

LESSON PLAN 05

GRADE 3

(FIRST ADDITIONAL ENGLISH) : TERM 02

DURATION:-1 WEEK 2 DAYS

Los & Ass	INTEGRATION	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
LO 4 – WRITING AS.4. Writes lists and gives them headings(e.g. insects, ants, bees, butterflies). AS.5. Writes sentences using a “frame” (e.g. I can-----) AS.6. Writes own sentences without a “frame” (e.g. expressing feelings and personal opinions)	Within : LO 2; AS 10 Across : MATHS LO5 : AS 1	GROUP WORK -Learners are divided into groups according to headings e.g. myself; insects; animals; plants; my classroom. - They brainstorm lists relevant to each heading e.g. Myself: eyes,ears,mouth,nose etc. My classroom: book, desk, door, window, pencil, chalkboard, crayons etc INDIVIDUAL WORK - Learners write the lists in their books according to given headings. - Learners swoop books for correction purposes. - Then they write down	FORMS: Oral response. Text writing. METHODS: <u>Teacher</u> (assesses them on the relevance of lists under each heading). <u>Self assessment</u> (after having written in their own books) <u>Group</u> assess active contribution by others as they brainstorm.	Poor spelling due to LOLT not being home language. (Use of flash cards and sentence strips is encouraged.) Illegible writing (Teacher to put up writing format for the grade.)

<p>REFLECTIONS:</p>		<p>corrections in their books.</p> <ul style="list-style-type: none"> - GROUP WORK - Learners brainstorm and write sentences using words under each heading(with a frame-‘I can’) e.g. Myself: ‘I can smell with my nose’. ‘I can touch with my hands’ etc. <p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> -Learners transcribe sentences brainstormed in groups onto their own books. - They write their own sentences with the frame-‘I can’ using different headings e.g. My classroom: ‘I can read my book’. <p>WHOLE CLASS</p> <ul style="list-style-type: none"> - Teacher organizes a picture and learners form sentences in interpreting the picture. - Sentences are written on the chalkboard as 	<p>TOOLS:</p> <p>Rubric Checklist Observation sheet</p>	
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they come from learners
e.g. an HIV poster.

GROUP WORK

- Teacher organizes different pictures and learners in their respective groups interpret them.
- Groups brainstorm and write sentences on a piece of paper.
- They present for the whole class
- The class comment, support and suggest after each presentation.

INDIVIDUAL WORK

- - Teacher organizes different pictures and each learner in their respective groups interprets in own understanding.
- Each learner writes sentences in own book.
- They present for the whole class .
- The class comment, support and suggest after each presentation.

		<p>-RESOURCES:- Poster Pictures Flash cards Sentence strips</p> <p>REFLECTIONS:-</p>		
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