

TERM THREE – PRIMARY THREE LITERACY IA SCHEME OF WORK

SCHEME OF WORK FOR P.3 LIT IA TERM THREE

W K	D P	THEME	SUB- THEME	COMPETENCES	CONTENT	Methods	T/L Activities	L.SKILLS	L/AIDS	RMK S
vectors										
1	1	Health in our sub county	Vectors	<p>Subject</p> <ul style="list-style-type: none"> - The learner, - Gives the meaning of vectors and germs - Names common vectors - States dangers of vectors <p>Language</p> <ul style="list-style-type: none"> - Reads and spells, names of common vectors - Water snails - Tsetseflies - Bed bugs - Cockroaches - Itch mites - Fleas - Reads characteristics of common vectors 	<p>Vectors</p> <ul style="list-style-type: none"> - Meaning of vectors - Meaning of germs - Examples of common vectors - Dangers of vectors 	<ul style="list-style-type: none"> - Discussion - Think pair share - Quiz and answer 	<ul style="list-style-type: none"> - Discussing common vectors - Sharing ideas about the meaning of vectors - Read text book (characteristics of vectors) - Asking quiz about vectors. 	<ul style="list-style-type: none"> - Effective communication - Concern - Care 	<ul style="list-style-type: none"> - Local environment - (out of class lesson) 	<ul style="list-style-type: none"> - Ko bta LI T Bk pg 69
	2			<p>Subjects</p> <p>The learner</p> <ul style="list-style-type: none"> - Discusses life cycle of vectors using pictures 	<ul style="list-style-type: none"> - Meaning of metamorphosis - Types of metamorphosis - Explanation of each stage - Examples of insects in each 	<ul style="list-style-type: none"> - Look and say - Discussion - Quiz and 	<ul style="list-style-type: none"> - Naming stages seen. - Discussing 	<ul style="list-style-type: none"> - A chart showing life two types of 	<ul style="list-style-type: none"> - Ko bta Bk 3 	

			<ul style="list-style-type: none"> - Draws different metamorphosis - Names insects under each life cycle. <p>Language</p> <ul style="list-style-type: none"> - Makes different sentences using the given words - Metamorphosis - Stages - Life cycle - Undergoes - Nymph - Stages 	stage	answer	g of insects		<ul style="list-style-type: none"> - Asking quiz about metamorphosis 	<ul style="list-style-type: none"> - Chalkboard illustration - Text book 	<ul style="list-style-type: none"> pg 71 & 75
	3		<p>Subject</p> <p>The learner</p> <ul style="list-style-type: none"> - States places where houseflies stay and breeds - Names the stages of a housefly - States most active stage – dormant stage, dangerous stages , usage stages 	<p>Houseflies (audiovisual lesson)</p> <ul style="list-style-type: none"> - Places where houseflies stay and breed. - Stages of a housefly - Scientific name for larva stage - Most active and dormant stages. - Dangerous and useful stages. 	<ul style="list-style-type: none"> - Observation - Discussion - Quiz and answer 	<ul style="list-style-type: none"> - Naming stages seen - Discussing stages of a housefly - Asking quiz about house fly 	<ul style="list-style-type: none"> - Care - Critical thinking 	<ul style="list-style-type: none"> - Audio visual - A chart showing lifecycle of a house fly 	<ul style="list-style-type: none"> Mk Science Bk 3 pg 105 Sample Bk 3 pg 77 	

			<p>Language</p> <p>The learner</p> <ul style="list-style-type: none">- Discusses the life cycle of a housefly and makes sentences using the given words- Maggot – pupae- Imago – wriggling- Diarrhoeal – dormant- Adopted – enables	-	-	-		-	
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2	1		<p>Subject</p> <p>The learner</p> <ul style="list-style-type: none"> - States diseases spread by a house fly and their control - Lists the 4Fs germ path - States ways of controlling diseases spread by a housefly - (out of class lesson) <p>Language</p> <ul style="list-style-type: none"> - The learner - Spells the given words correctly - Diarrhea - Imago - Trachoma - Wastes - Dysentery - Bacteria 	<ul style="list-style-type: none"> - Diseases spread by a housefly. - How houseflies are able to spread diseases. - The 4fs germ path. - How to control diseases spread by houseflies 	<ul style="list-style-type: none"> - Observation - Discussion - Quiz and answer 	<ul style="list-style-type: none"> - Describing the 4Fs - Discussing diseases spread by a housefly 	<p>Problem solving</p> <p>Effective communication</p>	<ul style="list-style-type: none"> - A chart of the 4fs and a house fly 	<p>Kobt</p> <p>aBk</p> <p>3 pg</p> <p>71</p>
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	2		<p>Subject</p> <p>The learner</p> <ul style="list-style-type: none"> - States the characteristics of mosquito - Gives examples of mosquitoes - Draws life cycle of mosquito - States the diseases spread by mosquitoes <p>Language</p> <ul style="list-style-type: none"> - Reads given sentences correctly. - Spells the given words correctly - Infected - Plasmodia - Insecticides - Malaria - Anophelese - Aedes - Elephantiasis - Probosic - Makes a table of diseases spread by mosquitoes 	<p>Mosquitoes</p> <ul style="list-style-type: none"> - Characteristics of mosquitoes - Types of mosquitoes - Scientific name for a larva stage. - Diseases spread by mosquitoes - Breeding places of a mosquito. 	<ul style="list-style-type: none"> - Discussion - Look and say - Quiz and answer 	<ul style="list-style-type: none"> - Discussing character of mosquitoes - Naming stages of mosquitoes - Asking quiz about mosquitoes 	<ul style="list-style-type: none"> - Problem solving - Concern - Courage 	<ul style="list-style-type: none"> - A chart showing the life cycle of mosquito culex and anopheles 	<p>Mk sciBk pg 104</p>
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3			<p>Subject</p> <p>The learner</p> <ul style="list-style-type: none"> - Identifies each disease spread by which mosquito - States signs and symptoms of malaria - Gives prevention control of diseases spread by mosquitoes <p>Language</p> <ul style="list-style-type: none"> - Reads, spells the given words and makes correct sentences using the given words; - Headache - Vomiting - Shivering - Stagnant 	<p>Causes of malaria</p> <ul style="list-style-type: none"> - Signs and symptoms of malaria - Body cell affected by malaria - How malaria is spread - The causes - Prevention and control of diseases spread by mosquitoes - Text book teaching - Mk Science Bk – pg 105 - 106 	<ul style="list-style-type: none"> - Guided discovery - Quiz and answer 	<ul style="list-style-type: none"> - Discussing signs and symptoms of malaria - Asking quiz about prevention and control of mosquitoes 	<ul style="list-style-type: none"> - Fluency - Care - Effective communication 	<ul style="list-style-type: none"> - 	<p>Mk SciB kpg 105 – 106</p> <p>Pics in the text bk</p>
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4			<p>Subject</p> <p>The learner</p> <ul style="list-style-type: none"> - Identifies breeding places of tsetse flies - States diseases spread by tsetse flies - Mentions causes of sleeping sickness <p>Language</p> <ul style="list-style-type: none"> - makes correct sentences using the given words - nagana - germs - sucks - proboscis 	<p>Tsetse fly</p> <ul style="list-style-type: none"> - breeding places - life cycle - diseases spread by tsetse flies - causes of sleeping sickness - signs and symptoms of sleeping sickness - prevention and control of sleeping sickness 	<ul style="list-style-type: none"> - think pair share - discussion - quiz and answer 	<ul style="list-style-type: none"> - sharing ideas about diseases spread by a tsetse fly - discussin g sign and symptom s of tsetse fly - asking quiz about tsetse fly 	<ul style="list-style-type: none"> - care - concern - problem solving 	<ul style="list-style-type: none"> - a chart of a life cycle of a tsetse fly 	<p>Mk Scien ce Bk 3 pg 110</p>
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3	1		<p>Subject</p> <p>The learner</p> <ul style="list-style-type: none"> - States breeding places of a black fly - States the disease and ways of controlling diseases spread by a black fly <p>Language</p> <ul style="list-style-type: none"> - Reads and spells the given words correctly. - Blindness - Skin itching - Worms - Flies - 	<p>Black fly</p> <ul style="list-style-type: none"> - Habitat and breeding places - Disease spread by a black fly. - Signs and symptoms of river blindness. - Control of diseases spread by a black fly 	<ul style="list-style-type: none"> - Discussion - Quiz and answer 	<ul style="list-style-type: none"> - Discussing diseases spread by black flies - Asking quiz about signs and symptoms of river blindness 	<ul style="list-style-type: none"> - Care - Self – awareness - Concern 	-	Teachers own collection and compreBk 3 Pg 86
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	2		<p>Subject</p> <p>The learner</p> <ul style="list-style-type: none"> - States places where cockroaches are found - Identifies diseases spread by cockroaches and their control - Draws the life cycle of a cockroach <p>Language</p> <ul style="list-style-type: none"> - Reads the given sentences about cockroaches correctly - Key words - Leprosy - Hygiene - Pit latrine - Covering - Amoebic dysentery 	<p>Cockroaches</p> <ul style="list-style-type: none"> - Characteristics - Places where they are found - Scientific name for the larva stage. - Dangerous stage of a cockroach - Life cycle of a cockroach - Diseases spread by cockroach - Control of diseases spread by cockroach - Text book reading Kobta P.3 page 73 	<ul style="list-style-type: none"> - Discussion - Quiz and answer 	<ul style="list-style-type: none"> - Discussing places where cockroaches are found - Answering quiz about diseases spread by cockroaches 	<ul style="list-style-type: none"> - Creative thinking - Care - Responsibility 	<ul style="list-style-type: none"> - A chart showing a diagram of a cockroach 	<p>Kobta P.3 pg 73</p>
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3			<p>Subject</p> <p>The learner</p> <ul style="list-style-type: none"> - Identifies diseases spread by rabid dogs - States signs and symptoms of rabies and ways of controlling <p>Language</p> <ul style="list-style-type: none"> - Reads, spells and pronounces the given words correctly. - Vaccinates - Mad dogs - Bites - Rabies - Infected 	<p>Rabid dogs (mad dog)</p> <ul style="list-style-type: none"> - Diseases spread by rabid dogs. - Signs and sympathy of rabies. - Prevention and control of rabies. 	<ul style="list-style-type: none"> - Brain storming - Quiz and answer 	<ul style="list-style-type: none"> - Discussing diseases spread by rabid dogs and their control - Answering quiz about rabid dogs 	<ul style="list-style-type: none"> - Fluency - Self awareness - Confidence 	<ul style="list-style-type: none"> - Local environment 	Teachers own collection and compreBk 3 pg 92
4			<p>Subject</p> <p>The learner</p> <ul style="list-style-type: none"> - Identifies places where fleas are found. - Identifies diseases spread by fleas. - Describes diseases spread by fleas <p>Language</p> <ul style="list-style-type: none"> - Reads and uses the given 	<p>Rat fleas</p> <ul style="list-style-type: none"> - Places where they are found. - Life cycle - Diseases spread by fleas - Ways of controlling fleas 	<ul style="list-style-type: none"> - Brain storming - Quiz and answer 	<ul style="list-style-type: none"> - Discussing diseases spread by fleas. - Answering and asking quiz 	<ul style="list-style-type: none"> - Problem solving - Effective communication 	<ul style="list-style-type: none"> - Local environment 	CompreBk 3 pg 88

			words in sentence construction correctly - Irritation - Rat flea - Anti plague - Vaccination - Bubonic flea						
4	1		Subject The learner - Identifies worms carried by the were snails. - States ways bilharzia enters man. - Describes signs and symptoms of bilharzias Language - Reads, spells given words correctly. - Fluke - Bladder - Larvae - Contaminated	Fresh water Snails - Water snail habitat. - Worms they carry - Disease spread by the worm(bilharzias fluke)how bilharzia fluke enters our babies. - Signs and symptoms of bilharzia - Prevention of bilharzia	- Discussion - Quiz and answer	- Discussin g diseases spread by fresh water snail - Answerin g quiz	- Appreciat e - Care	- Real objects - A water snail	Com prepg 90
	2		Subject - Identifies diseases	- Lice, ticks, itch mite - Diseases spread by lice, ticks,	- Discussing	- Discussin g	- Problem solving	- Pictures in pupils	Com prBk

			spread by ticks, lice and itch mites - States ways of controlling itch mites, ticks and lice Language - Reads and spells the given words correctly - Typhus fever - Crablouse - Scabies - Irritation - Skin contact - Relapsing fever	itch mites - Control of lice, ticks and itch mites	- Quiz and answer	diseases spread by lice, ticks and itch mites - Answerin g given quiz	- Care - Concern	book comp Pg 88 and 89	3 Pg 88 and 89
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HIV/ AIDS

	3		HIV/ AIDS	SUBJECT The learner - Identifies and writes HIV/ AIDS in full - States the meaning of each term - States how HIV is spread. Language - Reads and spells the given words correctly - Acquired - Immune - Syndrome - Deficiency Immunity Virus Immune Genital Mutilation	HIV / AIDS - Writing HIV/ AIDS in full - Meaning of each term and explanation - How HIV is spread?	- Brain storm - Quiz and answer	- Discussing the meaning of each term and how HIV/ AIDS is spread - Answering given quiz	Decision making Empathy Self – awareness	-	Kobt a P.3 pg 85 p.3 currp g 49
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4			<p>Subjects</p> <p>The learner</p> <ul style="list-style-type: none"> - Identifies traditional and social practices that leads to the spread of HIV/ AIDS - States ways in which AIDS is spread and people at risk of getting HIV/ AIDS. - States ways in which people may not get HIV/ AIDS <p>Language</p> <ul style="list-style-type: none"> - Reads and spells the given words correctly - Piercing - Infected - Circumcision - Pornography - Early marriage - Tattooing - Share - Risks 	<ul style="list-style-type: none"> - Traditional and social practices that leads to the spread of HIV/ AIDS. - Ways in which HIV/ AIDS may not spread. - People at risk of getting HIV /AIDS 	<ul style="list-style-type: none"> - Discussion - Quiz and answer 	<ul style="list-style-type: none"> - Discussing practices that leads to the spread of HIV / AIDS - Answering quiz about people at risk of getting HIV/ AIDS 	<ul style="list-style-type: none"> - This own collection (piercing objects) - Care - Empathy 	<ul style="list-style-type: none"> - Peer resistance - Care 	<p>P.3 CUR R pg 49</p>
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5	1		<p>Subject</p> <ul style="list-style-type: none"> - The learner - Identifies signs and symptoms of HIV/ AIDS - States effects of HIV/ AIDS to individuals families community <p>Language</p> <ul style="list-style-type: none"> - Makes sentences using the given words - Chronic - Cough - Persistent - Medication - Skin rash 	<p>Signs and symptoms of HIV / AIDS</p> <ul style="list-style-type: none"> - Effects of HIV/ AIDS to - An individual - Family - Community - Text book reading 	<ul style="list-style-type: none"> - Brain storming - Think pair share 	<ul style="list-style-type: none"> - Sharing ideas about signs and symptoms - Discussing effects of HIV/ AIDS to an individual family community 	<ul style="list-style-type: none"> - Self esteem - Decision making - Love - Care 	<p>kobta p.3 pg 88</p> <p>p.3 currp g 49</p>
	2		<p>Subject</p> <p>The learner</p> <ul style="list-style-type: none"> - Identifies ways of caring for HIV victims and organizations that help in prevention of HIV/AIDS <p>Language</p> <ul style="list-style-type: none"> - Makes sentences using the given words 	<ul style="list-style-type: none"> - Control of HIV/AIDS - Ways of caring for HIV/AIDS Victims - Organizations that help in preventing HIV/AIDS. 	<ul style="list-style-type: none"> - Discussion - Quiz and answer 	<ul style="list-style-type: none"> - Discussing control of AIDS/HIV - Ways of caring for HIV victims 	<ul style="list-style-type: none"> - Teachers own collection 	<ul style="list-style-type: none"> - Respect - Problem solving - Love <p>P.3 currp g 49</p>

				<ul style="list-style-type: none"> - Balanced diet - TASO - Treatment - Care - Victims - Prevention 						
	3			<p>Subject</p> <p>The learner</p> <ul style="list-style-type: none"> - States PIASCY in full and it's messages - Identifies importance of PIASCY messages in school <p>Language</p> <ul style="list-style-type: none"> - Reads and spells the words correctly. - Touches - Risky areas - Avoid - Gifts - strangers 	<ul style="list-style-type: none"> - PIASCY in full - PIASCY messages - Importance of PIASCY - Messages in schools. (text book reading) 	<ul style="list-style-type: none"> - Brain storming - Quiz and answer 	<ul style="list-style-type: none"> - Sharing PIASCY messages - Answering given quiz correctly. 	<ul style="list-style-type: none"> - Teachers own collection 	<ul style="list-style-type: none"> Acceptance Responsibility Care 	
Energy										
	4	Energy in our sub – county	Energy	<p>Subject</p> <p>The learner</p> <ul style="list-style-type: none"> - Names artificial and natural materials 	<ul style="list-style-type: none"> - Meaning of energy - Activities that requires energy. - Sources of energy - Natural – examples 	<ul style="list-style-type: none"> - Brain storming - Quiz and answer 	<ul style="list-style-type: none"> - Discussing activities requires 	<ul style="list-style-type: none"> - Local environm ent - (Out of 	<ul style="list-style-type: none"> - Effective communication - Critical 	<ul style="list-style-type: none"> P.3 Curr pg 51 Kobt

			<ul style="list-style-type: none"> - Identifies characteristics of natural and artificial materials. - States the work that needs energy. <p>Language</p> <ul style="list-style-type: none"> - Reads and spells the given words correctly - Energy - Ability - Sources - Artificial - Natural - Materials 	<ul style="list-style-type: none"> - Artificial – examples 		<ul style="list-style-type: none"> - energy - Answering given quiz 	class)	<ul style="list-style-type: none"> - thinking - Care 	a P.3 pg 89
6	1		<p>Subject</p> <p>The learner</p> <ul style="list-style-type: none"> - Identifies types of energy got from the sun and their uses - States dangers of too much sun (energy got from the sun) <p>Language</p> <ul style="list-style-type: none"> - Reads and uses the given words in sentences correctly - Solar 	<p>Natural sources of heat</p> <p>The Sun</p> <ul style="list-style-type: none"> - Types of energy got from the sun - Uses - Dangers - (text book read) 	<ul style="list-style-type: none"> - Discussion - Brain storming 	<ul style="list-style-type: none"> - Discussing types of energy got from the sun. 	-	<ul style="list-style-type: none"> - Critical thinking 	.3 Curr pg 51 Kobt a P.3 pg 89

				<ul style="list-style-type: none"> - Heat - Light dries - Energy - Natural - Artificial 						
	2			<p>Subject</p> <p>The learner</p> <ul style="list-style-type: none"> - Identifies the meaning of wind - States uses and dangers of wind <p>Language</p> <ul style="list-style-type: none"> - reads and spells the given words correctly - winnowing - damages - motion - moving - air - dangers - wind 	<p>Wind</p> <ul style="list-style-type: none"> - meaning of wind - uses of wind - dangers of too much wind. 	<ul style="list-style-type: none"> - Brain storming - Quiz and answer 	<ul style="list-style-type: none"> - Discussing uses and dangers of wind 	<ul style="list-style-type: none"> - Kites 	<ul style="list-style-type: none"> - Creative thinking - Self reliance - Care 	P.3 currp g 51
	3			<p>Subject</p> <p>The learner</p> <ul style="list-style-type: none"> - States types of energy got from plants and running water. 	<ul style="list-style-type: none"> - Plants - Fuels - Running water. 	<ul style="list-style-type: none"> - Think pair share 	<ul style="list-style-type: none"> - Sharing ideas about plants fuels and 	<ul style="list-style-type: none"> - Charcoal - Firewood - water 	<ul style="list-style-type: none"> - effective communication - decision making 	

			<ul style="list-style-type: none"> - Identifies uses of energy got from plants and running water. <p>Language</p> <ul style="list-style-type: none"> - Reads the given sentences correctly - Key words - Firewood - Winnowing - Charcoal - Motion - Construction - Dangers 			running water			
7	1		<p>Subject</p> <ul style="list-style-type: none"> - Identifies artificial sources of energy. - States uses of electricity and saving electricity - States dangers of electricity <p>Language</p> <ul style="list-style-type: none"> - Reads and spells the given words correctly - Geothermal - Bulb - Switches - Sparingly 	<p>Energy</p> <p>Artificial sources of energy</p> <ul style="list-style-type: none"> - Electricity - Biogas - Geothermal energy <p>Electricity</p> <ul style="list-style-type: none"> - Sources - Uses of electricity - Ways of saving electricity. - Dangers of electricity 	<ul style="list-style-type: none"> - Discussion - Brain storming 	<ul style="list-style-type: none"> - Discussing examples of artificial sources of energy - Sharing ideas about uses of electricity 	<ul style="list-style-type: none"> - Classroom environment 	<ul style="list-style-type: none"> - Artificial - Concern - Self awareness 	

				- Shock						
	2			<p>- Subject</p> <p>The learner</p> <ul style="list-style-type: none"> - Identifies ways in which biogas is produced - States general ways of saving energy and reasons for saving energy <p>Language</p> <ul style="list-style-type: none"> - Reads and uses the given words and sentence construction correctly - Faeces - Appliances - Instructions - Electrical - Recycle - Dung - 	<p>Biogas</p> <ul style="list-style-type: none"> - Ways of its produced - Uses - General ways of saving energy - Reasons 4 saving energy 	<ul style="list-style-type: none"> - Think pair share - Quiz and answer 	<ul style="list-style-type: none"> - Answering quiz about ways of sharing energy 	<ul style="list-style-type: none"> - Local environment 	<ul style="list-style-type: none"> - Care 	