

P.3 LITERACY 1 SCHEME OF WORK FOR SECOND TERM

Expected learning outcome:
-The child acquires, appreciates and applies basic scientific knowledge about living things in day to day life.
-The child appreciates the uses of different plants and participates in crop production for self reliance.

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHOD / TECHNIQUES	ACTIVITY	INDICATORS OF LIFE / SKILLS	T/L AIDS	REF	REM
1	1	Animals in our sub county or division	Living things	Definition -examples of living things -group of living things -characteristics of living things	Learner; - defines living things -identifies group of living things -identifies characteristic of living things	Guided discussion -question and answer -market stall	-defining -naming -listing -answering -writing -matching	**Effective communication** -fluency -audibility **Decision making** -accepting -asking -question and answer **Critical thinking** -analyzing statements -taking decision	Immediate environment -chalk board illustration	Curr guide bk 3 page 26 Comp science book 3 page 1	
	2	Animals in our sub county or district	Types of animals	-domestic animals -definition -wild animals -definition -examples	Learner -defines domestic and wild animals -giving examples of domestic and wild animals	Guided discovery -brain storming	-defining -naming -listing -answering -writing -matching	**Effective communication** -fluency -audibility **Decision making** -accepting -asking -question and answer **Critical thinking** -analyzing statements	Immediate environment -chalk board illustration	Curr guide bk 3 page 26 Comp science book 3 page 1	

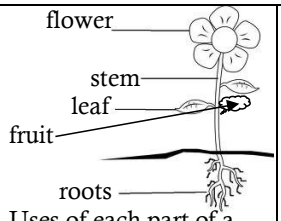
								-taking decision			
	3		Animal homes	e.g A pig - sty A goat - pen/ shed A cow – kraal / byre A sheep / pen A horse – stable A bird - nest	Learner -names the homes of different animals	Guided discussion Question and answer Think share and pair	-defining -naming -listing -answering -writing -matching	**Effective communication** -fluency -audibility **Decision making** -accepting -asking -question and answer **Critical thinking** -analyzing statements -taking decision	Immediate environment -chalk board illustration	Curr guide bk 3 page 26 Comp science book 3 page 1	
	4 & 5		Birds (Types)	**X-tics of birds** - lay eggs - warm blooded - uses lungs for respiration - undergoes internal fertilisation **Types of birds** -domestic birds -wild birds -examples of domestic and wild birds	Leaner: -defines domestic and wild birds -gives examples of domestic birds	Guided discussion Discovery Island hop	-identifying -naming -listing -answering -drawing	**critical thinking** -responding to questions -analyzing statements **Effective communication** -fluency -audibility -accuracy **problem solving** -taking a decision -finding different things	A chart showing domestic domestic birds	Curr guide Book 3 page 27	
2	1		External parts of a bird	Naming and drawing the external parts of a bird. (practical lesson.)	Learner: -names the external parts of a bird.	Guided discovery -question and answer -think pair and share	-identifying -naming -listing -answering -drawing	**critical thinking** -responding to questions -analyzing statements **Effective communication** -fluency -audibility -accuracy **problem solving** -taking a decision	A chart showing domestic domestic birds	Curr guide Book 3 page 27	

								-finding different things			
	2		External parts of a bird	-functions of each parts of a bird.	Learner: - -states the functions of external parts of a bird	Guided discovery -question and answer -think pair and share	-identifying -naming -listing -answering -drawing	**critical thinking** -responding to questions -analyzing statements **Effective communication** -fluency -audibility -accuracy **problem solving** -taking a decision -finding different things	A chart showing domestic domestic birds	Curr guide Book 3 page 27	
	3		Uses of birds	-source of income -source of meat -provide eggs -provide feathers for decoration	Leaner -mentions the uses of birds to man	Question and answer	-identifying -naming -listing	**critical thinking** -responding to questions -analyzing statements **Effective communication** -fluency -audibility -accuracy **problem solving** -taking a decision -finding different things	A chart showing domestic domestic birds	Curr guide Book 3 page 27 MK BK5 PG 32	
	4		Insects	-groups of insects -social insects -solitary insects -examples of social and solitary insects	Learner -identifies the two groups of insects. -defines social and solitary insects	-guided discovery -question and answer	-identifying -naming -listening -writing	**critical thinking** -responding to questions -analyzing statements **Effective communication** -fluency -audibility	A chart showing domestic domestic birds	Curr guide Book 3 page 28	

					-gives examples of social and solitary insects			-accuracy **problem solving** -taking a decision -finding different things			
	5		Characte ristics of insects	-have three main body parts -have three pairs of legs. -have spiracles -have compound eyes. -drawing of an insect and name the external parts.	Learner - states the characteristic of insects -draws and names parts of an insect -gives the functions of each part	-guided discovery -question and answer	Naming Drawing	**critical thinking** -responding to questions -analyzing statements **Effective communication** -fluency -audibility -accuracy **problem solving** -taking a decision -finding different things	A chart showing domestic domestic birds	Curr guide Book 3 page 28	
3	1			**Functions of each part of an insect** -spiracles – respiration wings – flight. -legs: for movement -feelers: feeling\sensing.	Learner -states the functions of each part of an insect	-guided discovery -question and answer	-identifyin g -naming -listening -writing	**critical thinking** -responding to questions -analyzing statements **Effective communication** -fluency -audibility -accuracy **problem solving** -taking a decision -finding different things	A chart showing domestic birds	Curr guide Book 3 page 28	
	2		Life cycle of an insect	-complete metamorphosis -incomplete metamorphosis -examples of insects that undergo complete and	Learner -names the two life cycles of insects. -gives examples of insects that	Guided discovery	Naming -drawing	**critical thinking** -responding to questions -analyzing statements	A chart showing lifecycle of insects	Curr guide Book 3 page 28	

				incomplete metamorphosis *cockroaches *locusts *cricket *grasshoppers } incomplete metamorphosis	undergo the two life cycles.			**Effective communication** -fluency -audibility -accuracy **problem solving** -taking a decision -finding different things			
	3		Uses and dangers of insects	-sources of food. - source of income **dangers of insects** -some sting -Some spread diseases, germs (vectors) -some destroy crops(pests)	Learner -states the dangers and uses of insects	Guided discussion	Naming -drawing	**critical thinking** -responding to questions -analyzing statements **Effective communication** -fluency -audibility -accuracy **problem solving** -taking a decision -finding different things	A chart showing life cycles of insects	Curr guide Book 3 page 28	
	4		Harmful and useful insects	Useful insects e.g. -bees, ants, butterflies. Harmful insects e.g. -mosquitoes -houseflies -wasps etc.	Learner -identifies harmful and useful insects	-brain storming -question and answer	-identifying -naming -discussion	**Effective communication** -fluency -audibility -accuracy **Critical thinking** -analyzing statements -responding to questions **Problem solving** Taking decision Evaluating facts	Chalk board illustration	Comp sci bk 3 page 23	
	5		Insect habitat	Definition : (a home for insects)	Learner -defines insect habitat	-guided discussion		**Effective communication** -fluency	Chalk board	Comp sci bk 3 page 23	

				-examples of insect habitats -ant hills -grass/ plants -soil -houses -hives, web (1)<u>insects that stay in:</u> *ant hill e.g. ants *web e.g. spider *soil e.g. crickets etc. *hives e.g. bees.	-gives examples of insect habitats	-island hop		-audibility -accuracy **<u>Critical thinking</u>** -analyzing statements -responding to questions **<u>Problem solving</u>** Taking decision Evaluating facts	illustration	Curr guide bk 3 page 29	
4	1			<u>Caring for insects</u> -provide hives -plant flowers -provide water. Caring for domestic animals and birds. -feeding them -treating them -protecting them	Learner -mentions ways for caring for insects and domestic animals	-guided discussion		**<u>Effective communication</u>** -fluency -audibility -accuracy **<u>Critical thinking</u>** -analyzing statements -responding to questions **<u>Problem solving</u>** Taking decision Evaluating facts	Chalk board illustration	Comp sci bk 3 page 23 Curr guide bk 3 page 29	
	2	Plants in our sub county / division	Plant habitat	Definition: (A home of plants) -examples of plant habitats -garden -swamps -water -dry rocks etc (1)**<u>Plants and their habitants</u>** <u>Garden</u> – maize -millet etc <u>Deserts</u> –cactus -sisal -lichens	;earner -defines plant habitat -gives examples of plant habitat	-explanation -guided discovery -island hope	-listing -identifying -naming	**<u>Effective communication</u>** -fluency -audibility -accuracy **<u>Critical thinking</u>** -analyzing statements -responding to questions **<u>Problem solving</u>** Taking decision Evaluating facts	Chalk board illustration	Comp sci bk 3 page 6-7	
	3 An		Flowering plants	Definition of flowering plants -parts of flowering plants	Learner; -defines a flowering plant.	-guided discussion -questions and answer	-drawing -naming -listing	**<u>Problem solving</u>** -making choice -taking a decision	A chart of a flowering plant	Comp sci bk 3 page 62	

	d 4			 Uses of each part of a plant.	-gives examples of flowering plants -draws and names the parts of a flowering plant			**Effective communication** -fluency -audibility -accuracy **Critical thinking** -analyzing -responding to questions appropriately.			
5	5 & 1		Leaves	**LEAVES** -parts of a leaf -types of leaves -uses of leaves to a) plant b) man	Learner -draws and names the parts of the leaf -names the two types of leaves -states the uses of leaves	-demonstration -guided discussion	Observing Naming	**Problem solving** -making choice -taking a decision **Effective communication** -fluency -audibility -accuracy **Critical thinking** -analyzing -responding to questions appropriately.	A chart of a flowering plant	Comp sci bk 3 page 62	
	2 & 3		Stems	Types of stems -upright stems -underground stems -climbing stems -uses of stems a)plant b)man	Learner -identifies the three types of stems -states the uses of stems to plants and man	Guided discovery	-observing -naming	**Problem solving** -making choice -taking a decision **Effective communication** -fluency -audibility -accuracy **Critical thinking** -analyzing -responding to questions appropriately.	A chart of a flowering plant	Comp sci bk 3 page 65-66	
	4		ROOTS	**Types of root systems.** -fibrous root system - tap root system	Learner	Guided discovery	-observing	**Problem solving** -making choice -taking a decision	A chart showing	Comp sci bk 3 page 63	

				-kinds of roots -parts of a tap root.	-identifies the two main types of root system		-naming	**Effective communication** -fluency -audibility -accuracy **Critical thinking** -analyzing -responding to questions appropriately.	types of roots		
	5		Flowers	**FLOWERS** -definition -parts of a flower -uses of each part of a flower.	Learner -defines a flower -names the parts of a flower. -states the uses of each part of a flower	Demonstration -guided discussion	-drawing -identifying -naming	**Effective communication** -fluency -audibility -accuracy **Critical thinking** -responding to questions appropriately -analyzing statements	A chart showing parts of a flower	Comp sci bk 3 page 69	
6	1			Female and male parts of a flower i.e pistil and stamen -drawing of a male and female part of a flower. That is stamen and pistil	Learner -names the male and female parts of a flower. -draws the male and female part of a flower.	Explanation -demonstration Guided discovery	-drawing -identifying -naming	**Effective communication** -fluency -audibility -accuracy **Critical thinking** -responding to questions appropriately -analyzing statements	A chart showing parts of a flower	Comp sci bk 3 page 69	
	2		Pollination	**POLLINATION** -definition -types of pollination -agents of pollination	Learner -defines pollination -identifies the two types of pollination	-explanation -demonstration	-drawing -identifying -naming	**Effective communication** -fluency -audibility -accuracy **Critical thinking**	A chart showing parts of a flower	Comp sci bk 3 page 89	

					-states the three agents of pollination	-guided discovery		-responding to questions appropriately -analyzing statements			
	3			Characteristics of insect pollinated flowers -have scent -have sticky stigma -have brightly coloured petals **Characteristics of pollinated flowers** -have dull petals -have no nectar Produce a lot of ……	Learner -states the characteristic of insect and wind pollinated flowers	Guided discovery	-drawing -identifying -naming	**Effective communication** -fluency -audibility -accuracy **Critical thinking** -responding to questions appropriately -analyzing statements	A chart showing parts of a flower	Comp sci bk 3 page 90-91	
	4		Seeds	**SEEDS** Definition -examples of seeds -types of seeds that is monocotyledonous seeds and dicotyledonous seeds Practical lesson	Learner -defines a seed -gives examples of seeds -names the two types of seeds.	-guided discussion -demonstration	-defining -naming -drawing -writing	**Effective communication** -audibility -accuracy -fluency **Problem solving** -evaluating facts -taking decision **Critical thinking** -responding to questions correctly. -analyzing statements	A chart showing parts of a bean and maize seed.	Comp science bk 4 page 42	
	5			-parts of a maize grain -functions of each part of a maize grain -practical (Ref. MK BOOKS and pg 42 for a diagram.	Learner -defines a seed -gives examples of seeds -names the two types of seeds.	-guided discussion -demonstration	-defining -naming -drawing -writing	**Effective communication** -audibility -accuracy -fluency **Problem solving** -evaluating facts -taking decision **Critical thinking**	A chart showing parts of a bean and maize seed.	Comp science bk 4 page 42	

								-responding to questions correctly. -analyzing statements			
7	1			-parts of a bean seed. -functions of each part of a bean seed. -uses of seeds. "Practical lesson"	Learner -defines a seed -gives examples of seeds -names the two types of seeds.	-guided discussion -demonstration	-defining -naming -drawing -writing	**Effective communication** -audibility -accuracy -fluency **Problem solving** -evaluating facts -taking decision **Critical thinking** -responding to questions correctly. -analyzing statements	A chart showing parts of a bean and maize seed.	Comp science bk 4 page 42	
	2		Germination	**GERMINATION** -definition -types of germination -conditions for germination to take place -illustrations of types of germination "Practical lesson"	Learner -defines germination. -gives the types of germination -states the conditions necessary for germination to take place.	-guided discussion -demonstration -think, pair and share	-defining -naming -drawing -writing	**Effective communication** -audibility -accuracy -fluency **Problem solving** -evaluating facts -taking decision **Critical thinking** -responding to questions correctly. -analyzing statements	A chart showing parts of a bean and maize seed.	Comp science bk 4 page 42	
	3		A nursery bed	**NURSERY BED** Definition -uses of a nursery bed to; a) plants b) farmer -crops that can be grown in a nursery bed.	Learner -defines a nursery bed. -states the uses of a nursery bed. -identifies the crops grown in a nursery bed.	-guided discussion -demonstration	-defining -naming -drawing -writing	**Effective communication** -audibility -accuracy -fluency **Problem solving** -evaluating facts -taking decision **Critical thinking**	A chart showing parts of a bean and maize seed.	Comp science bk 4 page 42	

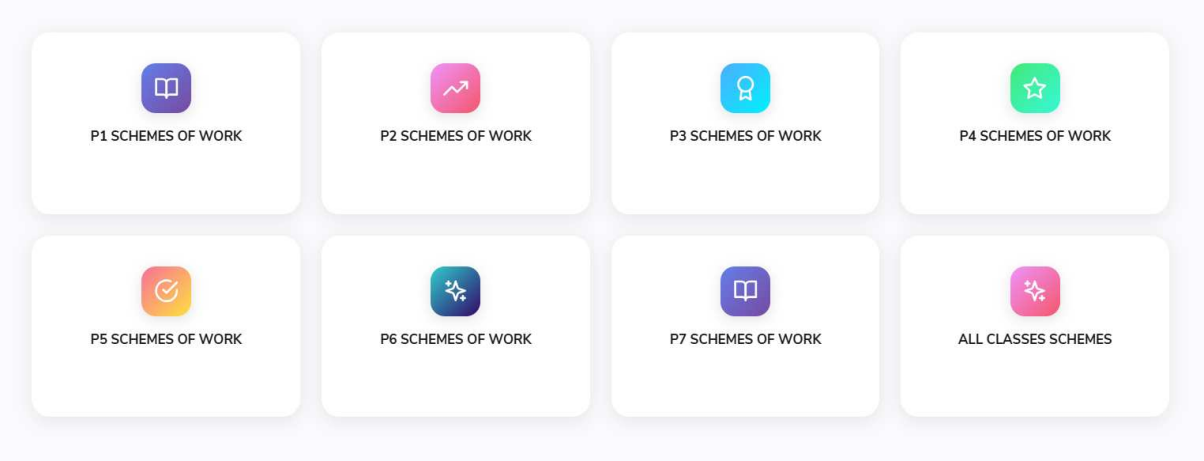
				-caring for seedling in a nursery bed.				-responding to questions correctly. -analyzing statements			
	4		Crop growing practices	-land preparation -planting -weeding -thinning -advantages and disadvantages of broad casting method.	Learner; -describes the different crop growing practices. -states the advantages of row planting. -gives advantages and disadvantages of broad casting methods.	-guided discussion -demonstration	-defining -naming -drawing -writing	**Effective communication** -audibility -accuracy -fluency **Problem solving** -evaluating facts -taking decision **Critical thinking** -responding to questions correctly. -analyzing statements	A chart showing parts of a bean and maize seed.	Comp science bk 4 page 42	
	5			- -advantages and disadvantages of row planting	Learner; -gives the advantages and disadvantages of row planting	-guided discussion -demonstration	-defining -naming -drawing -writing	**Effective communication** -audibility -accuracy -fluency **Problem solving** -evaluating facts -taking decision **Critical thinking** -responding to questions correctly. -analyzing statements	A chart showing parts of a bean and maize seed.	Comp science bk 4 page 42	
8	1 and 2		Caring for crops	-weeding -thinning -pruning -watering -definition of terms -examples of weeds. -methods of controlling weeds.--advantages and	Learner -gives ways of caring for crops -defines major terms -gives examples of weeds.	-explanation -guided discovery	-defining -naming -drawing -writing	**Effective communication** -fluency -audibility -accuracy **Critical thinking** -analyzing statements	Weeds Immediate environment	Comp sci bk 3 page 37	

				disadvantages of controlling weeds	-states ways of controlling weeds.			-responding to questions appropriately **Problem solving** -evaluating facts			
	3		Crop rotation	**CROP ROTATION** -definition -advantages of crop rotation	Learner -defines crop rotation -states the advantages of crop rotation	Guided discovery	-defining -naming -drawing -writing	**Effective communication** -fluency -audibility -accuracy **Critical thinking** -analyzing statements -responding to questions appropriately **Problem solving** -evaluating facts	Weeds Immediate environment	Comp sci bk 3 page 37	
	4		Crop pests	-definition -examples of crop pests -methods of controlling pests	Learner -defines crop pests -gives examples of crop pests -states ways of controlling crop pests	Guided discovery	-defining -naming -drawing -writing	**Effective communication** -fluency -audibility -accuracy **Critical thinking** -analyzing statements -responding to questions appropriately **Problem solving** -evaluating facts	Weeds Immediate environment	Comp sci bk 3 page 37	
	5		Crop diseases	-tomato blight -maize streak -banana wilt -methods of controlling crop pests	Learner -identifies some crop diseases	Guided discovery	-defining -naming -drawing -writing	**Effective communication** -fluency -audibility -accuracy **Critical thinking** -analyzing statements	Weeds Immediate environment	Comp sci bk 3 page 37	

								-responding to questions appropriately **Problem solving** -evaluating facts			
9	1 a n d 2		Harvesting	**HARVESTING** -definition -methods of harvesting -tools used in harvesting	Learner -defines harvesting -identifies methods of harvesting -states three tools used in harvesting	-guided discovery -explanation	-identifying -naming -listing -writing	**Effective communication** -fluency -accuracy **Problem solving** -taking choices **Critical thinking** -responding to questions appropriately	Chalk board illustration	Comp sci book 3 page 40	
	3 a n d 4		Food storage	-Definition -preparation of crops for storage. -why do we store crops. -how do stored crops get spoilt? -illustration of a local granary.	Learner -defines food storage -states ways of preparing crops for food storage.	-guided discovery -explanation	-identifying -naming -listing -writing	**Effective communication** -fluency -accuracy **Problem solving** -taking choices **Critical thinking** -responding to questions appropriately	Chalk board illustration	Comp sci book 3 page 47	
	5		Garden tools	Definition -examples of garden tools. e.g.- hoe -panga -axe -rake and others (practical lesson)	Learner -defines garden tools. -gives examples of garden tools -states the uses of garden tools	-guided discovery -explanation	-identifying -naming -listing -writing	**Effective communication** -fluency -accuracy **Problem solving** -taking choices **Critical thinking** -responding to questions appropriately	Chalk board illustration	Comp sci book 3 page 39-42	

10	1			-uses of garden tools. -how to care for garden tools. e.g. - cleaning them. -painting them. Why do we paint them?	Learner -defines garden tools. -gives examples of garden tools -states the uses of garden tools	-guided discovery -explanation	-identifying -naming -listing -writing	**Effective communication** -fluency -accuracy **Problem solving** -taking choices **Critical thinking** -responding to questions appropriately	Chalk board illustration	Comp sci book 3 page 39-42	
	2		Reason for caring for garden tools	**Reason for caring for garden tools** -prevent rusting -prevent leakage -make them last long -conditions for rusting -effects of rusting	Learner -states reasons for caring for garden tools -mention two conditions necessary for rusting to occur10	-guided discovery -explanation	-identifying -naming -listing -writing	**Effective communication** -fluency -accuracy **Problem solving** -taking choices **Critical thinking** -responding to questions appropriately	Chalk board illustration	Comp sci book 3 page 42	
	3 & 4		Groups of crops	-root crops -legumes -cereals -fruit crops -vegetable crops Types of crops. i) Cash crops ii) Food crops Examples of each Types of crops i.e (cash crops and food crops)	Learner -identifies different groups of crops -give examples of crops	Explanation Guided discovery	Identifying Naming Writing Listening	**Effective communication** -fluency -audibility -accuracy	Chalk board illustration	Comp sci bk 3 page 43-44	

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