# Grade 3 English

## Term 3 - 50 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 30-minute lessons | PDF and editable Word

### ABOUT THIS PACK

50 complete, ready-to-teach Grade 3 English lesson plans for Term 3, covering the themes play time and sports, food and diseases, savings, talents and environment, each with its own speaking, reading, grammar and writing lessons.

### TOPICS IN THIS PACK

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## INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

## A TASTE OF LESSON 1

**The sounds -nkl-, -pt, -nth and -nd**

By the end of the lesson, the learner should be able to: a) say words with -nkl-, -pt, -nth and -nd; b) pick out these words from an oral text

> **Sound combinations**
> -nkl-: ankle, twinkle, sprinkle. -pt: kept, slept, crept, swept. -nth: tenth, month, ninth. -nd: kind, ground, round, wind. Listen: "In the tenth minute, Otieno hurt his ankle and fell on the ground. The coach kept calm. He was kind and helped him up."

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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# The sounds -nkl-, -pt, -nth and -nd

Strand 11.0 Play time and sports > Sub-strand 11.1.1 Pronunciation and Vocabulary | Lesson 1 of 2 | 30 minutes

| SCHOOL | TEACHER | DATE |
|---|---|---|
| CLASS / STREAM | TIME | ROLL (B / G) |

## SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) say words with -nkl-, -pt, -nth and -nd; b) pick out these words from an oral text

## KEY INQUIRY QUESTION(S)

- Why is it important to learn new vocabulary?
- How can we communicate with people apart from using the spoken word?

## CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

| | | |
|---|---|---|
| COMPETENCY | **Creativity and imagination** | Learners make up their own examples, patterns or ways of showing the idea. |
| COMPETENCY | **Learning to learn** | Learners say what they found easy or hard and decide their next step. |
| VALUE | **Unity** | Learners share materials fairly and work as one team. |
| VALUE | **Respect** | Learners listen while others explain and accept correction politely. |
| PCI | **Life skills (fair play)** | Learners practise decision making and working with others. |

## LEARNING RESOURCES

Word cards with -nkl-, -pt, -nth and -nd words | Pictures of games and sports | A ball and a whistle

## ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

## KEY WORDS

field | kick | score | coach | referee | athlete | spectator | whistle

## THE LESSON AT A GLANCE

| Introduction | Teacher models | Guided practice | On their own | Wrap-up |
|---|---|---|---|---|
| 4 min | 7 min | 8 min | 7 min | 4 min |

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

## LESSON FLOW

| Stage | Minutes | The teacher | The learners |
|---|---|---|---|
| **Introduction** | 4 | Greet the class and ask: "Touch your ankle. Say "ankle" slowly. Which sounds are in the middle?" Take two or three answers, link them to earlier work, then state today's outcome. | Answer the starter question, recall what they already know and read the outcome aloud. |
| **Step 1: Teacher models** | 7 | Take learners through "Sound combinations" (teaching points and model text on the next page), explaining as you go. Use word cards with -nkl-, -pt, -nth and -nd words, pictures of games and sports, a ball and a whistle. Ask learners to predict what comes next before you show it. | Watch, predict the next step, ask questions and note the key steps in their exercise books. |
| **Step 2: Guided practice** | 8 | Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot. | Work in pairs or small groups, explain each step to a partner and check one another's answers. |
| **Step 3: Independent practice** | 7 | Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson. | Work on their own, then swap books with a partner to check. |
| **Summary and conclusion** | 4 | Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Find the -nkl- word: "Stars twinkle at night."" | Say the key idea in their own words and answer the exit question in the exercise book. |

## TEACHING POINTS AND MODEL TEXT

**Sound combinations**

-nkl-: ankle, twinkle, sprinkle. -pt: kept, slept, crept, swept. -nth: tenth, month, ninth. -nd: kind, ground, round, wind. Listen: "In the tenth minute, Otieno hurt his ankle and fell on the ground. The coach kept calm. He was kind and helped him up."

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | Which sound ends "kept"? | **-pt** |
| 2 | Which sound ends "month"? | **-nth** |
| 3 | Sort: ground, ankle, slept, ninth. | **-nd: ground; -nkl-: ankle; -pt: slept; -nth: ninth** |
| 4 | Find the -nkl- word: "Stars twinkle at night." | **twinkle** |

## WATCH OUT FOR

Learners say "tent" for tenth. Put the tongue between the teeth for the th at the end.

## ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

| Level | What the learner can do |
|---|---|
| **Exceeds expectations (EE)** | Can say words with -nkl-, -pt, -nth and -nd confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems. |
| **Meets expectations (ME)** | Can say words with -nkl-, -pt, -nth and -nd accurately in familiar situations; notices and corrects slips without help. |
| **Approaches expectations (AE)** | Can partly say words with -nkl-, -pt, -nth and -nd, or does so with prompts from the teacher or a partner; makes some errors. |
| **Below expectations (BE)** | Cannot yet say words with -nkl-, -pt, -nth and -nd without direct help; needs the idea taught again with concrete objects. |

## SUPPORT AND EXTENSION

| | |
|---|---|
| **Learners who need support** | Say the ending alone, then the whole word. |
| **Learners ready for more** | Say a sentence with "slept" and "ground". (Answer: Answers vary) |
| **Inclusion** | Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words. |

## HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "the sounds -nkl-, -pt, -nth and -nd" and bring one question of your own to ask next lesson.

## TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

## REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

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# Sports words and signals without words

Strand 11.0 Play time and sports > Sub-strand 11.1.1 Pronunciation and Vocabulary | Lesson 2 of 2 | 30 minutes

| SCHOOL | TEACHER | DATE |
|---|---|---|
| CLASS / STREAM | TIME | ROLL (B / G) |

## SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) use sports words in sentences; b) show how we communicate with gestures, whistles and signals

## KEY INQUIRY QUESTION(S)

- Why is it important to learn new vocabulary?
- How can we communicate with people apart from using the spoken word?

## CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

| | | |
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| COMPETENCY | **Creativity and imagination** | Learners make up their own examples, patterns or ways of showing the idea. |
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field | kick | score | coach | referee | athlete | spectator | whistle

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