LESSON PLAN 06

GRADE 3   **(FIRST ADDITIONAL ENGLISH) : TERM 02**

DURATION:- 1 WEEK 2 DAYS

Los & Ass	INTEGRATION	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
LO 5 : THINKING AND REASONING **AS. 3. Collects and records information in different ways:-** - **carries out a simple survey(e.g. 'How learners come to school- by taxi , bus, car, bicycle or on foot?')** - **records information in different ways(e.g. a table, a chart, a diagram, a bar graph).** **AS. 4. Uses language to understand concepts. And vocabulary relating to different learning areas(e.g. makes a timeline for history).**	**Within :** **LO 2 : AS 10** **Across :** **Maths LO5: AS 1;AS 2**	**WHOLE CLASS** -Teacher discusses modes of transport with the learners e.g. **Who of you has a bicycle?** **Who has ever been in a taxi?** **Which are other modes of transport that you know of? etc.(Learners brainstorm and list).** - Teacher carries out a survey in the class e.g. **Who comes to schools by bus?, Taxi? Cars? Van? Guruguru? on foot?** - Learners respond by show of hands and counting takes place. - Responses are written on	**FORMS:** **Oral response.** **Text writing.** **Practical demonstration.** **Assignment.** **METHODS:** **Teacher(assesses them on the analysis of data).** **Group assess active contribution by others .**	**Incorrect data given by learners.(Verification of data by teacher and other learners for reliability).** **Failure to understand how to do graphs, charts and diagrams.(Seek necessary support To overcome barrier).**

		the chalkboard.	TOOLS:	
		GROUP ACTIVITY		
		-Learners are given worksheets and instructions by the teacher.	Checklist Observation sheet	
		- They record information in a chart.		
		WHOLE CLASS		
		- With group totals, the teacher and the learners develop a bar graph.		
		- Questions are raised by both the teacher and learners to sharpen their thinking skills. e.g.		
		Why do some learners use buses while others walk to school?		
		Mention the most suitable mode/s of transport for the learners of your school? Why? Etc.		
		NB: This activity can be represented in a form of a table or diagram.		
		-Teacher can use a story based on a picture/chart with data to be sorted. e.g. a picture with different		

		types of fruit. -Teacher gives learners a task/assignment for investigation at home e.g. How many homes always buy bananas, apples, peaches? etc. -Data reported is analyzed by both the teacher and the learners. - Results to be represented in a form of graph, chart, table or diagram. **RESOURCES:-** Worksheets Charts Pictures **REFLECTIONS:-**		