# LESSON PLAN

**LEARNING PROGRAMME:**  LITERACY

**CONTENT IN CONTEXT:**  This is me

<table>
<thead>
<tr>
<th>GRADE 3</th>
<th>DURATION: 11 weeks</th>
<th>TIME ALLOCATION: 2h00</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SELECTED LO’s and AS’s</th>
<th>LEARNING ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 1: LISTENING</strong></td>
<td>Introducting a story/poem/song of choice</td>
<td>Exercise books</td>
</tr>
</tbody>
</table>
| AS 1 Listens attentively (extending concentration span) and responds to an extended sequence of instructions appropriate to the learner’s level | Teacher introduces story by showing cover of book:  
  - Learners predict what will happen  
  - Teacher reads story or can use (shared or group reading)  
  - Teacher encourages learners to join in.  
  - Ask questions about the story  
  - Sequence events of story  
  - Teacher draws three circles on board for the beginning, middle and end. Discuss that a story has three parts and learners identify the parts  
  - Learners must listen for details of story e.g. names of characters, events etc  
  - Expresses feelings about incidents in the story  
  - Learners can dramatise or draw story | Riddles  
| **FAT 1 & 3**          | Choose a poem       | Jokes  
| AS 4: Listens with enjoyment to stories, poems, songs and other oral texts and shows understanding: |                     | Photographs  
|                        |                     | Maps  
|                        |                     | Fiction and non-fiction books  
|                        |                     | Comics  
|                        |                     | Fable stories  
|                        |                     | Readers  
|                        |                     | Magazines  
|                        |                     | Newspaper  
|                        |                     | Dictionary  
|                        |                     | Word flashcards  
|                        |                     | Flow charts |
### 4.1: listens for the topic or main idea
- Teacher reads poem to the class (learners will be listening but not reading it for the first time)
- Learners are encouraged to join in
- Learners sequence the events
- Teacher asks learners questions about the poem

When teacher deals with poems/story she must focus on the following:
- Read and interpret poems/stories
- Express opinions
- Clarify ideas and concepts through group discussion
- Use different ways of communication
- Develop understanding of environmental problems

### 4.2: listens for details
- Learners tell own jokes/riddles/poems

### 4.3: predicts what will happen
- Learners sequence the events
- Teacher asks learners questions about the poem

### 4.4: communicates back a sequence of events or ideas in the text
- Learners are encouraged to join in
- Learners sequence the events
- Teacher asks learners questions about the poem

### 4.5: answers questions about the oral text
- Learners sequence the events
- Teacher asks learners questions about the poem

### 4.6: expresses feelings about the text giving reasons
- Learners sequence the events
- Teacher asks learners questions about the poem

### 4.7: works out cause and effect
- Learners sequence the events
- Teacher asks learners questions about the poem

### In the oral text
- Learners sequence the events
- Teacher asks learners questions about the poem

### 4.8: draws pictures to illustrate understanding of the oral text and writes it in own words.
- Learners sequence the events
- Teacher asks learners questions about the poem

#### FAT 1
#### AS 5: Listens, enjoys and respond appropriately to riddles and jokes.
- Learners sequence the events
- Teacher asks learners questions about the poem

#### FAT 3

#### PHONICS:
- Learners record new vocabulary and their meanings in

### READING:
- Learners uses word recognition and comprehension skills to read unfamiliar text
- Re-reading, reading on and pausing when reading
- Reading magazines
- Teacher reads a story to the class, emphasizing the characters as she reads.
- Let the learners read the story in pairs and answer questions orally.
- Learners clap syllables
- Recap on story structure:
  - Beginning, middle and end
  - Encourage learners to use reading corner when they have completed an activity early

### Materials
- Cross word puzzles
- Word search quizzes
- Crayons
- Pencils
- Rullers
- Rubbers
- Chalk
- Phonic cards
- Word cards
- Alphabet wall posters
- Calendars
- Atlas
- Birthday charts
- Fruit/vegetable charts
- Verbs/nouns charts
- Clock
- Pictures of different stories
- Poems + pictures
- Songs
- Numeracy vocabulary
- Sentence strips
AS 6: Listens to a speaker the learner cannot see (e.g. on radio, intercom) and responds to questions and instructions

FAT 1

LO 2: SPEAKING:

AS 2: Uses language imaginatively for fun and fantasy (e.g. telling jokes, creating own poems and code language)

AS 6: Interviews people for a particular purpose.

AS 7: Makes oral presentations (e.g. on given topics, on interviews conducted, reporting back form fieldtrips)

7.1: with support and guidance from teacher, develop class guidelines for a good presentation
7.2: describes what is going to be presented and how;
7.3: use visual aids to supplement oral presentations;
7.4: use basic strategies to engage listeners (e.g. making

their personal dictionaries of wordlist

- Before learners engage in a reader remind learners to use phonic cues, picture cues
- Learners work with opposite's e.g. tall – short, fat – thin
- Learners use picture cues to complete a crossword
  *Demonstrate the way a crossword works on the board.
  *Write one word across to link with the one word down
- Word search: Circle words across or down
- Word families: Game using word cards with similar sounds e.g. trail, train - stale, pale - day, say
- The following sounds must be taught: -ble, -dle, -ple, -tle, / -tch, -ould, -ld, -all, -sk
- Recognises at least 5 new letter blends ow, ou, aw, au, ea
- Recognises “l” and “U” sounds: l – tie, high, sky, u – few, blue
- Recognises diagraphs making “f”-“ph” as in elephant “gh” as in laugh
- Uses words pronounced like another word, but with a different meaning (homophone) e.g. read - reed
- Builds and sounds words at level of phonetic knowledge

WRITING:

- Learners sequence sentences.
- Learners must first read entire page and then decide how the sentences are to be written in the correct sequence
- Learners unscramble the title
- Learners rewrite the sentences in the correct order
- Learners should understand what a paragraph is and

Pattern charts
Cursive writing charts
Festival Posters
eye contact);
7.5: varies volume and pitch of voice.

**FAT 3**
**AS 8:** Engages in conversation as a social skill

**FAT 2 & 4:**
**LO 3: READING AND VIEWING:**

AS 1: Uses visual cues to make meaning:
1.1: reads graphical texts such as photographs, maps, flow diagrams and charts etc

AS 2: Makes meaning of written text
2.1: comments on a story or poem the learner has read, and demonstrates understanding by answering questions on:
2.1.1: main idea
2.1.2: key details such as main characters, sequence

what a topic is
- Read the first paragraph – what is it about?
- What are the main ideas of each paragraph?
- Draw something about each paragraph
- Learners draw and write about themselves
- Learners receive template with 4 squares. In each square they draw a picture of something they can do and write a sentence about it
- Writes own story or creative text of at least ten sentences
- Learners keep a diary and record feelings about event/s
- Learners establish what a noun is. Teachers points to various things in the classroom and learners tell you the name for the object. – Everything has a name. Adjectives tells us more about the noun they describe them. Demonstrate a fun thing: “I have a hat” Ask learners to tell you more about this hat. (ugly, new, old)
- Learners establish what a verb is. (doing words) Adverbs tell us more about the verb. Teachers use practical examples.

**NEWS / DAILY ACTIVITIES**
- Talks about general news events
- Learners plan and design festival posters. Display a range of posters advertising plays, festivals, National Days, etc.
- Takes part in group and class discussion
- Teacher gives instructions with 5 sentences. Learners respond.
| of events, setting, cultural values | HIGH FREQUENCY WORDS: |
| 2.1.3: cause-effect relations | • Recognises at least 25 sight words |
| 2.1.4: conclusions (e.g. “What does this story/fable teach us”) | **HANDWRITING** |
| 2.1.5: whether or not the story was liked and why | • Uses handwriting tools effectively e.g. pencil, rubber, ruler |
| AS 3: Reads texts alone and uses a variety of strategies to make meaning | • Forms upper and lower case letters correctly |
| 3.1: reads printed text fluently and with understanding | • Transcribes words correctly from a variety of sources i.e. chalkboard, strips, work cards etc. |
| AS 4: Consolidates phonic knowledge: | • Start with cursive patterns and letters. |
| 4.1: recognises that the same sound can be spelled in different ways(e.g. play, pain, plate) | |
| 4.2: recognises that the same spelling can represent different sounds (bread, heat) | |
| **FAT 2** | |
| 4.4: recognises the use of “gh” and “ght” | |
| 4.5: recognises silent sounds k – knight g – gnaw h – honest  
AS 5: Reads for information and for enjoyment  
5.1: chooses fiction and non-fiction books and says what was liked or not liked about them;  
5.2: reads and appreciates books written by authors from different cultures about a range of different contexts and relationships  
5.3: reads different kinds of texts such as comics magazines, newspapers;  
5.4: develops vocabulary by using a dictionary and keeping a personal dictionary  
5.6: plays word games that draw on reading, vocabulary knowledge and skills  
FAT 2 & 4 |
<table>
<thead>
<tr>
<th>LO 4: WRITING:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 2: Drafts a piece of writing for different purposes:</td>
</tr>
<tr>
<td>2.1: selects a text form to suit the purpose and audience (e.g. Diary entry to record feelings about an event)</td>
</tr>
<tr>
<td>2.2: writes a selection of short texts for different purposes (e.g. one- or two-paragraphs stories, simple book reviews, recipes, letters, dialogues, instructions)</td>
</tr>
<tr>
<td>FAT 4</td>
</tr>
<tr>
<td>AS 4: Publishers (makes public) own writing:</td>
</tr>
<tr>
<td>4.2: shares writing with intended audience, such as family or friends (e.g. letters, messages, instructions)</td>
</tr>
<tr>
<td>AS 6: Uses appropriate</td>
</tr>
<tr>
<td>grammatical structures and writing conventions:</td>
</tr>
<tr>
<td>6.1: begins to group sentences into paragraphs</td>
</tr>
<tr>
<td>6.2: uses punctuation appropriately (capital letters, full stops, question marks, commas, apostrophes, exclamation marks)</td>
</tr>
<tr>
<td>6.3: applies knowledge of grammar</td>
</tr>
<tr>
<td>AS 7: Writes legibly</td>
</tr>
<tr>
<td>7.1: writes with ease and increasing speed as a result of frequent practice:</td>
</tr>
<tr>
<td>7.2: completes a writing task within a set time;</td>
</tr>
<tr>
<td>FAT 2</td>
</tr>
<tr>
<td>LO 5: THINKING AND REASONING</td>
</tr>
<tr>
<td>AS 2: Uses language to think and reason</td>
</tr>
<tr>
<td>2.3: uses language to describe similarities and</td>
</tr>
<tr>
<td>differences and analyse, compare and contrast information.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>AS 4: processes information</td>
</tr>
<tr>
<td>4.1.1: selects information and take notes</td>
</tr>
<tr>
<td>4.1.3: constructs tables, diagrams, charts and flowcharts</td>
</tr>
<tr>
<td>4.3: uses language to describe similarities and differences and to analyse, compare and contrast information</td>
</tr>
<tr>
<td>AS 2: works with words</td>
</tr>
</tbody>
</table>
2.1: uses some spelling rules to spell correctly
2.2: uses a variety of sauces to check spelling
2.4: identifies and uses more synonyms and antonyms
FAT 2
AS 3: works with sentences
3.1: identifies subject, verb and object in a sentence;
3.2: uses subject – verb agreement correctly
3.5: use a variety of sentence types (questions, statements and commands)

INTEGRATION:
ARTS AND CULTURE:
LO 1: Creating interpreting and presenting
Visual Arts:
AS 1: Creates artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional and three-
| dimensional work using appropriate and available materials  |
| AS 2: Shares and displays work  |
| LO 4: Expressing and communicating  |
| Music:  |
| AS 1: Uses tempo, repetition and dynamics to create mood and evoke feelings through music  |

**LIFE ORIENTATION**

| LO 3: Personal development  |
| AS 1: Describes own abilities interests and strengths  |

**TECHNOLOGY**

| LO 1: Technological processes and skills  |
| DESIGNS:  |
| AS 1: Suggests different possible solutions, chooses one, and uses freehand sketches to represent it.  |
| MAKES:  |
| AS 1: Expresses how products are going to be made and what will be used to make them.  |
| AS 2: Makes products safely by joining or combining a range of different materials.  |

Think about yourself; your name, what is special about you. Introduce yourself to a partner. Listen carefully when he/she introduces him/herself.

Learners draft their story on blank paper. They illustrate the story to make a book.
<table>
<thead>
<tr>
<th>EVALUATES:</th>
<th>SOCIAL SCIENCE</th>
<th>MATHEMATICS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 1: Identifies strengths and weaknesses about own products and the products of others</td>
<td>LO 2: Historical knowledge and understanding</td>
<td>L0 4: MEASUREMENT</td>
</tr>
</tbody>
</table>
| AS 2: Gives simple reasons for some events in the past (cause and effect) | AS 2: Links information to places on simple maps, globes, drawings, photographs and charts | AS 3: Identifies important dates on calendars including dates of
  - Religious festivals
  - Historical events |
| AS 4: Recognises and describes different calendars used in different cultures | | AS 4: Recognises and describes different calendars used in different cultures |

Learners use their birthdates/address/festivals, etc to reinforce knowledge of months of the year.
<table>
<thead>
<tr>
<th>DETAILS OF ASSESSMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BARRIERS TO LEARNING:</td>
</tr>
<tr>
<td>TEACHER REFLECTION</td>
</tr>
</tbody>
</table>