



# DOYEN PUBLISHERS

## SCHEMES OF WORK TERM II 2025

### GRADE 3 INDIGENOUS ACTIVITIES

Week	Lesson	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Questions	Learning Resources	Assessment Methods	Reflection
1	1	GOOD MANNERS  Listening and Speaking	Listening to Stories	By the end of the lesson, the learner should be able to: a) Listen to a conversation on good manners collaboratively. b) Identify words which show etiquette in a conversation. c) Desire to observe etiquette in speech and action for clarity.	Learners are guided individually, groups or pairs to: Listen to a conversation on good manners collaboratively. Identify words which show etiquette in a conversation.	Why do we listen to stories?	Video clips Realia Pictures Charts Digital devices	Oral questions Oral Report Observation	
	2	GOOD MANNERS  Listening and Speaking	Listening to Stories	By the end of the lesson, the learner should be able to: a) Use polite words in a conversation, for communication b) List words or phrases that show etiquette and good manners from a conversation with peers. c) Desire to observe etiquette in speech and action for clarity.	Learners are guided individually, groups or pairs to: Use polite words in a conversation, for communication List words or phrases that show etiquette and good manners from a conversation with peers.	Why is it important to observe etiquette in a conversation?	Video clips Realia Pictures Charts Realia Digital devices	Oral questions Oral Report Observation	



2	1	GOOD MANNERS  Listening and Speaking	Listening to Stories	By the end of the lesson, the learner should be able to: a) Listen to a variety of stories that teach good manners (from peers, teacher, resource person). b) Retell stories fluently and creatively with peers c) Develop self-efficacy by retelling stories to their peers confidently and coherently.	Learners are guided individually, groups or pairs to: Listen to a variety of stories that teach good manners (from peers, teacher, resource person). Retell stories fluently and creatively with peers	Why do we listen to stories?	Video clips Realia Pictures Charts Realia Digital devices	Oral questions Oral Report Observation	
	2	GOOD MANNERS  Listening and Speaking	Listening to Stories	By the end of the lesson, the learner should be able to: a) Listen to telephone conversation using polite words b) Role play a telephone conversation using polite words. c) Promote peace by working with others in plays with in harmony and with love.	Learners are guided individually, groups or pairs to: Listen to telephone conversation using polite words Role play a telephone conversation using polite words.	Why is it important to observe etiquette in a conversation?	Video clips Realia Pictures Charts Realia Digital devices	Oral questions Oral Report Observation	
3	1	GOOD MANNERS  Listening and Speaking	Listening to Stories	By the end of the lesson, the learner should be able to: a) Interact with digital devices to watch video clips with peers b) Play a 'shop-shop' fantasy game to show use of polite language	Learners are guided individually, groups or pairs to: Interact with digital devices to watch video clips with peers Play a 'shop-shop' fantasy game to show use of polite language	Why do we listen to stories?	Video clips Realia Pictures Charts Digital devices	Oral questions Oral Report Observation	



				c) Develop digital literacy when interacting with digital devices.					
	2	GOOD MANNERS Reading	Reading Words and Sentences	By the end of the lesson, the learner should be able to: a) Identify courteous words in texts, read words on flash cards related to good manners in a written text. b) Read words and sentences related to good manners. c) Develop interest in reading words and simple sentences.	Learners are guided individually, groups or pairs to: Identify courteous words in texts, read words on flash cards related to good manners in a written text. Read words and sentences related to good manners.	Why should we use courtesy in communication?	Video clips Realia Pictures Charts Digital devices	Oral questions Oral Report Observation	
4	1	GOOD MANNERS Reading	Reading Words and Sentences	By the end of the lesson, the learner should be able to: a) Search for words related to good manners from a short passage. b) Work collaboratively to build a vocabulary bank for words related to good manners. c) Develop learning to learn by working with peers to search and build a vocabulary bank for etiquette words.	Learners are guided individually, groups or pairs to: Read words on flash cards related to good manners. Search for words related to good manners from a short passage. Work collaboratively to build a vocabulary bank for words related to good manners.	How do we form sentences?	Video clips Realia Pictures Charts Digital devices	Oral questions Oral Report Observation	
	2	GOOD MANNERS Reading	Reading Words and Sentences	By the end of the lesson, the learner should be able to:	Learners are guided individually, groups or pairs to:	Why should we use courtesy in communication?	Video clips Realia Pictures	Oral questions Oral Report Observation	



				a) Mention the searched words related to good manners. b) Compose simple sentences using the collection of words. c) Have fun composing simple sentences using the collection of words.	Mention the searched words related to good manners. Compose simple sentences using the collection of words.		Charts Digital devices		
5	1	GOOD MANNERS  Reading	Reading Words and Sentences	By the end of the lesson, the learner should be able to: a) Identify words related to good manners in a written text b) Re-arrange jumbled words to make meaningful sentences. c) Develop critical thinking and problem solving when rearranging jumbled words to make meaningful sentences.	Learners are guided individually, groups or pairs to: Identify words related to good manners in a written text Re-arrange jumbled words to make meaningful sentences.	How do we form sentences?	Video clips Realia Pictures Charts Digital devices	Oral questions Oral Report Observation	
	2	GOOD MANNERS  Reading	Reading Words and Sentences	By the end of the lesson, the learner should be able to: a) Take turns to play reading games. b) Use digital devices to search for texts (stories, poems or songs) related to good manners. c) Responsibility is developed as the learner observes integrity as	Learners are guided individually, groups or pairs to: Take turns to play reading games. Use digital devices to search for texts (stories, poems or songs) related to good manners.	Why should we use courtesy in communication?	Grade 1 Curriculum Design Indigenous Language  Video clips Realia Pictures Charts Digital devices	Oral questions Oral Report Observation	



				they use digital devices to search for texts related to good manners.					
6	1	GOOD MANNERS  Writing	Spelling	By the end of the lesson, the learner should be able to: a) Spell simple words related to good manners accurately. b) Use simple words related to good manners to make simple sentences. c) Enjoy writing texts accurately for communication.	Learners are guided individually, groups or pairs to: Spell simple words related to good manners accurately. Use simple words related to good manners to make simple sentences.	Why is spelling important in writing?	Video clips Realia Pictures Charts Realia Digital devices	Oral questions Oral Report Observation	
	2	GOOD MANNERS  Writing	Spelling	By the end of the lesson, the learner should be able to: a) Practice joining dots to create words related to good manners. b) Copy courteous words neatly and legibly. c) Enjoy writing courteous words accurately for communication.	Learners are guided individually, groups or pairs to: Practice joining dots to create words related to good manners, Copy courteous words neatly and legibly.	Why is spelling important in writing?	Video clips Realia Pictures Charts Digital devices	Oral questions Oral Report Observation	
7	1	GOOD MANNERS  Writing	Spelling	By the end of the lesson, the learner should be able to: a) Identify words related to good manners. b) Write words from a dictation.	Learners are guided individually, groups or pairs to: Identify words related to good manners. Write words from a dictation.	Why is spelling important in writing?	Video clips Pictures Charts Realia Digital devices	Oral questions Oral Report Observation	



				c) Enjoy writing words accurately for communication.					
	2	GOOD MANNERS  Writing	Spelling	By the end of the lesson, the learner should be able to: a) Identify spelling games. b) Play spelling games with peers and spell words correctly. c) Develop learning to learn as they spell words correctly as they engage in a spelling game with peers.	Learners are guided individually, groups or pairs to: Identify spelling games. Play spelling games with peers and spell words correctly.	Why is spelling important in writing?	Video clips Realia Pictures Charts Digital devices	Oral questions Oral Report Observation	
8				<b>MIDTERM BREAK</b>					
9	1	GOOD MANNERS  Writing	Spelling	By the end of the lesson, the learner should be able to: a) Discuss why spelling is important in writing b) Work collaboratively with peers to form polite words from jumbled letters c) Demonstrate unity by working collaboratively with peers to form polite words from jumbled letters.	Learners are guided individually, groups or pairs to: Discuss why spelling is important in writing Work collaboratively with peers to form polite words from jumbled letters	Why is spelling important in writing?	Video clips Realia Pictures Charts Realia Digital devices	Oral questions Oral Report Observation	
	2	GOOD MANNERS  Writing	Spelling	By the end of the lesson, the learner should be able to: a) Use the polite words formed from jumbled	Learners are guided individually, groups or pairs to: Use the polite words formed from jumbled	Why is spelling important in writing?	Video clips Realia Pictures Charts Realia	Oral questions Oral Report Observation	



				<p>letters to write simple sentences.</p> <p>b) Fill in missing words in sentences correctly.</p> <p>c) Enjoy writing forming simple sentences accurately for communication.</p>	<p>letters to write simple sentences.</p> <p>Fill in missing words in sentences correctly.</p>		Digital devices		
10	1	<p>PERSONAL HYGIENE</p> <p>Listening and Speaking</p>	Songs	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Listen to songs mentioning parts of the body.</p> <p>b) Identify parts of the body mentioned in the song.</p> <p>c) Enjoy listening to songs related to personal hygiene.</p>	<p>Learners are guided individually, groups or pairs to:</p> <p>Listen to songs mentioning parts of the body.</p> <p>Identify parts of the body mentioned in the song.</p>	How do songs help us in learning?	<p>Video clips</p> <p>Realia</p> <p>Pictures</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
	2	<p>PERSONAL HYGIENE</p> <p>Listening and Speaking</p>	Songs	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Pronounce words to describe parts of the body.</p> <p>b) Work jointly with peers to identify personal hygiene practices for different parts of the body (e.g. Face, hands, legs, nose, hair, teeth).</p> <p>c) Develop interest in the use of songs to promote good personal hygiene practices.</p>	<p>Learners are guided individually, groups or pairs to:</p> <p>Pronounce words to describe parts of the body.</p> <p>Work jointly with peers to identify personal hygiene practices for different parts of the body (e.g. Face, hands, legs, nose, hair, teeth).</p>	Why should we maintain good hygiene practice?	<p>Video clips</p> <p>Realia</p> <p>Pictures</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	



11	1	PERSONAL HYGIENE  Listening and Speaking	Songs	By the end of the lesson, the learner should be able to: a) Listen to songs and rhymes on personal hygiene and sing along. b) Sing rhymes related to personal hygiene c) Enjoy singing rhymes related to personal hygiene.	Learners are guided individually, groups or pairs to: Listen to songs and rhymes on personal hygiene and sing along. Sing rhymes related to personal hygiene	How do songs help us in learning?	Video clips Realia Pictures Charts Digital devices	Oral questions Oral Report Observation	
	2	PERSONAL HYGIENE  Listening and Speaking	Songs	By the end of the lesson, the learner should be able to: a) Collaboratively use digital devices to record themselves as they sing songs and rhymes on personal hygiene. b) Work with peers to role play personal hygiene practices. c) Develop interest in the use of songs to promote good personal hygiene practices.	Learners are guided individually, groups or pairs to: Collaboratively use digital devices to record themselves as they sing songs and rhymes on personal hygiene. Work with peers to role play personal hygiene practices.	Why should we maintain good hygiene practice?	Video clips Realia Pictures Digital devices	Oral questions Oral Report Observation	
12	1	PERSONAL HYGIENE  Reading	Reading Simple Texts	By the end of the lesson, the learner should be able to: a) Identify key messages related to personal hygiene from simple texts. b) Read simple texts based on the theme aloud individually.	Learners are guided individually, groups or pairs to: Identify key messages related to personal hygiene from simple texts. Read simple texts based on the theme aloud individually.	Why is reading important?	Video clips Realia Pictures Charts Digital devices	Oral questions Oral Report Observation	





				c) Develop interest in reading simple texts for information.					
	2	PERSONAL HYGIENE Reading	Reading Simple Texts	By the end of the lesson, the learner should be able to: a) Identify vocabulary from the texts. b) Work together to find out the meaning of the vocabulary. c) Display unity as they work works with peers collaboratively to find out the meaning of the vocabulary.	Learners are guided individually, groups or pairs to: Identify key messages from simple texts. Identify vocabulary from the texts. Work together to find out the meaning of the vocabulary.	Why is reading important?	Video clips Realia Pictures Charts Digital devices	Oral questions Oral Report Observation	
13-14				<b>END OF TERM TWO ASSESSMENT</b>					