LESSON PLAN 03

GRADE 3  (FIRST ADDITIONAL ENGLISH): TERM 02

DURATION:- 1 WEEKS 2 DAYS

<table>
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<tr>
<th>Los &amp; Ass</th>
<th>INTEGRATION</th>
<th>LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT</th>
<th>BARRIERS TO LEARNING</th>
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<tr>
<td>LO 2:- SPEAKING AS: 6 - attends to pronunciation as part of reading, eg - Learns to use the weak vowel as in the “book” and “about”. - Pays attention to pronunciation and intonation as part of communication (eg uses the rhythm and patterns of the additional language.)</td>
<td>• Within: LO 3; LO 4</td>
<td>WHOLE CLASS ACTIVITY - Teacher writes words with weak vowels (unstressed) on the board and on flashcards eg:- broom, book, food, room, roof, tooth school etc. Other words include about, aloud, around.</td>
<td>FORMS: Oral response. Practical demonstration. Text writing.</td>
<td>Concentration problem. (Teacher to give extra time)</td>
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<td>• Across: A/C LO 3: AS 2 A/C LO 4: AS 2</td>
<td>METHODS: Teacher. Self assessment. Group</td>
<td>Reading difficulty e.g. struggling with consonants. (Words on the chart with pictures for frequent reading)</td>
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<td>TOOLS: Rubric Checklist</td>
<td>Poor understanding due to LOLT not being home language. (Minimize code switching) and use</td>
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| “ou” sounds.  
- They write these on the board.  
- The learners use loose letters to build such words.  
- Learners add such words in their personal dictionaries.  
**INDIVIDUAL WORK**  
- The learners complete a worksheet with missing words/sounds.  
- The learners construct sentences using the above words.  
**Whole class**  
- The teacher reads a reading piece. Everytime the learners hear the new word, they “clap their hands softly.” |
| --- |
| **Observation sheet**  
- of pictures; demonstrations; photographs; flash cards and sentence strips. |
| **RESOURCES:**  
- Flash cards; Work sheets; Sentence strips; Reading piece;  
- Word bank/Dictionary |
| **REFLECTIONS:**- |