

### ENGLISH ACTIVITIES SCHEME OF WORK FOR GRADE 3 TERM 3

| School | Grade | Learning Area      | Term | Year |
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|        | 3     | English Activities | 3    |      |

| Week | Lesson | Strand/Theme                                  | Sub Strand/Sub theme   | Specific Learning Outcomes  | Key Inquiry Question(S)  | Learning Experience  | Learning Resources   | Assessment                             | Remarks |
|------|--------|---|--|---|--|--|--|--|---------|
| 1    | 1      | <b>Listening and Speaking</b>                 | <b>Pronunciation and Vocabulary</b>  | By the end of the sub strand, the learner should be able to:<br>a) Pronounce words with the consonant blends /gh/ /rm/ correctly and accurately.<br>b) Recognise new words used in the theme to acquire a range of vocabulary.<br>c) Pronounce the vocabulary related to the theme correctly for effective communication. | 1. How do you pronounce the word a) Lamp?                        | 1. Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues.<br><br>2. Learners pronounce words with the consonant blends /nth/ and /nd/ | Picture and word cards with the consonant blends, word wheels and computing devices that are available.<br><br>New Progressive Primary English Learners Book/Grade 3 pg. 116-117 | Oral questions, portfolio, observation |         |
|      | 2      | <b>Listening and Speaking</b><br>The Festival | <b>Language structure and functions</b><br><br>Describing words- size, shape, colour | By the end of the sub strand, the learner should be able to:<br>a) Use adjectives 'how many' and 'what shape' to describe people, things and actions in a festival.   | 1) What things can you see outside?<br>2) What colours are they? | 1. Learners group objects in terms of size, colour, shape and numbers.<br>2. Learner describes objects in the classroom using size, colour and   | Realia, computers, pictures, photos, flash cards<br><br>New Progressive  | Oral questions, portfolio, observation |         |

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|   |   |         |                | b) Appreciate the use of colour, size, shape and number to describe nouns  |   | numbers.<br>3. Learners colour different shapes of objects and describe them appropriately, first in pairs then individually.   | Primary English Learners Book/Grade 3 pg. 117-118   |  |  |
|   | 3 | Reading | Comprehension  | By the end of the sub strand, the learner should be able to:<br>a) Read words with the consonant blends /rm/ /gh/ in preparation to reading.<br>b) Read and retell the story 'The music festival' to enhance oral communication.<br>c) Answer simple direct and indirect questions based on a text of about 200 words. | 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.<br>2. Learners practise reading the text 'The music festival' and retell the story, conversation according to their understanding.<br>3. Learner answer questions after reading a text by getting clues from the story read.<br>4. Learners talk about their own experiences in relation to the story. | Newspaper cuttings of simple stories, audio-visual narrations, picture books<br><br>New Progressive Primary English Learners Book/Grade 3 pg. 118-120 | Oral questions, portfolio, observation |  |
| 2 | 1 | Writing | Guided Writing | By the end of the sub strand, the learner should be able to:<br>a) Write words from a prompt to demonstrate mastery  | How do you use lights at home?                  | 1. Learners are guided on the five steps of the writing process: planning, drafting, revising editing and writing   | Charts, pictures and photographs<br><br>New Progressive Primary   | Oral questions, portfolio, observation |  |

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|  |   |   |   | of vocabulary/complete sentences,<br>b) recognise the correct form and meaning of the words to be used in filling in gaps,<br>c) re-arrange words to make short phrases and sentences,   |                                    | the final piece<br>2. Learners filling in gaps correctly and sensibly.<br>3. In groups, learners mime a situation and let others write about it.<br>4. Learners write phrases in response to a picture prompt appropriately.<br>5. Learners write meaningful sentences in pairs from simple substitution table | English Learners Book/Grade 3 pg. 120-121  |  |  |
|  | 2 | <b>Listening and Speaking</b><br><br>Play time and Sports | <b>Language structure and functions</b><br><br>Comparatives and superlatives (-er and –est) | By the end of the sub strand, the learner should be able to:<br>a) Identify comparatives and superlatives that are used to describe people and things during play time and sports day.<br>b) form comparatives and superlatives appropriately based on the given examples for effective communication; | 1. What is the size of a football? | 1. Learners put objects into 3 groups of different sizes<br>2. Learners observe and describe objects according to size, using positive, comparative and superlative forms<br>3. Learners construct sentences using comparatives and superlatives to describe   | Computing devices<br><br>Balls of different sizes<br><br>New Progressive Primary English Learners Book/Grade 3 pg. 123-124 | Oral questions, portfolio, observation |  |

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|          |          |   |   | c) enjoy using comparatives and superlatives bigger and biggest.   |   |   |   |  |  |
|          | <b>3</b> | <b>Reading</b>  | <b>Comprehension</b>  | By the end of the sub strand, the learner should be able to:<br>a) Read words with the consonant blends /ts/ /ps/ in preparation to reading.<br>b) Read and retell the story 'Playing time at school' to enhance oral communication.<br>c) Answer simple direct and indirect questions based on a text of about 200 words. | 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.<br>2. Learners practise reading the text 'The music festival' and retell the story, conversation according to their understanding.<br>3. Learner answer questions after reading a text by getting clues from the story read.<br>4. Learners talk about their own experiences in relation to the story. | Newspaper cuttings of simple stories, audio-visual narrations, picture books<br><br>New Progressive Primary English Learners Book/Grade 3 pg. 124-125 | Oral questions, portfolio, observation |  |
| <b>3</b> | <b>1</b> | <b>Listening and Speaking</b><br><br>Play time and Sports | <b>Language structure and functions</b><br><br>Comparatives and superlatives (-er and -est) | By the end of the sub strand, the learner should be able to:<br>a) Form comparatives and superlatives appropriately based on the given examples for effective communication;   | Which is your best game?                        | 1. Learners put objects into 3 groups of different sizes<br>2. Learners observe and describe objects according to size, and length, using positive, comparative and   | Realia, computers, pictures, photos, flash cards<br><br>New Progressive Primary English   | Oral questions, portfolio, observation |  |

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|  |   |         |               | b) Enjoy using comparatives taller and superlatives tallest to describe people, things and places.   |   | superlative forms<br>3. Learners construct sentences using comparatives and superlatives to describe objects inside and outside the classroom, in pairs.  | Learners Book/Grade 3 pg. 127 - 128   |  |  |
|  | 2 | Reading | Comprehension | By the end of the sub strand, the learner should be able to:<br>a) Read words with the consonant blends /lf/ /rf/ in preparation to reading.<br>b) Read and retell the story 'An exciting sports day' to enhance oral communication.<br>c) Answer simple direct and indirect questions based on a text of about 200 words. | 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.<br>2. Learners practise reading the text 'An exciting sports day' and retell the story, conversation according to their understanding.<br>3. Learner answer questions after reading a text by getting clues from the story read.<br>4. Learners talk about their own experiences in relation to the story. | Newspaper cuttings of simple stories, audio-visual narrations, picture books<br><br>New Progressive Primary English Learners Book/Grade 3 pg. 129-131 | Oral questions, portfolio, observation |  |
|  | 3 | Writing | Spelling      | By the end of the sub strand, the learner should be able to:<br>a) spell and write   | How do you spell the word prize?                | 1. Learners write short sentences in exercise book or computer as the   | Charts, posters, multimedia word lists,   | Oral questions, portfolio,             |  |

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|          |          |  |   | words correctly for effective communication, b) appreciate the importance of writing words clearly, legibly and correctly for different purposes  |   | teacher dictates.<br>2. Learners re-arrange jumbled letters to make four to five-letter words.<br>3. Learners play age appropriate spelling   | flash cards<br><br>New Progressive Primary English Learners Book/Grade 3 pg. 131   | observation                            |  |
| <b>4</b> | <b>1</b> | <b>Listening and Speaking</b>                                  | <b>Pronunciation and Vocabulary</b>                               | By the end of the sub strand, the learner should be able to:<br>a) Pronounce words with the consonant blends /spl/ correctly and accurately.<br>b) Recognise new words used in the theme to acquire a range of vocabulary.<br>c) Pronounce the vocabulary related to the theme correctly for effective communication. | 1. How do you pronounce the word a) splash? | 1. Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues.<br><br>2. Learners pronounce words with the consonant blends /spl/ | Picture and word cards with the consonant blends, word wheels and computing devices that are available.<br><br>New Progressive Primary English Learners Book/Grade 3 pg. 132-133 | Oral questions, portfolio, observation |  |
|          | <b>2</b> | <b>Listening and Speaking</b><br><br>Diseases and Foods we eat | <b>Language structures and functions</b><br><br>Conjunction 'and' | By the end of the sub strand, the learner should be able to:<br>a) use conjunction 'and' to talk about nutrition and diseases.  | Why is it important to have a healthy diet? | 1. In groups, learners group items and talk about them using the conjunction 'and' as individuals.<br>2. Learners contrast  | Realia (food) , pictures and photos of food, flash cards, video clips with   | Oral questions, portfolio, observation |  |

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|   |   |  |                                   | b) enjoy using the conjunction 'and' to convey different meanings.  |   | objects or people in the class room using 'and' in pairs/small Groups.   | food types.<br>New Progressive Primary English Learners Book/Grade 3 pg.134   |  |  |
|   | 3 | Reading                                    | Comprehension                     | By the end of the sub strand, the learner should be able to:<br>a) Read words with the consonant blends /spl/ in preparation to reading.<br>b) Read and retell the story 'A painful tooth' to enhance oral communication.<br>c) Answer simple direct and indirect questions based on a text of about 200 words. | 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.<br>2. Learners practise reading the text 'A painful tooth' and retell the story, conversation according to their understanding.<br>3. Learner answer questions after reading a text by getting clues from the story read.<br>4. Learners talk about their own experiences in relation to the story. | Newspaper cuttings of simple stories, audio-visual narrations, picture books<br><br>New Progressive Primary English Learners Book/Grade 3 pg. 135-136 | Oral questions, portfolio, observation |  |
| 5 | 1 | Listening and Speaking<br><br>Diseases and | Language structures and functions | By the end of the sub strand, the learner should be able to:  | Name two vegetables that you know.              | 1. In groups, learners group items and talk about them using   | Realia (food) , pictures and photos of food, flash  | Oral questions, portfolio,             |  |

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|  |   | Foods we eat | Conjunction<br>'But' | <p>a) Use conjunction 'but' to talk about nutrition and diseases.</p> <p>b) enjoy using the conjunction 'but' to convey different meanings.</p> <p>c) distinguish the uses of conjunctions 'and' 'but' in sentences,</p>   |                                     | <p>the conjunction 'but' as individuals.</p> <p>2. Learners contrast objects or people in the class room using 'but' in pairs/small Groups.</p> <p>3. Learners sing and recite poems about diseases and food we eat using conjunctions 'but' &amp; 'and'</p>  | <p>cards, video clips with food types.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 139-140</p>  | observation                            |  |
|  | 2 | Reading      | Word Reading         | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) read more and longer words without letter- sound correspondence for effective communication.</p> <p>b) Read more and longer grade level vocabulary without letter sound correspondence in an appropriate text,</p> <p>c) enjoy reading grade level vocabulary for effective reading.</p> | How do you read the word Ambulance? | <p>1. Learners read words on print or digital format to get correct pronunciation as the teacher models.</p> <p>2. Learners practise reading unfamiliar words using strategies like chunking and finding roots and parts.</p> <p>3. Learners recognise and read longer words as modeled by the teacher in group, pairs and individually through</p> | <p>Newspapers, word wheels, word slides, flash cards, videos, tablets, multimedia word lists, tablets, charts.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 141-</p> | Oral questions, portfolio, observation |  |



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|          |          |                               |                                     |  |   | look and say, exposure and other word- attack skills.  | 142   |  |  |
|          | <b>3</b> | <b>Writing</b>                | <b>Guided Writing</b>               | By the end of the sub strand, the learner should be able to:<br>a) Write words from a prompt to demonstrate mastery of vocabulary/complete sentences,<br>b) Write sentences correctly and legibly.<br>c) re-arrange words to make short phrases and sentences. | How do you use lights at home?  | 1. Learners are guided on the five steps of the writing process: planning, drafting, revising editing and writing the final piece<br>2. Learners filling in gaps correctly and sensibly.<br>3. In groups, learners mime a situation and let others write about it.<br>4. Learners write phrases in response to a picture prompt appropriately.<br>5. Learners write meaningful sentences in pairs from simple substitution table | Charts, pictures and photographs<br><br>New Progressive Primary English Learners Book/Grade 3 pg. 137 & 143 | Oral questions, portfolio, observation |  |
| <b>6</b> | <b>1</b> | <b>Listening and Speaking</b> | <b>Pronunciation and Vocabulary</b> | By the end of the sub strand, the learner should be able to:<br><br>a) Recognise new words used in the theme (s) to acquire a range  | Which of these words have a similar beginning sound?<br><br>Straight, string, stop, strap, sat. | Learners are guided to use the vocabulary correctly through dramatisation and role play in the classroom, use of realia,pictures,  | Picture and word cards with the consonant blends, word wheels and computing devices that                    | Oral questions, portfolio, observation |  |

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|  |   |   |  | <p>of vocabulary.</p> <p>b) Pronounce words with the consonant blends /str/ correctly.</p> <p>c) Pronounce the vocabulary related to the theme correctly for effective communication,</p>  |   | <p>verbal or situational contexts and synonyms</p> <p>2. Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues.</p> <p>3. Learners practise pronunciation of the vocabulary and talk about activities related to the theme using the new words.</p> | <p>are available.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 144-145</p>  |   |  |
|  | 2 | <p><b>Listening and Speaking</b></p> <p>Diseases and Foods we eat</p> | <p><b>Language structures and functions</b></p> <p>Conjunction 'Because'</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) Use conjunction 'because' to talk about nutrition and diseases.</p> <p>b) enjoy using the conjunction 'because' to convey different meanings.</p> <p>c) distinguish the uses of conjunctions in sentences,</p> | <p>Name two vegetables that you know.</p> | <p>1. In groups, learners group items and talk about them using the conjunction 'because' as individuals.</p> <p>2. Learners explain reasons using the conjunction because in question and answer dialogues</p> <p>3. Learners sing and recite poems about diseases and food we eat using conjunctions '</p>       | <p>Realia (food) , pictures and photos of food, flash cards, video clips with food types.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg.145-146</p> | <p>Oral questions, portfolio, observation</p> |  |

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|   |   |  |  |  |   | 4. Learners construct sentences using conjunctions based on a story, poem or conversation they have read or listened to.   |   |  |  |
|   | 3 | <b>Reading</b><br><br>Diseases and Foods we eat                | <b>Comprehension</b>   | By the end of the sub strand, the learner should be able to:<br>a) Read words with the consonant blends /str/ in preparation to reading.<br>b) Read more and longer words without letter- sound correspondence for effective communication,<br>c) Read and retell the story 'Sick Chacha' to enhance oral communication. | 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.<br>2. Learners practise reading the text 'Sick Chacha' and retell the story, conversation according to their understanding.<br>3. Learner answer questions after reading a text by getting clues from the story read.<br>4. Learners talk about their own experiences in relation to the story. | Newspaper cuttings of simple stories, audio-visual narrations, picture books<br><br>New Progressive Primary English Learners Book/Grade 3 pg. 147-148 | Oral questions, portfolio, observation |  |
| 7 | 1 | <b>Listening and Speaking</b><br><br>Diseases and Foods we eat | <b>Language structures and functions</b><br><br>Conjunctions 'and' 'but' | By the end of the sub strand, the learner should be able to:<br>a) use conjunctions to talk about nutrition  | Which foods do you eat at home?                 | In groups, learners group items and talk about them using more than one conjunction as individuals,  | Realia (food) , pictures and photos of food, flash cards, video clips with  | Oral questions, portfolio, observation |  |

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|  |   |   | 'because'            | and diseases,<br>b) distinguish the uses of conjunctions<br>'and'<br>'but' in sentences,<br>c) enjoy using the conjunctions to convey different meaning  |   | 2. Learners contrast objects or people in the class room using 'but' in pairs/small groups<br>3. Learners explain reasons using the conjunction because in question and answer dialogues<br>4. Learners sing and recite poems about diseases and food we eat using conjunctions<br>5. Learners construct sentences using conjunctions based on a story, poem or conversation they have read or listened to. | food types.<br><br>New Progressive Primary English Learners Book/Grade 3 pg. 151-152                |  |  |
|  | 2 | <b>Reading</b><br><br>Diseases and Foods we eat | <b>Comprehension</b> | By the end of the sub strand, the learner should be able to:<br>a) Read words with the consonant blends /scr/ in preparation to reading.<br>b) Read more and longer words without letter- sound correspondence for | 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.<br>2. Learners practise reading the text 'The salt and the cat' and retell the story,  | Newspaper cuttings of simple stories, audio-visual narrations, picture books<br><br>New Progressive | Oral questions, portfolio, observation |  |

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|  |   |   |                       | effective communication,<br>c) Read and retell the story 'The salt and the cat' to enhance oral communication.   |                                | conversation according to their understanding.<br>3. Learner answer questions after reading a text by getting clues from the story read.<br>4. Learners talk about their own experiences in relation to the story.  | Primary English Learners Book/Grade 3 pg. 152-154  |  |  |
|  | 3 | <b>Writing</b><br><br>Diseases and Foods we eat | <b>Guided Writing</b> | By the end of the sub strand, the learner should be able to:<br>a) Write words from a prompt to demonstrate mastery of vocabulary/complete sentences,<br>b) Write sentences correctly and legibly.<br>c) re-arrange words to make short phrases and sentences. | How do you use lights at home? | 1. Learners are guided on the five steps of the writing process: planning, drafting, revising editing and writing the final piece<br>2. Learners filling in gaps correctly and sensibly.<br>3. In groups, learners mime a situation and let others write about it.<br>4. Learners write phrases in response to a picture prompt appropriately.<br>5. Learners write meaningful sentences in pairs from simple | Charts, pictures and photographs<br><br>New Progressive Primary English Learners Book/Grade 3 pg.149 & 154 - 155 | Oral questions, portfolio, observation |  |

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|   |            |  |  |  |  | substitution table |  |  |  |
| 8 | ASSESSMENT |  |  |  |  |                    |  |  |  |