

## SUBJECT: ENGLISH SCHEMES OF WORK GRADE 3 Term 1

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REF
1	1-5								
2	1-3	<b>LISTENING AND SPEAKING</b>	<b>1.1 Attentive Listening</b>	By the end of the sub strand, the learner should be able to: a) listen attentively during a conversation, b) respond to simple specific three-directional instructions in oral communication, c) appreciate the importance of listening attentively for effective communication	1) What can we tell from people's faces and hand movements as they talk? 2) Why do you look at someone's face as they speak	<input type="checkbox"/> Learners are helped to practise correct sitting posture in groups and pairs <input type="checkbox"/> Learners engage in drama to practice good eye contact, appropriate facial expressions and gestures in small groups and in pairs. <input type="checkbox"/> Learners identify key sounds, key words and phrases for effective oral communication <input type="checkbox"/> Learners respond to instructions through actions, orally and in writing. <input type="checkbox"/> Learners practise in small groups and pairs to allow others to speak without interrupting. <input type="checkbox"/> Learners demonstrate and interpret facial expressions and gestures as seen from posters, pictures, demonstration, and role play. <input type="checkbox"/> Learners take turns during group and pair work. <input type="checkbox"/> Learners mime or recite poems using both verbal and non-verbal communication	<b>Realia charts</b>	<b>1.Observation 2.Oral questions 3.written questions</b>	
3	1-3			By the end of the sub strand, the			<b>Realia</b>	<b>.Observ</b>	

			<p>learner should be able to:</p> <p>a) recognise new words used in the theme (s) to acquire a range of vocabulary</p> <p>b) pronounce the vocabulary related to the theme correctly for effective communication,</p> <p>c) demonstrate the understanding of new words by applying them in relevant contexts,</p> <p>use the vocabulary learnt to communicate confidently in various contexts</p> <p>d) appreciate the importance of using vocabulary to communicate confidently in various contexts</p>	<p>1) Which sounds form the following words?(give examples of words learnt in Grade 2)</p> <p>2) How are these words</p> <p>3) Which of these words have a similar beginning/end sound?</p> <p>4) What other words have the same meaning as these words?</p> <p>5) How are these words pronounced?</p> <p>6) How do you use these words in sentences?</p>	<p><input type="checkbox"/> Learners practise pronunciation of the vocabulary and talk about activities related to the theme using the new words.</p> <p><input type="checkbox"/> Learners recite rhymes, sing songs, individually, in pairs or groups using the vocabulary related to the theme.</p> <p><input type="checkbox"/> Learners are guided to use the vocabulary correctly through dramatisation and role play in the classroom, use of realia, pictures, verbal or situational contexts and synonyms</p> <p><input type="checkbox"/> Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues.</p> <p><input type="checkbox"/> In pairs and in groups, learners play language games, use tongue twisters, and songs to practise vocabulary.</p> <p><input type="checkbox"/> Learners interact with audio material to listen to the correct pronunciation of the vocabulary.</p> <p><input type="checkbox"/> Learners access meaning of vocabulary from pictorial dictionaries and practice them in sentences individually, in pairs and/ or groups</p>	<p><b>charts</b></p>	<p><b>ation</b></p> <p><b>2.Oral questions</b></p> <p><b>3.written questions</b></p>
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					7) How are these words spelt?				
4	1-3		<b>2.4 Language Structures and Functions</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) construct sentences about daily activities using subject-verb agreement correctly,</p> <p>b) construct sentences on daily activities in relation to when they take place,</p> <p>c) recognise the correct use of subject-verb agreement to form appropriate sentences,</p> <p>d) appreciate the importance of subject verb agreement in achieving effective communication</p>	<p>1) What is Sarah holding?</p> <p>2) What are the girls holding?</p> <p>3) What has Sarah done?</p> <p>4) What have they done?</p>	<p><input type="checkbox"/> Learners observe pictures showing singular and plural subjects and construct correct oral sentences.</p> <p><input type="checkbox"/> Learners construct sentences on actions that have been demonstrated by classmates in pairs/small groups</p> <p><input type="checkbox"/> Learners construct sentences using singular and plural subjects for things at home and around their environment like animals and utensils</p> <p><input type="checkbox"/> Learners listen to a story, poem or conversation read by the teacher or from computing devices, and respond to questions based on the theme 'time' or questions about time</p>	<b>Realia Charts</b>	.Observation 2.Oral questions 3.written questions	
5	1-3		<b>2.4 Language Structures and Functions</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) construct sentences about daily activities using subject-verb agreement correctly,</p> <p>b) construct sentences on daily activities in relation to when they take place,</p> <p>c) recognise the correct use of subject-verb agreement to form</p>	<p>1) What is Sarah holding?</p> <p>2) What are the girls holding?</p> <p>3) What has Sarah done?</p> <p>4) What have they</p>	<p><input type="checkbox"/> Learners observe pictures showing singular and plural subjects and construct correct oral sentences.</p> <p><input type="checkbox"/> Learners construct sentences on actions that have been demonstrated by classmates in pairs/small groups</p> <p><input type="checkbox"/> Learners construct sentences using singular and plural subjects for things at home and around their environment like animals</p>	<b>Realia charts</b>		

				appropriate sentences, d) appreciate the importance of subject verb agreement in achieving effective communication	done?	and utensils <input type="checkbox"/> Learners listen to a story, poem or conversation read by the teacher or from computing devices, and respond to questions based on the theme 'time' or questions about time			
6	1-3		<b>Language structures and functions</b>	By the end of the sub strand, the learner should be able to: a) use indefinite pronouns to talk about daily activities at home and at school, b) identify indefinite pronouns in communication about home and school, c) enjoy using indefinite pronouns in their day to day communication	Who has picked my pen?	<input type="checkbox"/> Learners engage in question and answer dialogues using indefinite pronouns <input type="checkbox"/> Learners participate in language games involving the use of the indefinite pronouns <input type="checkbox"/> Learners are guided to practise oral sentences using indefinite pronouns in pairs and in groups. <input type="checkbox"/> Learners listen to a story, poem or conversation read by the teacher or from computing devices, and responds to questions based on indefinite pronouns	<b>Realia Charts</b>	<b>.Observation</b> <b>2.Oral questions</b> <b>3.written questions</b>	
7	1-3		<b>Language structures and functions</b>	By the end of the sub strand, the learner should be able to: a) use indefinite pronouns to talk about daily activities at home and at school, b) identify indefinite pronouns in communication about home and school, c) enjoy using indefinite pronouns in their day to day communication	Who has picked my pen?	<input type="checkbox"/> Learners engage in question and answer dialogues using indefinite pronouns <input type="checkbox"/> Learners participate in language games involving the use of the indefinite pronouns <input type="checkbox"/> Learners are guided to practise oral sentences using indefinite pronouns in pairs and in groups. <input type="checkbox"/> Learners listen to a story, poem or	<b>Realia Charts</b>	<b>.Observation</b> <b>2.Oral questions</b> <b>3.written questions</b>	

						conversation read by the teacher or from computing devices, and responds to questions based on indefinite pronouns			
8	1-3		<b>Environment</b> ( 3 lessons ) Child rights ( 3 lessons ) Singular and plurals of irregular nouns e.g. foot –feet tooth – teeth mouse – mice ox – oxen	By the end of the sub strand, the 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, c) distinguish between singular and plural irregular nouns for appropriate oral communication at home and in school d) enjoy games involving the singular and plural forms of irregular nouns	1) What are the plural forms of these nouns? 2) How do you say these pairs of nouns?	<input type="checkbox"/> In small groups learners form plurals of specific words taking the singular and plural forms of irregular nouns. <input type="checkbox"/> Learners recite poems containing the singular and plural forms of irregular nouns. <input type="checkbox"/> Learners are guided to construct sentences based on pictures the singular and plural forms of irregular nouns. <input type="checkbox"/> Learners listen to a story,  poem or conversation read by the teacher or from computing devices, and respond to questions based on singular and plural forms of irregular noun	Realia Charts	.Observation 2.Oral questions 3.written questions	
9	1-3		<b>Environment</b> ( 3 lessons ) Child rights ( 3 lessons ) Singular and plurals of	By the end of the sub strand, the 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, c) distinguish between singular and plural irregular nouns for appropriate	1) What are the plural forms of these nouns? 2) How do you say these pairs of nouns?	<input type="checkbox"/> In small groups learners form plurals of specific words taking the singular and plural forms of irregular nouns. <input type="checkbox"/> Learners recite poems containing the singular and plural forms of irregular nouns. <input type="checkbox"/> Learners are guided to construct sentences based on pictures the singular and plural forms of irregular	Realia charts	.Observation 2.Oral questions 3.written questions	

			irregular nouns e.g. foot –feet tooth – teeth mouse – mice ox – oxen	oral communication at home and in school  d) enjoy games involving the singular and plural forms of irregular nouns		nouns.  poem or conversation read by the teacher or from computing devices, and respond to questions based on singular and plural forms of irregular noun  <input type="checkbox"/> Learners listen to a story,			
10	1-3	<b>Language structure and functions</b>	<b>Occupation (people and their work)</b>	By the end of the sub strand, the learner should be able to: a) use ‘will’/’shall’ to talk about what they would want to become in future, b) identify words that express future time/actions for effective oral communication, c) enjoy using ‘will’ and ‘shall’ to communicate future time/intentions	1) What will you do at break time? 2) What will you do at lunch time? 3) What will you do when you grow up?	Learners talk about what they plan to do after school that day or the following day to express the future tense <input type="checkbox"/> Learners ask and answer questions using the future time <input type="checkbox"/> Learners sing a song/rhyme using ‘will’ and ‘shall’, to express future time <input type="checkbox"/> Learners listen to story read by the teacher or from computing devices, and respond to questions based on future time	<b>Realia Charts</b>	<b>.Observation</b> <b>2.Oral questions</b> <b>3.written questions</b>	
11	1-3	<b>Language structure and functions</b>	Technology (Using a computer ) ( 3 lessons) Future time (will/shall)	By the end of the sub strand, the learner should be able to: a) use ‘will’/’shall’ to talk about what they would want to become in future, b) identify words that express future time/actions for effective oral communication, c) enjoy using ‘will’ and ‘shall’ to communicate future time/intentions	1) What will you do at break time? 2) What will you do at lunch time? 3) What will you do when you	Learners talk about what they plan to do after school that day or the following day to express the future tense <input type="checkbox"/> Learners ask and answer questions using the future time <input type="checkbox"/> Learners sing a song/rhyme using ‘will’ and ‘shall’, to express future time <input type="checkbox"/> Learners listen to story read by the	<b>Realia charts</b>	<b>.Observation</b> <b>2.Oral questions</b> <b>3.written questions</b>	

					grow up?	teacher or from computing devices, and respond to questions based on future time			
1 2	1- 3	<b>Language structure and functions</b>	<b>Safety Opposites</b>	By the end of the sub strand, the learner should be able to: a) use opposites of higher level difficulty to construct simple sentences about safety at home, school and the environment, b) identify the opposite of a group of words for effective oral communication, c) enjoy conversations using opposites in communicating ideas	1) What are the opposites of these words? 2) Where does the sun rise/set?	<input type="checkbox"/> Learners use the opposites of a broad range of words (e.g present /absent, left /right, top/ bottom , back / front, outside /inside) <input type="checkbox"/> In pairs and groups learners construct oral and written sentences using the opposites of familiar and unfamiliar words <input type="checkbox"/> Learner listens to story read by the teacher or from computing devices and respond to questions based on the theme and opposites	<b>Realia Charts</b>	<b>.Observation</b> <b>2.Oral questions</b> <b>3.written questions</b>	
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1 3	1- 3								