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**WEEK 1: LESSON 1**

**Strand:** Listening and Speaking (Activities at Home and at School)

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Recognize words with the target letter sound combinations in oral text.

2. Pronounce the words with the target letter sound combinations in preparation for reading.

3. Appreciate listening attentively and speaking clearly for effective communication.

**Key Inquiry Questions:**

- Why is it important to listen attentively?

- How can we practice saying difficult words?

- What does it mean to speak clearly?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson, asking students to share one new word they learned.

- Guide students to discuss the importance of listening and speaking clearly. Emphasize how these skills help them understand others and be understood.

**Lesson Development (20 minutes):**

**Step 1:** Listening Activity

- Read aloud a short story or passage from the KLB resource that includes words with the target letter sounds "bl" and "br" (e.g., blend, blue, brave, bring).

- Ask students to listen carefully and raise their hands when they hear a word with the target sounds.

**Step 2:** Discussion and Recognition

- After the reading, discuss the words heard in the text. Write them on the board.

- Encourage students to say the words together, focusing on the letter sounds "bl" and "br" (e.g., "blue," "black," "brave," "bring").

**Step 3:** Pronunciation Practice

- Pair students to practice saying their words to each other. One student says the word, and the other repeats it, ensuring they are pronouncing the sounds correctly.

- Monitor pairs and provide feedback on pronunciation.

**Step 4:** Video Engagement

- Show a short video featuring conversations that include "bl" and "br" words.

- After the video, ask students to identify any words they recognized and to practice pronouncing them together.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson, recalling the words learned and their significance.

- Conduct a brief interactive activity where students form pairs and take turns saying a word with "bl" or "br" and their partner must repeat it back.

- Preview the next session by asking students what other letter sounds they would like to learn about.

**Extended Activities:**

- Vocabulary Journal: Ask students to keep a vocabulary journal where they can write new words they find at home or school that contain the target sounds. Encourage them to illustrate the words as well.

- Sound Hunt: Have students go on a "sound hunt" at home or in the classroom to find items that start with "bl" or "br" (e.g., blocks, broom). They can present their findings in the next lesson.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Reading

**Sub Strand:** Fluency

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify words with target letter sound combinations in a text.

2. Read a text accurately at the right speed and with expression.

3. Develop a desire to read accurately at the right speed.

**Key Inquiry Question(s):**

- How can you pick out words containing the target letter sound combination from a text?

- What does it mean to read a text accurately, at the right speed, and with expression?

**Learning Resources:**

- KLB Early Grade English, Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson focused on reading fluency.

- Ask students about any letter sound combinations they remember.

- Guide learners to read an excerpt from the KLB resource that showcases the target sounds. Discuss relevant content and connect to the day’s objectives.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Target Letter Sound Combinations

- Introduce the target letter sound combination with examples. For instance, if the target sound is "sh," give examples like "shoe," "fish," and "sheep."

- Ask students to repeat the sounds and words, emphasizing correct pronunciation.

**Step 2:** Shared Reading Activity

- Read a selected text from the KLB resource as a class.

- Model fluency, speed, and expression during the reading.

- While reading, pause and point out words with the target sound combination.

**Step 3:** Word Hunt

- Give each student a copy of the text and ask them to circle or highlight words containing the target letter sound combination.

- Go around the classroom and assist students who may need help identifying the words.

**Step 4:** Partner Reading

- Have students pair up and take turns reading the text aloud to each other, focusing on reading with expression and at a good pace.

- Encourage partners to give each other feedback on the accuracy and expression used during reading.

**Conclusion (5 minutes):**

- Summarize the key concepts learned during the lesson: recognizing words with specific sounds, the importance of reading speed, and using expression.

- Conduct a brief interactive activity, such as a quick game where students say a word, and classmates respond with the correct sound (e.g., “What sound does ‘ship’ make?”).

- Preview the next session, highlighting that they will explore different emotions in characters and how that affects reading fluency.

**Extended Activities:**

- Have students create a personal "Word Book" where they can write down new words they encounter with the target sound combination and illustrate their meanings.

- Encourage students to read at home with family members and find examples of words with the target sound in their favorite stories or books.

- Implement a weekly "Reading Fluency Challenge" where students can practice reading a passage of their choice with expression at home and share it with the class.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Reading

**Sub Strand:** Comprehension

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify characters and setting in a text for comprehension.

2. Make predictions and anticipate possible outcomes of a story.

3.Engage in discussions about a text read for comprehension.

**Key Inquiry Question(s):**

- How can we look at pictures and the title of a text to predict the likely order of events in a story?

- What is the main idea of a text?

- How do we read a text related to a theme?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on identifying characters and setting in stories.

- Ask students to share their favorite characters from different stories and explain why they like them.

- Introduce the new lesson by explaining that they will learn how to predict what will happen next in a story.

**Lesson Development (20 minutes):**

**Step 1:**

- Predicting Outcomes: Show students a book cover or a picture related to a story. Ask them open-ended questions like, "What do you think this story is about?" and "Who do you think the characters are?"

- Have them write down their predictions on a piece of paper.

**Step 2:**

- Reading Aloud: Read a short story from KLB Early Grade English Grade 3 out loud. During reading, pause at key moments and ask, “What do you think will happen next?” to encourage predictions.

**Step 3:**

- Identifying Characters & Setting: After reading, discuss with students who the main characters were and where the story took place (setting). Display a graphic organizer on the board for students to fill in as a class.

**Step 4:**

- Discussion Time: Break students into small groups to discuss their favorite parts of the story and what they thought the main idea was. Encourage them to explain their reasoning about the predictions they made earlier.

**Conclusion (5 minutes):**

- Summarize the key points: how to make predictions, identifying characters and setting, and understanding the main idea.

- Conduct a quick interactive activity where students show thumbs up for correct predictions made during the discussions or thumbs down if they think it was incorrect.

- Preview the next session about "how to create our own endings to stories" and ask students to think about what they would change in a story they read.

**Extended Activities:**

- Create a Story Wheel: Have students create a story wheel where they illustrate and write about the beginning, middle, and end of a story they enjoy.

- Prediction Postcards: After reading a different short story, ask students to send a postcard to a friend predicting what the story will be about based only on the title and picture on the front.

- Character Interviews: Students can choose a character from the story and write interview questions to ask them about their feelings and experiences.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** Language Use

**Sub Strand:** Subject-Verb Agreement

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Recognize sentences with subject-verb agreement in a text.

2. Use subject-verb agreement to construct sentences related to the theme.

3. Appreciate the role of subject-verb agreement in communication.

**Key Inquiry Questions:**

- How do we identify subject-verb agreement in sentences?

- How can we construct sentences using subject-verb agreement?

**Learning Resources:**

- KLB Early Grade English, Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on verbs. Ask students to share examples of verbs they remember.

- Introduce the topic of subject-verb agreement, explaining that today they will learn how subjects and verbs need to match in sentences.

- Guide learners to read a selected passage from the KLB Early Grade English book, highlighting sentences that demonstrate subject-verb agreement.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Subjects and Verbs

- Define subjects and verbs in simple terms.

- Explain that a subject is who or what the sentence is about, and a verb is the action word.

- Provide examples on the board (e.g., "The dog runs." vs. "The dogs run.").

**Step 2:** Identifying Subject-Verb Agreement

- Discuss what subject-verb agreement means. Emphasize that a singular subject needs a singular verb, and a plural subject needs a plural verb.

- Read more examples from the text together and ask students to identify whether the subject and verb agree.

**Step 3:** Constructing Sentences

- Have students work in pairs. Give them prompts with subjects, and ask them to create sentences using the correct verb form.

- For example: "The cat (run/runs) fast." Encourage them to write their sentences on mini whiteboards.

**Step 4:** Interactive Practice

- Conduct a "Subject-Verb Match" game where students match sentence halves that correctly agree using flashcards.

- For competitive spirit, use a timer to see which team can create the most correctly matched pairs.

**Conclusion (5 minutes):**

- Summarize the key points on subject-verb agreement discussed in the lesson.

- Reinforce through a rapid Q&A session where students recall definitions and examples from the lesson.

- Preview the next topic: "Combining sentences using adjectives" and encourage them to think of adjectives they might use.

**Extended Activities:**

- Sentence Scavenger Hunt: Ask students to find books at home and write down five sentences. They should underline the subjects and circle the verbs, ensuring they follow subject-verb agreement.

- Story Writing: Encourage learners to write a short story and pay special attention to making sure their subjects and verbs agree throughout their writing.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 5**

**Strand:** Writing

**Sub Strand:** Handwriting - Long Words and Descenders

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Recognize aspects of good handwriting for effective communication.

2.Write long words and descenders in clear, legible handwriting.

3. Develop a desire to write clearly and legibly.

**Key Inquiry Question(s):**

- What makes handwriting clear and easy to read?

- How can we identify long words and descenders in writing?

**Learning Resources:**

- KLB Early Grade English Grade 3

- Chart

- Flash cards

**Organisation of Learning:**

**Introduction (5 minutes):**

- Welcome students and review the previous lesson on handwriting basics.

- Show examples from the KLB Early Grade English book that highlight good handwriting. Discuss what good handwriting looks like, emphasizing neatness and clarity.

**Lesson Development (20 minutes):**

**Step 1:** Discuss the Importance of Neat Handwriting

- Engage students in a discussion about why neat handwriting matters.

- Ask questions like, “How does neat handwriting make it easier for others to read your work?”

- Highlight real-life applications, such as writing letters or making signs.

**Step 2:** Identify Long Words and Descenders

- Write a few sample sentences on the board that contain long words and descenders.

- Explain what descenders are (the parts of letters that go below the baseline, such as in "g," "j," "p," "q," and "y").

- Have students identify and underline long words and descenders in the sentences.

**Step 3:** Practicing Handwriting

- Hand out worksheets with lines and examples of long words and descenders.

- Instruct students to practice writing these words, ensuring they focus on forming the letters clearly and correctly.

**Step 4:** Peer Review

- Pair students and have them exchange worksheets.

- Each student will provide feedback on their partner’s handwriting, focusing on clarity and neatness.

**Conclusion (5 minutes):**

- Summarize the key points covered: the importance of neat handwriting, the identification of long words and descenders, and practicing clear writing.

- Conduct a quick interactive activity where students write a long word on the board and underline its descender.

- Preview the next session, which will focus on writing full sentences with attention to neatness and clarity.

**Extended Activities:**

- Handwriting Journal: Have students maintain a handwriting journal where they practice writing different long words and sentences each week.

- Handwriting Contest: Organize a friendly handwriting contest to encourage students to write neatly. They can write a short story or poem, focusing on clear handwriting.

- Family Letter: Ask students to write a letter to a family member using their best handwriting, emphasizing the use of long words and descenders.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Listening and Speaking (Activities at Home and at School)

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Recognize words with the target letter sound combinations in oral text.

2. Pronounce the words with the target letter sound combinations in preparation for reading.

3. Appreciate listening attentively and speaking clearly.

**Key Inquiry Questions:**

- What happens when we pronounce words correctly?

- How can we recognize and use words with the letter sounds "bl" and "br"?

**Learning Resources:**

- KLB Early Grade English, Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on sounds and vocabulary. Ask students to recall some words learned.

- Engage learners in a brief discussion about the importance of pronunciation and listening, steering them towards the day's targets of "bl" and "br" sounds.

**Lesson Development (20 minutes):**

**Step 1:** Listening to Oral Texts

- Play an audio clip or read aloud a short story that includes words with "bl" and "br" sounds (e.g., "blue," "break," "bring," "black").

- Ask students to listen carefully and raise their hands every time they hear a word with "bl" or "br."

**Step 2:** Pronunciation Practice

- Write target words with "bl" and "br" on the board.

- Model the correct pronunciation of each word, emphasizing the target sounds.

- Have students repeat each word after you, encouraging them to articulate clearly.

**Step 3:** Interactive Video Watching

- Show a short video featuring conversations using "bl" and "br" words.

- Pause the video at intervals to ask the students questions about what they heard, prompting them to identify specific words.

**Step 4:** Group Activity

- Organize students into small groups and provide them with a list of sentences that include "bl" and "br" words.

- Each group will take turns reading their sentences aloud, focusing on pronunciation and clarity.

**Conclusion (5 minutes):**

- Summarize the key points, reiterating the importance of recognizing and correctly pronouncing the "bl" and "br" combinations.

- Conduct a brief interactive game where students must come up with words starting with "bl" and "br" and say them out loud.

- Prepare learners for the next session by encouraging them to think of more "bl" and "br" words they encounter during the week.

**Extended Activities:**

- Ask students to create a short story using at least five "bl" or "br" words that they will share with the class.

- Encourage families to engage in discussions at home using "bl" and "br" words throughout the week, making a note of new words to share in class.

- Suggest a word matching game as homework, where students find images or write sentences that include “bl” and “br” words.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Reading

**Sub Strand:** Fluency

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify words with the target letter sound combination in a text.

2.Read a text accurately at the right speed and with expression.

3.Realize the correspondence between spoken words and written words in various contexts.

**Key Inquiry Question(s):**

- How can we pick out words containing the target letter sound combination from a text?

- What does it mean to read a text accurately at the right speed and with expression?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to recall what they've learned about letter sounds and how they help with reading.

- Guide learners to read a few sentences from KLB Early Grade English, highlighting words containing the target letter sound combination. Discuss any connections to the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Letter Sound Combinations

- Introduce the target letter sound combination for the day (e.g., "sh," "th"). Display words that contain this sound (e.g., "ship," "think"). Engage students in a brief phonics exercise to sound out the words together.

**Step 2:** Reading Practice

- Have students read a short passage from the KLB Early Grade English book that contains a focus on the target letter sound combination and other familiar words.

- Remind them to focus on pronunciation and speed. Pair up students to take turns reading the passage to each other.

**Step 3:** Discussion of Expression and Accuracy

- Discuss what it means to read with expression. Ask students why it’s important for understanding the mood and meaning of a text.

- Model reading the same passage with varied expression and ask students to notice the differences.

**Step 4:** Guided Practice

- Organize a choral reading session where the class reads the passage together. Concentrate on using the right speed and expression.

- Provide feedback and ask students to reflect on what they learned about reading accurately and expressively.

**Conclusion (5 minutes):**

- Summarize key points: the importance of identifying letter sounds, reading accurately, and using expression.

- Conduct a brief interactive activity, such as a "find and share" where students say one word they found with the target sound and use it in a sentence.

- Preview the next session by introducing a new letter sound combination they will learn.

**Extended Activities:**

- Assign students to find 5 new words from a book or story at home that contain the target letter sound combination and illustrate them.

- Create a "Fluency Wall" in the classroom where students can add words they learn throughout the week that feature the target sounds.

- Encourage students to perform a short reading of a poem or story at home to a family member, focusing on accuracy and expression.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Reading

**Sub Strand:** Comprehension

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify the meaning of words in a text.

2. Answer simple direct and indirect questions based on a text.

3. Appreciate reading.

**Key Inquiry Question(s):**

- How can we use context clues to understand the meaning of words?

- How can we answer simple direct and indirect questions based on a text?

**Learning Resources:**

- KLB Early Grade English Grade 3 Dictionary

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on characters in stories.

- Ask students to share one character they remember from what they read.

- Introduce the day's focus: understanding text through context clues and answering questions. Show the dictionary and discuss how it can help us understand words better.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Context Clues

- Explain what context clues are (words or sentences around an unfamiliar word that help us understand what the word means).

- Provide an example on the board: “The cat was very agile, jumping swiftly from one roof to another.” Ask students what 'agile' means using context clues.

- Discuss answers as a class.

**Step 2:** Finding Meanings Using the Dictionary

- Demonstrate how to use the KLB Early Grade English Dictionary.

- Give students a few sentences with underlined challenging words and ask them to find the meanings using the dictionary.

- Pair students up and allow them to help each other.

**Step 3:** Answering Direct Questions

- Present simple direct questions about the sentences created in Step 2. For example, “What does ‘agile’ mean?”

- Have students answer together as a class.

**Step 4:** Answering Indirect Questions

- Introduce indirect questions and explain how they are different from direct questions.

- Ask an indirect question, such as, “What can you tell me about the cat based on the sentence?”

- Encourage discussion and responses, guiding them to think beyond the text.

**Conclusion (5 minutes):**

- Summarize the day’s key points: understanding words through context clues and answering both direct and indirect questions.

- Conduct a brief interactive quiz where students can raise their hands for answers to a few review questions.

- Preview the next session’s topic: “More about characters and settings.” Encourage students to think about how the setting influences the characters.

**Extended Activities:**

- Word Mapping: Create a word map for three new vocabulary words learned during the lesson. Include synonyms, antonyms, and sentences using the words.

- Story Time: Have students pick a short story, identify a character, and write a few sentences about how the character might feel in different situations presented in the story.

- Context Clue Hunt: Students will read a short passage and underline words they do not know. They will use context clues from surrounding words to write what they think the meanings are, then check with the dictionary.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 4**

**Strand:** Language Use

**Sub Strand:** Subject-Verb Agreement

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Recognize sentences with subject-verb agreement in a text.

2. Use subject-verb agreement to construct sentences related to themes.

3. Desire to use subject-verb agreement in communication.

**Key Inquiry Question(s):**

- How do we construct sentences based on pictures showing singular and plural subjects?

- How do we create sentences that follow subject-verb agreement rules?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on simple sentences. Ask students to share examples of sentences they created last time.

- Guide learners to read and discuss relevant content from the KLB Early Grade English textbook, focusing on identifying subject-verb agreement in sample sentences.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Subjects and Verbs

- Introduce or revisit the concepts of subjects and verbs. Explain that the subject tells us who or what the sentence is about, and the verb describes the action.

- Write simple sentences on the board (e.g., "The dog runs" and "The dogs run"). Point out how the subject (singular/plural) changes the form of the verb.

**Step 2:** Identifying Subject-Verb Agreement

- Have learners find sentences in the KLB textbook that demonstrate subject-verb agreement.

- Discuss as a class why certain verbs change when paired with singular or plural subjects. Encourage students to share their thoughts on what makes the sentences correct.

**Step 3:** Constructing Sentences Together

- Show students pictures depicting singular and plural subjects (e.g., one cat, three cats). Have them work in pairs to create their own sentences based on the images.

- Circulate the room, providing guidance and support as needed.

**Step 4:** Sharing and Feedback

- Invite pairs to share their sentences with the class. As a group, discuss if the sentences follow subject-verb agreement rules. Correct any mistakes together, reinforcing the lesson’s learning objectives.

**Conclusion (5 minutes):**

- Summarize key points about subject-verb agreement and how singular and plural subjects affect verbs in sentences.

- Conduct a brief interactive activity, such as a "fill in the blank" or "choose the correct verb" game, to reinforce the concepts discussed.

- Preview the next session which will focus on creating compound sentences and their subject-verb agreement.

**Extended Activities:**

- Sentence Sorting: Provide students with a mix of sentences that have correct and incorrect subject-verb agreement. Have them sort the sentences into two groups: "Correct" and "Incorrect."

- Picture Story: Have students draw a picture and write 2-3 sentences about their drawing, making sure to use correct subject-verb agreement. Encourage them to share their drawings and sentences with the class.

- Verb Matching: Create a matching game using cards with singular and plural subjects and corresponding verbs. Students can play in pairs to reinforce their understanding.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 5**

**Strand:** Writing

**Sub Strand:** Handwriting - Long words and descenders

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Recognize aspects of good handwriting for effective communication.

2. Write long words and descenders in clear, legible handwriting.

3. Develop a desire to write clearly and legibly.

**Key Inquiry Question(s):**

- What are the aspects of good handwriting?

- How can we listen to a dictation of sentences and write them correctly using subject-verb agreement?

**Learning Resources:**

- KLB Early Grade English Grade 3

- Handwriting charts

- Flashcards

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing what was learned in the previous lesson about handwriting.

- Invite students to share their thoughts on why good handwriting is important.

- Guide learners to read and discuss specific content from the learning resources, focusing on the key concepts of clarity and legibility in handwriting.

**Lesson Development (20 minutes):**

**Step 1:** Discussing Good Handwriting

- Introduce the characteristics of good handwriting (such as uniform size, consistent slant, spacing between words, and clear descenders).

- Use a chart to illustrate these characteristics and ask students to describe what good lettering looks like.

**Step 2:** Practicing Writing Long Words

- Provide students with a list of long words that contain descenders (e.g., "jumped," "climbing," "growing").

- Have students practice writing these words several times in their notebooks while focusing on maintaining legibility and form.

**Step 3:** Listening and Writing Dictation

- Read aloud sentences that contain the long words and emphasize subject-verb agreement (e.g., "The cat jumped over the fence.").

- Instruct students to write down the sentences, reminding them to pay attention to their handwriting as they listen.

**Step 4:** Peer Review

- Pair students up to check each other’s writing for clarity and legibility.

- Ask them to give positive feedback and suggest improvements if needed. This encourages peer learning and self-evaluation.

**Conclusion (5 minutes):**

- Summarize the key points learned today about the characteristics of good handwriting and the importance of clarity in communication.

- Conduct a brief interactive activity where students share their favorite word from today's lesson and write it on the board, showcasing their handwriting.

- Prepare students for the next session by previewing that they will learn about the importance of punctuation in writing.

**Extended Activities:**

- Create a “Handwriting Journal” where students write a short sentence every day, focusing on handwriting quality.

- Organize a “Handwriting Challenge” where students can practice and showcase their best handwriting in a friendly competition, focusing on creativity and legibility.

- Have students design a poster that includes a quote written in their best handwriting, using decorative elements to enhance their work.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Listening and Speaking (Sharing Duties and Responsibilities)

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Recognize words with the target letter sound combinations (dr, fl).

2. Pronounce the target letter sound combinations in words and sentences.

3. Desire to pronounce words correctly.

**Key Inquiry Questions:**

- How can we pronounce words correctly?

- What are some words with the target letter sound combinations?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson focused on vocabulary.

- Guide learners to read and discuss relevant content from "KLB Early Grade English Grade 3," specifically the sections that include the sound combinations “dr” and “fl.” Highlight how these sounds fit into everyday language.

**Lesson Development (20 minutes):**

**Step 1:** Listening Activity

- Teacher pronounces words with the target letter sound combinations (e.g., "drum," "flame").

- Students listen closely.

- After each pronunciation, ask students to repeat the word after the teacher.

**Step 2:** Recognition Activity

- Write several sentences on the board that include words with “dr” and “fl.”

- Read the sentences aloud and ask students to underline or highlight the target sound combinations as they hear them.

**Step 3:** Pronunciation Practice

- Have students work in pairs to practice pronouncing words with the "dr" and "fl" sounds.

- Encourage them to give each other constructive feedback, focusing on clarity and enthusiasm in their pronunciation.

**Step 4:** Contextual Usage

- Invite students to create their own sentences or a short story using at least two words that include the target sounds.

- Have a few students share their creations with the class, emphasizing correct pronunciation.

**Conclusion (5 minutes):**

- Summarize the key points learned today: recognizing and pronouncing "dr" and "fl" combinations.

- Conduct a brief “pop quiz” activity where you say a word, and students must show a thumbs up (if they recognize it) or thumbs down (if they do not), reinforcing what they’ve learned.

- Prepare students for the next session by hinting at new letter sound combinations they will be exploring.

**Extended Activities:**

- Sound Combination Collage: Students can create a collage by cutting out pictures or drawing items that start with "dr" and "fl" sounds.

- Word Hunt: Have students go home and find three words that contain “dr” or “fl” and write them down to share in the next class.

- Sound Chart: Encourage students to make a chart at home where they can add more words with target letter sounds as they learn them throughout the week.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Reading

**Sub Strand:** Fluency

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify words with target letter sound combinations for ease of reading.

2. Read a grade-appropriate text at the right speed.

3. Adopt reading of simple short texts in a variety of genres.

**Key Inquiry Questions:**

- What sound combinations do we hear in the words?

- How does reading speed affect our understanding?

**Learning Resources:**

- KLB Early Grade English Grade 3 textbook

- Video of words with target letter sound combinations (dr, fl, fr, gl)

- Timed reading text (short passages)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson on letter sounds.

- Discuss the importance of reading clearly and how speed can affect comprehension.

- Introduce target letter sound combinations (dr, fl, fr, gl) through examples from the textbook.

**Lesson Development (20 minutes):**

**Step 1:** Video Introduction

- Show a short video of words showcasing the target sounds (dr, fl, fr, gl).

- Pause the video at each sound combination and have students repeat the words aloud.

- Encourage students to make connections with words they already know.

**Step 2:** Timed Reading Practice

- Divide students into pairs and provide them with a short, grade-appropriate text (1-2 paragraphs).

- Explain the importance of reading at a good speed and comprehension.

- Set a timer for 1 minute and have them read the text aloud to each other, counting how many words they read.

**Step 3:** Group Discussion

- Regroup and discuss the reading experience.

- Ask questions like "How did it feel to read at that speed?" and "What did you notice about your understanding of the text?"

**Step 4:** Reading for Fluency

- Have students choose a different text with target sound words.

- Encourage them to practice reading it silently first, then out loud to a peer, focusing on fluency.

**Conclusion (5 minutes):**

- Summarize the key points covered: recognizing target sounds, reading speed, and comprehension.

- Conduct a quick interactive activity: Have students race to read a list of target words, focusing on accuracy and speed.

- Preview the next lesson: "How do characters in stories help us understand the text better?"

**Extended Activities:**

- Word Hunt: Have students find and list words from their favorite books that contain the target sound combinations.

- Create a Sound Book: Ask students to create a mini-book using illustrations and sentences that incorporate the target sounds.

- Read Aloud to Family: Encourage students to read their favorite stories to family members, focusing on clear pronunciation and speed.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Reading

**Sub Strand:** Comprehension

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify words related to the theme.

2. Make predictions and anticipate possible outcomes in a story.

3. Adopt reading texts for lifelong learning.

**Key Inquiry Questions:**

- What words can we find that relate to the theme of the story?

- Looking at pictures and the title, what do you think will happen in the story?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share what they learned about themes in stories.

- Introduce the text for today’s lesson and briefly discuss its title and main picture to engage students.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Theme

- Activity: Read the title and look at the illustrations together. Ask students to describe what they see and brainstorm words that might relate to the theme of the story.

- Discussion: Write their suggestions on the board and discuss how these words can give clues about the story.

**Step 2:** Making Predictions

- Activity: Guide students to make predictions about the story’s content based on the title and pictures.

- Discussion: Prompt students with questions like "What do you think will happen next?" and "Why do you think that?"

**Step 3:** Reading the Text

- Activity: Read a short passage from the selected text together as a class, modeling fluent reading.

- Discussion: Pause to discuss any unfamiliar words and relate them back to the theme.

**Step 4:** Anticipating Outcomes

- Activity: After reading, ask students to draw pictures or write a sentence about what they think will happen next in the story.

- Discussion: Allow a few students to share their predictions with the class to reinforce comprehension.

**Conclusion (5 minutes):**

- Summarize the key points about identifying themes and making predictions in a story.

- Conduct a brief interactive activity: play a quick game where students guess a word related to the theme, and others have to guess it based on clues.

- Prepare students for the next session by giving them the question: "What clues do you think will help us understand a story better?"

**Extended Activities:**

- Theme Word Hunt: Have students choose a book from home and identify at least three words related to its theme.

- Prediction Journal: Encourage students to keep a journal where they write predictions about books they read at home and later check if they were correct.

- Illustrate Predictions: Students can draw scenes from their predictions and share them with a partner, explaining their thoughts.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 4**

**Strand:** Language Use

**Sub Strand:** Forms of Verb ‘Do’

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify different forms of the verb ‘do’ in print or digital text.

2.Use different forms of the verb ‘do’ to construct sentences.

3.Realize the importance of using the different forms of the verb ‘do’ in communication.

**Key Inquiry Questions:**

- What are the different forms of the verb ‘do’ we can find in texts?

- How can we use various forms of the verb ‘do’ to make sentences that connect to our theme?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review what was learned in the previous lesson about verbs.

- Ask students to recall some verbs they know, specifically the verb 'do,' and guide them to read a passage from their textbook that includes various forms of 'do' (do, does, did).

- Encourage a short discussion on what they noticed about the verb 'do.'

**Lesson Development (20 minutes):**

**Step 1:** Identifying Forms of 'Do'

- Direct students to work in pairs to find examples of the verb 'do' in their textbook.

- Ask each group to note down the different forms (do, does, did).

- Discuss as a class the examples they found and list them on the board.

**Step 2:** Understanding Usage

- Explain the situation in which each form of 'do' is used:

- "Do" for present simple (I do my homework.)

- "Does" for he/she/it in present simple (She does her chores.)

- "Did" for past simple (They did their project.)

- Use visual aids, like charts, to demonstrate these uses clearly.

**Step 3:** Sentence Construction

- Challenge students to create their own sentences using each form of 'do.'

- Give them prompts related to daily activities (e.g., “What do you do in the morning?”, “What did you do yesterday?”, “What does your friend do on weekends?”).

- Allow students to share their sentences in small groups, providing feedback and support to each other.

**Step 4:** Importance of Variants

- Discuss why it is essential to use the correct form of 'do' in communication.

- Share examples of sentences where using the wrong form changes the meaning, engaging students in correcting them together.

**Conclusion (5 minutes):**

- Recap the different forms of the verb 'do' and their correct usages.

- Conduct a fun activity: a quick round of "Verb Bingo" where students fill in a bingo card with different forms of verbs they learned, including the forms of 'do' they discussed.

- Preview the next lesson’s focus on other verb forms, asking students, "What are some other verbs we might explore?"

**Extended Activities:**

- Verb Hunt: Ask students to read a story at home and highlight all occurrences of the verb 'do' and its forms. They should write a small paragraph explaining how the different forms of 'do' were used.

- Verb Collage: Students can create a collage or poster using magazine cutouts or drawings that illustrate sentences using different forms of the verb 'do.' Each sentence should accompany a visual representation.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 5**

**Strand:** Writing

**Sub Strand:** Handwriting

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Recognise aspects of good handwriting for effective communication.

2. Write words related to the theme in clear and legible handwriting.

3. Appreciate the importance of writing clearly and legibly.

**Key Inquiry Questions:**

- What does good handwriting look like?

- How can we ensure our handwriting is clear and legible?

**Learning Resources:**

- KLB Early Grade English grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Briefly discuss what was learned in the last lesson about writing and its purposes.

- Discussion: Ask learners to identify what they think makes handwriting good. Guide them to read and discuss relevant sections from the KLB English resource that emphasizes key concepts of handwriting.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Good Handwriting

- Present a sample text with excellent handwriting.

- Discuss: Ask students to point out features they notice. What do they see about letter shapes, sizes, spacing, and alignment?

**Step 2:** Practicing Letter Formation

- Engage students in practicing individual letters.

- Start with a few letters (e.g., lowercase 'a', 'b', 'c', capital 'A', 'B', 'C').

- Use lined paper or handwriting worksheets, emphasizing the formation and size of each letter. Monitor and assist as needed.

**Step 3:** Writing Words

- Have students write words related to a theme (like 'seasons' or 'animals').

- Focus on maintaining spacing between letters and between words.

**Step 4:** Peer Review

- In pairs, students will exchange their work and provide friendly feedback.

- Encourage them to point out positive aspects of each other’s handwriting as well as areas for improvement.

**Conclusion (5 minutes):**

- Summarization: Recap the main points learned today about good handwriting.

- Interactive Activity: Play a quick game where students can show their handwritten letters and words, and classmates can guess what they say.

- Preview: Let students know that in the next lesson, they will explore how good handwriting can help in writing stories effectively.

**Extended Activities:**

- Handwriting Challenge: Create a “Challenge Chart” where students can write out a sentence with their best handwriting every day. Collect them for a week and display the best examples in the classroom.

- Handwriting Journal: Have students maintain a journal where they practice writing brief daily entries. Encourage creative writing while focusing on neat handwriting.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Recognize words with the target letter sound combinations in words and sentences (dr, fl, fr, and gl).

2. Pronounce the target letter sound combinations in words and sentences.

3.Desire to pronounce words correctly.

**Key Inquiry Questions:**

- How do we pronounce words with the combinations "dr," "fl," "fr," and "gl"?

- Can we say tongue twisters that include these sound combinations?

**Learning Resources:**

- KLB Early Grade English - Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous session's content, reiterating the importance of clear pronunciation and understanding vocabulary.

- Display some words that contain the target letter combinations (dr, fl, fr, gl). Engage the learners in a brief discussion to elicit any previous knowledge they may have on these sounds.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Tongue Twisters

- Explain what tongue twisters are: fun phrases that are difficult to say quickly and accurately.

- Present a simple tongue twister that includes the target sound combinations, such as "Fred's friend, Flippy, flies fast."

- Model how to pronounce the tongue twister, emphasizing clarity and pacing.

**Step 2:** Repetition and Practice

- Have the students repeat the tongue twister after you, guiding them on pronunciation and diction.

- Encourage students to break the words down by sound, highlighting the initial letter combinations (dr, fl, fr, gl).

**Step 3:** Create New Tongue Twisters

- In pairs, have students create their own tongue twisters using the target sound combinations.

- Encourage creativity while ensuring that they use at least one word from each sound category.

**Step 4:** Sharing and Feedback

- Invite pairs to share their tongue twisters with the class.

- Provide constructive feedback on pronunciation and intonation.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson, reinforcing the importance of clear pronunciation and recognition of sound combinations.

- Conduct a brief interactive activity, such as a "sound match" where students match words to their corresponding letter sound combinations.

- Brief students on the next session's topic, encouraging them to think about more tongue twisters they might encounter at home.

**Extended Activities:**

- Create a "Tongue Twister Challenge" where students practice and perform their favorite tongue twisters in front of the class.

- Encourage students to find or create a short story using at least five words with the target sound combinations and present it to the class.

- For homework, ask students to find three new words that incorporate the target sound combinations from books, magazines, or websites and share them in the next lesson.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Reading

**Sub Strand:** Fluency

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify words with target letter sound combinations (dr, fl, fr, gl).

2. Read a grade-appropriate text at the right speed.

3. Adopt reading of simple short texts in a variety of genres.

**Key Inquiry Question(s):**

- What words contain the target letter sound combinations (dr, fl, fr, gl)?

- How can we improve our reading speed?

**Learning Resources:**

- KLB Early Grade English Grade 3

- Video resource featuring target letter sound combinations.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson that focused on letter sounds.

- Introduce today’s focus on specific letter sound combinations (dr, fl, fr, gl) by showing the video. Discuss what the students noticed about these sounds.

**Lesson Development (20 minutes):**

**Step 1:** Identify Target Sounds

- Guide students to listen for and identify words with the target letter sound combinations in the video.

- Write examples of words on the board, encouraging students to share any other words they can think of that match the sounds.

**Step 2:** Read Aloud Together

- Distribute a short grade-appropriate text containing sentences with the target sound words.

- As a class, read the text aloud, paying attention to pronunciation and fluency.

**Step 3:** Timed Reading

- Pair students up and have them take turns reading the text to each other for one minute each.

- Encourage them to count how many words they could read during that minute.

**Step 4:** Discussion and Reflection

- Regroup and discuss how the timed reading felt.

- Ask questions like: Which words were tricky? Did anyone get faster? How can we practice our reading speed?

**Conclusion (5 minutes):**

- Summarize the key points discussed, emphasizing the target sounds and the importance of fluency in reading.

- Conduct a brief interactive activity, such as a sound matching game, where students match words to the correct sound combination.

- Preview the next session topic which will focus on using the sounds in writing sentences.

**Extended Activities:**

- Sound Scavenger Hunt: Have students look through their favorite books at home for words that contain the target sounds. They can write them down and share them in class.

- Create a Sound Book: Students can create their own mini-book with drawings or pictures of words that have the target sounds. They will write a sentence for each word.

- Fluency Tree: Create a classroom ‘Fluency Tree’ where students can add leaves with words they read during independent reading time, focusing on the targeted sounds.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Reading

**Sub Strand:** Comprehension

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify words related to the theme

2.Make predictions and anticipate possible outcomes in a story

3. Adopt reading texts for lifelong learning

**Key Inquiry Question(s):**

- What words can we find that relate to the theme?

- Based on pictures and titles, what do you think will happen in the story?

**Learning Resources:**

- KLB Early Grade English grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to recall what they learned about story elements.

- Introduce the day’s focus: understanding themes through vocabulary and predictions. Discuss how pictures and titles can provide clues about the story.

**Lesson Development (20 minutes):**

**Step 1:** Exploring the Theme

- Read a story from the KLB Early Grade English book.

- Discuss the theme as a class. Ask students to identify words related to the theme, writing them on the board. Examples: if the theme is ‘adventure’, words might include ‘explore’, ‘journey’, ‘danger’, etc.

**Step 2:** Analyzing Pictures and Titles

- Show the students the cover of a different story.

- Ask them to describe what they see in the picture and what they think the title suggests about the story. Encourage them to make predictions about the plot based on these visual cues.

**Step 3:** Making Predictions

- Have students work in pairs to predict what they think will happen in different stories based solely on the title and any pictures provided.

- Discuss their predictions as a class, prompting them to justify their reasons.

**Step 4:** Connecting to Lifelong Learning

- Discuss how understanding themes can help in other areas, like their own lives or experiences they may have had. Ask students to think of a theme they’ve encountered in their lives and share.

**Conclusion (5 minutes):**

- Summarize the key points learned: identifying words, making predictions, and the importance of themes.

- Engage the class in a quick interactive activity such as a "Prediction Relay," where they pass a ball and share either a prediction or a word related to the theme.

- Preview the next session: “Next time, we will learn how settings influence stories. Think about your favorite story and where it takes place!”

**Extended Activities:**

- Word Wall Creation: Students create a themed word wall in the classroom with words related to different stories they read throughout the week.

- Theme Journals: Encourage students to maintain a journal where they can write down themes, vocabulary, and predictions about books they read at home or in class.

- Art and Story Connection: Have students draw a scene that represents a theme they’ve learned about and write a few sentences describing the connection between their drawing and the theme.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 4**

**Strand:** Language Use

**Sub Strand:** Forms of Verb ‘Do’

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify different forms of the verb ‘do’ in print or digital text.

2. Use different forms of the verb ‘do’ to construct sentences.

3. Recognize the importance of using the different forms of the verb ‘do’ in communication.

**Key Inquiry Questions:**

- What are the different forms of the verb ‘do’?

- How can we construct sentences using the verb ‘do’?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson about verbs.

- Ask students to share examples of verbs they remember and write a few on the board.

- Transition into today's topic by introducing the verb ‘do’ and its different forms (do, does, did).

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Forms of 'Do'

- Explain the different forms of the verb 'do':

- Do (used with I, you, we, they)

- Does (used with he, she, it)

- Did (past tense)

- Provide sentences as examples, e.g., "I do my homework," "She does her chores," "They did their best."

**Step 2:** Identifying Verbs in Text

- Hand out a short, rhyming text or a passage from the KLB Early Grade English book that includes various forms of 'do.'

- Read together as a class and underline or highlight all the forms of the verb 'do.'

- Discuss why each form is used in the context of the sentences.

**Step 3:** Constructing Sentences

- Have students create their own sentences using the forms of ‘do’.

- Encourage them to think of scenarios such as their daily routine or favorite activities.

- Ask a few students to share their sentences with the class.

**Step 4:** Importance of Using Different Forms

- Discuss the importance of choosing the correct form of ‘do’ when speaking or writing.

- Engage students with a mini-discussion on how using the right form helps clarity in communication.

**Conclusion (5 minutes):**

- Summarize the key points covered: the forms of 'do,’ how they are used, and why they matter.

- Conduct a brief interactive activity: have students work in pairs to quiz each other on the different forms of 'do' and their uses.

- Prepare learners for the next session by asking them to think about sentences they hear or read where the verb 'do' appears.

**Extended Activities:**

- Verb Do Poster: Have students create a colorful poster that illustrates the different forms of the verb 'do' along with example sentences.

- Verb Do Story Writing: Instruct students to write a short story or a paragraph using at least three forms of the verb 'do' correctly.

- Verb Do Games: Organize a classroom game where students take turns acting out sentences that use different forms of 'do,' and the class has to guess the sentence.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 5**

**Strand:** Writing

**Sub Strand:** Handwriting

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Recognise aspects of good handwriting for effective communication

2.Write words related to the theme in clear and legible handwriting

3. Appreciate the importance of writing clearly and legibly

**Key Inquiry Questions:**

- What makes handwriting good?

- How can we improve our handwriting for better communication?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson, asking students what they remember about good handwriting.

- Introduce the focus on handwriting today by discussing the importance of writing clearly. Use KLB resources to read a short passage highlighting good handwriting.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Good Handwriting

- Present a sample text with good handwriting.

- Discuss specific aspects of good handwriting:

- Letter formation: Are the letters the right shape?

- Spacing: Is there enough space between words?

- Alignment: Are the letters lined up?

- Capitalisation: Are capital letters used correctly?

**Step 2:** Practice Letter Formation

- Have students practice writing individual letters (both uppercase and lowercase) on their practice sheets, focusing on correct formation.

- Encourage students to use their best handwriting.

**Step 3:** Write Themed Words

- Ask students to brainstorm and write down three words related to the theme of the week (e.g., "friendship," "kindness," "sharing").

- Remind them to apply the aspects of good handwriting discussed earlier.

**Step 4:** Peer Review

- Pair students and have them exchange their written words with a partner.

- Provide them with a checklist to peer-review each other's work based on the agreed criteria (letter formation, spacing, alignment, and capitalisation).

**Conclusion (5 minutes):**

- Summarize key points about the importance of good handwriting for communication.

- Engage students in a brief interactive activity, such as a "Guess the Word" game where they write trying to hide one letter, and their peers guess the word.

- Preview the next session, discussing other topics related to handwriting or writing skills.

**Extended Activities:**

- Have students keep a handwriting journal where they write a few sentences each day, focusing on legibility and good handwriting.

- Organize a "Handwriting Challenge" in the classroom, where students can showcase their best handwritten work over a set period, encouraging improvement and recognition.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Listening and Speaking Etiquette

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Recognize words with the target letter sound combination

2. Pronounce words with target letter sound combination correctly

3. Appreciate listening attentively and speaking clearly

**Key Inquiry Questions:**

- How can we identify and pronounce words and phrases with letter sound combinations like "cr," "pl," "st," and "sn"?

- How can we construct sentences using words with the target letter sound combinations?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson focusing on letter sounds.

- Ask learners to give examples of words they've learned so far.

- Introduce today’s lesson on the "cr" sound and its importance in pronunciation and vocabulary.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to the "cr" Sound

- Activity: Read a short passage from the KLB Early Grade English book that includes words with the "cr" sound (e.g., "crab," "crayon," "cry").

- Discussion: Ask students to listen carefully and pay attention to how the "cr" sound is pronounced.

- Practice: Have students repeat the words after the teacher to ensure correct pronunciation.

**Step 2:** Identification of "cr" Words

- Activity: Display a list of words on the board that feature the "cr" sound, along with additional words without the sound.

- Task: Have students identify and underline the "cr" words in their notebooks.

- Pair Work: Students work in pairs to find other examples of words with "cr" in storybooks or the classroom.

**Step 3:** Constructing Sentences

- Activity: Provide each student with a word card containing a "cr" word.

- Task: Ask them to create a simple sentence using their word (e.g., “I have a crayon.”).

- Share: Invite a few students to share their sentences with the class.

**Step 4:** Listening and Repeating

- Activity: Play a listening game where the teacher says a word and students have to listen carefully to determine if it contains the "cr" sound.

- Practice: Students repeat the words aloud, focusing on clear pronunciation.

**Conclusion (5 minutes):**

- Summarize key points discussed: the importance of recognizing and pronouncing the "cr" sound, and using words in sentences.

- Conduct an interactive activity where students must clap or raise their hands when they hear a "cr" word mentioned in a story read aloud by the teacher.

- Preview the next lesson, which will cover "pl" and "st" sounds, and encourage students to think of words with those sounds at home.

**Extended Activities:**

- Creative Writing: Encourage students to write a short story using at least five "cr" words they learned during the lesson.

- Sound Hunt: Assign students a task to find objects around their home or classroom that have the "cr" sound, and bring them in for a show-and-tell session.

- Flashcard Games: Create flashcards with "cr" words and play games such as memory match or bingo to reinforce vocabulary.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Reading

**Sub Strand:** Fluency

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify words with target letter sound combinations (cr, pl, sn).

2. Read grade appropriate text at the right speed.

3.Adopt reading simple, short texts in a variety of genres.

**Key Inquiry Question(s):**

- How can we recognize words with letter combinations (cr, pl, sn) in a text?

- Why is it important to read a grade-appropriate text at the right speed, observing punctuation marks?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organization of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson focusing on reading fluency and letter sound combinations.

- Engage students in a brief discussion: "What is reading fluency and why does it matter?"

- Present the target letter sound combinations (cr, pl, sn) and elicit examples from students.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Letter Sound Combinations

- Explain the target letter sound combinations (cr, pl, sn) with examples (e.g., 'cr' in 'crab', 'pl' in 'plane', 'sn' in 'snake').

- Conduct a listen-and-repeat activity where students say words with these combinations aloud.

**Step 2:** Guided Reading

- Provide students with a short text that includes targeted letter combinations.

- Read the text together, emphasizing the correct pace and observing punctuation marks.

- Pause to point out words with the target combinations as you read.

**Step 3:** Partner Reading

- Pair students and have them read the text to each other.

- Encourage them to focus on reading smoothly and at the correct speed while also paying attention to punctuation.

**Step 4:** Word Hunt

- Give students a list of words with the target combinations and ask them to find and underline these words in the text.

- Discuss their findings and how they recognized these words.

**Conclusion (5 minutes):**

- Summarize key points: understanding letter combinations, reading fluently, and the importance of punctuation.

- Conduct a brief interactive activity such as a "letter combination race", where students must shout out words they find in the room with the sound combinations.

- Preview for the next session: "Next, we’ll read a new story and explore more letter sounds together."

**Extended Activities:**

- Word Wall Creation: Have students create a word wall in the classroom that lists words with different combinations (cr, pl, sn) they come across in their reading throughout the week.

- Reading Buddies: Pair up with older students or family members to read daily, focusing on fluency and sound recognition.

- Flashcards: Create flashcards with the targeted letter combinations and their corresponding words. Students can use them for games like memory match or Go Fish, reinforcing their learning in a fun way.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** Reading

**Sub Strand:** Comprehension

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Outline the main idea of the story

2. Retell events in a story to check understanding

3.Develop a desire to read a variety of texts for information

**Key Inquiry Questions:**

- What is the main idea of the story?

- Who are the characters in the story?

- Can you retell the story in a few words?

**Learning Resources:**

- KLB Early Grade English, Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share one new thing they learned.

- Introduce today's focus on understanding the main idea of a story. Ask students: "What do you think is important to find when we read a story?"

**Lesson Development (20 minutes):**

**Step 1:** Understanding the Main Idea

- Define the main idea of a story. Explain that it's what the story is mostly about.

- Read a short story together from the KLB resource.

- Ask students to identify the main idea by discussing what the story is trying to tell us.

**Step 2:** Identifying Characters

- Discuss characters in the story. Ask: "Who are the important people or animals in our story?"

- Create a chart on the board listing the characters, and encourage students to describe each character briefly.

**Step 3:** Retelling the Story

- Guide students to think about the important events in the story.

- In pairs, have them retell the story to each other using the main idea and characters as a guide.

**Step 4:** Checking for Understanding

- Review what they discussed with their partners.

- Invite a few students to share their retelling with the class and provide feedback.

**Conclusion (5 minutes):**

- Summarize key points: identifying the main idea, discussing characters, and retelling the story.

- Conduct a brief interactive activity: Ask each student to share one sentence about the main idea of the story we read.

- Preview next session: "Next time, we will learn how to find details that support the main idea of our stories."

**Extended Activities:**

- Story Time Journals: Encourage students to keep a reading journal where they can draw or write the main idea and characters after reading a book at home.

- Main Idea Posters: Have students create posters that illustrate the main idea of a book they choose to read at home, including characters and key events.

- Character Interviews: Students can choose a character from the story and write a few interview questions they would like to ask, then they can role-play the character's responses.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 4**

**Strand:** Language Use

**Sub Strand:** Indefinite Pronouns (nobody, anybody, somebody)

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify indefinite pronouns in a text

2. Use indefinite pronouns to construct sentences

3.Appreciate using indefinite pronouns in day-to-day communication

**Key Inquiry Questions:**

- What are indefinite pronouns?

- Can we find examples of indefinite pronouns in stories?

- How can we use indefinite pronouns in questions and answers?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on pronouns and their purpose in sentences.

- Brief discussion: Ask students if they can recall any pronouns they learned last time.

- Introduce the concept of indefinite pronouns and explain that they refer to people or things in a general way.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Indefinite Pronouns

- Explain what indefinite pronouns are and provide definitions.

- Introduce the terms "nobody," "anybody," and "somebody."

- Write each pronoun on the board and discuss their meanings.

**Step 2:** Identifying Indefinite Pronouns in Text

- Read a short story or passage from the KLB Early Grade English textbook.

- In pairs, have students identify and underline any indefinite pronouns they find in the text.

- Discuss their findings as a class to reinforce understanding.

**Step 3:** Constructing Sentences with Indefinite Pronouns

- Guide students to use the indefinite pronouns "nobody," "anybody," and "somebody" in sentences.

- Give examples:

- "Nobody likes to be alone."

- "Is anybody home?"

- "Somebody left their backpack."

- Allow students to create their own sentences using each pronoun and share them with a partner.

**Step 4:** Question and Answer Dialogue

- Engage students in a roleplay or Q&A session using the indefinite pronouns.

- Example: Teacher asks, “Did anybody see my book?” Students respond in complete sentences.

- Encourage students to ask their own questions using indefinite pronouns, promoting interactive dialogue.

**Conclusion (5 minutes):**

- Summarize the key points, emphasizing the definitions and examples of indefinite pronouns.

- Conduct a brief interactive activity, such as a class poll on who has seen a certain item (e.g., “Has anybody seen my pencil?”) to reinforce learning.

- Highlight what will be covered in the next lesson, such as other types of pronouns.

**Extended Activities:**

- Indefinite Pronouns Poster: Have students create a poster that includes indefinite pronouns, their definitions, and an example sentence for each.

- Story Creation: In small groups, students can write a short story featuring indefinite pronouns and illustrate it. This encourages teamwork and creative use of language.

- Indefinite Pronouns Bingo: Create Bingo cards with indefinite pronouns. As you call out definitions or sentences, students can mark the correct pronoun on their cards, reinforcing recognition through gameplay.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 5**

**Strand:** Writing

**Sub Strand:** Handwriting

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Recognise aspects of good handwriting

2. Write words in clear and legible handwriting

3. Value the importance of writing clearly and legibly

**Key Inquiry Question(s):**

- What are the aspects of good handwriting in a text?

- How do we write dictation on indefinite pronouns?

**Learning Resources:**

- KLB Early Grade English, Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson, focusing on handwriting practices.

- Ask students to share what they know about good handwriting and how it might help others read their work.

- Guide learners to read a page from KLB Early Grade English that highlights handwriting skills, emphasizing clarity, legibility, and purpose.

**Lesson Development (20 minutes):**

**Step 1:** Discussion on Good Handwriting

- Engage the class in a discussion about good handwriting. Ask guiding questions such as:

- What makes handwriting clear?

- Why do we need to write neatly?

- Write student responses on the board and encourage examples from their experiences.

**Step 2:** Demonstration of Handwriting Techniques

- Use chart paper or a whiteboard to demonstrate proper letter formation and spacing.

- Show students the difference between neat and messy handwriting by displaying examples.

- Explain the importance of holding the pencil correctly and the posture for writing.

**Step 3:** Practicing Handwriting

- Distribute worksheets that contain words and sentences for students to practice writing.

- Allow time for students to write each word clearly and legibly in their notebooks.

- Monitoring students as they write, provide immediate feedback and support as needed.

**Step 4:** Guided Dictation

- Introduce the concept of indefinite pronouns and provide a few examples.

- Conduct a short dictation exercise where students write sentences that include indefinite pronouns (e.g., someone, anyone, everyone). Reinforce the focus on clear handwriting during this exercise.

**Conclusion (5 minutes):**

- Summarize key points: aspects of good handwriting, the importance of clarity, and how to write indefinite pronouns.

- Conduct a quick interactive activity, such as "Handwriting Check," where students exchange papers to assess each other's handwriting using guidelines discussed.

- Preview future topics by mentioning how handwriting skills will help them in writing stories or completing assignments effectively.

**Extended Activities:**

- Handwriting Journal: Encourage students to keep a handwriting journal where they practice writing daily. They can write short sentences about their day or describe a picture.

- Create a "Handwriting Wall": Display examples of good handwriting from students around the classroom, celebrating efforts to improve and recognizing good practice.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** Listening and Speaking Etiquette

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Recognize words with the target letter sound combinations: cr, pl, st, sn.

2. Pronounce words with target letter sound combinations correctly.

3. Appreciate the importance of listening attentively and speaking clearly.

**Key Inquiry Questions:**

- How can we identify and pronounce words with the letter sound combinations: cr, pl, st, and sn?

- How can we construct sentences using words with target letter sound combinations?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on vowel sounds and their importance in pronunciation.

- Guide learners through a reading activity, focusing on the target letter sound combinations (cr, pl, st, sn) found in the texts, encouraging discussion on their meanings and usages.

**Lesson Development (20 minutes):**

**Step 1:** Identify Words

- Introduce the target letter sound combinations (cr, pl, st, sn).

- Use flashcards or a whiteboard to write out words for each sound combination (e.g., "crab," "plane," "star," "snake").

- Call on students to read the words aloud, ensuring correct pronunciation.

**Step 2:** Pronunciation Practice

- Conduct a choral reading exercise where students repeat the words in unison to practice pronunciation.

- Pair students for a buddy practice session, where they take turns pronouncing each word correctly.

**Step 3:** Sentence Construction

- Provide examples of sentences using each sound combination (e.g., "The crab crawls on the sand.").

- Encourage students to create their sentences and share them with the class.

**Step 4:** Listening Activity

- Listen to a short story or passage that includes the target words.

- Ask students to raise their hands when they hear words with the target sound combinations, reinforcing attentive listening.

**Conclusion (5 minutes):**

- Summarize key points: The importance of recognizing, pronouncing, and using the sound combinations (cr, pl, st, sn).

- Conduct a quick interactive activity such as a "sound hunt," where students listen for words with the target sounds from their surroundings or classroom.

- Preview the next session: "Exploring more letter combinations and their impact on our speech."

**Extended Activities:**

- Homework Assignment: Ask students to find five items around their home or school that contain the target sound combinations and illustrate them.

- Word Bingo: Create a bingo game for the target words, where students can play in pairs or small groups to reinforce their learning with visual and auditory components.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** Reading

**Sub-Strand:** Fluency

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify words with target letter sound combinations (cr, pl, sn) in preparation for reading.

2. Read a grade-appropriate text at the right speed.

3. Adopt reading simple, short texts in a variety of genres.

**Key Inquiry Question(s):**

- How can we recognize words with target letter sound combinations (cr, pl, sn) from a text?

- How can we read a grade-appropriate text at the right speed while observing punctuation marks?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson, asking students to share what they remember about letter sounds.

- Guide learners to read and discuss a small passage from the learning resource, highlighting words that contain the letter combinations (cr, pl, sn).

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Letter Combinations

- Introduce the target letter sound combinations (cr, pl, sn) using flashcards.

- Ask students to give examples of words for each combination and write them on the board.

- Practice pronouncing these words as a class.

**Step 2:** Identifying Target Words in Text

- Distribute a short, grade-appropriate text that contains multiple instances of the letter combinations.

- Read the text as a class, encouraging students to raise their hands when they hear words that contain 'cr,' 'pl,' or 'sn.'

- Highlight these words on the board as they are recognized.

**Step 3:** Reading Aloud with Speed and Expression

- Divide the class into small groups and assign each group a paragraph from the same text.

- Allow groups time to practice reading their paragraph aloud, focusing on speed and expression, especially at punctuation marks.

- Set a timer, allowing each group to share their paragraph with the entire class, paying attention to fluency and expression.

**Step 4:** Reflection on Reading

- Hold a brief class discussion on why reading fluently is important. Prompt students with questions about how it feels to read quickly and smoothly and why punctuation matters.

- Encourage learners to share their thoughts on how they can improve their reading skills.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson focusing on the target sound combinations, the importance of fluency, and using punctuation.

- Conduct a brief interactive activity where learners find their own sentences using words with 'cr,' 'pl,' or 'sn' from their texts.

- Prepare students for the next session by encouraging them to think of their favorite book genres and what they might want to read aloud in the future.

**Extended Activities:**

- Create a "Word Wall" where students can add new words they find that contain the target letter sound combinations.

- Encourage learners to find a simple storybook at home and identify and list words with 'cr,' 'pl,' and 'sn' combinations.

- Plan a reading corner where students can read short texts in pairs, focusing on fluency and helping each other with difficult words.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** Reading

**Sub Strand:** Comprehension

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Outline the main idea of the story.

2.Explain the sequence of events in a story.

3. Appreciate reading different materials for information.

**Key Inquiry Questions:**

- What is the main idea of the story?

- How can we explain the sequence of events in a text?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on different types of texts.

- Ask students to recall and share some materials they can read, such as books, newspapers, and signs.

- Guide learners to read a brief excerpt from the KLB textbook, focusing on identifying key concepts such as the main idea.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Reading Materials

- Engage students in a discussion about the different types of reading materials.

- Ask: "What can we read?"

- List responses on the board (e.g., stories, magazines, poems).

- Highlight the importance of each type.

**Step 2:** Understanding the Main Idea

- Introduce the concept of a "main idea."

- Read a short story from the textbook together.

- Ask students to point out what they think the main idea is.

- Discuss how the main idea helps us understand the story better.

**Step 3:** Sequencing Events

- Explain the sequence of events using a simple graphic organizer (e.g., beginning, middle, end).

- With the same story, ask students to summarize what happens first, next, and last.

- Encourage students to work in pairs to create their own sequence chart based on another short text in the KLB.

**Step 4:** Sharing Insights

- Have students share their sequenced events with the class.

- Discuss the importance of reading various materials to gather information and enjoy stories.

**Conclusion (5 minutes):**

- Summarize the main points covered: the types of materials, the main idea, and the sequence of events.

- Conduct a quick quiz or interactive activity where students hint at the main ideas or sequences from popular stories they know.

- Briefly preview the next lesson which will involve comparing characters from different stories.

**Extended Activities:**

- Story Mapping: Have students choose a book at home and create a story map that outlines the main idea and key events.

- Reading Journals: Encourage students to keep a reading journal where they write about different materials they read each week, including the main idea and a summary of events.

- Class Book Club: Pair students up to read the same book and discuss its main idea and events over a week, then present their thoughts to the class.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 4**

**Strand:** Language

**Sub Strand:** Indefinite pronouns (nobody, anybody, somebody)

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify indefinite pronouns in a text.

2. Use indefinite pronouns to construct sentences.

3.Appreciate using indefinite pronouns in day-to-day communication.

**Key Inquiry Question(s):**

- Can we read a story and identify indefinite pronouns?

- How can we engage in question and answer dialogue using indefinite pronouns?

**Learning Resources:**

- KLB Early Grade English grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on pronouns with the class. Ask students to recall what they already know about pronouns and why they are important.

- Engage learners in a brief discussion about their experiences with using words like "somebody," "anybody," and "nobody" in their daily conversations.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Indefinite Pronouns

- Define indefinite pronouns by explaining that they refer to people or things in a general way rather than a specific one.

- Provide examples: "nobody," "anybody," "somebody." Write these on the board.

**Step 2:** Identifying Indefinite Pronouns

- Read a short story from the KLB Early Grade English text that contains several indefinite pronouns.

- Ask students to raise their hands when they hear any indefinite pronouns as you read. Pause to highlight each when mentioned.

**Step 3:** Constructing Sentences

- In pairs, have students create two sentences using each of the indefinite pronouns discussed. For example, "Somebody left their backpack," or "Nobody knows the answer."

- Encourage students to share one of their sentences with the class.

**Step 4:** Question and Answer Dialogue

- Facilitate an interactive dialogue where students can ask each other questions using indefinite pronouns. For example:

- "Can anybody tell me what time recess is?"

- "Has somebody seen my pencil?"

- Rotate roles so each student gets to ask and answer questions.

**Conclusion (5 minutes):**

- Summarize key points: what indefinite pronouns are, their examples, and how they can be used in sentences.

- Conduct a quick interactive game where students must identify or use an indefinite pronoun in a sentence that you call out.

- Preview the next session by highlighting that students will learn about definite pronouns and their differences from indefinite pronouns.

**Extended Activities:**

- Indefinite Pronoun Hunt: Assign students to find examples of indefinite pronouns in their favorite storybook or a newspaper article. They can then present their findings in class.

- Create a Comic Strip: Ask students to create a simple comic strip that includes at least three dialogues using indefinite pronouns. This will help reinforce their understanding in a fun and engaging way.

- Indefinite Pronoun Scavenger Hunt: Organize a classroom scavenger hunt where students search for objects and use indefinite pronouns to describe them, e.g., “Somebody left a book on the table.”

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 5**

**Strand:** Writing

**Sub Strand:** Handwriting

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Recognise aspects of good handwriting.

2. Write words in clear and legible handwriting.

3.Value the importance of writing clearly and legibly.

**Key Inquiry Questions:**

- What are the aspects of good handwriting in a text?

- How can we write a dictation focusing on indefinite pronouns?

**Learning Resources:**

- KLB Early Grade English (Grade 3)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing key points from the previous session (e.g., basic writing techniques or letter formation).

- Guide students to read excerpts from the KLB Early Grade English textbook. Discuss good handwriting features, such as letter formation, spacing, and neatness.

**Lesson Development (20 minutes):**

**Step 1:** Recognizing Good Handwriting

- Present samples of handwriting (both good and poor examples).

- Ask students to identify the differences. Discuss elements that contribute to good handwriting, such as consistent size, slope, and clear letter shapes.

**Step 2:** Practicing Good Handwriting Techniques

- Provide students with lined paper and model how to write letters and words clearly.

- Conduct a guided handwriting practice session where students write a few sentences focusing on legibility, employing the handwriting techniques discussed.

**Step 3:** Indefinite Pronoun Dictation

- Introduce indefinite pronouns (e.g., someone, anyone, everyone).

- Dictate a short passage that includes indefinite pronouns, encouraging students to write clearly and legibly.

**Step 4:** Peer Review

- Pair students and ask them to exchange their written work.

- Instruct them to give each other positive feedback on the clarity and neatness of handwriting.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson, focusing on the characteristics of good handwriting and the use of indefinite pronouns.

- Conduct a brief interactive activity, like a quick “thumbs up/thumbs down” quiz on what makes handwriting good.

- Preview the next lesson, which will cover more about pronouns and proper formatting for written work.

**Extended Activities:**

- Handwriting Practice Notebook: Encourage students to maintain a special notebook where they practice writing sentences or quotes using techniques learned in class. They can take it home for daily practice.

- Creative Story Writing: Assign students a short story task where they must use indefinite pronouns and ensure their handwriting is clear and neat.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Recognize words with target letter sounds: wr, pr, sm, st.

2. Articulate words with target letter sound combinations.

3. Appreciate listening attentively.

**Key Inquiry Questions:**

- Identify words with target letter sound combinations (wr, pr, sm, st) from a text.

- Recite a poem with target letter sound combinations.

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to recall some target sounds introduced last time.

- Guide learners to read a section from the KLB resource that highlights the target letter combinations (wr, pr, sm, st). Discuss the importance of using correct pronunciations in speech.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Target Sounds

- Present examples of words with the target sounds (e.g., "wr" - write, "pr" - print, "sm" - smile, "st" - stop).

- Pronounce each sound clearly while showing visual aids (flashcards or pictures).

- Ask students to repeat each word loudly and slowly.

**Step 2:** Identifying Sound Combinations

- Provide students with a short passage from the KLB resource that includes words with the target sounds.

- In pairs, have students circle or highlight all the words they find with the target letter combinations.

- Allow students to share their findings with the class and discuss the meaning of unfamiliar words.

**Step 3:** Practicing Pronunciation

- Using a fun clapping exercise, match the sound pattern with either “wr”, “pr”, “sm”, or “st.” For example, clap as you say “wr” as in “write.”

- Encourage students to come up with their own sentences using words from each category and share them with the class.

**Step 4:** Poem Recitation

- Introduce a short, simple poem that includes multiple words using the target sounds.

- Recite the poem together as a class while emphasizing the pronunciation of the target sounds.

- Divide students into small groups and have each group practice reciting the poem to reinforce their understanding.

**Conclusion (5 minutes):**

- Summarize the key points learned about the target letter combinations and their importance in pronunciation.

- Conduct a quick interactive "word hunt" activity where students shout out words they learned during the lesson.

- Prepare students for the next session by previewing topics about rhythm in poetry, and ask them to think of other poems they know.

**Extended Activities:**

- Sound Bingo: Create bingo cards with different target sound words. Have students listen as you call out the words.

- Word Wall: Create a word wall in the classroom where students can add new words they discover that use the target sounds.

- Journal Entry: Ask students to write a short story or a few sentences using at least three words from the target sounds.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** Reading

**Sub Strand:** Fluency

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Recognize words with the target letter sound combinations (wr, pr, sm, st) in preparation for reading.

2. Read words with the target letter sound combinations correctly.

3. Value the importance of reading fluently in a variety of genres.

**Key Inquiry Question(s):**

- How can we recognize words with the sound combinations wr, pr, sm, and st from a text?

- How can we read words with these sound combinations correctly?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on basic sound combinations. Ask students to recall any new words they learned and share them with the class.

- Introduce the new target sounds: wr, pr, sm, and st. Prompt students to think about any words they know that contain these sounds and discuss their meanings.

**Lesson Development (20 minutes):**

**Step 1:** Sound Recognition

- Introduce the sounds: wr, pr, sm, and st.

- Have students listen and repeat words as you say them (e.g., write, progress, smile, stop).

- Write the words on the board, highlighting the sound combinations and asking students to clap whenever they hear the target sounds in the words.

**Step 2:** Word Sorting

- Provide students with a selection of words (both familiar and unfamiliar) that contain the target sounds.

- In pairs, have students sort the words based on their sound combinations (wr, pr, sm, st).

- Discuss why they placed each word in a particular category, reinforcing their understanding of the sound combinations.

**Step 3:** Reading Practice

- Distribute a short text from the KLB Early Grade English book that includes the target sounds.

- Have students read the text aloud, first silently and then in pairs. Provide guidance and support as they read, correcting mispronunciations and building their confidence.

**Step 4:** Fluency Discussion

- Conclude with a group discussion on the importance of reading fluently. Ask students to describe what it feels like to read a text smoothly versus stumbling over words.

- Encourage them to share how reading fluently can help them enjoy stories more.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: recognizing sounds, sorting words, practicing reading, and the benefits of fluency.

- Conduct a brief interactive activity, such as a "Word Relay," where students race to the board to write as many words as they can with one of the target sounds.

- Prepare students for the next session by asking them to think about their favorite stories and what makes them enjoyable to read.

**Extended Activities:**

- Word Hunt: Assign students to find additional words with the target sounds in their reading materials at home and bring them to class for sharing.

- Sound Art: Have students create a poster with drawings or pictures representing words with the target sounds, which they can present to the class.

- Story Dictation: Provide a simple story prompt, and let students come up with sentences using the target sound combinations, reinforcing both writing and phonemic awareness.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** Reading

**Sub Strand:** Comprehension

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Predict the likely outcomes in a story for comprehension.

2. Answer direct and indirect questions.

3. Adopt reading a variety of texts for information.

**Key Inquiry Question(s):**

- How can we use pictures and the title of a text to guess what will happen in the story?

- How can we answer direct and indirect questions based on what we read?

**Learning Resources:**

- KLB Early Grade English, Grade 3 textbook.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share what they remember about making predictions in stories.

- Guide learners to read and discuss a selected content from the KLB Early Grade English textbook, focusing on the importance of predictions and questioning.

**Lesson Development (20 minutes):**

**Step 1:** Discussion of Predictions

- Introduce the concept of predictions. Explain that it's fun and helpful to guess what might happen in a story before reading it.

- Show students a picture from a story (without revealing the text) and ask them what they think will happen. Encourage them to explain their thoughts.

**Step 2:** Title Exploration

- Present the title of the story and ask students how the title gives hints about the content.

- Facilitate a discussion where students share their predictions based on the title and the picture. Record their ideas on the board.

**Step 3:** Answering Questions

- Explain the difference between direct and indirect questions. Provide simple examples. For instance, "What is happening in the picture?" (direct) and "Why do you think the character feels that way?" (indirect).

- Ask the students some example questions related to the title and picture and guide them to answer.

**Step 4:** Reading the Text

- Have students read a short passage from the KLB Early Grade English textbook related to the picture and title discussed.

- After reading, ask them to confirm or adjust their predictions and answer some direct and indirect questions based on what they just read.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson, including how to make predictions and answer questions.

- Conduct a brief interactive activity, such as a prediction game where students guess outcomes of different story scenarios.

- Preview upcoming topics, such as reviewing other texts and deepening question-answering skills.

**Extended Activities:**

- Story Prediction Journal: Encourage students to keep a journal where they write down predictions for stories they read at home or in class. They can include pictures or drawings to illustrate their predictions.

- Question Creation: Have students create their own direct and indirect questions about a story they read and partner up to quiz each other.

- Picture Books Analysis: Provide various picture books and ask students to predict the story by only looking at the cover and illustrations, then discover the actual story together in small groups.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 4**

**Strand:** Language Use

**Sub Strand:** Subject-Verb Agreement

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Recognize sentences with subject-verb agreement in a text.

2. Use subject-verb agreement correctly.

3. Appreciate the importance of subject-verb agreement for effective communication.

**Key Inquiry Questions:**

- What sentences in the story show subject-verb agreement?

- How can we create our own sentences using subject-verb agreement?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Brief review of what subject-verb agreement means.

- Engage students by asking if they can give examples of sentences they learned from previous lessons.

- Introduce the story for today's lesson that will highlight subject-verb agreement.

**Lesson Development (20 minutes):**

**Step 1:** Listening Activity

- Read a selected story aloud from the KLB Early Grade English book.

- Encourage students to listen carefully to identify sentences that show subject-verb agreement.

**Step 2:** Identification Activity

- After reading, ask students to raise their hands when they hear a sentence with correct subject-verb agreement.

- Write down these sentences on the board and underline the subjects and verbs to highlight their agreement.

**Step 3:** Sentence Construction

- In pairs, have students construct their own sentences using subject-verb agreement based on the theme of the story.

- Encourage them to be creative while ensuring their sentences make sense grammatically.

**Step 4:** Sharing and Feedback

- Invite some pairs to share their sentences with the class.

- Provide positive feedback and corrections where necessary, reinforcing the lesson's concepts.

**Conclusion (5 minutes):**

- Summarize key points from the lesson: What is subject-verb agreement? Why is it important?

- Conduct a quick interactive game, such as a matching activity where students match subjects with the correct verbs.

- Preview the next lesson topic, encouraging students to think about other aspects of language use.

**Extended Activities:**

- Subject-Verb Agreement Bingo: Create bingo cards with various subjects and verbs. As you call out a subject or verb, students can cover the matching pair on their cards to reinforce understanding in a fun way.

- Sentence Scramble: Give students jumbled words that they can rearrange to form correct sentences using subject-verb agreement. This could be done individually or in small groups.

- Creative Writing Prompt: Ask students to write a short story using at least five sentences that illustrate subject-verb agreement. They can illustrate their stories afterward.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 5**

**Strand:** Writing

**Sub Strand:** Handwriting

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Recognize aspects of good handwriting.

2. Write words related to the theme in clear and legible handwriting.

3. Appreciate writing clearly and legibly for effective communication.

**Key Inquiry Questions:**

- How can we write words related to the theme in clear and legible handwriting?

- How can we write phrases in response to a picture prompt related to the theme?

**Learning Resources:**

- KLB Early Grade English grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start the lesson by reviewing what was learned in the previous session, focusing on the importance of neat handwriting.

- Guide students to read and discuss related content from the KLB Early Grade English resource, stressing the importance of clear communication through handwriting.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Good Handwriting

- Discuss the characteristics of good handwriting (e.g., size, spacing, slant).

- Show examples of both good and poor handwriting on the board.

- Ask students to identify which writing is more clear and why it matters.

**Step 2:** Handwriting Practice of Theme-Related Words

- Introduce the theme of the lesson (e.g., Seasons, Animals).

- Provide students with a list of words related to the theme.

- Instruct students to write each word in their notebooks, focusing on using proper letter formation, spacing, and alignment.

**Step 3:** Picture Prompt Activity

- Display a picture related to the theme (e.g., a winter scene for the ‘Seasons’ theme).

- Ask students to think of a phrase that describes the picture.

- Have students write the phrase beneath the picture, emphasizing neatness and legibility.

**Step 4:** Peer Review

- Pair students up to share their written words and phrases.

- Encourage them to give constructive feedback to each other on handwriting quality, using a positive approach.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson about the importance of clear and legible handwriting.

- Conduct a quick interactive activity, such as a “Handwriting Challenge,” where students must write a sentence quickly but neatly to demonstrate their skills.

- Prepare students for the next session by giving them a preview of future themes or handwriting goals to consider.

**Extended Activities:**

- Daily Journal: Have students write one sentence each day in their journals, focusing on neatness.

- Handwriting Club: Encourage interested students to form a club where they can practice handwriting techniques and share creative writing with each other.

- Art and Handwriting Fusion: Ask students to create a poster on a theme, combining artwork with phrases written in their best handwriting.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Recognize words with target letter sounds.

2. Articulate words with target letter sound combinations.

3. Appreciate listening attentively.

**Key Inquiry Question(s):**

- What words have the target letter sound combinations wr, pr, sm, st?

- Can we recite a poem using target letter sound combinations?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the Previous Lesson:

- Begin by asking students to recall what they learned about letter sounds in the last session.

- Guide learners to read aloud a few words from the KLB textbook that feature target sounds and discuss their meanings.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Target Letter Sounds

- Introduce the target sounds: wr, pr, sm, st.

- Write examples on the board (e.g., write, proud, smile, star).

- Ask students to read these words out loud together, focusing on pronunciation.

**Step 2:** Sound Sorting Activity

- Provide students with a list of mixed words (some contain the target sounds, some do not).

- In pairs, have the students sort the words into two groups: "Target Sounds" and "Other Sounds."

- Review the sorted words as a class, discussing any misclassifications.

**Step 3:** Articulation Practice

- Focus on the articulation of challenging words.

- Model how to pronounce tricky combinations. Have students repeat after you, ensuring they understand mouth positioning and sound liftoff.

**Step 4:** Poem Recitation

- Introduce a short poem containing the target sounds.

- Read it aloud first, then ask the students to recite it together, emphasizing the target sounds.

- Encourage individual volunteers to recite a stanza or two.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson, emphasizing the importance of clear pronunciation and recognition of sound patterns.

- Conduct a brief interactive activity where students call out words they remember from the lesson with the target sounds.

- Prepare learners for the next session by encouraging them to listen for these letter sounds in their surroundings or in books they may read at home.

**Extended Activities:**

- Sound Hunt: Encourage students to find and list 5-10 words with the target sounds from their favorite books or on a walk and share them in the next class.

- Create a Sound Story: Assign students to write a short story or a few sentences incorporating as many words with the target sounds as possible. They can illustrate it to share with the class.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Reading

**Sub Strand:** Fluency

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Recognize words with the target letter sound combinations (wr, pr, sm, st) in preparation for reading.

2. Read words with the target letter sound combinations correctly.

3. Value the importance of reading fluently in a variety of genres.

**Key Inquiry Questions:**

- How do we recognize words with the sounds wr, pr, sm, and st in a text?

- Why is it important to read these words correctly and at a good speed?

**Learning Resources:**

- KLB Early Grade English, Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson, asking students to recall the letter sounds they learned about.

- Guide students to discuss the significance of reading fluently and introduce the target letter sound combinations (wr, pr, sm, st). Encourage them to share any words they can think of that start with these sounds.

**Lesson Development (20 minutes):**

**Step 1:** Sound Introduction

- Introduce the target sounds: wr, pr, sm, st.

- Display examples of words for each sound on the board (e.g., wr: write, pr: pretty, sm: small, st: star).

- Model how to pronounce these sounds clearly and ask students to repeat after you.

**Step 2:** Word Recognition

- Provide students with a short text which contains several words with the target sounds.

- Read the text aloud, emphasizing the target sounds.

- Ask students to listen for and clap whenever they hear words that begin with wr, pr, sm, st while you read.

**Step 3:** Partner Reading

- Pair students and give them time to read the text together, encouraging them to point out the target words as they read.

- Monitor their pronunciation and provide gentle corrections.

- Ask each pair to identify one or two words they've read together.

**Step 4:** Speed Practice

- Have students practice reading a list of words containing the target sounds quickly and accurately.

- Encourage them to focus on clarity and speed.

- You may use a stopwatch to time how long it takes them to read aloud, reinforcing the idea of fluency.

**Conclusion (5 minutes):**

- Summarize key points including the sounds and the importance of reading fluently.

- Conduct a brief interactive activity, such as a quick quiz where students shout out words with the target sounds.

- Preview the next session by asking questions like, "What do you think we'll learn about next time with our reading?"

**Extended Activities:**

- Word Hunt: Assign students to find five new words with the target sounds from their favorite books or magazines and share them in the next class.

- Flashcard Creation: Have students create flashcards for the target words to practice reading with family or friends at home.

- Story Time: Encourage students to create a short story or sentences using at least three target words, to be shared in class.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** Reading

**Sub Strand:** Comprehension

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Predict the likely outcomes in a story for comprehension

2. Answer direct and indirect questions

3. Adopt reading a variety of texts for information

**Key Inquiry Question(s):**

- Observe pictures and the title of a text and say what is likely to happen in the story

- Answer direct and indirect questions

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by briefly reviewing the previous lesson on understanding characters and settings.

- Introduce the concept of making predictions by reading the title and looking at pictures in a text. Ask students what they think predicting means. Discuss briefly.

**Lesson Development (20 minutes):**

**Step 1:** Introduce Predictions

- Explain to students why we predict what will happen in a story. Discuss how predictions help us become more engaged readers.

- Show a picture and the title of a story from the KLB resource. Ask students what they think will happen based on these clues.

**Step 2:** Practice Making Predictions

- In pairs, have students look at another picture from the resource alongside its title. They will discuss and write down their predictions about the story that follows.

- Invite pairs to share their predictions with the class, encouraging them to explain their reasoning.

**Step 3:** Direct and Indirect Questions

- Teach students the difference between direct questions (who, what, where) and indirect questions (why, how).

- Provide examples and, as a class, brainstorm some potential direct and indirect questions about the predictions they made.

**Step 4:** Reading for Information

- Have students read a short passage from the KLB resource.

- After reading, ask them to answer a mix of direct and indirect questions based on the text to reinforce their comprehension skills.

**Conclusion (5 minutes):**

- Summarize the key points discussed, emphasizing the importance of predicting and asking questions to enhance understanding.

- Conduct a quick interactive game where students hold up cards labeled "Direct" or "Indirect" based on questions you read aloud.

- Prepare students for the next session by giving them a hint about what comes next: exploring characters in stories.

**Extended Activities:**

- Encourage students to create their own short stories with a title and illustration. They will then exchange stories with a partner to predict what will happen in each other's stories.

- Provide a “prediction journal” where students can write down predictions about their reading each week and revisit those predictions after finishing the stories to see if they were correct.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 4**

**Strand:** Language Use

**Sub Strand:** Subject-Verb Agreement

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Recognize sentences with subject-verb agreement in a text.

2.Use subject-verb agreement correctly.

3. Appreciate the importance of subject-verb agreement for effective communication.

**Key Inquiry Questions:**

- Listen to a story related to the theme and pick out sentences using subject-verb agreement.

- Construct sentences related to the theme using subject-verb agreement.

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous topic on nouns and verbs. Ask students to share what they remember and any examples they have.

- Introduce the idea of subject-verb agreement with simple language. Explain that the verb must match the subject in number (singular/plural).

**Lesson Development (20 minutes):**

**Step 1:** Understanding Singular and Plural Subjects

- Explain the concepts of singular (one) and plural (more than one) nouns.

- Give examples (e.g., "The dog runs." vs "The dogs run.")

- Ask students to identify whether the nouns in several given sentences are singular or plural.

**Step 2:** Introduction to Subject-Verb Agreement

- Show students how to match verbs with singular and plural subjects.

- Use a few examples from the learning resource, KLB Early Grade English, for practice.

- Reinforce the rule: "If the subject is singular, the verb must also be singular, and if the subject is plural, the verb must be plural."

**Step 3:** Listening Activity

- Read a short story or paragraph from the learning resources.

- Ask students to listen carefully and raise their hands when they hear a sentence with subject-verb agreement.

- Write these sentences on the board after the reading, discussing them as a class.

**Step 4:** Constructing Sentences

- Divide students into small groups and give each group a theme (e.g., animals, school).

- Each group will create three sentences that demonstrate subject-verb agreement based on their theme.

- Ask groups to share their sentences with the class, ensuring they identify the subject and verb.

**Conclusion (5 minutes):**

- Summarize the key points learned about subject-verb agreement, highlighting its importance in communication.

- Conduct a brief interactive activity where students correct a few sentences written on the board that contain errors in subject-verb agreement.

- Preview the next session by hinting at how they will learn to use these concepts in storytelling.

**Extended Activities:**

- Subject-Verb Agreement Game: Create a matching game with cards that have subjects on one set of cards and verbs on another. Students will match subject cards to the correct verb cards.

- Story Writing: Ask students to write a short story or a few sentences about their favorite animal, ensuring they use correct subject-verb agreement throughout their writing.

- Subject-Verb Song: Invite students to create a simple song or rhyme that incorporates subject-verb agreement rules, making it a fun way to remember the concepts.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 5**

**Strand:** Writing

**Sub Strand:** Handwriting

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Recognize aspects of good handwriting.

2. Write words related to the theme in clear and legible handwriting.

3.Appreciate writing clearly and legibly for effective communication.

**Key Inquiry Question(s):**

- How can we write words related to a theme in clear and legible handwriting?

- How can we write phrases in response to a picture prompt related to the theme?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students about the importance of handwriting.

- Engage students in a brief discussion about what they understand by neat and legible handwriting, while referring to the relevant content in the learning resources.

**Lesson Development (20 minutes):**

**Step 1:** Understand Good Handwriting

- Discuss the characteristics of good handwriting (e.g., letters are well-formed, spaced out properly, and consistent in size).

- Show examples of neat versus messy handwriting and ask students to identify which is better for communication.

**Step 2:** Practice Letter Formation

- Provide students with a worksheet that has dotted letters to trace and space for them to write independently.

- Encourage students to focus on the size, spacing, and shape of the letters. Walk around to provide support and feedback.

**Step 3:** Themed Word Writing

- Introduce a theme (e.g., "Animals") and ask students to write a list of related words (e.g., cat, dog, elephant) in their best handwriting.

- Have a few students share their lists out loud for peer feedback.

**Step 4:** Picture Prompt Activity

- Show a picture related to the theme, for instance, a jungle scene, and prompt students to write a phrase describing what they see, encouraging legible handwriting.

- Allow a couple of students to read their phrases aloud while focusing on their handwriting quality.

**Conclusion (5 minutes):**

- Summarize key points about the importance of handwriting and the goals achieved in the lesson.

- Conduct a fun activity where students pair up and share one word they wrote, ensuring they focus on pronouncing it correctly and showcasing their handwriting.

- Preview the next lesson by introducing the concept of writing complete sentences using the words they’ve practiced.

**Extended Activities:**

- Handwriting Journal: Have students maintain a handwriting journal where they can practice writing daily. Encourage them to write about their day or describe a picture they draw.

- Handwriting Challenge: Organize a weekly "neat handwriting challenge" where students can submit their best-written work, which will be displayed in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Pronounce the target letter sound combinations in words and sentences.

2. Use the vocabulary learned to communicate in various contexts.

3.Develop the desire to listen attentively.

**Key Inquiry Questions:**

- How do we pronounce words with the target letter sound combinations: sl, st, sw, sp, thr?

- How can we use the vocabulary we've learned to communicate in different situations?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share new vocabulary they learned.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the importance of the sounds and words they will focus on today.

**Lesson Development (20 minutes):**

**Step 1:** Sound Introduction

- Introduce the target letter sound combinations: sl, st, sw, sp, thr.

- Model each sound and use visual aids (like pictures or flashcards) to illustrate words that begin with these sounds (e.g., slide, star, swim, spin, thread).

- Have students repeat each word after you, ensuring they focus on the pronunciation.

**Step 2:** Pronunciation Practice

- Split the class into pairs and give them a list of words containing the target sounds.

- Encourage them to practice saying the words to each other while maintaining eye contact.

- Walk around the classroom to monitor their pronunciation and provide support as needed.

**Step 3:** Vocabulary in Context

- Have students create sentences using the target words. For example, "I slide down the slide," or "The star is bright."

- Invite a few students to share their sentences with the class.

**Step 4:** Listening Activity

- Play a short audio clip or read a passage that includes the target sounds.

- Ask students to listen carefully and raise their hands when they hear a word with any of the target sounds.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson, highlighting the importance of good pronunciation and listening skills.

- Conduct an interactive activity where students must choose a word from the target sound combinations and act it out while the others guess the word.

- Briefly explain what will be covered in the next lesson, encouraging students to think of situations where they could use today's vocabulary.

**Extended Activities:**

- Have students create a mini-poster using pictures and labels for words containing the target sounds. They can present these posters to the class.

- Encourage students to keep a “sound journal” where they write down new words they encounter in their reading that match the focus sounds and practice pronouncing them at home.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** Reading

**Sub Strand:** Fluency

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify words with target letter sound combinations

2. Read a text related to the theme accurately

2.Realize the role of reading fluently in learning

**Key Inquiry Questions:**

- How can we read words with target letter sounds?

- What can we learn from reading a grade-appropriate text related to occupations?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share one thing they learned about reading fluently.

- Guide learners to read and discuss relevant content from the KLB Early Grade English resource, focusing on identifying letter sounds.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Letter Sounds

- Begin with a brief lesson on target letter sound combinations. Present a few example words and pronounce them together.

- Ask students to identify the letter sounds in the words, reinforcing phonemic awareness.

**Step 2:** Fluent Reading Practice

- Provide a short passage from the KLB Early Grade English that relates to occupations.

- Model fluent reading of the passage, then have students practice reading it in pairs, taking turns.

- Circulate the room to assist students with challenging words and encourage smooth reading.

**Step 3:** Comprehension Activity

- Ask comprehension questions related to the passage read (e.g., What jobs were mentioned? What tools do these jobs use?).

- Engage the class in a discussion about the importance of reading fluently for understanding these jobs.

**Step 4:** Reflection on Fluency

- Lead a discussion with questions like: Why is it important for us to read smoothly and clearly?

- Have students share their thoughts on how fluent reading helps them learn better.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the importance of letter sounds, practice in reading fluently, and understanding through context.

- Conduct a brief interactive activity, such as a quick "sound matching" game where students pair words with the same letter sounds.

- Preview next session’s topics: exploring different types of occupations and how they relate to reading and writing.

**Extended Activities:**

- Reading Corner: Set up a reading corner with books about various occupations. Encourage students to read and share what they learned about their favorite job with the class.

- Fluency Challenge: Create a weekly reading fluency challenge where students choose a passage to read at home and practice their fluency, aiming to improve their reading speed and expression.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** Reading

**Sub Strand:** Comprehension

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Make predictions and anticipate possible outcomes of a story.

2. Answer direct and indirect questions based on a text read.

3.Appreciate reading.

**Key Inquiry Question(s):**

- How do we make predictions about a story?

- How can we find answers to questions by looking back at the text?

**Learning Resources:**

- KLB Early Grade English grade 3 textbook

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by revisiting the previous lesson about making predictions. Ask students to share what they remember about predicting story outcomes.

- Briefly introduce the KLB Early Grade English resource, highlighting a story they will read together.

**Lesson Development (20 minutes):**

**Step 1:** Making Predictions

- Present the title and the cover page of the story.

- Ask students what they think the story might be about based on the title and illustrations.

- Write down their predictions on the board.

**Step 2:** Reading the Story

- Read the selected story aloud to the class, making sure to pause at key points.

- Encourage students to listen carefully for clues and information that might confirm or change their predictions.

**Step 3:** Questioning

- After reading, ask direct questions about the text (e.g., “What did the main character do?”) and indirect questions (e.g., “How do you think the character felt when that happened?”).

- Have students find sentences in the text that answer the direct questions and encourage them to think critically for the indirect questions.

**Step 4:** Predicting Outcomes

- Encourage students to predict what might happen next if the story continued.

- Invite students to share their predictions with the class, discussing different possibilities and why they think those could happen.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson: making predictions, understanding characters' actions, and finding answers in the text.

- Conduct an interactive activity where students match predicted outcomes to the events in the story using visual aids or sentence strips.

- Briefly preview the next lesson, encouraging students to think about other stories they enjoy and how they can make predictions about them.

**Extended Activities:**

- Story Mapping: Have students create a story map that outlines the characters, setting, main events, and their predictions for what might happen next in another story they choose.

- Reading Journals: Encourage students to keep a reading journal where they write down predictions before each reading and reflect on whether those predictions were correct after reading.

- Partner Reading: Pair students to read a short story to each other and practice making predictions and asking questions based on the text they read.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 4**

**Strand:** Language Use

**Sub Strand:** Singular and Plurals of Irregular Nouns

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify irregular nouns in a text

2. Use singular and plural forms of irregular nouns in sentences

3.Appreciate the importance of irregular nouns in communication

**Key Inquiry Question(s):**

- How can we pick out irregular nouns and their plural forms from a text?

- How can we construct sentences about the theme using the plural forms of irregular nouns?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Begin with a brief recap of the last lesson's content (e.g., regular nouns). Ask students to share examples of singular and plural nouns they learned.

- Discussion: Introduce the topic of irregular nouns. Display a few examples (e.g., child/children, mouse/mice) on the board and invite students to discuss what makes these nouns different.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Irregular Nouns

- Explain that some nouns don't follow the regular pattern of adding 's' for plurals.

- Provide examples and write them on the board:

- Child → Children

- Tooth → Teeth

- Goose → Geese

- Ask students to repeat these forms and emphasize the changes.

**Step 2:** Identification Activity

- Hand out a short text from the KLB Early Grade English resource that includes a mix of regular and irregular nouns.

- In pairs, have the students read the text and circle the irregular nouns they find.

- After reading, discuss as a class and compile a list of identified irregular nouns.

**Step 3:** Sentence Construction

- Show students how to use the plural forms of irregular nouns in sentences.

- For example, "The children are playing," or "The teeth need to be brushed."

- Have students practice constructing their own sentences using at least two irregular nouns from the list created in Step 2.

**Step 4:** Group Sharing

- In small groups, students will share their sentences with one another. Encourage them to listen for and celebrate correct plural forms.

- Invite a few students to share their sentences with the whole class.

**Conclusion (5 minutes):**

- Summarize the key findings of the lesson, revisiting the definitions and examples of irregular nouns.

- Conduct an interactive activity: display a list of nouns, and ask students to raise their hands for the ones that they think are irregular nouns.

- Prepare students for the next session by asking them to think about how irregular nouns make communication more interesting.

**Extended Activities:**

- Irregular Noun Matching Game: Create flashcards with singular irregular nouns on one set and their plural forms on another. Students will match pairs in a fun, engaging game.

- Story Creation: Ask students to write a short story using at least five irregular nouns. They can illustrate their stories for a classroom display.

- Family Noun Hunt: Encourage students to look for irregular nouns around their homes or in books and create a "Noun Wall" in class where they can paste their findings.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 5**

**Strand:** Writing

**Sub Strand:** Handwriting

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify aspects of good handwriting.

2. Write words in clear and legible handwriting.

3. Realize the importance of writing clearly and legibly.

**Key Inquiry Question(s):**

- What makes handwriting good?

- How can we write words related to a theme in response to a picture prompt?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson by asking students what they remember about writing sentences.

- Display a few samples of good handwriting from the learning resources and ask learners what they notice about them, guiding them to understand the key concepts of legibility and clarity.

**Lesson Development (20 minutes):**

**Step 1:** Discussion on Good Handwriting

- Discuss the characteristics of good handwriting (e.g., neatness, correct letter formation, spacing).

- Ask students to share what they like about their friends' handwriting.

**Step 2:** Handwriting Practice

- Provide students with a few sample sentences or words to copy.

- Encourage them to focus on forming each letter correctly and spacing their words.

- Walk around to offer support and ensure everyone is practicing clear and legible handwriting.

**Step 3:** Picture Prompt Response

- Show a picture related to a theme (e.g., animals, nature, holidays).

- Ask students to think of 2-3 words that describe the picture and write them down in their best handwriting.

**Step 4:** Sharing and Feedback

- Invite a few students to share their words with the class.

- Encourage peers to give positive feedback about the handwriting they observe, emphasizing specific aspects they notice.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson: what good handwriting is and why it matters.

- Conduct a fun interactive activity by playing a quick game where students mimic the letters in the air with their fingers, reinforcing correct letter formation.

- Preview the next session by telling them they will learn about writing complete sentences and using good handwriting in their writing.

**Extended Activities:**

- Handwriting Journals: Encourage students to start a handwriting journal where they write a few sentences each day using their best handwriting.

- Handwriting Challenge: Set up a classroom handwriting challenge where students can practice writing quotes or sentences and display their best examples on a "Handwriting Wall of Fame."

- Storytelling with Pictures: Have students create a short story based on a theme and illustrate it, focusing on writing words clearly alongside their drawings.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Pronounce the target letter sound combination in words and sentences.

2. Use the vocabulary learned to communicate in various contexts.

3.Desire to listen attentively.

**Key Inquiry Questions:**

- How do we pronounce words with the target letter sound combinations: "sl," "st," "sw," "sp," and "thr"?

- How can we use the vocabulary learned to communicate in different contexts?

**Learning Resources:**

- KLB Early Grade English, Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students about the sound combinations learned earlier.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the pronunciation of "sl," "st," "sw," "sp," and "thr."

**Lesson Development (20 minutes):**

**Step 1:** Listening Practice

- Play a short audio clip featuring words that include the letter sound combinations "sl," "st," "sw," "sp," and "thr."

- Ask students to listen carefully and raise their hands when they hear words with the target sounds.

**Step 2:** Pronunciation Practice

- Have students repeat after the teacher as each target sound combination is pronounced.

- Use example words like "slip," "step," "swim," "splash," and "three."

- Encourage pairs to practice pronouncing the words to each other.

**Step 3:** Vocabulary Building

- Provide a list of sentences containing the target sound combinations and have students identify the words.

- In pairs, students create their own sentences using at least two of the words learned.

**Step 4:** Group Communication

- Form small groups and let each group create a short dialogue using the target sounds and vocabulary words.

- Each group will present their dialogue to the class, promoting the use of vocabulary in different contexts.

**Conclusion (5 minutes):**

- Summarize the key points regarding pronunciation of the sound combinations and the importance of listening attentively.

- Conduct a brief interactive quiz where students must identify and pronounce words with the target sounds.

- Introduce upcoming topics related to storytelling and character descriptions.

**Extended Activities:**

- Assign students to create flashcards with words from the lesson, including illustrations.

- Encourage them to practice these words with their family members at home.

- Create a class "sound chart" where students can add new words that incorporate the target sounds as they learn them throughout the week.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** Reading

**Sub-Strand:** Fluency

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify words with target letter sound combinations.

2. Read a text related to the theme accurately.

3. Realize the role of reading fluently in learning.

**Key Inquiry Questions:**

- How do we read words with target letter sounds?

- Can we read a grade-appropriate text related to occupations?

**Learning Resources:**

- KLB Early Grade English, Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on letter sounds and their combinations.

- Engage learners by asking them to share one new thing they learned from the last lesson.

- Briefly guide learners to read a few highlighted words from the learning resource that contain target letter sound combinations.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Target Letter Sounds

- Present a few examples of words that contain the target letter sound combination (e.g., "bl" as in "blue," "cl" as in "clown").

- Encourage students to repeat these words aloud and identify the sound combination within each word.

**Step 2:** Practice Reading Words

- Create a word list that includes the target letter sound combinations.

- Conduct a choral reading activity where all students read the words together.

- Divide students into pairs and have them take turns reading the words to each other, providing feedback on clarity and pronunciation.

**Step 3:** Reading a Text

- Introduce a short grade-appropriate text from KLB Early Grade English that relates to occupations (e.g., a passage about a doctor, teacher, or engineer).

- Model fluent reading of the text to demonstrate the importance of expression and clarity.

**Step 4:** Guided Reading Practice

- Have students read the same text in small groups.

- Encourage them to focus on reading fluently. Circulate around the room to offer guidance and support, ensuring they are using the target sound combinations accurately.

**Conclusion (5 minutes):**

- Summarize key points covered in the lesson, reiterating the importance of fluency in reading and understanding occupational vocabulary.

- Conduct a brief interactive activity (e.g., a "sound scavenger hunt") where students find and share examples of words with the targeted sound combinations from the classroom texts or materials.

- Prepare learners for the next session by teasing them with a fun fact about an occupation they’ll learn about.

**Extended Activities:**

- Word Wall Creation: Have students create a word wall in the classroom featuring words with target letter sound combinations. They can decorate it with drawings related to the occupations covered.

- Reading Corner: Assign students to find a book or article at home about different occupations and prepare to share a brief summary with the class, focusing on fluency in their presentation.

- Sound Bingo: Create a bingo game with target letter sounds and have students listen and mark off words as they are read aloud in subsequent lessons.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** Reading

**Sub Strand:** Comprehension

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Make predictions and anticipate possible outcomes of a story.

2.Answer direct and indirect questions based on a text read.

3. Appreciate reading.

**Key Inquiry Question(s):**

- How can we predict what is going to happen next in a story?

- How do we find answers to questions by looking closely at the text?

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on story elements (character, setting, plot).

- Ask students if they remember discussing how stories are structured.

- Introduce the day's focus on making predictions and anticipating outcomes in a story.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Predictions

- Explain what it means to make a prediction before reading a story.

- Read a short passage from KLB Early Grade English and pause. Ask students: “What do you think will happen next?”

- Encourage students to share their ideas and explain their reasoning.

**Step 2:** Reading for Details

- Read another passage as a class.

- Ask students to pay attention to specific details and clues that support their predictions.

- After reading, ask direct questions related to the text, such as: “What did the character decide to do?” or “Where did the story take place?”

- Guide them to find sentences in the text that support their answers.

**Step 3:** Discuss Indirect Questions

- Introduce indirect questions, such as: “Why do you think the character feels sad?”

- Discuss how to use clues from the text to answer these questions.

- Have students work in pairs to discuss potential indirect questions about the story read and share predictions and ideas.

**Step 4:** Predicting Outcomes

- Encourage students to think about the story’s ending.

- As a class, brainstorm possible outcomes based on the story details read.

- Discuss how the predictions align or differ from each other.

**Conclusion (5 minutes):**

- Summarize the key points discussed: how to make predictions, find answers to direct questions, and think about indirect questions.

- Conduct a brief interactive activity: Have each student share one prediction about a new story they would like to read or one outcome they think would be interesting.

- Preview the next lesson on character motivation and how it influences the plot of a story.

**Extended Activities:**

- Prediction Journals: Have students keep a journal where they write predictions before starting new books or chapters, and then revisit them after reading.

- Story Map Activity: Create a visual story map where students can map out key events, characters, and their predictions on a whiteboard or paper.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 4**

**Strand:** Language Use

**Sub Strand:** Singular and Plurals of Irregular Nouns

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify irregular nouns in a text.

2. Use singular and plural forms of irregular nouns in sentences.

3.Appreciate the importance of irregular nouns in communication.

**Key Inquiry Questions:**

- Pick out irregular nouns and their plural forms from a text.

- Construct sentences about the theme using the plural forms of irregular nouns.

**Learning Resources:**

- KLB Early Grade English Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on regular nouns and plural forms.

- Guide learners to read and discuss relevant content from the learning resources, particularly focusing on identifying irregular nouns.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Irregular Nouns

- Read a short passage from the KLB Early Grade English book.

- Ask students to listen carefully and identify the irregular nouns mentioned in the text (e.g., child → children; tooth → teeth).

- Write these nouns on the board and explain why they are considered irregular.

**Step 2:** Exploring Singular and Plural Forms

- Discuss the singular forms of the identified irregular nouns and their plural counterparts.

- Create a chart with the nouns to visually show their forms (Singular: child, Plural: children).

- Encourage students to share any additional irregular nouns they know and their plural forms.

**Step 3:** Sentence Construction

- Ask students to write their own sentences using the plural forms of at least three irregular nouns identified previously.

- Allow them to share their sentences with a partner or in small groups for feedback.

**Step 4:** Importance of Irregular Nouns

- Facilitate a class discussion about why understanding and using irregular nouns is important for clear communication.

- Ask students to share examples of where they might use these irregular nouns in conversations or writing.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson, focusing on the identification and use of irregular nouns.

- Conduct a brief interactive activity like a 'noun scavenger hunt,' where students find and share irregular nouns in the classroom or from their books.

- Preview the next session by telling students they will learn about using adjectives with nouns.

**Extended Activities:**

- Creative Writing: Ask students to write a short story or a paragraph that includes at least five irregular nouns, using both singular and plural forms.

- Art Connection: Have students create a poster featuring their favorite irregular nouns and illustrations, showing their singular and plural forms.

- Group Games: Organize a game where students match singular nouns to their plural forms on cards, encouraging collaboration and peer learning.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 5**

**Strand:** Writing

**Sub Strand:** Handwriting

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify aspects of good handwriting

2. Write words in clear and legible handwriting

3.Realize the importance of writing clearly and legibly

**Key Inquiry Questions:**

- What are the elements of good handwriting?

- Why is it important to write clearly?

- How can we practice good handwriting?

**Learning Resources:**

- KLB Early Grade English, Grade 3

**Organisation of Learning**

**Introduction (5 minutes):**

- Review the previous lesson on writing and its importance.

- Guide learners to read and discuss relevant examples from KLB Early Grade English that highlight good handwriting. Emphasize clarity and legibility as key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Good Handwriting

- Discuss the qualities of good handwriting: neatness, size consistency, proper spacing, and use of appropriate tools (like sharpened pencils).

- Ask students to share what they think good handwriting looks like. Show samples of good and poor handwriting for comparison.

**Step 2:** Copying Practice

- Distribute lined paper and have students practice writing specific words and sentences provided in the learning resource, focusing on using the qualities discussed.

- Monitor and support students as they practice, ensuring they are forming letters clearly and correctly.

**Step 3:** Picture Prompt Activity

- Show a picture related to a theme (e.g., a park or classroom). Prompt students to write 3-4 descriptive words related to the picture using their best handwriting.

- Encourage them to think about the spelling and size of each letter.

**Step 4:** Partner Sharing

- Allow students to pair up and share their writing with a partner. They can give each other feedback on clarity and legibility.

- Guide them to be kind and constructive in their comments.

**Conclusion (5 minutes):**

- Summarize the importance of good handwriting discussed during the lesson, highlighting key aspects learned.

- Engage the class in a quick interactive activity: Have students individually demonstrate good handwriting on the board for their peers to identify.

- Preview the upcoming lesson on different types of writing and encourage them to think about what they might want to write more clearly.

**Extended Activities:**

- Have students create a "Handwriting Journal" where they practice different letters and words each day, showcasing their progress in handwriting.

- Encourage them to write letters to friends or family members, focusing on good handwriting and legibility.

**Teacher Self-Evaluation:**