strand, the learner should be able to: a) Silently read a given passage. b) Locate information from print sources. c) Read supplementary books with understanding.	What can you do to ensure that you understand what you read on your own?	1. Learners find answers to questions through independent reading. 2. Learners are encouraged to utilize resources available in the library for independent reading 3. Learners ask and answer questions from independent reading	Readers, newspapers, magazines, journals KLB Visionary English Literacy Activities Grade 3 pg. 23-24	question/answer, reading competitions, cloze tests
	3	WRITING	Sentence formation	By the end of the sub-strand, the learner should be able to: a) Write a variety of compound and complex sentence structures correctly. b) Use writing and other forms of representation to generate and organize ideas c) Appreciate the importance of logic in writing	How do we construct sentences?	1. Learners practice methods of taking notes and compare with one another, in pairs and groups. 2. Learners use an organizer to arrange sentences to form a paragraph, in pairs and groups. 3. Learners construct sentences and paragraphs using keywords.	Writing organizers, books, pencils, sentence strips, flash cards KLB Visionary English Literacy Activities Grade 3 pg. 26	composition writing, filling blanks
	4	LISTENING AND SPEAKING	Story Telling	By the end of the sub-strand, the learner should be able to: a) Use digital knowledge to create stories. b) Acquire and accurately use appropriate words and phrases from stories.	What do stories teach us?	1. Learners listen to stories and model different techniques of story telling 2. Learners listen to stories from various digital platforms and use the same platforms to create their stories.	digital tools e.g. computer, storybook, picture cards, audio stories, radios, props, costumes KLB Visionary English	Create a story

							Literacy Activities Grade 3 pg.27	
	5	READING	Independent reading	By the end of the sub-strand, the learner should be able to: a) Identify the main idea in a passage b) Locate information from print sources c) Silently read a given passage. d) Develop an interest in reading for pleasure	What can you do to ensure that you understand what you read on your own?	1. Learners guess the meaning of unfamiliar words from context 2. Learners make and confirm predictions from texts read 3. Learners find answers to questions through independent reading. 4. Learners ask and answer questions from independent reading	Readers, newspapers, magazines, journals KLB Visionary English Literacy Activities Grade 3 pg. 30-31	question/answer, reading competitions, cloze tests
8	1	WRITING	Sentence formation	By the end of the sub-strand, the learner should be able to: a) Develop strategies for making and organizing notes. c) Use writing and other forms of representation to generate and organize ideas. d) Appreciate the importance of logic in writing	Why do we punctuate sentences?	1. Learners observe as teacher explicitly models use of sentence punctuation 2. Learners practice methods of taking notes and compare with one another, in pairs and groups. 3. Learners practice sequencing sentences to form paragraphs.	Writing organizers, books, pencils, sentence strips, flash cards KLB Visionary English Literacy Activities Grade 3 pg. 34	composition writing, filling blanks
	2	LISTENING AND SPEAKING	Story Telling	By the end of the sub-strand, the learner should be able to: a) Use digital knowledge to create stories. b) Acquire and accurately use appropriate words and phrases from stories.	What do stories teach us?	1. Learners listen to stories and model different techniques of story telling 2. Learners listen to stories from various digital platforms and use the same platforms to create their stories.	digital tools e.g. computer, storybook, picture cards, audio stories, radios, props, costumes KLB Visionary	Create a story

							English Literacy Activities Grade 3 pg. 27	
3	READING	Independent reading	By the end of the sub-strand, the learner should be able to: a) Identify the main idea in a passage b) Locate information from print sources c) Silently read a given passage. d) Develop an interest in reading for pleasure	What can you do to ensure that you understand what you read on your own?	1. Learners guess the meaning of unfamiliar words from context 2. Learners make and confirm predictions from texts read 3. Learners find answers to questions through independent reading. 4. Learners ask and answer questions from independent reading	Readers, newspapers, magazines, journals KLB Visionary English Literacy Activities Grade 3 pg. 30-31	question/answer, reading competitions, cloze tests	
4	WRITING	Sentence formation	By the end of the sub-strand, the learner should be able to: a) Develop strategies for making and organizing notes. c) Use writing and other forms of representation to generate and organize ideas. d) Appreciate the importance of logic in writing	Why do we punctuate sentences?	1. Learners observe as teacher explicitly models use of sentence punctuation 2. Learners practice methods of taking notes and compare with one another, in pairs and groups. 3. Learners practice sequencing sentences to form paragraphs.	Writing organizers, books, pencils, sentence strips, flash cards KLB Visionary English Literacy Activities Grade 3 pg. 34	composition writing, filling blanks	
5	LISTENING AND SPEAKING	Story Telling	By the end of the sub-strand, the learner should be able to: a) Use digital knowledge to create stories b) Develop an interest in telling stories for pleasure	Why do we tell stories?	1. Learner could be guided to use acquired vocabulary to retell stories in pairs, groups and whole class 2. Learners are prompted to take roles and act them out	digital tools e.g. computer, storybook, picture cards, audio stories, radios, props, costumes KLB Visionary	create a story	

				d) Demonstrate techniques of effective storytelling.		(using props, correct tone, pitch, tempo and body language) in pairs and groups. 3. Listen and retell a story from memory	English Literacy Activities Grade 3 pg. 35-36	
9	1	READING	Independent reading	By the end of the sub-strand, the learner should be able to: a) Identify the main idea in a passage. b) Locate information from print sources c) Silently read a given passage.	What can you do to ensure that you understand what you read on your own?	1. Learners guess the meaning of unfamiliar words from context 2. Learners make and confirm predictions from texts read 3. Learners find answers to questions through independent reading. 4. Learners are encouraged to utilize resources available in the library for independent Reading	Readers, newspapers, magazines, journals KLB Visionary English Literacy Activities Grade 3 pg. 38-39	Question/answer, reading competitions, cloze tests
	2	WRITING	Sentence formation	By the end of the sub-strand, the learner should be able to: a) Write a variety of compound and complex sentence correctly. b) Develop strategies for making and organizing notes. c) Use writing and other forms of representation to generate and organize ideas.	How do we construct sentences?	1. Learners practice methods of taking notes and compare with one another, in pairs and groups. 2. Learners practice writing sentences using correct punctuation, individually, in pairs and groups. 3. Learners construct sentences and paragraphs using keywords 4. Learners practice sequencing sentences to form paragraphs	writing organizers, books, pencils, sentence strips, flash cards KLB Visionary English Literacy Activities Grade 3 pg. 40	composition writing, filling blanks

	3	LISTENING AND SPEAKING	Story Telling	By the end of the sub-strand, the learner should be able to: a) Use digital knowledge to create stories b) Develop an interest in telling stories for pleasure d) Demonstrate techniques of effective storytelling.	Why do we tell stories?	1. Learner could be guided to use acquired vocabulary to retell stories in pairs, groups and whole class 2. Learners are prompted to take roles and act them out (using props, correct tone, pitch, tempo and body language) in pairs and groups. 3. Listen and retell a story from memory	digital tools e.g. computer, storybook, picture cards, audio stories, radios, props, costumes KLB Visionary English Literacy Activities Grade 3 pg. 35-36	create a story
	4	READING	Independent reading	By the end of the sub-strand, the learner should be able to: a) Identify the main idea in a passage. b) Locate information from print sources c) Silently read a given passage.	What can you do to ensure that you understand what you read on your own?	1. Learners guess the meaning of unfamiliar words from context 2. Learners make and confirm predictions from texts read 3. Learners find answers to questions through independent reading. 4. Learners are encouraged to utilize resources available in the library for independent Reading	Readers, newspapers, magazines, journals KLB Visionary English Literacy Activities Grade 3 pg. 38-39	Question/answer, reading competitions, cloze tests
	5	WRITING	Sentence formation	By the end of the sub-strand, the learner should be able to: a) Write a variety of compound and complex sentence correctly. b) Develop strategies for	How do we construct sentences?	1. Learners practice methods of taking notes and compare with one another, in pairs and groups. 2. Learners practice writing sentences using	writing organizers, books, pencils, sentence strips, flash cards KLB Visionary	composition writing, filling blanks

				making and organizing notes. c) Use writing and other forms of representation to generate and organize ideas.		correct punctuation, individually, in pairs and groups. 3. Learners construct sentences and paragraphs using keywords 4. Learners practice sequencing sentences to form paragraphs	English Literacy Activities Grade 3 pg. 40	
10	1	LISTENING AND SPEAKING	Story Telling	By the end of the sub-strand, the learner should be able to: a) Use digital knowledge to create stories b) Acquire and accurately use appropriate words and phrases from stories.	How do we tell stories?	1. Learners listen to stories and model different techniques of storytelling. 2. Learners listen to stories from various digital platforms and use the same platforms to create their stories. 3. Learners are prompted to take roles and act them out (using props, correct tone, pitch, tempo and body language) in pairs and groups.	digital tools e.g. computer, storybook, picture cards, audio stories, radios, props, costumes KLB Visionary English Literacy Activities Grade 3 pg. 42	create a story
	2	Reading	Independent reading	By the end of the sub-strand, the learner should be able to: a) identify the main idea in a passage and locate information from print sources b) silently read a given passage c) develop an interest in	Why do you read on your own?	1. Learners make and confirm predictions from texts read 2. Learners find answers to questions through independent reading 3. Learners are encouraged to utilize resources available in the library for independent	Readers, newspapers, magazines, journals KLB Visionary English Literacy Activities Grade 3 pg.	Question/answer, reading competitions, cloze tests

				reading for pleasure.		reading 4. Learners ask and answer questions from independent reading	44-45	
3	WRITING	Sentence formation	By the end of the sub-strand, the learner should be able to: a) Write a variety of compound and complex sentence structures correctly. b) Use writing and other forms of representation to generate and organize ideas d) Appreciate the importance of logic in writing	How do we construct sentences?	1. Learners practice writing sentences using correct punctuation, individually, in pairs and groups 2. Learners use an organizer to arrange sentences to form a paragraph, in pairs and groups 3. Learners construct sentences and paragraphs using keywords 4. Learners practice sequencing sentences to form paragraphs	composition writing, filling blanks KLB Visionary English Literacy Activities Grade 3 pg. 47-48	writing organizers, books, pencils, sentence strips, flash cards	
4	LISTENING AND SPEAKING	Story Telling	By the end of the sub-strand, the learner should be able to: a) Use digital knowledge to create stories b) Acquire and accurately use appropriate words and phrases from stories.	How do we tell stories?	1. Learners listen to stories and model different techniques of storytelling. 2. Learners listen to stories from various digital platforms and use the same platforms to create their stories. 3. Learners are prompted to take roles and act them out (using props, correct tone, pitch, tempo and body language) in pairs and groups.	digital tools e.g. computer, storybook, picture cards, audio stories, radios, props, costumes KLB Visionary English Literacy Activities Grade 3 pg. 42	create a story	

	5	Reading	Independent reading	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify the main idea in a passage and locate information from print sources</p> <p>b) silently read a given passage</p> <p>c) develop an interest in reading for pleasure.</p>	<p>Why do you read on your own?</p>	<ol style="list-style-type: none"> 1. Learners make and confirm predictions from texts read 2. Learners find answers to questions through independent reading 3. Learners are encouraged to utilize resources available in the library for independent reading 4. Learners ask and answer questions from independent reading 	<p>Readers, newspapers, magazines, journals</p> <p>KLB Visionary English Literacy Activities Grade 3 pg. 44-45</p>	<p>Question/answer, reading competitions, cloze tests</p>
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