

PRIMARY THREE SCHEME OF WORK FOR LITERACY 1B TERM 2

Wks.	PD	THEME	SUBTHEME	CONTENT	SUBCOMP	LANGUAGE	METHODS	ACTIVITIES	SKILLS / VALUES	INST. MAT	REF	REM
1-8	1-40	Managing resources in our urban council	Saving our resources	**Concepts of resources** - Definition of a resource - Definition of a basic resource - Examples of basic resources -Types of resources -Examples of natural resource Examples of artificial resources **Minerals as a resource**	Learner - defines resources - names basic resources - mentions types of resources - gives examples of natural resources - lists examples of artificial resources -mentions examples of minerals. -importance of minerals.	Learner - reads, names of basic resources - writes sentences about resources -reads, spells and writes words related to minerals.	- Guided discussion - Observation	Reading names of basic resources from RS Thematic literacy book3 p.126 Observing some resources like money, plants Observing things made out of minerals.	**Effective communication** -fluency -accuracy **values** - Appreciation - sharing	- land - Water - Money - Plants -Coin money -necklaces -watches -ear rings	RS Thematic literacy Bk 3 pg 126	

				water as a resource - natural sources of water - Artificial sources of water - uses of water - How to harvest water - Ways of protecting water sources - Dangers of not protecting water source	-mentions examples of minerals -lists the natural sources of water -lists artificial sources of water -mentions uses of water -states ways of harvesting water - states ways of protecting water sources and the dangers of not protecting water sources	- reads the uses of water reads the natural source of water - constructs sentences about source of water	- Guided discovery - Discussion - observation	- Observing water sources around the school - Drawing sources of water - Reading about sources of water from the P.3 RS Thematic course bk pg 126	- Appreciation - Effective communication - Fluency	- Water - Basin - Taps - Water tanks	RS Thematic Literacy Bk 3 Pg 126	
				Forests as a resource. - Definition of a forest. Types of forests Examples of natural forests -Examples of artificial forests -importance of forests -dangers of forests.	Learner - defines a forest - names types of forests - gives examples of forests - state the importance of forests to man - -mentions dangers of forests.	- pronounces new words correctly - construct sentences about forests	- Discussion - Guided discovery - observation	- Discussing the importance of forests - Observing natural and artificial forests from a reference centre video	- Observation	- A reference centre presentation showing natural and artificial forests	R.S Thematic literacy Bk 3 pg 128 Reference centre presentation	

				Land a s resource -Definition of land -How people acquire land -Uses of land -How people misuse land	The learner; - defines land - states ways how people acquire land - mentions uses of land - explains ways in which people misuse land	- read uses of land - construct sentences about land	- - Discussion - Demonstration - Field trip to Kadiba wetland	Visiting Kadiba swamp to observe how land is used.	- **Effective communication** - Fluency - Articulation - Confidence **Observation** **Value** appreciation	- Kadiba wetland	RS Thematic bk 3 literacy pg	
				Plants and animals as a resource **-**Types of animals -Examples of domestic animals -Examples of wild animals -carnivorous and herbivorous -Importance of animals -Importance of plants	-names types of animals -lists examples of domestic animals -lists examples of wild animals -names carnivorous and herbivorous animals -states the importance of animals -states the importance of plants	-pronounce, spells and reads words related to plants and animals -reads and writes sentences related to plants and animals	- Discussion - Observation	-Watching a video about wild life -Drawing wild and domestic animals - classifying animals according to their types -observing plants at school premises	- **critical thinking** - classifying **effective communication** -Drawing -fluency Accuracy **Value** Appreciation	Plants at school premises A video showing wild life	RS Thematic Literacy book 3 p.128	
				Time as a resource -Definition of time -ways of managing time -Dangers of mismanaging time	The learner; defines time -mentions ways of managing time	pronounces , spell and reads words about time correctly -reads and writes	- Guided discovery Discussion	Drawing time tables - Identifying different	- **Observation** - **critical thinking**	-watches -Wall clock -Class time table	RS Thematic literacy bk 3	

					-states dangers of mismanaging time	sentences about time correctly		activities on the class time table	- asking questions -classifying activities on the class time table		pg 128	
				Money as a resource -Definition of money -Uses of money -ways how people get money -Examples of money(currencies) -Forms of money used in Uganda	The learner; - defines money - states the uses of money - mentions ways people get money - lists examples of currencies - mentions forms of money used in Uganda	-pronounces ,reads and spells words about money -reads and writes sentences about money	-guided discovery - discussion - -exhibition	- Observing money samples - Identifying different forms of money from the given samples. -matching different currencies to the countries that use them	**Effective communication** -audibility -accuracy – fluency **Values** - appreciation	- different money notes and coins - pictures of money	RS Thematic literacy Bk 3 p. 131	
				- **Banking** - Definition of banking - Types of banks. - Examples of banks in Uganda - Importance of banks	The learner; - defines banking - Mentions the types of banks in Uganda. - gives examples of banks in Uganda - lists uses of banks to people	- Pronounces ,reads and spells words about banking - Reads and writes sentences related to banking	- discussion	- discussing the types and importance of banks	**Effective communication** **-**audibility -fluency **Values** appreciation	RS thematic literacy bk 3 p. 133	RS Thematic literacy bk 3 p. 133	
				Saving money **-**Definition of saving -ways of saving money	- defines saving	- pronounces, reads and writes words	- discussion	-Acting a short play about	- **Critical thinking**	- A piggy box for saving money	RS Thematic	

				-Reasons for saving mon	- explains how one can save money -mentions reasons for saving money -mentions the results of not saving	related to saving - reads and writes sentences about saving	-role play	saving and not saving Discussing reasons for saving and results of no saving	-giving a reason for action taken - Respondin g to questions		literac y bk 3 pg 132	
				Fuel as a resource **-D**efinition of a fuel -Examples of fuel -Examples of fuel station in Uganda -Ways of saving fuel	-defines a fuel -mention examples of fuel used in our communities. -lists examples of fuel stations in Uganda -states ways of saving fuel	- pronounces, reads and writes words about fuel - reads and writes sentences about fuel	- observation - Guided discovery - discussion	- visiting the school kitchen - observing fuels used in the school kitchen - discussing ways of saving fuel	- **Effective communic ation** - Fluency - audibility - accuracy	Fuels in the school kitchen like firewood charcoal	MK Junior Litera cy book3 p.116	
				-ways of saving resources **-reasons for saving resources** **-ways how some people misuse resources**	-mentions ways of saving resources -states reasons for saving resources -explains how some people misuse resources	-pronounces ,reread and spells words related to saving resources -reads and writes sentences about saving resources	- Guided discussion	Discussing ways in which people misuse resources	- **Critical thinking** - Respondin g to questions	- Saving boxes - Piggy bank	RS Them atic literac y Bk 3 pg 131	
				Keeping records -Definition of records Examples of records kept at home -Examples of records kept at school -Importance of keeping records	-defines records -mentions examples of records -explains the importance of record keeping	-reads, spells and writes words related to records -reads and writes sentences about records	-observation - Guided discovery - Discussion	- Filing their documents -observing different records like report cards,	- Responsibi lity	- Note books - Files -Receipt books Register	RS Them atic literac y Bk 3 pg 130	

								class register - discussing the importance of keeping records				
			Spending resources	**-D**efinition of spending -ways of spending -things on which money is spent -ways of spending wisely	-defines spending -mentions ways of spending -lists things on which money is spent -states ways of spending money wisely	-reads ,spells and writes words about spending -reads and writes sentences related to spending	-Guided discussion - observation	Drawing and naming items on which money is spent -Writing shopping lists Observing a written budget	**Problem solving** **-**making choice -finding different things **Negotiation** -using persuasive language	A shopping list sample budget for family	RS thematic literacy book 3 p.130	
			projects	-Definition of a project -examples of projects -things needed to start a project Steps taken when starting a project	-Defines a project -lists examples of projects -mentions things needed to start a project- -explains the steps taken to start a project	-pronounces, reads and spells words related to projects -reads and writes sentences related to projects	- Discussion - Guided discovery - Guided Project work	developing a class project of making crafts	**Creative thinking** -initiating new ideas -innovativeness **Effective communication** -audibility -fluency	- crafts materials e.g palm leaves, sisal	RS thematic literacy bk 3 pg 135	

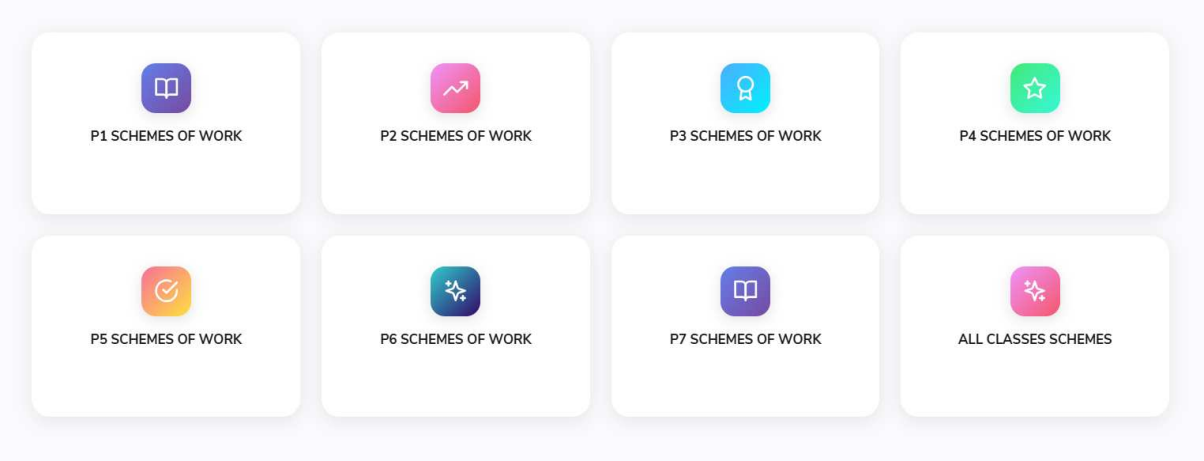
				-managing projects -importance of projects	- explains how to manage projects - States why it is good to start a project	-pronounces, reads and spells words about projects -writes sentences related to managing projects	-discussion -Use of a resource person to teach more about managing projects inquiry	-Listening to a resource person Inquiring from a resource person	**Critical thinking** **-**selecting and evaluating information -making use of best information you have	A resource person in the poultry project questionnaires	RS Thematic Literacy book3 p.113	
		Keeping peace in our urban council	**Living in peace with others**	-Definition of peace -Ways of living in peace -importance of peace in our community -people who help to keep peace and security in our Urban Council	The learner; -defines peace -explains how to live in peace with one another - states why peace is important in our community - names people who help to keep peace	-pronounces , reads and writes words about peace -reads and writes sentences about peace	- Discussion - story telling	- telling stories about keeping peace - discussing the importance of keeping peace in our community	- **Self awareness** - Knowing ones 'position and responsibility **Interpersonal relationship** -forgiving others -respecting other people	Rs thematic literacy bk 3 135	Rs Thematic literacy bk 3 pg 135 MK Junior Literacy book 3 p.134	
				-How the police keeps peace and security -Importance of the army -things used to keep peace and security	- explains how the police and army keep peace - mentions things which the army and	- reads words correctly - constructs sentences - uses words related to security	- discussion - Guided discovery - Interviewing a resource person	Filling the questionnaires Inquiring from the resource person	- **assertiveness** - listening and evaluating what others say	- questionnaires -a resource person	Thematic literacy bk 3 pg 135 – 136	

					police use to keep peace							
				- **Instability** - Causes of insecurity - Outcomes of lack of peace -	the learner; -mentions the causes of instability -states the outcomes of lack of peace	-pronounces, read , and spells words about instability -reads and write sentences about instability	Discussion Story telling	Telling stories about instability Discussing the causes and outcomes of instability	**Problem solving** -evaluating facts **Non violent conflict resolution** **-**resolving issues without fighting	Reference centre presentation about instability	-Mk junior literacy bk3 p.135	
				-some common laws we must obey -importance of rules and regulations	-lists some laws we must obey - states the importance of rules and regulations	- reads and writes sentences about laws and rules.	- Guided discussion	- reading the class rules from the chart - discussing the importance of rules and regulations	**Friendship formation** - responsibility -love -using polite language	- class rules and regulations	RS Thematics literacy bk 3 pg 137	
			Child rights, needs and their importance	-Definition of a right, a child and children's rights -examples of children's rights -	T -defines children's rights - defines a child - gives examples of children's rights	-pronounces, reads and spells words related to children's rights -reads and writes sentences related to children's rights	- discussion - story telling - role play about children's rights	Role playing children's rights Discussing the children's rights	**Self awareness** **-**talking about one's potential, feelings and emotions -making choices **Self esteem** -talking about self	- A chart to show children's rights - Rs thematic literacy bk 3	RS Thematic literacy bk 3 pg 143 – 144 Monitor SST bk 3 pg 59 – 60	

									-expressing likes and dislikes			
				-examples of children's needs -importance of children's rights	The learner; - defines children's needs - gives examples of children's needs - mentions the importance of children's rights	- reading sentences about children's needs - constructs sentences about children's needs	- Discussion - Story telling - -role play	- Role playing the importance of children's rights	**Friendship formation** -playing with others -working in groups -concern **Values** -appreciation	- clothes - food	RS Thematic literacy bk 3 pg 143 - 144 Mk junior literacy book3 p.136	
				-people who help us to promote children's rights Non –governmental organizations that protect children's rights	The learner; -names people responsible for promoting child' s rights - names the 'NGOs' that protect child's rights	-pronounces , reads and writes words related to children's rights -writes and reads sentences about people who protect children's rights	Discussion	Discussing how NGOs protect children's rights	**-effective communication** -accuracy -audibility **Values** -appreciation	- clothes, food.	RS Thematic literacy bk 3 pg 144	
				Child abuse **-**definition of child abuse. -forms of child abuse -examples of child abuse -causes of child abuse	The learner; - defines a child abuse - mentions forms of child abuse	-pronounces ,reads and spells words about child abuse	Story telling observation Role play	Role playing forms of child abuse	**Self esteem** **-**expressing likes and dislikes -talking about self	A video showing forms of child abuse	Rs Thematic Literacy Book	

				-effects of child abuse. -ways of stopping child abuse	- Mentions examples of child abuse. - mentions causes of child abuse -explains the effects of child abuse. -explains the ways of stopping child abuse.	-reads and writes sentences about child abuse		Watching a video in which child abuse is practiced	**Assertiveness** **-**being open -expressing ones point of view -standing for one's rights		3 P.145	
			Child responsibility	Definition of child responsibility -examples of children's responsibility -importance of children's responsibility	- defines responsibilities - give examples of children's responsibilities -states the importance of children's responsibility	- pronounces words in the lesson correctly - forms sentences using words about children's responsibilities	- Discussion - Story telling Role playing	- Role playing children's responsibilities - Discussing the importance of children's responsibilities - Telling stories about their responsibilities	**Assertiveness** - volunteering	- Brooms Jerry cans	RS Thematic literacy book3 p.145 MK Junior literacy book3 p.137	

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