

GRADE THREE

GRADE THREE ENGLISH SCHEME OF WORK TERM TWO YEAR 2018

WE EK	LESS ON	STRA NDS	S- STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFLECTION
	1								
2	1	Lang uage struct ures and functi ons	Opposite s	By the end of the sub strand, the learner should be able to: use opposites of higher level difficulty to construct simple sentences about safety at home	What are the opposites of these words	Learners use the opposites of a broad range of words (e.g present /absent, left /right, top/ bottom , back / front, outside /inside	Realia charts	1.Observation 2.Oral questions	
	2		Opposite s	By the end of the sub strand, the learner should be able to: use opposites of higher level difficulty to construct simple sentences about safety at school	What are the opposites of these words	Learners use the opposites of a broad range of words (e.g present /absent, left /right, top/ bottom , back / front, outside /inside	Realia Charts	.Observation 2.Oral questions	
	3		Opposite s		What are the opposites of these		Realia Charts	.Observation 2.Oral	

			By the end of the sub strand, the learner should be able to: use opposites of higher level difficulty to construct simple sentences about safety	words	Learners use the opposites of a broad range of words (e.g present /absent, left /right, top/ bottom , back / front, outside /inside		questions	
3	1		Opposites By the end of the sub strand, the learner	Where does the sun rise/ set?	In pairs and groups learners construct oral	Realia charts	Observation	

				should be able to: identify the opposite of a group of words for effective oral communication,		and written sentences using the opposites of familiar and unfamiliar words			
	2		Opposites	By the end of the sub strand, the learner should be able to: identify the opposite of a group of words for effective oral communication,	Where does the sun rise/ set?	In pairs and groups learners construct oral and written sentences using the opposites of familiar and unfamiliar words	Realia Charts	.Observation 2.Oral questions	
	3		Opposites	By the end of the sub strand, the learner should be able to: enjoy conversations using opposites in communicating ideas	Where does the sun rise/ set?	Learner listens to story read by the teacher or from computing devices and respond to questions based on the theme and opposites	Realia Charts	.Observation 2.Oral Punting questions	
4	1		Prepositions		Where is Mary seated		Realia Charts	.Observation 2.Oral	

			By the end of the sub strand, the learner should be able to use prepositions' next to, around, near' to talk about the position and location of objects, people, animals and places		Learners work in groups to identify various positions of objects involving the prepositions learnt		questions		
	2		Prepositi	By the end of the sub	Where is Mary	Learners work in	Realia	.Observation	

			ons	strand, the learner should be able to use prepositions by 'beside, above' to talk about the position and location of objects, people, animals and places around the park	seated	groups to identify various positions of objects involving the prepositions learnt	charts	2.Oral questions	
	3		Prepositi ons	By the end of the sub strand, the learner should be able to use prepositions 'through, across, to and a't to talk about the position and location of objects, people, animals and places around the park	Where is Mary seated	Learners work in groups to identify various positions of objects involving the prepositions learnt	Realia Charts	.Observation 2.Oral questions	
5	1		Prepositi ons	By the end of the sub strand, the learner should be able to identify the correct use of prepositions in oral conversations	Where is the moon	In pairs, learners construct sentences orally using pre-positions	Realia Charts	.Observation 2.Oral questions	
	2		Prepositi ons	By the end of the sub strand, the learner	Where is the moon		Realia Charts	.Observation 2.Oral	

				should be able to identify the correct use of prepositions in oral conversations		In pairs, learners construct sentences orally using prepositions		questions	
	3		Prepositions	By the end of the sub strand, the learner	Where is the moon	Learners describe the locations of things in	Realia Charts		

				should be able to appreciate use of prepositions to describe the different positions and locations of people, animals, places		their homes using the prepositions they have learnt			
6	1		Saving	By the end of the sub strand, the learner should be able to: ask questions using 'what', 'when' to learn about saving	Which words are used to ask questions?	Learners role play activities that lead to the use of 'what', 'when' 'whose', 'how', 'why' and 'where' Learners engage in meaningful question and answer dialogues using 'what', 'when' 'whose', 'how', 'why' and 'where' in pairs/small groups	Realia charts	.Observation 2.Oral questions	
	2		Saving				Realia charts	.Observation 2.Oral	

				By the end of the sub strand, the learner should be able to: ask questions using , 'how', 'why' to learn about saving	Which words are used to ask questions?	Learners role play activities that lead to the use of 'what', 'when' 'whose', 'how', 'why' and 'where' Learners engage in meaningful question and answer dialogues using 'what', 'when' 'whose', 'how', 'why' and 'where' in		questions	
	3		Saving	By the end of the sub strand, the learner	Which words are used to ask	Learners role play activities that lead to	Realia charts	.Observation 2.Oral	

				should be able to: ask questions using ‘ ‘why’ and ‘where’ to learn about saving	questions?	the use of ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ Learners engage in meaningful question and answer dialogues using ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ in pairs/small groups		questions	
7	1		Saving	By the end of the sub strand, the learner should be able to: identify wh-words in a story, poem or conversation for effective oral communication	How do you read these sentences?	Learners take part in games that allow them to ask questions using the wh- words	Realia charts	Prepositions Saving	
	2		Saving	By the end of the sub strand, the learner should be able to: identify wh-words in a story, poem or conversation for effective oral communication	How do you read these sentences?	Learners take part in games that allow them to ask questions using the wh- words	Realia charts	.Observation 2.Oral questions	
	3		Saving		How do you read these sentences?		Realia charts	.Observation 2.Oral	

			By the end of the sub strand, the learner should be able to: appreciate the use of WH-Words for	Learners listen to a story, poem or conversation read by the teacher or from computing devices, and		questions	
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						conserving other resources			
8	1		Describing words-size, shape, colour	By the end of the sub strand, the learner should be able to: use adjectives to describe people, things and actions in a festival	What colours are they?	Learners group objects in terms of size, colour, shape and numbers Learner describes objects in the classroom using size, colour and numbers	Realia charts	.Observation 2.Oral questions	
	2		Describing words-size, shape, colour	By the end of the sub strand, the learner should be able to: use adjectives to describe people, things and actions in a festival	What colours are they?	Learners group objects in terms of size, colour, shape and numbers Learner describes objects in the classroom using size, colour and numbers	Realia charts	.Observation 2.Oral questions	
	3		Describing words-size, shape, colour	By the end of the sub strand, the describe given nouns in relation to shape clearly in oral communication learner should be able to:	What are some of the shapes	Learners group objects in terms of size, colour, shape and numbers Learner describes objects in the classroom using size, colour and numbers	Realia charts	.Observation 2.Oral questions	
9	1		Describing words-size, shape,	By the end of the sub strand, the learner should be able to: describe given nouns	What are some of the shapes	Learners group objects in terms of size, colour, shape and numbers Learner describes	Realia charts	.Observation 2.Oral questions	

			colour	in relation to colour clearly in oral communication		objects in the classroom using size, colour and numbers			
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	2		Describing words- size, shape, colour	By the end of the sub strand, the learner should be able to: describe given nouns in relation to size clearly in oral communication	What things can you see outside	Learners group objects in terms of size, colour, shape and numbers Learner describes objects in the classroom using size, colour and numbers	Realia charts	.Observation 2.Oral questions Dribbling ns	
	3		Describing words- size, shape, colour	By the end of the sub strand, the learner should be able to: appreciate the use of colour, size ,shape and number to describe nouns	What things can you see outside	Learners listen to a descriptive story read by the teacher or from computing devices and identify adjectives	Realia charts	.Observation 2.Oral questions	
10	1		Comparatives and superlatives	By the end of the sub strand, the learner should be able to: identify comparatives that are used to describe people and things during play time and sports day	What is the size of a football	Learners put objects into 3 groups of different sizes Learners observe and describe objects	Realia charts	.Observation 2.Oral questions	
	2		Comparatives and superlatives	By the end of the sub strand, the learner should be able to:	What is the size of a football	Learners put objects into 3 groups of different sizes	Realia charts	.Observation 2.Oral questions	

			ves	identify superlatives that are used to describe people and things during play time and sports day	Learners observe and describe objects			
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	3		Comparatives and superlatives	By the end of the sub strand, the learner should be able to: identify comparatives and superlatives that are used to describe people and things during play time and sports day	What is the size of a football	Learners put objects into 3 groups of different sizes Learners observe and describe objects	Realia charts	.Observation 2.Oral questions	
11	1		Comparatives and superlatives	By the end of the sub strand, the learner should be able to: enjoy using comparatives and superlatives to describe people, things and places	What is the size of a football	Learners construct sentences using comparatives and superlatives to describe objects inside and outside the classroom, in pairs Learners read a story, poem or conversation from text book or computing device identify comparatives and superlatives.	Realia charts	.Observation 2.Oral questions	
	2		Comparatives and superlatives	By the end of the sub strand, the learner should be able to:	What is the size of a football	Learners construct sentences using comparatives and	Realia charts	.Observation 2.Oral questions	

			ves	form comparatives and superlatives appropriately based on the given examples for effective communication	superlatives to describe objects inside and outside the classroom, in pairs Learners read a story, poem or conversation from text book or computing device			
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						identify comparatives and superlatives.			
	3		Comparatives and superlatives	By the end of the sub strand, the learner should be able to: form comparatives and superlatives appropriately based on the given examples for effective communication	What is the size of a football	Learners construct sentences using comparatives and superlatives to describe objects inside and outside the classroom, in pairs Learners read a story, poem or conversation from text book or computing device identify comparatives and superlatives.	Realia charts	.Observation 2.Oral questions	
12	1		Conjunctions 'and' 'but' 'because	By the end of the sub strand, the learner should be able to: use conjunction 'and' to talk about nutrition and diseases	Why is it important to have a healthy diet?	In groups, learners group items and talk about them using more than one conjunction as individuals, Learners contrast objects or people in the class room using 'but' in pairs/small groups	Realia charts	.Observation 2.Oral questions	
	2		Conjunctions 'and' 'but'	By the end of the sub strand, the learner should be able to	Why is it important to have a healthy diet?	In groups, learners group items and talk about them using more	Realia charts	.Observation 2.Oral questions	

			'because	use conjunction 'but' to talk about nutrition and diseases		than one conjunction as individuals, Learners contrast objects or people in the class room using 'but' in pairs/small groups			
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	3		Conjunctions 'and' 'but' 'because'	By the end of the sub strand, the learner should be able to use conjunction 'because' to talk about nutrition and diseases	Why is it important to have a healthy diet?	In groups, learners group items and talk about them using more than one conjunction as individuals, Learners contrast objects or people in the class room using 'but' in pairs/small groups	Realia charts	.Observation 2.Oral questions	
13 \$ 14		CAT		CAT	CAT	CAT	CAT		