

SCHEME OF WORK
ENGLISH
GRADE 3 2025
TERM I
RUARAKA ACADEMY

WK	LSN	STRAND	SUB-STRAND	LESSON_LEARNING_OUTCOMES	LEARNING_EXPERIENCES	KEY INQUIRY QUESTIONS	LEARNING RESOURCES	ASSESSMENT METHODS	REFLECTION
2	1	Listening and Speaking	Attentive Listening	<p>By the end of the lesson, the learner should be able to:</p> <p>Listen attentively during a conversation as they talk about the happenings in the picture.</p> <p>Pronounce the sounds /bl/ and /br/ correctly.</p> <p>Recognize new words used in the theme (s) to acquire a range of vocabulary.</p> <p>identify words with sounds /bl/ and /br/</p>	<p>Learners are helped to practice correct sitting posture in groups and pairs</p> <p>Learners engage in drama to practice good eye contact, appropriate facial expressions and gestures in small groups and in pairs.</p> <p>Learners demonstrate and interpret facial expressions and gestures as seen from posters, pictures, demonstration, and role play.</p> <p>Learner</p>	Why do you look at someone	<p>Pictures, photos, audio visual illustrations of attentive listening.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 2-3</p>	Observe learners	
	2	Listening and Speaking	Attentive Listening	<p>By the end of the lesson, the learner should be able to:</p> <p>Listen attentively during a conversation as they talk about the happenings in the picture.</p> <p>Pronounce the sounds /bl/ and /br/ correctly.</p> <p>Recognize new words used in the theme (s) to acquire a range of vocabulary.</p> <p>identify words with sounds /bl/ and /br/</p>	<p>Learners are helped to practice correct sitting posture in groups and pairs</p> <p>Learners engage in drama to practice good eye contact, appropriate facial expressions and gestures in small groups and in pairs.</p> <p>Learners demonstrate and interpret facial expressions and gestures as seen from posters, pictures, demonstration, and role play.</p> <p>Learner</p>	Why do you look at someone	<p>Pictures, photos, audio visual illustrations of attentive listening.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 2-3</p>	Observe learners	
	3	Listening and Speaking	Language Structures and Functions-sentences	<p>By the end of the lesson, the learner should be able to:</p> <p>identify activities in the pictures on learner</p>	<p>Learners observe pictures showing singular and plural subjects and construct correct oral sentences.</p> <p>Learner</p>	What is the cat doing?	<p>Realia, pictures and photos, audio visual clips with sentence constructions subject</p>	Oral questions, Portfolio, Observation	

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	4	Reading	Connected text and fluency	<p>By the end of the lesson, the learner should be able to:</p> <p>strand, : Read a text of about 200 words transitioning from phrasal to fluent reading Explain why they need to know how to read Read at 90 words per minute accurately and fluently with expression, Enjoy reading a variety of texts that are appropriate for the grade levels.</p>	Learners are guided to read in small groups and pairs. Learners read short passages, narratives or short poems aloud as modelled by the teacher.	What do you love reading? Which books do you enjoy reading?	Slides and flash cards with phrases, charts with poems, story books, audio recordings of stories to help learners with expression. New Progressive Primary English Learners Book/Grade 3 pg. 4-5	Oral questions, Portfolio, Observation	
	5	Reading	Connected text and fluency	<p>By the end of the lesson, the learner should be able to:</p> <p>strand, : Read a text of about 200 words transitioning from phrasal to fluent reading Explain why they need to know how to read Read at 90 words per minute accurately and fluently with expression, Enjoy reading a variety of texts that are appropriate for the grade levels.</p>	Learners are guided to read in small groups and pairs. Learners read short passages, narratives or short poems aloud as modelled by the teacher.	What do you love reading? Which books do you enjoy reading?	Slides and flash cards with phrases, charts with poems, story books, audio recordings of stories to help learners with expression. New Progressive Primary English Learners Book/Grade 3 pg. 4-5	Oral questions, Portfolio, Observation	

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3	1	Writing	Pre-Writing	<p>By the end of the lesson, the learner should be able to:</p> <p>s</p> <p>Demonstrate appropriate posture in preparation for writing with ease,</p> <p>Exhibit appropriate eye hand coordination in preparation for writing.</p> <p>Appreciate the importance of positioning writing materials appropriately while writing.</p> <p>Discuss importance of having the correct posture when writing</p>	<p>Learners demonstrate appropriate sitting position in small groups and in pairs.</p> <p>Learners are guided to sit appropriately, in preparation for writing.</p> <p>Copy the words given correctly.</p>	<p>How do you sit when writing? How do you place your books. Which materials do you use for writing?</p>	<p>Realia, charts, pictures/ photographs and models of good sitting postures in readiness for writing.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 5</p>	<p>Oral questions, Portfolio, Observation.</p>	
	2	Writing	Pre-Writing	<p>By the end of the lesson, the learner should be able to:</p> <p>s</p> <p>Demonstrate appropriate posture in preparation for writing with ease,</p> <p>Exhibit appropriate eye hand coordination in preparation for writing.</p> <p>Appreciate the importance of positioning writing materials appropriately while writing.</p> <p>Discuss importance of having the correct posture when writing</p>	<p>Learners demonstrate appropriate sitting position in small groups and in pairs.</p> <p>Learners are guided to sit appropriately, in preparation for writing.</p> <p>Copy the words given correctly.</p>	<p>How do you sit when writing? How do you place your books. Which materials do you use for writing?</p>	<p>Realia, charts, pictures/ photographs and models of good sitting postures in readiness for writing.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 5</p>	<p>Oral questions, Portfolio, Observation.</p>	

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	3	Listening and Speaking	Pronunciation and Vocabulary.	<p>By the end of the lesson, the learner should be able to:</p> <p>Recognize new words used in the theme (s) to acquire a range of vocabulary.</p> <p>Pronounce the sounds /ch/ /cl/ related to the theme correctly for effective communication.</p> <p>Discuss what is happening in the picture on learners</p>	Learner	What activities do you do with your family members?	Picture and word cards with the consonant blends, word wheels and computing devices that are available New Progressive Primary English Learners Book/Grade 3 pg. 6-7	Oral questions, Portfolio, Observation.	
	4	Listening and Speaking	Language Structures and Functions Subject-verb agreement Time.	<p>By the end of the lesson, the learner should be able to:</p> <p>Construct sentences about daily activities using subject-verb agreement correctly.</p> <p>Recognize the correct use of subject-verb agreement to form appropriate sentences.</p> <p>Appreciate the importance of subject verb agreement in achieving effective communication.</p>	Learner	What are the girls holding? What have they done?	Realia, pictures and photos, audio visual clips with sentence constructions subject	Oral questions, Portfolio, Observation	

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	5	Listening and Speaking	Language Structures and Functions Subject-verb agreement Time.	<p>By the end of the lesson, the learner should be able to:</p> <p>Construct sentences about daily activities using subject-verb agreement correctly.</p> <p>Recognize the correct use of subject-verb agreement to form appropriate sentences.</p> <p>Appreciate the importance of subject verb agreement in achieving effective communication.</p>	Learner	<p>What are the girls holding?</p> <p>What have they done?</p>	Realia, pictures and photos, audio visual clips with sentence constructions subject	Oral questions, Portfolio, Observation	
4	1	Reading	Comprehension	<p>By the end of the lesson, the learner should be able to:</p> <p>Make predictions based on the pictures and the title of the story</p>	<p>Learners talk about the picture/title before they read Who is there? and make predictions.</p> <p>Learner answer questions after reading a text by getting clues from the story read.</p> <p>Read and retell a poem to enhance oral communication.</p>	<p>What do you think will happen in this story?</p>	Newspaper cuttings of simple stories, audio-visual narrations, picture books. New Progressive Primary English Learners Book/Grade 3 pg. 8-10	Oral questions, Portfolio, Observation.	
	2	Reading	Comprehension	<p>By the end of the lesson, the learner should be able to:</p> <p>Make predictions based on the pictures and the title of the story</p>	<p>Learners talk about the picture/title before they read Who is there? and make predictions.</p> <p>Learner answer questions after reading a text by getting clues from the story read.</p> <p>Read and retell a poem to enhance oral communication.</p>	<p>What do you think will happen in this story?</p>	Newspaper cuttings of simple stories, audio-visual narrations, picture books. New Progressive Primary English Learners Book/Grade 3 pg. 8-10	Oral questions, Portfolio, Observation.	

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	3	Writing	Handwriting	<p>By the end of the lesson, the learner should be able to:</p> <p>Join words in the table to form sentences</p> <p>Explain importance of writing using good and visible handwriting</p> <p>Have fun writing sentences about the picture on learners</p>	Learners copy sentences. Learner	Why should one write with good handwriting?	Realia, charts, pictures/ photographs and illustrations of writing. New Progressive Primary English Learners Book/Grade 3 pg. 10-11	Oral questions, Portfolio, Observation	
	4	Listening and Speaking	Pronunciation and Vocabulary	<p>By the end of the lesson, the learner should be able to:</p> <p>Pronounce the Sounds /dr/ /fl/ related to the theme correctly for effective Communication.</p> <p>Identify words with sounds /dr/ and /fl/</p> <p>Discuss what is happening in the picture in learners</p>	Learner	How are these words pronounced? Dress, flag.	Picture and word cards with the consonant blends, word wheels and computing devices that are available. New Progressive Primary English Learners Book/Grade 3 pg. 12-13	Oral questions, Portfolio, Observation	
	5	Listening and Speaking	Pronunciation and Vocabulary	<p>By the end of the lesson, the learner should be able to:</p> <p>Pronounce the Sounds /dr/ /fl/ related to the theme correctly for effective Communication.</p> <p>Identify words with sounds /dr/ and /fl/</p> <p>Discuss what is happening in the picture in learners</p>	Learner	How are these words pronounced? Dress, flag.	Picture and word cards with the consonant blends, word wheels and computing devices that are available. New Progressive Primary English Learners Book/Grade 3 pg. 12-13	Oral questions, Portfolio, Observation	

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5	1	Listening and Speaking	Language Structures and Functions. Subject-verb agreement Time Have, Has	By the end of the lesson, the learner should be able to: Observe picture on learners	Learners observe pictures showing singular and plural subjects and construct correct oral sentences. Learner	What have they done?	Realia, pictures and photos, audio visual clips with sentence constructions subject	Oral questions, Portfolio, Observation	
	2	Listening and Speaking	Language Structures and Functions. Subject-verb agreement Time Have, Has	By the end of the lesson, the learner should be able to: Observe picture on learners	Learners observe pictures showing singular and plural subjects and construct correct oral sentences. Learner	What have they done?	Realia, pictures and photos, audio visual clips with sentence constructions subject	Oral questions, Portfolio, Observation	
	3	Reading	Connected text and fluency.	By the end of the lesson, the learner should be able to: Read the story on learners	Learners are guided to read in small groups and pairs. Learners read the story	Which books do you enjoy reading? When should we lower or raise our voice when reading?	Slides and flash cards with phrases, charts with poems, story books, audio recordings of stories to help learners with expression. New Progressive Primary English Learners Book/Grade 3 pg.14-15	Oral questions, Portfolio, Observation	
	4	Writing	Guided Writing	By the end of the lesson, the learner should be able to: Write sentences of things they do then put together sentences to form a paragraph of connected words about themselves. Identify words used to join words and sentences Appreciate the importance of writing correct words to express meaning.	Learners observe and respond to picture prompts appropriately. Learners write a three word sentence using the prompts.	How do you get to your home from school?	Realia, charts, pictures/ photographs that prompt learners to write. New Progressive Primary English Learners Book/Grade 3 pg. 15	Oral questions, Portfolio, Observation	

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	5	Writing	Guided Writing	<p>By the end of the lesson, the learner should be able to:</p> <p>Write sentences of things they do then put together sentences to form a paragraph of connected words about themselves.</p> <p>Identify words used to join words and sentences</p> <p>Appreciate the importance of writing correct words to express meaning.</p>	Learners observe and respond to picture prompts appropriately. Learners write a three word sentence using the prompts.	How do you get to your home from school?	Realia, charts, pictures/ photographs that prompt learners to write. New Progressive Primary English Learners Book/Grade 3 pg. 15	Oral questions, Portfolio, Observation	
6	1	Listening and Speaking- Our school	Pronunciation and Vocabulary	<p>By the end of the lesson, the learner should be able to:</p> <p>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>Pronounce the consonant blends /fr/ /gl/ correctly.</p> <p>Identify activities that they do in school</p> <p>Have fun playing games with fellow classmates</p>	<p>Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues.</p> <p>In pairs and in groups, learners play language games, use tongue twisters, and songs to practice vocabulary.</p> <p>Learners interact with audio material to listen to the correct pronunciation of the vocabulary.</p>	How do you use these words in sentences? Fruits, Gloves	Picture and word cards with the consonant blends, word wheels and computing devices that are available. New Progressive Primary English Learners Book/Grade 3 pg. 16-17	Oral questions, Portfolio, Observation	

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	2	Listening and Speaking- Our school	Pronunciation and Vocabulary	<p>By the end of the lesson, the learner should be able to:</p> <p>able to: Demonstrate the understanding of new words by applying them in relevant contexts use the vocabulary learnt to communicate confidently in various contexts.</p> <p>Pronounce the consonant blends /fr/ /gl/ correctly.</p> <p>Identify activities that they do in school</p> <p>Have fun playing games with fellow classmates</p>	<p>Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues.</p> <p>In pairs and in groups, learners play language games, use tongue twisters, and songs to practice vocabulary.</p> <p>Learners interact with audio material to listen to the correct pronunciation of the vocabulary.</p>	<p>How do you use these words in sentences? Fruits, Gloves</p>	<p>Picture and word cards with the consonant blends, word wheels and computing devices that are available.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 16-17</p>	<p>Oral questions, Portfolio, Observation</p>	
	3	Listening and Speaking	Language Structures and Functions. Subject-verb agreement Time	<p>By the end of the lesson, the learner should be able to:</p> <p>Recognize the correct use of subject-verb agreement to form appropriate sentences.</p> <p>Appreciate the importance of subject verb agreement in achieving effective communication</p> <p>Make sentences using words in the box on learners</p>	Learner	<p>When do we use have?</p>	<p>Realia, pictures and photos, audio visual clips with sentence constructions subject</p>	<p>Oral questions, Portfolio, Observation</p>	

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	4	Reading	Word Reading	<p>By the end of the lesson, the learner should be able to:</p> <p>Read out loud words with sounds /fr/ and /gl/ on learners book</p> <p>Read story on learners book and identify words with sounds /fr/ and /gl/</p> <p>Explain the meaning of these words</p> <p>Have fun practicing reading long words</p>	<p>Learners recognize and read longer words as modeled by the teacher in group, pairs and individually through look and say, exposure and other word- attack skills.</p> <p>Learner</p>	What is a broom?	Newspapers, word wheels, word slides, flash cards, videos, tablets, multimedia word lists, tablets, charts New Progressive Primary English Learners Book/Grade 3 pg. 18-19	Oral questions, Portfolio, Observation	
	5	Reading	Word Reading	<p>By the end of the lesson, the learner should be able to:</p> <p>Read out loud words with sounds /fr/ and /gl/ on learners book</p> <p>Read story on learners book and identify words with sounds /fr/ and /gl/</p> <p>Explain the meaning of these words</p> <p>Have fun practicing reading long words</p>	<p>Learners recognize and read longer words as modeled by the teacher in group, pairs and individually through look and say, exposure and other word- attack skills.</p> <p>Learner</p>	What is a broom?	Newspapers, word wheels, word slides, flash cards, videos, tablets, multimedia word lists, tablets, charts New Progressive Primary English Learners Book/Grade 3 pg. 18-19	Oral questions, Portfolio, Observation	
7	1	Writing	Guided Writing	<p>By the end of the lesson, the learner should be able to:</p> <p>Write words from a picture prompt for effective communication.</p> <p>Recognize the correct form and meaning of the words to be used in filling in gaps.</p> <p>Appreciate the importance of writing correct words to express meaning.</p>	<p>Learners observe and respond to picture prompts appropriately.</p> <p>Learners are guided in filling in the gaps correctly and meaningfully.</p> <p>In groups and pairs, learners match pictures with words.</p>	What are the children doing?	Realia, charts, pictures/ photographs that prompt learners to write. New Progressive Primary English Learners Book/Grade 3 pg. 20-21	Oral questions, Portfolio, Observation.	

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	2	Writing	Guided Writing	<p>By the end of the lesson, the learner should be able to:</p> <p>Write words from a picture prompt for effective communication.</p> <p>Recognize the correct form and meaning of the words to be used in filling in gaps.</p> <p>Appreciate the importance of writing correct words to express meaning.</p>	<p>Learners observe and respond to picture prompts appropriately.</p> <p>Learners are guided in filling in the gaps correctly and meaningfully.</p> <p>In groups and pairs, learners match pictures with words.</p>	What are the children doing?	<p>Realia, charts, pictures/ photographs that prompt learners to write.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 20-21</p>	Oral questions, Portfolio, Observation.	
	3	Listening and Speaking	Pronunciation and Vocabulary.	<p>By the end of the lesson, the learner should be able to:</p> <p>Recognize new words used in the theme (s) to acquire a range of vocabulary.</p> <p>Pronounce words with sound consonants /pl/ and /cr/ correctly.</p> <p>Demonstrate the understanding of new words by applying them in relevant contexts, use the vocabulary learnt to communicate confidently in various contexts.</p>	<p>Learners are guided to use the vocabulary correctly through dramatization and role play in the classroom, use of realia, pictures, verbal or situational contexts and synonyms.</p> <p>Learners interact with audio material to listen to the correct pronunciation of the vocabulary.</p>	what do you do to keep your school clean?	<p>Picture and word cards with the consonant blends, word wheels and computing devices that are available.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 22-23</p>	Oral questions, Portfolio, Observation.	

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	4	Listening and Speaking	Language structures and functions Indefinite pronouns: Nobody	By the end of the lesson, the learner should be able to: Identify indefinite pronouns Use indefinite pronouns to talk about daily activities at home and at school and in writing correct sentences Enjoy using indefinite pronouns in their day to day communication.	Learners engage in question-and-answer dialogues using indefinite pronouns. Learners participate in language games involving the use of the indefinite pronouns.	Who has picked? my pen?	Flash cards with indefinite pronouns, word wheels, charts, audio clips with sentence constructions with indefinite pronouns. New Progressive Primary English Learners Book/Grade 3 pg. 23	Oral questions, Portfolio, Observation.	
	4-5	Listening and Speaking	Language structures and functions Indefinite pronouns: Nobody	By the end of the lesson, the learner should be able to: Identify indefinite pronouns Use indefinite pronouns to talk about daily activities at home and at school and in writing correct sentences Enjoy using indefinite pronouns in their day to day communication.	Learners engage in question-and-answer dialogues using indefinite pronouns. Learners participate in language games involving the use of the indefinite pronouns.	Who has picked? my pen?	Flash cards with indefinite pronouns, word wheels, charts, audio clips with sentence constructions with indefinite pronouns. New Progressive Primary English Learners Book/Grade 3 pg. 23	Oral questions, Portfolio, Observation.	
8	MIDTERM BREAK								

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9	1	Reading	Connected text and fluency.	By the end of the lesson, the learner should be able to: Read the story	Learners play a reading game to see who completes reading	What is happening in the picture?	Slides and flash cards with phrases, charts with poems, story books, audio recordings of stories to help learners with expression. New Progressive Primary English Learners Book/Grade 3 pg. 24-25	Oral questions, Portfolio, Observation.	
	2	Reading	Connected text and fluency.	By the end of the lesson, the learner should be able to: Read the story	Learners play a reading game to see who completes reading	What is happening in the picture?	Slides and flash cards with phrases, charts with poems, story books, audio recordings of stories to help learners with expression. New Progressive Primary English Learners Book/Grade 3 pg. 24-25	Oral questions, Portfolio, Observation.	

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	3	Writing	Guided Writing	By the end of the lesson, the learner should be able to: Practice making sentences by joining words provided on learner	Learners observe and respond to picture prompts appropriately. Learners write a three word sentence using the prompts. Learners are guided in filling in the gaps correctly and meaningfully. In groups and pairs, learners match pictures with words.	What makes up a sentence?	Realia, charts, pictures/ photographs that prompt learners to write. New Progressive Primary English Learners Book/Grade 3 pg. 25	Oral questions, Portfolio, Observation	
	4	Listening and Speaking.	Pronunciation and Vocabulary.	By the end of the lesson, the learner should be able to: Pronounce words with sounds /st/ and /sn/ correctly. Observe picture on learners book and discuss what people are doing Discuss importance of helping one another Enjoy helping out with doing household chores	Learners are guided to use the vocabulary correctly through dramatization and role play in the classroom, use of realia, pictures, verbal or situational contexts and synonyms. Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues.	What chore do you do at home?	Realia, charts, pictures/ audio tapes New Progressive Primary English Learners Book/Grade 3 pg. 26-27	Oral questions, Portfolio, Observation	
	5	Listening and Speaking.	Pronunciation and Vocabulary.	By the end of the lesson, the learner should be able to: Pronounce words with sounds /st/ and /sn/ correctly. Observe picture on learners book and discuss what people are doing Discuss importance of helping one another Enjoy helping out with doing household chores	Learners are guided to use the vocabulary correctly through dramatization and role play in the classroom, use of realia, pictures, verbal or situational contexts and synonyms. Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues.	What chore do you do at home?	Realia, charts, pictures/ audio tapes New Progressive Primary English Learners Book/Grade 3 pg. 26-27	Oral questions, Portfolio, Observation	

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10	1	Listening and Speaking	Language Structures and Functions Indefinite pronouns: Anybody Somebody.	<p>By the end of the lesson, the learner should be able to:</p> <p>Identify indefinite pronouns in communication about home and school.</p> <p>Enjoy using indefinite pronouns in their day-to-day communication.</p> <p>Discuss function and when we use indefinite pronouns</p>	Learners are guided to practice oral sentences using indefinite pronouns in pairs and in groups. Learners listen to a story, poem or conversation read by the teacher or from computing devices and responds to questions based on indefinite pronouns.	When do you use indefinite pronouns?	Flash cards with indefinite pronouns, word wheels, charts, audio clips with sentence constructions with indefinite pronouns. New Progressive Primary English Learners Book/Grade 3 pg. 27-28	Oral questions, Portfolio, Observation.	
	2	Listening and Speaking	Language Structures and Functions Indefinite pronouns: Anybody Somebody.	<p>By the end of the lesson, the learner should be able to:</p> <p>Identify indefinite pronouns in communication about home and school.</p> <p>Enjoy using indefinite pronouns in their day-to-day communication.</p> <p>Discuss function and when we use indefinite pronouns</p>	Learners are guided to practice oral sentences using indefinite pronouns in pairs and in groups. Learners listen to a story, poem or conversation read by the teacher or from computing devices and responds to questions based on indefinite pronouns.	When do you use indefinite pronouns?	Flash cards with indefinite pronouns, word wheels, charts, audio clips with sentence constructions with indefinite pronouns. New Progressive Primary English Learners Book/Grade 3 pg. 27-28	Oral questions, Portfolio, Observation.	

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	3	Reading	Word Reading	<p>By the end of the lesson, the learner should be able to:</p> <p>Pronounce words with sounds /st/ and /sn/ correctly</p> <p>Explain the meaning of vocabularies on leaners book</p> <p>Have fun finding word in the puzzle on leaners book</p> <p>Read the story Moraa and the scare crow</p>	<p>Learners recognize and read longer words as modeled by the teacher in group, pairs and individually through look and say, exposure and other word- attack skills.</p> <p>Learners play word puzzle game by finding as they pronounce them.</p>	Can you find words in a puzzle?	Newspapers, word wheels, word slides, flash cards, videos, tablets, multimedia word lists, tablets, charts. New Progressive Primary English Learners Book/Grade 3 pg. 29-30	Oral questions, Portfolio, Observation.	
	4	Writing	Guided Writing	<p>By the end of the lesson, the learner should be able to:</p> <p>Write events from the picture to tell a story of what happened for effective communication,</p> <p>Recognize the correct form and meaning of the words to be used in filling in gaps.</p> <p>Appreciate the importance of writing correctly in an orderly manner for effective communication</p>	<p>Learners observe pictures on leaners book and</p> <p>Learners write a three word sentence using the prompts.</p> <p>Learners are guided in filling in the gaps correctly and meaningfully.</p> <p>In groups and pairs, learners</p>	What is the likely chronological order of events as per the pictures on leaners book?	Realia, charts, pictures/ photographs that prompt learners to write. New Progressive Primary English Learners Book/Grade 3 pg. 31	Oral questions, Portfolio, Observation.	
	5	Writing	Guided Writing	<p>By the end of the lesson, the learner should be able to:</p> <p>Write events from the picture to tell a story of what happened for effective communication,</p> <p>Recognize the correct form and meaning of the words to be used in filling in gaps.</p> <p>Appreciate the importance of writing correctly in an orderly manner for effective communication</p>	<p>Learners observe pictures on leaners book and</p> <p>Learners write a three word sentence using the prompts.</p> <p>Learners are guided in filling in the gaps correctly and meaningfully.</p> <p>In groups and pairs, learners</p>	What is the likely chronological order of events as per the pictures on leaners book?	Realia, charts, pictures/ photographs that prompt learners to write. New Progressive Primary English Learners Book/Grade 3 pg. 31	Oral questions, Portfolio, Observation.	

WK	LSN	STRAND	SUB-STRAND	LESSON_LEARNING_OUTCOMES	LEARNING_EXPERIENCES	KEY INQUIRY QUESTIONS	LEARNING RESOURCES	ASSESSMENT METHODS	REFLECTION
11	1	Listening and Speaking.	Pronunciation and Vocabulary	<p>By the end of the lesson, the learner should be able to:</p> <p>Observe pictures on learners book and talk about what is happening</p> <p>Pronounce the vocabulary with the consonant sounds /wr/ /pr/ related to the theme correctly for effective communication.</p> <p>Name things found around home</p> <p>Have fun constructing sentences using new words.</p>	Learners are guided to use the vocabulary correctly through dramatization and role play in the classroom, use of realia, pictures, verbal or situational contexts and synonyms. Learners to Pronounce the vocabulary with the consonant sounds /wr/ /pr/ related to the theme correctly for effective communication.	What is a cave?	Picture and word cards with the consonant blends, word wheels and computing devices that are available. New Progressive Primary English Learners Book/Grade 3 pg. 32-33	Oral questions, Portfolio, Observation.	
	2	Listening and Speaking.	Pronunciation and Vocabulary	<p>By the end of the lesson, the learner should be able to:</p> <p>Observe pictures on learners book and talk about what is happening</p> <p>Pronounce the vocabulary with the consonant sounds /wr/ /pr/ related to the theme correctly for effective communication.</p> <p>Name things found around home</p> <p>Have fun constructing sentences using new words.</p>	Learners are guided to use the vocabulary correctly through dramatization and role play in the classroom, use of realia, pictures, verbal or situational contexts and synonyms. Learners to Pronounce the vocabulary with the consonant sounds /wr/ /pr/ related to the theme correctly for effective communication.	What is a cave?	Picture and word cards with the consonant blends, word wheels and computing devices that are available. New Progressive Primary English Learners Book/Grade 3 pg. 32-33	Oral questions, Portfolio, Observation.	

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	3	Listening and Speaking Environment	Language structures and functions Singular and plurals of irregular nouns e.g. Tooth	<p>By the end of the lesson, the learner should be able to:</p> <p>Use plural forms of irregular nouns to talk about things and people at home and in school for effective communication.</p> <p>Identify singular and plural forms of irregular nouns for effective oral communication.</p> <p>Appreciate use of singular and plural nouns correctly for effective communication</p>	<p>In small groups learners form plurals of specific words taking the singular and plural forms of irregular nouns.</p> <p>Learners recite poems containing the singular and plural forms of irregular nouns.</p>	What are the plural forms of these nouns?	<p>Pictures, photos, realia, computers, flash cards</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 33-34</p>	Oral questions, Portfolio, Observation.	
	4	Reading	Comprehension	<p>By the end of the lesson, the learner should be able to:</p> <p>Make predictions based on the pictures and titles and anticipate possible outcomes.</p> <p>Read and retell the story on learners boom to enhance oral communication.</p> <p>Answer simple direct and indirect questions based on the text</p>	<p>Learners talk about the picture/title before they read a short print or digital text and make predictions.</p> <p>Learner</p>	What do you think will happen in this story?	<p>Newspaper cuttings of simple stories, audio-visual narrations, picture books</p> <p>New Progressive Primary English Learners Book/Grade 3 pg.34-35</p>	Oral questions, Portfolio, Observation.	
	5	Reading	Comprehension	<p>By the end of the lesson, the learner should be able to:</p> <p>Make predictions based on the pictures and titles and anticipate possible outcomes.</p> <p>Read and retell the story on learners boom to enhance oral communication.</p> <p>Answer simple direct and indirect questions based on the text</p>	<p>Learners talk about the picture/title before they read a short print or digital text and make predictions.</p> <p>Learner</p>	What do you think will happen in this story?	<p>Newspaper cuttings of simple stories, audio-visual narrations, picture books</p> <p>New Progressive Primary English Learners Book/Grade 3 pg.34-35</p>	Oral questions, Portfolio, Observation.	

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12	1	Listening and speaking	Pronunciation and Vocabulary	<p>By the end of the lesson, the learner should be able to:</p> <p>Spell and write words correctly that they can see in the environment for effective communication.</p> <p>Pronounce words with sounds /sm/ and /st/ correctly</p> <p>Discuss importance of keeping the environment clean</p> <p>Have fun cleaning the environment</p>	Learners to discuss ways of cleaning the environment Learners to clean the environment and discuss importance of cleaning the environment.	How do we spell the name of this picture/object?	Charts, posters, multimedia word lists, flash cards New Progressive Primary English Learners Book/Grade 3 pg.36-37	Oral questions, Portfolio, Observation.	
	2	Listening and speaking	Pronunciation and Vocabulary	<p>By the end of the lesson, the learner should be able to:</p> <p>Spell and write words correctly that they can see in the environment for effective communication.</p> <p>Pronounce words with sounds /sm/ and /st/ correctly</p> <p>Discuss importance of keeping the environment clean</p> <p>Have fun cleaning the environment</p>	Learners to discuss ways of cleaning the environment Learners to clean the environment and discuss importance of cleaning the environment.	How do we spell the name of this picture/object?	Charts, posters, multimedia word lists, flash cards New Progressive Primary English Learners Book/Grade 3 pg.36-37	Oral questions, Portfolio, Observation.	
	3	Listening and Speaking Environment	Language structures and functions Singular and plurals of irregular nouns e.g. One man	<p>By the end of the lesson, the learner should be able to:</p> <p>Distinguish between singular and plural irregular nouns for appropriate oral communication at home and in school.</p> <p>Enjoy games involving the singular and plural forms of irregular nouns.</p> <p>Identify and use nouns in singular and plural forms correctly</p>	Learners are guided to construct sentences based on pictures the singular and plural forms of irregular nouns. 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 nouns.	What is the plural of boy?	Pictures, photos, realia, computers, flash cards New Progressive Primary English Learners Book/Grade 3 pg. 37-38	Oral questions, Portfolio, Observation.	

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	4	Reading	A visit to the lake	By the end of the lesson, the learner should be able to: Pronounce vocabularies with sounds /sm/ and /st/ correctly Read story on learners book a visit to the lake correctly Answer comprehension questions correctly Have fun using plural and singular nouns correctly for effective communication	Learners to predict what the story is about by the choice of title Learners to listen to audio recordings of words with sounds /sm/ and /st/ correctly	What do you think the story is about?	Pictures, photos, realia, computers, flash cards New Progressive Primary English Learners Book/Grade 3 pg. 38-41		
	5	Reading	A visit to the lake	By the end of the lesson, the learner should be able to: Pronounce vocabularies with sounds /sm/ and /st/ correctly Read story on learners book a visit to the lake correctly Answer comprehension questions correctly Have fun using plural and singular nouns correctly for effective communication	Learners to predict what the story is about by the choice of title Learners to listen to audio recordings of words with sounds /sm/ and /st/ correctly	What do you think the story is about?	Pictures, photos, realia, computers, flash cards New Progressive Primary English Learners Book/Grade 3 pg. 38-41		