SUBJECT: LITERACY SCHEMES OF WORK GRADE 3 Term 1

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQURY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REF
1	1-5								
2	1-5	**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 c) respond appropriately to conversations with varied audiences d) appreciate the importance of mannerisms while engaging in conversations		☐ Learners are guided to make inquiries on the different forms of conversation with various people in their community (peers, elders) ☐ Learners simulate conversations in different settings(focus on age appropriateness, gender differences, reinforce good mannerisms) in pairs and groups . ☐ Learners role play conversations in different setups (church, market, home etc) ☐ Learners take turns as they participate in panel discussions on issues related to self, home, and family ☐ 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	**Realia charts**	**1.**Observation **2.**Oral questions **3.**written questions	
3	1-5		**Story Telling**	By the end of the sub-strand, the learner should be able to: a) use digital knowledge to create stories	What do stories teach us?	• Learners listen to stories and model different techniques of story telling ☐ Learners listen to stories from	**Realia charts**).What do stories teach us?	.Observation 2.Oral questio	

				b) acquire and accurately use appropriate words

and phrases from stories

c) develop an interest in telling stories for pleasure
d) demonstrate techniques of effective storytelling | | various digital platforms and use the same platforms to create their stories

☐ Learner could be guided to use acquired vocabulary to retell stories in pairs, groups and whole class

☐ Learners are prompted to take roles and act them out (using props, correct tone, pitch, tempo and body language) in pairs and groups.
☐ Listen and retell a story from memory | | ns
3.written questions | |
| 4 | 1-5 | | **Effective communication(sharing experiences)** | By the end of the sub-strand, the learner should be able to:
a) use compound and complex sentences to link thoughts
b) listen and use talk to organize and clarify thoughts and ideas
c) effectively communicate needs and feelings in a variety of ways
d) listen to concerns and opinions of others and represent them in an appropriate forum
e) demonstrate willingness to interact with others
f) appreciate the importance of sharing one another's feelings | How do we know that the person we are talking to has understood our message | Learners listen to stories and identify the main idea in pairs, groups and whole class
☐ Learners participate in play both in and out of class to enhance communication
☐ Learners listen to others as they share personal experiences on selected themes
☐ Learners share their opinions and represent the views of others to relevant authorities e.g. child abuse | **Realia Charts** | **.Observation
2.Oral questions
3.written questions** | |
| 5 | 1-5 | | **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 | What do you like to talk about? | ☐ Learners to talk about thematic pictures on charts displayed (my family, my community)
☐ Learners engage in conversations | **Realia charts** | | |

				b) use appropriate expressions to describe people, situations, and events c) build on one's ideas in a conversation by linking them to those given by others d) develop an interest to read stories		to talk about thematic texts from different media, in groups, pairs, and whole class ☐ Learners role play and discuss rules that govern social interactions when talking. ☐ Learners orally answer questions from a story read ☐ Learners share the message in a story with peers, parents, and others in the community			
6	1-5		**Presenta tion skills**	By the end of the sub-strand, the learner should be able to: a) question the decisions made in their environment and ask critical questions b) engage in decision making in their environment. c) sequentially position their views using appropriate words e.g firstly, secondly, lastly d) demonstrate an interest in making decisions in their environment through contributions and valid suggestions	1) How do we choose between two things? 2) How do we tell others what we have chosen?	☐ Learners make decisions on a subject and share their decisions ☐ Learners share and justify their decisions on a given subject in pairs and groups ☐ Learners are given opportunities for decision-making(dilemma situations) and make constructive suggestions. ☐ Learners to role play as a basis for initiating conversation on a topic	**Realia Charts**	.Observ ation 2.Oral questio ns 3.writte n questio ns	
7	1-5	READING	**Independent readin**	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	1) What can you do to ensure	☐ Learners guess the meaning of unfamiliar words from context ☐ Learners make and confirm	**Realia Charts**	.Observ ation 2.Oral questio	

				sources c) silently read a given passage d) read supplementary books with understanding e) develop an interest in reading for pleasure	that you understand what you read on your own	predictions from texts read ☐ Learners find answers to questions through independent reading ☐ Learners are encouraged to utilize resources available in the library for independent reading ☐ Learners ask and answer questions from independent reading			ns 3.written questions
8	1-5	READING	**Reading compreh ension**	By the end of the sub-strand, the learner should be able to: a) read with accuracy, fluency, and understanding b) read through texts to make personal judgments or opinions on the subjects of the text c) locate information in a text d) use acquired words to form sentences and read them accurately at an appropriate speed e) develop an interest in reading widely on varied subjects	Why is meaning important in reading?	☐ Learners answer and generate questions from texts read ☐ Learners are encouraged to make connections between materials read and real life ☐ Learners use vocabulary acquired to construct grammatically correct sentences ☐ Learners practice reading at an appropriate speed and with understanding ☐ Learners are guided to share their opinions based on texts read	**Realia Charts**	.Observ ation 2.Oral questio ns 3.written questio ns	
9	1-5	**WRITIN G**	**Sentence formatio n**	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 c) use writing and other forms of representation to generate and organize ideas	1) How do we construct sentences? 2) Why do we	☐ Learners observe as teacher explicitly models use of sentence punctuation ☐ Learners practice methods of taking notes and compare with one another, in pairs and groups ☐ Learners practice writing sentences using correct punctuation, individually, in pairs and groups ☐ Learners use an organizer to	**Realia charts**	.Observ ation 2.Oral questio ns 3.written questio ns	

				d) appreciate the importance of logic in writing		arrange sentences to form a paragraph, in pairs and groups ☐ Learners construct sentences and paragraphs using keywords ☐ Learners practice sequencing sentences to form paragraphs			
10	1-5	**WRITING**	**Spelling instruction**	By the end of the sub-strand, the learner should be able to: a) use a range of spelling strategies to correct misspelled words b) apply rules of spelling in writing c) appreciate the importance of accurate spelling in texts	What can you do to spell words correctly	☐ Learners do word study on word patterns (for similarities and differences), in pairs and small groups ☐ Learners practice sorting words according to given patterns. ☐ Learners use reinforcement activities to relate patterns to themes i.e.(sing the song avocado, papaya, banana x2 fruits are life) ☐ Learners engage in spelling games e.g. forming words from letter cut outs, scrabble, spelling relay ☐ Learners brainstorm on new words learned and practice spelling them in writing(punctuation, accurate spelling, letter formation, and spacing) ☐ Learners identify and correct spelling errors in texts read	**Realia Charts**	.Observation 2.Oral questions 3.written questions	
11	1-5	**WRITING**	**Handwriting**	By the end of the sub-strand, the learner should be able to: a) use capital letters correctly b) use appropriate spacing between words c) use legible and neat handwriting to communicate effectively d) appreciate the importance of	1) What do we consider when writing a paragraph?	Learners observe displayed model handwriting ☐ Learners are guided to write for sustained period individually and in pairs ☐ Learners practice effective punctuation (capitalization, commas,	**Realia charts**	.Observation 2.Oral questions 3.written questio	

				linking words in paragraph development		and full stop). ☐ Learners are provided with reading material as triggers to writing ☐ Learners are guided through think-pair- share to discuss linking words		ns
1 2	1-5	**WRITIN G**	**3.4 Creative writing**	By the end of the sub-strand, the learner should be able to: a) develop strategies for writing creative texts b) experiment with language choice in imaginative writing c) compose simple texts in written and digital formats d) engage in writing activity for a sustained period e) demonstrate a sense of ownership in	1) Why is it important to use linking words when writing paragraphs ? 2) How do we organize ideas to make a story interesting?	☐ Learners practice creative writing(drafting, revising, editing, proofreading and publishing creative texts), in pairs and groups ☐ Learners create and publish writing using digital tools, in pairs and groups ☐ Learners display their creative works in the classroom, notice boards, the school magazine. Portfolio) ☐ Learners participate in creative writing competitions at school and	**Realia Charts**	**.Observ ation 2.Oral questio ns 3.writte n questio ns**
1 3 $ 1 4				CAT			CAT	