



**PRIMARY THREE**

**SCHEME OF WORK FOR**

**LITERACY 1B TERM 2**

Wk	PD	THEME	SUBTHEME	CONTENT	SUBCOMP	LANGUAGE	METHODS	ACTIVITIES	SKILLS / VALUES	INST. MAT	REF	RE M
1-8	1-40	Managing resources in our urban council	Saving our resources	<b>Concepts of resources</b> - Definition of a resource - Definition of a basic resource - Examples of basic resources -Types of resources -Examples of natural resource Examples of artificial resources	Learner - defines resources - names basic resources - mentions types of resources - gives examples of natural resources - lists examples of artificial resources	Learner - reads names of basic resources - writes sentences about resources	- Guided discussion - Observation	Reading names of basic resources from RS Thematic literacy book3 p.126  Observing some resources like money, plants	<b>Effective communication</b> - fluency - accuracy  <b>values</b> - Appreciation - sharing	-land -Water -Money -plants	RS Thematic literacy Bk 3 pg 126	



				<b>water as a resource</b> <ul style="list-style-type: none"> <li>- natural sources of water</li> <li>- Artificial sources of water</li> <li>- uses of water</li> <li>- How to harvest water</li> <li>- Ways of protecting water sources</li> <li>- Dangers of not protecting water source</li> </ul>	<ul style="list-style-type: none"> <li>-mentions examples of minerals</li> <li>-lists the natural sources of water</li> <li>-lists artificial sources of water</li> <li>-mentions uses of water</li> <li>-states ways of harvesting water</li> <li>- states ways of protecting water sources and the dangers of not protecting water sources</li> </ul>	<ul style="list-style-type: none"> <li>- reads the uses of water</li> <li>-reads the natural source of water</li> <li>- constructs sentences about source of water</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- observation</li> </ul>	<ul style="list-style-type: none"> <li>- Observing water sources around the school</li> <li>- Drawing sources of water</li> <li>- Reading about sources of water from the P.3 RS Thematic course bk pg 126</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Effective communication</li> <li>- Fluency</li> </ul>	<ul style="list-style-type: none"> <li>- Water Basin</li> <li>- Taps</li> <li>- Water tanks</li> </ul>	RS Thematic Literacy Bk 3 Pg 126	
				<b>Forests</b> <ul style="list-style-type: none"> <li>- Definition of a forest.</li> <li>- Types of forests</li> <li>- Examples of natural forests</li> <li>- Examples of artificial forests</li> <li>- importance of forests</li> </ul>	<ul style="list-style-type: none"> <li>- Learner defines a forest</li> <li>- names types of forests</li> <li>- gives examples of forests</li> <li>- state the importance of forests to man</li> </ul>	<ul style="list-style-type: none"> <li>- pronounces new words correctly</li> <li>- construct sentences about forests</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Guided discovery</li> <li>- observation</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing the importance of forests</li> <li>- Observing natural and artificial forests from a reference centre video</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> </ul>	<ul style="list-style-type: none"> <li>- A reference centre presentation showing natural and artificial forests</li> </ul>	R.S Thematic literacy Bk 3 pg 128  Reference centre presentation	





					-states dangers of mismanaging time	sentences about time correctly		activities on the class time table	-asking questions -classifying activities on the class time table	-Class time table		
				<b>Money as a resource</b> -Definition of money -Uses of money -ways how people get money -Examples of money(currencies) -Forms of money used in Uganda	The learner; - defines money - states the uses of money - mentions ways people get money - lists examples of currencies - mentions forms of money used in Uganda	-pronounces ,reads and spells words about money -reads and writes sentences about money	-guided discovery -discussion -exhibition	-Observing money samples -Identifying different forms of money from the given samples. -matching different currencies to the countries that use them	<b>Effective communication</b> -audibility -accuracy – fluency  <b>Values</b> - appreciation	-different money notes and coins -pictures of money	RS Thematic literacy Bk 3 pg 131	
				<b>Banking</b> - Definition of banking - Examples of banks in Uganda - Importance of banks	The learner; - defines banking - gives examples of banks in Uganda - lists uses of banks to people	- Pronounces ,reads and spells words about banking - Reads and writes sentences related to banking	-discussion -guided discovery -use of a resource person from the bank	-listening to a resource person and asking questions -discussing the importance of banks	<b>Effective communication</b> -audibility -fluency  <b>Values</b> appreciation	-question naires -resource person	RS Thematic literacy bk 3 pg 133	
				<b>Saving money</b> -Definition of saving -ways of saving money -Reasons for saving money -results of not saving money	- defines saving - explains how one can save money	-pronounces, reads and writes words related to saving	-discussion  -role play	-Acting a short play about saving and not saving	<b>Critical thinking</b> -giving a reason for	-A piggy box for saving money	RS Thematic literacy bk 3 pg 132	

					-mentions reasons for saving money -mentions the results of not saving	- reads and writes sentences about saving		Discussing reasons for saving and results of no saving	action taken - Responding to questions			
				<b>Fuel as a resource</b> -Definition of a fuel -Examples of fuel -Examples of fuel station in Uganda -Ways of saving fuel	-defines a fuel -mention examples of fuel used in our communities. -lists examples of fuel stations in Uganda -states ways of saving fuel	-pronounces, reads and writes words about fuel -reads and writes sentences about fuel	- observation - Guided discovery - discussion	-visiting the school kitchen -observing fuels used in the school kitchen -discussing ways of saving fuel	<b>Effective communication</b> -Fluency -audibility -accuracy	Fuels in the school kitchen like firewood charcoal	MK Junior Literacy book3 p.116	
				<b>-ways of saving resources</b> <b>-reasons for saving resources</b> <b>-ways how some people misuse resources</b>	-mentions ways of saving resources -states reasons for saving resources -explains how some people misuse resources	-pronounces ,reread and spells words related to saving resources -reads and writes sentences about saving resources	- Guided discussion	Discussing ways in which people misuse resources	<b>Critical thinking</b> - Responding to questions	-Saving boxes -Piggy bank	RS Thematic literacy Bk 3 pg 131	
				<b>Keeping records</b> -Definition of records Examples of records kept at home -Examples of records kept at school -Importance of keeping records	-defines records -mentions examples of records -explains the importance of record keeping	-reads, spells and writes words related to records -reads and writes sentences about records	-observation - Guided discovery - Discussion	-Filing their documents -observing different records like report cards, class register	- Responsibility	-Note books -Files -Receipt books Register	RS Thematic literacy Bk 3 pg 130	

								- discussing the importance of keeping records				
			<b>Spending resources</b>	-Definition of spending -ways of spending -things on which money is spent -ways of spending wisely	-defines spending -mentions ways of spending -lists things on which money is spent -states ways of spending money wisely	-reads ,spells and writes words about spending -reads and writes sentences related to spending	-Guided discussion  - observation	Drawing and naming items on which money is spent  -Writing shopping lists  Observing a written budget	<b>Problem solving</b> -making choice -finding different things <b>Negotiation</b> -using persuasive language	A shopping list  sample budget for family	RS thematic literacy book 3 p.130	
			<b>projects</b>	-Definition of a project -examples of projects -things needed to start a project Steps taken when starting a project	-Defines a project -lists examples of projects -mentions things needed to start a project- -explains the steps taken to start a project	-pronounces, reads and spells words related to projects -reads and writes sentences related to projects	- Discussion  - Guided discovery - Guided Project work	developing a class project of making crafts	<b>Creative thinking</b> -initiating new ideas - innovative ness <b>Effective communication</b> -audibility -fluency	-crafts materials e.g palm leaves, sisal	RS thematic literacy bk 3 pg 135	
				-managing projects		-pronounces, reads and	-discussion	-Listening to a	<b>Critical thinking</b>	A resource person in	RS Thematic Literacy	



				-importance of projects	- explains how to manage projects - States why it is good to start a project	spells words about projects  -writes sentences related to managing projects	-Use of a resource person to teach more about managing projects  inquiry	resource person  Inquiring from a resource person	-selecting and evaluating information -making use of best information you have	the poultry project  questionnaires	book3 p.113	
		<b>Keeping peace in our urban council</b>	<b>Living in peace with others</b>	-Definition of peace -Ways of living in peace -importance of peace in our community -people who help to keep peace and security in our Urban Council	The learner; -defines peace -explains how to live in peace with one another -states why peace is important in our community -names people who help to keep peace	-pronounces , reads and writes words about peace  -reads and writes sentences about peace	- Discussion  - story telling	- telling stories about keeping peace  - discussing the importance of keeping peace in our community	- <b>Self awareness</b> - Knowing ones 'position and responsibility  <b>Interpersonal relationship</b> -forgiving others -respecting other people	-A chart to show people who keep peace and security	Rs Thematic literacy bk 3 pg 135  MK Junior Literacy book 3 p.134	
				-How the police keeps peace and security -Importance of the army -things used to keep peace and security	- explains how the police and army keep peace - mentions things which the army and police use to keep peace	- reading words correctly - constructing sentences using words related to security	- discussion - Guided discovery  - Interviewing a resource person	Filling the questionnaires  Inquiring from the resource person	- <b>assertiveness</b> - listening and evaluating what others say	-questionnaires  -a resource person	Thematic literacy bk 3 pg 135 – 136	



				<b>Instability</b> - Causes of insecurity - Outcomes of lack of peace -	the learner; -mentions the causes of instability -states the outcomes of lack of peace	-pronounces, read , and spells words about instability -reads and write sentences about instability	Discussion  Story telling	Telling stories about instability  Discussing the causes and outcomes of instability	<b>Problem solving</b> -evaluating facts <b>Non violent conflict resolution</b> -resolving issues without fighting	Referenc e centre presentat ion about instabilit y	-Mk junior literacy bk3 p.135	
				-some common laws we must obey -importance of rules and regulations	-lists some laws we must obey -states the importance of rules and regulations	-reads and writing sentences about laws	- Guided discussion	-reading the class rules from the chart -discussing the importance of rules and regulations	<b>Friendshi p formation</b> - responsibility -love -using polite language	-class rules and regulations	RS Thematic s literacy bk 3 pg 137	
			<b>Child rights, needs and their importance</b>	-Definition of a right, a child and children's rights -examples of children's rights -	T -defines children's rights -defines a child -gives examples of children's rights	-pronounces, reads and spells words related to children's rights -Reads and writes sentences related to children's rights	- discussion - story telling  - role play about children's rights	Role playing children's rights  Discussing the children's rights	<b>Self awareness</b> -talking about one's potential, feelings and emotions -making choices <b>Self esteem</b> -talking about self	-A chart to show children's rights	RS Thematic literacy bk 3 pg 143 – 144 Monitor SST bk 3 pg 59 – 60	



									-expressing likes and dislikes			
				-examples of children’s needs -importance of children’s rights	The learner; -defines children’s needs -gives examples of children’s needs -mentions the importance of children’s rights	-reading sentences about children’s needs -constructs sentences about children’s needs	- Discussion - Story telling -role play	- Role playing the importance of children’s rights	<b>Friendship formation</b> -playing with others -working in groups -concern <b>Values</b> - appreciation	- clothes - food	RS Thematic literacy bk 3 pg 143 -144 Mk junior literacy book3 p.136	
				-people who help us to promote children’s rights  Non –governmental organizations that protect children’s rights	The learner; -names people responsible for promoting child’s rights -names the ‘NGOs’ that protect child’s rights	-pronounces , reads and writes words related to children’s rights Writes and reads sentences about people who protect children’s rights	Discussion	Discussing how NGOs protect children’s rights	<b>-effective communication</b> -accuracy -audibility <b>Values</b> - appreciation	- A chart to show children who need protection	RS Thematic literacy bk 3 pg 144	
				<b>Child abuse</b> -definition of children’s rights  -forms of child abuse  -causes of child abuse	The learner; -defines a child abuse -mentions forms of child abuse -mentions causes of child abuse	-pronounces ,reads and spells words about child abuse  -reads and writes sentences	Story telling  observation  Role play	Role playing forms of child abuse  Watching a video in which	<b>Self esteem</b> -expressing likes and dislikes -talking about self <b>Assertiveness</b>	A video showing forms of child abuse	Rs Themati c Literacy Book 3 P.145	

						about child abuse		child abuse is practiced	-being open -expressing ones point of view -standing for one's rights				
				<b>Child responsibility</b>	Definition of child responsibility  -examples of children's responsibility  -importance of children's responsibility	- defines responsibilities -give examples of children's responsibilities -states the importance of children's responsibility	- pronounces words in the lesson correctly - forms sentences using words about children's responsibilities	- Discussion - Story telling  Role playing	- Role playing children's responsibilities - Discussing the importance of children's responsibilities - Telling stories about their responsibilities	<b>Assertiveness</b> - volunteering	-Brooms  Jerry cans	RS Thematic literacy book3 p.145  MK Junior literacy book3 p.137	

