

LESSON PLAN

LEARNING PROGRAMME: LITERACY

CONTENT IN CONTEXT: This is me

GRADE 3

DURATION: 11 weeks

TIME ALLOCATION:2h00

SELECTED LO's and AS's	LEARNING ACTIVITIES	RESOURCES
<p>Home Language</p> <p>LO 1: LISTENING AS 1 Listens attentively (extending concentration span)and responds to an extended sequence of instructions appropriate to the learner's level</p> <p>FAT 1 & 3 AS 4: Listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:</p>	<p>Introducing a story/poem/song of choice Teacher introduces story by showing cover of book:</p> <ul style="list-style-type: none"> • Learners predict what will happen <p>Teacher reads story or can use (shared or group reading)</p> <ul style="list-style-type: none"> • 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 <p>Choose a poem</p>	<p>Exercise books Riddles Jokes Photographs Maps</p> <p>Fiction and non-fiction books Comics Fable stories Readers Magazines News paper Dictionary Word flashcards Flow charts</p>

<p>4.1: listens for the topic or main idea</p> <p>4.2: listens for details</p> <p>4.3: predicts what will happen</p> <p>4.4: communicates back a sequence of events or ideas in the text</p> <p>4.5: answers questions about the oral text</p> <p>4.6: expresses feelings about the text giving reasons</p> <p>4.7: works out cause and effect</p> <p>In the oral text</p> <p>4.8: draws pictures to illustrate understanding of the oral text and writes it in own words.</p> <p>FAT 1</p> <p>AS 5: Listens, enjoys and respond appropriately to riddles and jokes.</p> <p>FAT 3</p>	<ul style="list-style-type: none"> • 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 <p>When teacher deals with poems/story she must focus on the following:</p> <ul style="list-style-type: none"> • Read and interpret poems/stories • Express opinions • Clarify ideas and concepts through group discussion • Share personal feelings • Use different ways of communication • Develop understanding of environmental problems <p>Learners tell own jokes/riddles/poems</p> <p>READING:</p> <ul style="list-style-type: none"> • 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 <p>PHONICS:</p> <ul style="list-style-type: none"> • Learners record new vocabulary and their meanings in 	<p>Cross word puzzles</p> <p>Word search quizzes</p> <p>Crayons</p> <p>Pencils</p> <p>Rullers</p> <p>Rubbers</p> <p>Chalk</p> <p>Phonic cards</p> <p>Word cards</p> <p>Alphabet wall posters</p> <p>Calendars</p> <p>Atlas</p> <p>Birthday charts</p> <p>Fruit/vegetable charts</p> <p>Verbs/nouns charts</p> <p>Clock</p> <p>Pictures of different stories</p> <p>Poems + pictures</p> <p>Songs</p> <p>Numeracy vocabulary</p> <p>Sentence strips</p>
---	---	---

<p>AS 6: Listens to a speaker the learner cannot see (e.g. on radio, intercom) and responds to questions and instructions</p> <p>FAT 1</p> <p>LO 2: SPEAKING:</p> <p>AS 2: Uses language imaginatively for fun and fantasy (e.g telling jokes, creating own poems and code language)</p> <p>AS 6: Interviews people for a particular purpose.</p> <p>AS 7: Makes oral presentations (e.g. on given topics, on interviews conducted, reporting back from fieldtrips)</p> <p>7.1: with support and guidance from teacher, develop class guidelines for a good presentation</p> <p>7.2: describes what is going to be presented and how;</p> <p>7.3: use visual aids to supplement oral presentations;</p> <p>7.4: use basic strategies to engage listeners (e.g. making</p>	<p>their personal dictionaries of wordlist</p> <ul style="list-style-type: none"> • 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 “I” and “U” sounds: I – 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 <p>WRITING:</p> <ul style="list-style-type: none"> • 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 	<p>Pattern charts Cursive writing charts</p> <p>Festival Posters</p>
---	--	--

<p>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</p>	<p>what a topic is</p> <ul style="list-style-type: none"> • 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. <p>NEWS / DAILY ACTIVITIES</p> <ul style="list-style-type: none"> • 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. 	
--	---	--

<p>of events, setting, cultural values</p> <p>2.1.3: cause-effect relations</p> <p>2.1.4: conclusions (e.g. “What does this story/fable teach us”)</p> <p>2.1.5: whether or not the story was liked and why</p> <p>AS 3: Reads texts alone and uses a variety of strategies to make meaning</p> <p>3.1: reads printed text fluently and with understanding</p> <p>AS 4: Consolidates phonic knowledge:</p> <p>4.1: recognises that the same sound can be spelled in different ways(e.g. play, pain, plate)</p> <p>4.2: recognises that the same spelling can represent different sounds (bread, heat)</p> <p>FAT 2</p> <p>4.4: recognises the use of “gh” and “ght”</p>	<p>HIGH FREQUENCY WORDS:</p> <ul style="list-style-type: none"> • Recognises at least 25 sight words <p>HANDWRITING</p> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly • Transcribes words correctly from a variety of sources i.e. chalkboard, strips, work cards etc. • Start with cursive patterns and letters. 	
--	--	--

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

--

--

LO 4: WRITING:

AS 2: Drafts a piece of writing for different purposes:

2.1: selects a text form to suit the purpose and audience (e.g.

Diary entry to record feelings about an event)

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)

FAT 4

AS 4: Publishes (makes public) own writing:

4.2: shares writing with intended audience, such as family or friends (e.g.

letters, messages, instructions)

AS 6: Uses appropriate

grammatical structures and writing conventions:

6.1: begins to group sentences into paragraphs

6.2: uses punctuation appropriately (capital letters, full stops, question marks, commas, apostrophes, exclamation marks)

6.3: applies knowledge of grammar

AS 7: Writes legibly

7.1: writes with ease and increasing speed as a result of frequent practice:

7.2: completes a writing task within a set time;

FAT 2

LO 5: THINKING AND REASONING

AS 2: Uses language to think and reason

2.3: uses language to describe similarities and

**differences and analyse,
compare and contrast
information.**

FAT 4

**AS 4: processes
information**

**4.1: records and organizes
information in different
ways**

**4.1.1: selects information
and take notes**

4.1.2: makes mind maps

**4.1.3: constructs tables,
diagrams, charts and
flowcharts**

**4.2: sequences information
and puts it under headings**

**4.3: uses language to
describe similarities and
differences and to analyse,
compare and contrast
information**

LO 6: LANGUAGE

STRUCTURE AND USE

AS 2: works with words

<p>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)</p> <p>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-</p>		
---	--	--

<p>dimensional work using appropriate and available materials</p> <p>AS 2: Shares and displays work</p> <p>LO 4: Expressing and communicating</p> <p>Music:</p> <p>AS 1: Uses tempo, repetition and dynamics to create mood and evoke feelings through music</p> <p>LIFE ORIENTATION</p> <p>LO 3: Personal development</p> <p>AS 1: Describes own abilities interests and strengths</p> <p>TECHNOLOGY</p> <p>LO 1: Technological processes and skills</p> <p>DESIGNS:</p> <p>AS 1: Suggests different possible solutions, chooses one, and uses freehand sketches to represent it.</p> <p>MAKES:</p> <p>AS 1: Expresses how products are going to be made and what will be used to make them.</p> <p>AS 2: Makes products safely by joining or combining a range of different materials.</p>	<p>Think about yourself; your name, what is special about you. Introduce yourself to a partner. Listen carefully when he/she introduces him/herself.</p> <p>Learners draft their story on blank paper. They illustrate the story to make a book.</p>	
--	--	--

EVALUATES:

AS 1: Identifies strengths and weaknesses about own products and the products of others

SOCIAL SCIENCE

LO 2: Historical knowledge and understanding

AS 2: Gives simple reasons for some events in the past (cause and effect)

LO 1: Geographical enquiry

AS 2: Links information to places on simple maps, globes, drawings, photographs and charts

MATHEMATICS:

LO 4: MEASUREMENT

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

Learners use their birthdates/address/festivals,etc to reinforce knowledge of months of the year.

DETAILS OF ASSESSMENT:		
BARRIERS TO LEARNING:		
TEACHER REFLECTION		