



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.

W K	P D	THE ME	SUB- THEME	CONTENT	COMPETENC ES	METHOD / TECHNIQ UES	ACTIVI TY	INDICATORS OF LIFE / SKILLS	T/L AIDS	REF	R E M
1	1	Anim als in our sub count y or divisio n	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 - answerin g -writing - matching	<u>Effective communication</u> -fluency -audibility <u>Decision making</u> -accepting -asking -question and answer <u>Critical thinking</u> -analyzing statements -taking decision	Immediat e environm ent -chalk board illustratio n	Curr guide bk 3 page 26 Comp science book 3 page 1	
	2	Anim als in our sub count y or distric t	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 - answerin g -writing - matching	<u>Effective communication</u> -fluency -audibility <u>Decision making</u> -accepting -asking -question and answer <u>Critical thinking</u> -analyzing statements	Immediat e environm ent -chalk board illustratio n	Curr guide bk 3 page 26 Comp science book 3 page 1	

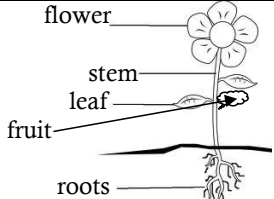
								-taking decision		
3		Animal homes	e.g A pig - sty A goat - pen/ shed A cow – kraal / byre A sheep / pen A horse – stable A bird - nest	Learner -names the homes of different animals	Guided discussion Question and answer Think share and pair	-defining -naming -listing - answering -writing - matching	Effective 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	Learner: -defines domestic and wild birds -gives examples of domestic birds	Guided discussion Discovery Island hop	- identifyin g -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	- identifyin g -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	- identifyin g -naming -listing - answerin g -drawing	<u>critical thinking</u> -responding to questions -analyzing statements <u>Effective communication</u> -fluency -audibility -accuracy <u>problem solving</u> -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	Learner -mentions the uses of birds to man	Question and answer	- identifyin g -naming -listing	<u>critical thinking</u> -responding to questions -analyzing statements <u>Effective communication</u> -fluency -audibility -accuracy <u>problem solving</u> -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	- identifyin g -naming -listening -writing	<u>critical thinking</u> -responding to questions -analyzing statements <u>Effective communication</u> -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	Characteristics 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 <ul style="list-style-type: none"> *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 Critical thinking -analyzing statements -responding to questions Problem solving 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		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 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) Plants and their habitats <u>Garden</u> – maize -millet etc <u>Deserts</u> –cactus -sisal -lichens	Learner -defines plant habitat -gives examples of plant habitat	- explanation -guided discovery -island hope	-listing - identifying -naming	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 6-7
	3		Flowering plants	Definition of flowering plants -parts of flowering plants	Learner; -defines a flowering plant.	-guided discussion -questions and answer	-drawing -naming -listing	Problem solving -making choice -taking a decision	A chart of a flowering plant	Comp sci bk 3 page 62

d 4			 <p>Uses of each part of a plant.</p>	-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 & 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 - identify -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 - demonstrati on	-drawing - identify -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 <u>Characteristics of pollinated flowers</u> -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	<u>Effective communication</u> -fluency -audibility -accuracy <u>Critical thinking</u> -responding to questions appropriately -analyzing statements	A chart showing parts of a flower	Comp sci bk 3 page 90-91
4		Seeds	<u>SEEDS</u> 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	<u>Effective communication</u> -audibility -accuracy -fluency <u>Problem solving</u> -evaluating facts -taking decision <u>Critical thinking</u> -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	<u>Effective communication</u> -audibility -accuracy -fluency <u>Problem solving</u> -evaluating facts -taking decision <u>Critical thinking</u>	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 a n d 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	<u>CROP ROTATION</u> -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	<u>HARVESTING</u> -definition -methods of harvesting -tools used in harvesting	Learner -defines harvesting -identifies methods of harvesting -states three tools used in harvesting	-guided discovery - explanation	- identifyin g -naming -listing -writing	<u>Effective communication</u> -fluency -accuracy <u>Problem solving</u> -taking choices <u>Critical thinking</u> -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	- identifyin g -naming -listing -writing	<u>Effective communication</u> -fluency -accuracy <u>Problem solving</u> -taking choices <u>Critical thinking</u> -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	- identifyin g -naming -listing -writing	<u>Effective communication</u> -fluency -accuracy <u>Problem solving</u> -taking choices <u>Critical thinking</u> -responding to questions appropriately	Chalk board illustration	Comp sci book 3 page 39-42	

10	1		<ul style="list-style-type: none"> -uses of garden tools. -how to care for garden tools. e.g. - cleaning them. -painting them. <p>Why do we paint them?</p>	<p>Learner</p> <ul style="list-style-type: none"> -defines garden tools. -gives examples of garden tools -states the uses of garden tools 	<ul style="list-style-type: none"> -guided discovery - explanation 	<ul style="list-style-type: none"> - identifyin g -naming -listing -writing 	<p><u>Effective communication</u></p> <ul style="list-style-type: none"> -fluency -accuracy <p><u>Problem solving</u></p> <ul style="list-style-type: none"> -taking choices <p><u>Critical thinking</u></p> <ul style="list-style-type: none"> -responding to questions appropriately 	Chalk board illustration	Comp sci book 3 page 39-42
	2	Reason for caring for garden tools	<p><u>Reason for caring for garden tools</u></p> <ul style="list-style-type: none"> -prevent rusting -prevent leakage -make them last long -conditions for rusting -effects of rusting 	<p>Learner</p> <ul style="list-style-type: none"> -states reasons for caring for garden tools -mention two conditions necessary for rusting to occur 	<ul style="list-style-type: none"> -guided discovery - explanation 	<ul style="list-style-type: none"> - identifyin g -naming -listing -writing 	<p><u>Effective communication</u></p> <ul style="list-style-type: none"> -fluency -accuracy <p><u>Problem solving</u></p> <ul style="list-style-type: none"> -taking choices <p><u>Critical thinking</u></p> <ul style="list-style-type: none"> -responding to questions appropriately 	Chalk board illustration	Comp sci book 3 page 42
	3 & 4	Groups of crops	<ul style="list-style-type: none"> -root crops -legumes -cereals -fruit crops -vegetable crops <p><u>Types of crops.</u></p> <ul style="list-style-type: none"> i) Cash crops ii) Food crops <p>Examples of each Types of crops i.e (cash crops and food crops)</p>	<p>Learner</p> <ul style="list-style-type: none"> -identifies different groups of crops -give examples of crops 	<p>Explanation</p> <p>Guided discovery</p>	<p>Identifyin g</p> <p>Naming</p> <p>Writing</p> <p>Listening</p>	<p><u>Effective communication</u></p> <ul style="list-style-type: none"> -fluency -audibility -accuracy 	Chalk board illustration	Comp sci bk 3 page 43-44