

MATHEMATICS SCHEMES OF WORK GRADE 4

NAME OF THE TEACHER:_____

SCHOOL:_____ **TERM: II YEAR:**_____

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
1	1	(NUTRITION: BALANCED DIET)	Grammar Parts of speech: Irregular adjectives	By the end of the lesson the learner should be able to: a. Describe items using comparative forms of irregular adjectives for effective communication b. Appreciate the use of adjectives to talk about family celebrations for effective communication. c. Use adjectives of size and shape in the right order for clarity of communication.	Learner is guided to: ▪ Identify adjectives from an audio or written text ▪ Talk about various items in the classroom using adjectives. ▪ Describe items using the comparative forms of regular and irregular adjectives, in pairs and groups. ▪ Use adjectives in the correct order in sentences in pairs and small groups.	Why should we say the correct shape and size of things? What are some of the words you use to talk about how someone feels or looks	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 48-49 Skills In English Learners BK. Grd. 4 Pg. 72-75	Oral questions Written test Question and Answer	
	2		Parts of speech: regular adjectives	By the end of the lesson the learner should be able to: a. Describe items using comparative forms of regular adjectives for effective communication b. Appreciate the use of adjectives to talk about family celebrations for effective communication c. Write correct sentences using comparative forms of adjectives in right order.	Learner is guided to: ▪ Write correct sentences using comparative forms of adjectives in the right order. ▪ Use adjectives to talk about scenes, pictures or comics based on the themes.	How do we describe things?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 48-49 Skills In English Learners BK. Grd. 4 Pg. 72-75	Oral questions Written test Question and Answer	

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	3		Parts of speech: regular adjectives	By the end of the lesson the learner should be able to: a. Discuss how we describe things in English language b. Use adjectives of size and shape in the right order for clarity of communication. c. Appreciate the use of adjectives to talk about family celebrations for effective communication	Learner is guided to: ▪ Write correct sentences using comparative forms of adjectives in the right order. ▪ Use adjectives to talk about scenes, pictures or comics based on the themes.	How do we describe things?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 48-49 Skills In English Learners BK. Grd. 4 Pg. 72-75	Oral questions Written test Question and Answer	
	4	Writing	Guided writing :Creative Writing: Narrative compositions	By the end of the lesson the learner should be able to: a. Describe the parts of a narrative composition in preparation for writing b. Organize thoughts clearly, fluently and precisely in a coherent paragraph for self-expression. c. Appreciate the role of creativity in writing for different purposes.	Learner is guided to: ▪ Identify similes from an audio visual or printed text in pairs and small groups. ▪ Plan a composition in pairs or small groups, write a draft and present it to the whole class. ▪ Use similes to make their compositions interesting. ▪ Create their own similes and use them in their composition. ▪ Write a narrative composition of about 60- 80 words and incorporate.	Why do we enjoy listening to stories?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 49-52 Skills In English Learners BK. Grd. 4 Pg. 76-78	Oral questions Written test Question and Answer	
	5		Guided writing :Creative Writing: Narrative compositions	By the end of the lesson the learner should be able to: a. clearly, fluently and precisely in a coherent paragraph for self-expression b. Create a narrative composition of about 60 – 80 words for self-expression. c. Appreciate the role of creativity in writing for different purposes.	Learner is guided to: ▪ Rearrange jumbled up sentences from an oral narrative into coherent paragraph. ▪ Listen to a narrative on radio or television and rewrite it in their own words.	Why is it important to plan our composition?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 49-52 Skills In English Learners BK. Grd. 4 Pg. 76-78	Oral questions Written test Question and Answer	

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2	1		Guided writing :Creative Writing: Narrative compositions	By the end of the lesson the learner should be able to: a. Discuss ways of making a composition interesting. b. Create a narrative composition of about 60 – 80 words for self-expression. c. Appreciate the role of creativity in writing for different purposes.	Learner is guided to: ▪ Watch and dramatize a story related to the theme (could be from a digital device). ▪ Visit a supermarket, food store or grocery store in the school Neighbourhood and write a narrative composition based on that experience.	How can you write an interesting composition?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 49-52 Skills In English Learners BK. Grd. 4 Pg. 76-78	Oral questions Written test Question and Answer	
	2	Listening and Speaking (INTERNET – Email)	Pronunciation and vocabulary :Stress	By the end of the lesson the learner should be able to: a. Identify correct stress in “WH” questions and statements for clarity in speech b. Use correct stress in questions and statements to communicate clearly. c. Appreciate the importance of varying intonation in communication.	Learner is guided to: ▪ Listen to audio-visual recordings of words featuring the sounds /ʊ/ /u:/ /f/ /v/ ▪ Listen to correct stress in words such as address, increase among others (whether noun or verb). ▪ Listen to correct intonation in questions and statements to identify a speaker's feelings. ▪ Express feelings and emotions appropriately through dialogue.	Why do we vary our voice when asking questions?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 52-55 Skills In English Learners BK. Grd. 4 Pg. 80-84	Oral questions Written test Question and Answer	
	3		Pronunciation and vocabulary : Intonation	By the end of the lesson the learner should be able to: a. Identify correct intonation in “WH” questions and statements for clarity in speech. b. Use vocabulary related to the theme in a variety of contexts for effective oral communication. c. Appreciate the importance of varying intonation in communication.	Learner is guided to: ▪ Construct sentences orally in pairs using vocabulary related to the theme. ▪ Recite a poem featuring ‘WH’ questions and declaratives in pairs and in groups.	How does good pronunciation of words and sounds help us?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 52-55 Skills In English Learners BK. Grd. 4 Pg. 80-84	Oral questions Written test Question and Answer	

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	4		Pronunciation and vocabulary: Intonation	By the end of the lesson the learner should be able to: a. Identify correct intonation in “WH” questions and statements for clarity in speech. b. Practice varying intonation when asking questions and statement. c. Appreciate the importance of varying intonation in communication.	Learner is guided to: ▪ Vary intonation when uttering questions and statements.	How do we find out what we do not know?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 52-55 Skills In English Learners BK. Grd. 4 Pg. 80-84	Oral questions Written test Question and Answer	
	5	Reading	Intensive Reading: Dialogue	By the end of the lesson the learner should be able to: a. Explain the meaning of the word dialogue. b. Apply appropriate intensive reading skills to obtain specific factual and inferential information for lifelong learning. c. Appreciate reading for purposes of comprehension and information.	Learner is guided to: ▪ Make predictions from a dialogue about events based on pictures and the title. ▪ Locate new words and sentence structures in a dialogue. ▪ Read a variety of dialogues related to the theme in print and non-print formats.	How can we obtain information from texts? What stories or books have you read?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 55-57 Skills In English Learners BK. Grd. 4 Pg. 84-88	Oral questions Written test Question and Answer	
3	1		Intensive Reading: Dialogue	By the end of the lesson the learner should be able to: a. Read a variety of dialogues related to email and internet for comprehension b. Retell stories related to theme that have been read. c. Appreciate reading for purposes of comprehension and information.	Learner is guided to: ▪ Answer factual and inferential questions individually, in pairs or groups. ▪ Retell stories related to the theme in pairs and groups .	How can we obtain information from texts? What stories or books have you read?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 55-57 Skills In English Learners BK. Grd. 4 Pg. 84-88	Oral questions Written test Question and Answer	

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	2		Intensive Reading: Dialogue	By the end of the lesson the learner should be able to: a. Identify the events in a dialogue for logical flow b. Apply logical flow in all dialogues to identify the events. c. Appreciate reading for purposes of comprehension and information.	Learner is guided to: ▪ Identify events in a dialogue for logical flow.	How can we obtain information from texts? What stories or books have you read?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 55-57 Skills In English Learners BK. Grd. 4 Pg. 84-88	Oral questions Written test Question and Answer	
	3	Grammar	Language Patterns: Quantifiers	By the end of the lesson the learner should be able to: a. Explain the meaning of the term quantifiers b. Select appropriate quantifiers to use in relation to the type of noun for effective communication c. Appreciate the correct use of quantifiers in everyday communication.	Learner is guided to: ▪ Name, in pairs or small groups, countable and uncountable nouns. ▪ Use the quantifiers (much, many, some and any) correctly with nouns and construct sentences in pairs. ▪ Recite poems and rhymes containing the quantifiers (much, many, some and any) in small groups.	What things do we count?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 57-58 Skills In English Learners BK. Grd. 4 Pg. 88-91	Oral questions Written test Question and Answer	
	4		Language Patterns :Quantifiers	By the end of the lesson the learner should be able to: a. Identify things that cannot be counted in daily life. b. Use quantifiers in sentences correctly for communication clarity. c. Appreciate the correct use of quantifiers in everyday communication.	Learner is guided to: ▪ Fill in blank spaces using correct quantifiers. ▪ compose a short poem or a paragraph featuring the quantifiers (much, many, some and any). ▪ Use the quantifiers (much, many, some and any) in a role play or a dialogue.	What things cannot be counted?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 57-58 Skills In English Learners BK. Grd. 4 Pg. 88-91	Oral questions Written test Question and Answer	

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	5		Language Patterns :Quantifiers	By the end of the lesson the learner should be able to: a. Identify words that can be used to show quantity of countable and uncountable nouns. b. Fill in blanks using correct quantifiers. c. Appreciate the correct use of quantifiers in everyday communication.	Learner is guided to: ▪ Fill in blank spaces using correct quantifiers. ▪ compose a short poem or a paragraph featuring the quantifiers (much, many, some and any). ▪ Use the quantifiers (much, many, some and any) in a role play or a dialogue.	Which words do we use to show quantity of countable and uncountable nouns?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 57-58 Skills In English Learners BK. Grd. 4 Pg. 88-91	Oral questions Written test Question and Answer	
4	1	Writing	Guided writing: Pictorial compositions	By the end of the lesson the learner should be able to: a. Identify the steps for writing a pictorial composition b. Collect various pictures that can be used to write a pictorial composition. c. Appreciate the use of a wide range of pictures to write pictorial compositions of about 60 – 80 words on different topics for communications.	Learner is guided to: ▪ Identify pictures from online and offline sources. ▪ Identify common sayings from a text in pairs and write them in their exercise books or word processor. ▪ Use a variety of pictures from online and offline sources and write pictorial compositions of 60-80 words based on the theme.	Which words do we use to describe a picture?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 59-60 Skills In English Learners BK. Grd. 4 Pg. 91-93	Oral questions Written test Question and Answer	
	2		Guided writing: Pictorial compositions	By the end of the lesson the learner should be able to: a. Write a pictorial composition of about 60 – 80 words on varied topics for effective communication b. Use a variety of pictures and clues to write pictorial compositions of about 60 – 80 words for effective communication. c. Appreciate the use of a wide range of pictures to write pictorial compositions of about 60 – 80 words on different topics for communications.	Learner is guided to: ▪ Discuss different pictures in pairs/groups and write pictorial compositions of about 60-80 words. ▪ Use sayings to make their compositions interesting. ▪ Watch a variety of videos related to the theme and write pictorial compositions. ▪ Generate a wide range of pictures from the internet and write pictorial compositions.	How do pictures make you feel?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 59-60 Skills In English Learners BK. Grd. 4 Pg. 91-93	Oral questions Written test Question and Answer	

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	3		Guided writing: Pictorial compositions	By the end of the lesson the learner should be able to: a. Explain the importance of sayings in composition writing b. Use sayings to make a composition interesting. c. Appreciate the use of a wide range of pictures to write pictorial compositions of about 60 – 80 words on different topics for communications.	Learner is guided to: ▪ Discuss different pictures in pairs/groups and write pictorial compositions of about 60-80 words. ▪ Use sayings to make their compositions interesting. ▪ Generate a wide range of pictures from the internet and write pictorial compositions.	What are some of the things we can write about pictures we see?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 59-60 Skills In English Learners BK. Grd. 4 Pg. 91-93	Oral questions Written test Question and Answer	
	4	Listening and speaking (TECHNOLOGY-CYBER SAFETY)	Pronunciation and vocabulary: Interactive Listening	By the end of the lesson the learner should be able to a. Participate actively in a two-way conversation(turn-taking) In various settings for self-expression b. Use present and past tense correctly in a two-way dialogue for communication clarity c. Appreciate the importance of turn taking in oral communication	Learner is guided to: • Participate in a debate, interview and discussion on social media focusing on cyber safety. • Listen for the sounds /εə/ /j/ /dʒ//ʒ/ from an audio text and then say them in pairs • Engage in a dialogue featuring words with the sounds /εə/ /j/ /dʒ//ʒ/ and pay attention to what the other person says.	Why should we listen to others when they are speaking?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 61-64 Skills In English Learners BK. Grd. 4 Pg. 95-99	Oral questions Written test Question and Answer	
	5		Pronunciation and vocabulary: Interactive Listening	By the end of the lesson the learner should be able to a. Give reasons why we should for our turn to speak b. Listen to an interview read by the teacher and role play in pairs c. Apply vocabulary related to the theme in different settings for clarity of speech	Learner is guided to: • Listen to a dialogue introduction and predict what they think they will hear. • Listen to a poem, story or song and answer questions orally. • Act out a dialogue in pairs. • Construct sentences using present and past tense.	Why should we wait for our turn to speak?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 61-64 Skills In English Learners BK. Grd. 4 Pg. 95-99	Oral questions Written test Question and Answer	

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5	1		Pronunciation and vocabulary: Interactive Listening	By the end of the lesson the learner should be able to - Discuss the different techniques of turn taking in a interview. - Use present and past tense correctly in a two-way dialogue for communication clarity - Appreciate the importance of turn taking in oral communication	Learner is guided to: - Record one another when performing solo, choral verses and short dialogues. - Take turns during an oral interview, discussion or debate. Apply facial expressions and gestures appropriately while reciting choral verses in pairs and groups.	Why should we wait for our turn to speak?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 61-64 Skills In English Learners BK. Grd. 4 Pg. 95-99	Oral questions Written test Question and Answer	
	2	Reading	Extensive Reading: Narratives(narratives/poems)	By the end of the lesson the learner should be able to - Explain the meaning of narratives - Demonstrate independent reading of narratives, poems and graded reader - Appreciate the importance of independent reading in a variety of contexts for enjoyment.	The learner is guided to: - Select appropriate and high- interest reading print and electronic materials related such as narratives, poems and graded readers. - Select and read graded readers independently for pleasure. - Set up an after school club where they meet on a regular basis to read extensively	Why should we read different types of materials?	magazines, storybooks, newspapers Skills In English T.G Grd. 4 Pg. 64-66 Skills In English Learners BK. Grd. 4 Pg. 99-102	Oral questions Written test Question and Answer	
	3		Extensive Reading: Poems	By the end of the lesson the learner should be able to - Read a variety of materials (narratives, graded readers) for lifelong learning - Demonstrate independent reading of narratives, poems and graded reader - Appreciate the importance of independent reading in a variety of contexts for enjoyment.	The learner is guided to: - Select appropriate and high- interest reading print and electronic materials related such as narratives, poems and graded readers. - Select and read graded readers independently for pleasure. - Set up an after school club where they meet on a regular basis to read extensively.	What kind of materials do you enjoy reading?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 64-66 Skills In English Learners BK. Grd. 4 Pg. 99-102	Oral questions Written test Question and Answer	

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	4		Extensive Reading: Poems	By the end of the lesson the learner should be able to a. Select and read graded readers b. Discuss and analyze poems from the class readers c. Appreciate the importance of independent reading in a variety of contexts for enjoyment.	The learner is guided to: ▪ Select appropriate and high- interest reading print and electronic materials related such as narratives, poems and graded readers. ▪ Select and read graded readers independently for pleasure. ▪ Set up an after-school club where they meet on a regular basis to read extensively.	What can you do to remember what you read?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 64-66 Skills In English Learners BK. Grd. 4 Pg. 99-102	Oral questions Written test Question and Answer	
	5	Grammar	Tense: Present and past continuous tense	By the end of the lesson the learner should be able to a. Identify present continuous forms of the verb in oral and written texts for communication clarity. b. Use the present continuous tense correctly in oral and written contexts for self-expression c. Appreciate the role of the present and past continuous tense in communication.	Learner is be guided to: ▪ Listen to a radio or TV programme and identify the present and past continuous forms. ▪ Give examples of actions in the present and past continuous tense. ▪ Use a given list of verbs to form sentences in the present and past continuous tense in pairs or groups. ▪ Role play or simulate an event in which they use the present and past continuous forms	Why is it important to show when something happened? How do we tell an action is or was happening?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 66-68 Skills In English Learners BK. Grd. 4 Pg. 99-102	Oral questions Written test Question and Answer	
6	1		Tense: Present and Past continuous tense	By the end of the lesson the learner should be able to a. Identify past continuous forms of the verb in oral and written texts for communication clarity. b. Use the past continuous tense correctly in oral and written contexts for self-expression c. Appreciate the role of the present and past continuous tense in communication.	Learner is be guided to: ▪ Listen to a radio or TV programme and identify the present and past continuous forms. ▪ Give examples of actions in the present and past continuous tense.	Why is it important to show when something happened? How do we tell an action is or was happening?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 66-68 Skills In English Learners BK. Grd. 4 Pg. 99-102	Oral questions Written test Question and Answer	

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	2		Tense: Present and Past continuous tense	By the end of the lesson the learner should be able to a. Identify present and past continuous forms of the verb in oral and written texts for communication clarity. b. Use the present and past continuous tense correctly in oral and written contexts for self-expression c. Appreciate the role of the present and past continuous tense in communication.	Learner is be guided to: ▪ Identify present and past continuous forms from a newspaper or magazine article. ▪ Construct sentences using the present and past continuous tense in groups. (They could be typed or written on a piece of paper.)	Why is it important to show when something happened? How do we tell an action is or was happening?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 66-68 Skills In English Learners BK. Grd. 4 Pg. 99-102	Oral questions Written test Question and Answer	
	3	Writing	Punctuation: Full stop/capital letters	By the end of the lesson the learner should be able to a. Identify commonly used punctuation marks in written texts for effective communication b. Use full stops and capital letters correctly in written texts for communication clarity c. Appreciate the role of punctuation mark in various contexts for writing fluency	Learner is guided to: ▪ Identify proper nouns such as names of people, places and features like mountains and rivers ▪ Form sentences in pairs using proper nouns. ▪ Write a list of common abbreviations and punctuate them correctly. ▪ Write abbreviations of their school, names among others in pairs or small groups and punctuate them correctly	Why do you use punctuation marks? Which punctuation marks do you use when writing?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 69-71 Skills In English Learners BK. Grd. 4 Pg. 105-108	Oral questions Written test Question and Answer	
	4		Punctuation: Full stop/Capital letters	By the end of the lesson the learner should be able to a. Give reasons why we use punctuation marks in writing. b. Design illustrations of different punctuation marks. c. Appreciate the role of punctuation mark in various contexts for writing fluency	Learner is guided to: ▪ Design drawings or illustrations of the full stop and capital letters in cards and display them in class. ▪ Use punctuation cards to arrange or make coherent sentences and paragraphs in pairs or groups.	Why do you use punctuation marks? Which punctuation marks do you use when writing?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 69-71 Skills In English Learners BK. Grd. 4 Pg. 105-108	Oral questions Written test Question and Answer	

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	5		Punctuation: Full stop/Capital letters	By the end of the lesson the learner should be able to a. Write a well punctuate sentences as dictated by the teacher. b. Identify commonly used punctuation marks in written texts for effective communication. c. Appreciate the role of punctuation mark in various contexts for writing fluency	Learner is guided to: ▪ Write well-punctuated sentences dictated by a teacher, peer. ▪ Make stickers with sentences punctuated with full stops and capital letters and stick them to a central place for everyone to see	Why do you use punctuation marks? Which punctuation marks do you use when writing?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 69-71 Skills In English Learners BK. Grd. 4 Pg. 105-108	Oral questions Written test Question and Answer	
7	1	Listening and Speaking (THE FARM)	Pronunciation and vocabulary: Tongue twisters	By the end of the lesson the learner should be able to a. Explain the meaning of tongue twisters in daily life b. Select sounds correctly from a language sample to improve listening comprehension. c. Articulate sounds accurately for clarity of speech.	Learner is guided to: ▪ Recognize the vowels sounds and diphthongs (sounds /ʊə/ /v/ /w/ /s//tʃ/) from audio materials. ▪ Use words and sentences containing vowel sounds and consonants in a conversation. ▪ Listen to selected sounds (consonants, diphthongs and vowels) from audio materials, for example, sounds /ʊə/ /v/ /w/ /s//tʃ/. ▪ Say tongue twisters with the (words containing the sounds /ʊə/ /v/ /w/ /s//tʃ/) individually, in pairs or groups.	Why should you say words clearly? What should you do to say words correctly?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 72-74 Skills In English Learners BK. Grd. 4 Pg. 110-113	Oral questions Written test Question and Answer	
	2		Pronunciation and vocabulary: Tongue twisters	By the end of the lesson the learner should be able to a. Use vocabulary items related to the theme in a variety of contexts for effective communication b. Identify the words containing the selected vowels and diphthongs. c. Articulate sounds accurately for clarity of speech.	Learner is guided to: Repeat tongue twisters with the words containing the sounds /ʊə/ /v/ /w/ /s//tʃ/. ▪ Select words containing vowels and diphthongs and consonants from a tongue twister, passage, a poem, a song or a story. ▪ Say vocabulary items correctly and match them with their meanings.	Why should you say words clearly? What should you do to say words correctly?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 72-74 Skills In English Learners BK. Grd. 4 Pg. 110-113	Oral questions Written test Question and Answer	

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	3		Pronunciation and vocabulary: Tongue twisters	By the end of the lesson the learner should be able to a. Give the importance of saying words correctly. b. Articulate vowels and consonants as modelled by the teacher. c. Articulate sounds accurately for clarity of speech.	Learner is guided to: ▪ Articulate vowels and consonants as the teacher models..	Why should you say words clearly? What should you do to say words correctly?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 72-74 Skills In English Learners BK. Grd. 4 Pg. 110-113	Oral questions Written test Question and Answer	
	4	Reading	Reading Fluency	By the end of the lesson the learner should be able to a. Read a text of about 300 words accurately, at the right speed and with expression for effective communication. b. Make predictions based on the title or pictures and anticipate possible outcomes in a story c. Appreciate the importance of fluency in reading for comprehension	Learner is guided to: ▪ Listen and follow along with audio recordings. ▪ Perform a reader's theater by taking turns reading their parts from a script and bring the text alive through their voices. (<i>a reader's theater does not need any set or costumes and It is excellent for building fluency</i>) ▪ Do paired reading and read to each other. (<i>More fluent readers should be paired with less fluent ones. They take turns reading by sentence, paragraph, or page.</i>)	Why is it important to read at a reasonable speed?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 75-77 Skills In English Learners BK. Grd. 4 Pg. 113-117	Oral questions Written test Question and Answer	
	5		Reading Fluency	By the end of the lesson the learner should be able to a. Read fluently a text related to the theme b. Use fluency strategies to read a text of about 300 words related to the theme to enhance comprehension. c. Appreciate the importance of fluency in reading for comprehension	Learner is guided to: Make predictions based on the pictures or the title and anticipate possible outcomes in a story of about 300 words. ▪ Read digital or non-digital texts of about 300 words related to the theme in small groups. ▪ Respond to oral questions that require inferences in pairs and small groups from a text of about 300 words.	How can you read a text fast and fluently?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 75-77 Skills In English Learners BK. Grd. 4 Pg. 113-117	Oral questions Written test Question and Answer	

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8	1	Grammar	Parts of Speech: Contracted verb forms	By the end of the lesson the learner should be able to a. Use contracted forms of verbs correctly for effective communication. b. Identify contracted forms of verbs from a written text c. Appreciate the importance of correct sentence structures in communication	Learner is guided to: ▪ Identify contracted forms from an audio or written text. ▪ Write contracted forms of verbs and use them in sentences correctly. ▪ Make and display charts containing contracted forms of verbs. ▪ Use digital devices to search for online resources on contracted verbs.	Why do we shorten words like cannot to can't? What answer do you give to a question?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 77-79 Skills In English Learners BK. Grd. 4 Pg. 117-119	Oral questions Written test Question and Answer	
	2		Parts of Speech: Positive statements	By the end of the lesson the learner should be able to a. Use positive statements correctly for effective communication b. Identify positive statements from a written text c. Appreciate the importance of correct sentence structures in communication	Learner is guided to: ▪ Categorize sample sentences into negative or positive statements in small groups. Learner could display the work in a chart. ▪ Change positive statements to negative statements and vice versa. ▪ Ask each other questions that elicit both positive and negative answers. ▪ Construct positive and negative sentences orally and in writing.	What answer do you give to a question?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 77-79 Skills In English Learners BK. Grd. 4 Pg. 117-119	Oral questions Written test Question and Answer	
	3		Parts of Speech: Negative statements	By the end of the lesson the learner should be able to a. Use negative statements correctly for effective communication b. Identify negative statements from a written text c. Appreciate the importance of correct sentence structures in communication	Learner is guided to: ▪ Categorize sample sentences into negative or positive statements in small groups. Learner could display the work in a chart. ▪ Change positive statements to negative statements and vice versa. ▪ Ask each other questions that elicit both positive and negative answers. ▪ Construct positive and negative sentences orally and in writing.	What answer do you give to a question?	Locally available materials or resources Longhorn English act. Grd 4 pg. 94-97 Skills In English T.G Grd. 4 Pg. 77-79 Skills In English Learners BK. Grd. 4 Pg. 117-119	Oral questions Written test Question and Answer	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	4	Writing	Creative Writing: Narrative compositions	By the end of the lesson the learner should be able to a. Describe the parts of a narrative composition in preparation for writing b. Organize thoughts fluently, clearly and precisely in a coherent paragraph for self-expression c. Appreciate the role of creativity in writing for different purposes.	Learner is guided to: ▪ Rearrange jumbled up sentences from an oral narrative into a coherent paragraph. ▪ Listen to a narrative on radio and rewrite it in their own words. ▪ Plan a narrative composition in pairs or small groups.	Why do you enjoy listening to and reading stories?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 79-82 Skills In English Learners BK. Grd. 4 Pg. 119-122	Oral questions Written test Question and Answer	
	5		Creative Writing: Narrative compositions	By the end of the lesson the learner should be able to a. Write a narrative composition for self-expression b. Use relevant vocabulary and similes to make their narrative interesting c. Appreciate the role of creativity in writing for different purposes.	Learner is guided to: ▪ Rearrange jumbled up sentences from an oral narrative into a coherent paragraph. ▪ Listen to a narrative on radio and rewrite it in their own words. ▪ Plan a narrative composition in pairs or small groups.	Which is the most interesting story you have ever heard or read?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 79-82 Skills In English Learners BK. Grd. 4 Pg. 119-122	Oral questions Written test Question and Answer	
9	HALF TERM								
10	1		Creative Writing: Narrative compositions	By the end of the lesson the learner should be able to a. Create a narrative composition of about 60 – 80 words for self-expression. b. Organize thoughts fluently, clearly and precisely in a coherent paragraph for self-expression. c. Appreciate the role of creativity in writing for different purposes.	Learner is guided to: Use similes to make the narrative interesting. ▪ Write a narrative composition for self-expression. ▪ Watch and dramatize a story from a digital device. ▪ Visit a farm and write a narrative composition about their experience.	Why do you like reading stories? How can you make a story interesting?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 79-82 Skills In English Learners BK. Grd. 4 Pg. 119-122	Oral questions Written test Question and Answer	
	2	Listening and speaking (HIV AND AIDS)	Pronunciation and vocabulary: Speaking fluency	By the end of the lesson the learner should be able to a. Speak fluently and confidently on a given topic to enhance oral skills b. Articulate sounds accurately for effective communication c. Apply vocabulary related to the theme in a variety of oral presentations for fluency	Learner is guided to: ▪ Listen to oral presentations such as poems and topical issues from audio recordings with words containing the sounds /s/ /z/ /h/ /f/ and digraph 'gh'. ▪ Identify similes with target sounds from an oral text. ▪ Use similes in a conversation. ▪ Incorporate similes in an oral presentation. ▪ Pick out the sounds /s/ /z/ /h/ /f/ in 'gh' from an audio text.	Why should you speak accurately? How can you speak without unnecessary pauses?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 83-85 Skills In English Learners BK. Grd. 4 Pg. 124-127	Oral questions Written test Question and Answer	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	3		Pronunciation and vocabulary: Speaking fluency	By the end of the lesson the learner should be able to a. Apply vocabulary related to the theme in a variety of oral presentations for fluency. b. Use nonverbal cues when speaking c. Appreciate the importance of speaking at a reasonable speed and without hesitation in daily life.	Learner is guided to: ▪ Fill gaps in sentences using the vocabulary learnt. ▪ Repeat oral texts without hesitation and at a reasonable speed. ▪ Use nonverbal cues when speaking.	Why should you speak accurately? How can you speak without unnecessary pauses?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 83-85 Skills In English Learners BK. Grd. 4 Pg. 124-127	Oral questions Written test Question and Answer	
	4	Reading	Intensive reading: Narratives	By the end of the lesson the learners should be able to a. Read a short narrative of about 320 words for comprehension b. Apply appropriate read strategies to read a narrative of about 320 words for information c. Appreciate reading for purposes of comprehension and information	Learner is guided to: ▪ Skim through a narrative. ▪ Scan a narrative to obtain specific information. ▪ Read a passage in print or non-print format and answer questions.	Why do we read narratives? What kind of stories do you enjoy reading?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 85-88 Skills In English Learners BK. Grd. 4 Pg. 127-130	Oral questions Written test Question and Answer	
	5		Intensive reading: Narratives	By the end of the lesson the learner should be able to a. Define the term narrative b. Apply appropriate reading strategies to read a narrative of about 320 words for information. c. Appreciate reading for purposes of comprehension and information	Learner is guided to: ▪ Discuss vocabulary from the passage and use them to construct simple sentences. ▪ Answer factual and inferential questions from a passage in pairs or groups. ▪ Retell stories related to the theme in pairs and groups.	Why do we read narratives? What kind of stories do you enjoy reading?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 85-88 Skills In English Learners BK. Grd. 4 Pg. 127-130	Oral questions Written test Question and Answer	
II	1		Intensive reading: Narratives	By the end of the lesson the learner should be able to a. Read a short text for comprehension b. Give reasons why we read narratives. c. Appreciate reading for purposes of comprehension and information.	Learner is guided to: ▪ Give the sequence of events in a given story or passage. ▪ Discuss and role play events in a passage. ▪ Read a digital text online or offline and answer questions in pairs or in groups.	Why do we read narratives? What kind of stories do you enjoy reading?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 85-88 Skills In English Learners BK. Grd. 4 Pg. 127-130	Oral questions Written test Question and Answer	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	2	Grammar	Parts of speech: Adverbs	By the end of the lesson the learner should be able a. Distinguish adverbs of manner, time and place for effective communication b. Use adverbs of manners, time and place correctly in both oral and written sentences c. Appreciate the importance of adverbs in oral and written communication	Learner is guided to: ▪ Play games that involve grouping adverbs of manner, time and place. ▪ Recite poems containing adverbs of manner, time and place.	Where do you live? How do you do your work? When do we come to school?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 88-90 Skills In English Learners BK. Grd. 4 Pg. 131-134	Oral questions Written test Question and Answer	
	3		Parts of speech: Adverbs	By the end of the lesson the learner should be able to a. Use adverbs of manner, time and place correctly in both oral and written sentences b. Construct sentences using adverbs c. Appreciate the importance of adverbs in oral and written communication	Learner is guided to: ▪ Construct sentences using adverbs. ▪ Listen to a story or poem read by the teacher or from audio recordings and respond to questions.	Where do you live? How do you do your work?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 88-90 Skills In English Learners BK. Grd. 4 Pg. 131-134	Oral questions Written test Question and Answer	
	4		Parts of speech: Adverbs	By the end of the lesson the learner should be able to a. Appreciate the importance of adverbs in oral and written communication b. Play games involving adverbs of manner, time and place c. Use adverbs of manner, time and place correctly in both oral and written communication	Learner is guided to: ▪ Create word lists of adverbs and use them to construct sentences on a word processor or a web page	Where do you live? How do you do your work? When do we come to school?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 88-90 Skills In English Learners BK. Grd. 4 Pg. 131-134	Oral questions Written test Question and Answer	
	5	Writing	Punctuation: Comma, question marks	By the end of the lesson the learner should be able to a. Identify commonly used punctuation marks in written text for effective communication b. Use commas and question marks correctly in written texts for clarity of writing. c. Appreciate the role of punctuation marks for clarity in writing.	Learner is guided to: ▪ Use commas and question marks correctly to write well punctuated sentences. ▪ Draw the comma and question marks on cards and display them in the classroom. ▪ Use punctuation cards to arrange or make coherent sentences and paragraphs featuring the comma and question marks in pairs	Why should we punctuate written work? How do we use punctuation marks: comma and full stop	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 90-92 Skills In English Learners BK. Grd. 4 Pg. 134-136	Oral questions Written test Question and Answer	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
12	1		Punctuation: Comma, question marks	By the end of the lesson the learner should be able to a. Give reasons why we should punctuate written work. b. Use commas and question marks correctly in written texts for clarity of writing. c. Appreciate the role of punctuation marks for clarity in writing.	Learner is guided to: Make punctuation cards with different punctuation marks and match them with their names. ▪ Make stickers with correctly punctuated sentences and display them at a central place for everyone to see.	Why should we punctuate written work?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 90-92 Skills In English Learners BK. Grd. 4 Pg. 134-136	Oral questions Written test Question and Answer	
	2		Punctuation: Comma, question marks	By the end of the lesson the learner should be able to a. Identify commonly used punctuation marks in written text for effective communication b. Play games involving punctuation such as punctuation ladder. c. Appreciate the role of punctuation marks for clarity in writing.	Learner is guided to: ▪ Play games such as punctuation ladder and punctuation posters.	Why should we punctuate written work?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 90-92 Skills In English Learners BK. Grd. 4 Pg. 134-136	Oral questions Written test Question and Answer	
	3	Listening and speaking (HYGYIENE AND SANITATION)	Pronunciation and vocabulary: Interactive listening/turn taking/riddles	By the end of the lesson the learner should be able to a. Interact with a speaker actively during an oral presentation, speech or narration for listening fluency. b. Use vocabulary related to the theme in a variety of contexts for self-expression c. Appreciate the importance of turn taking in oral interviews or debates for effective oral communication.	Learner is guided to: ▪ Repeat words with the sounds /ɪ/, /i:/, /s/, /ʃ/ and /əʊ/ after the teacher or audio recordings accurately. ▪ Tell riddles with words containing the sounds /ɪ/, /i:/, /s/, /ʃ/ and /əʊ/ in pairs or small groups. ▪ Interact with a speaker or presenter through verbal and nonverbal cues. ▪ Engage the audience when making an oral presentation. ▪ Watch a video recorded riddling session or listen to an audio recording.	Why should we be polite in our conversation?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 93-95 Skills In English Learners BK. Grd. 4 Pg. 138-142	Oral questions Written test Question and Answer	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	4		Pronunciation and vocabulary: Interactive listening/tur n taking/riddle s	By the end of the lesson the learner should be able to a. Articulate sounds accurately for effective communication b. Interrupt a speaker appropriately for politeness in conversation c. Interact with a speaker actively during an oral presentation, speech or narration for listening fluency	Learner is guided to: Participate in a debate or interview. ▪ Listen to a speaker and answer oral questions. ▪ Interview one another on a topical issue. ▪ Use facial expressions and gestures appropriately when speaking. ▪ Listen to a poem, a story or a song based on the theme and answer questions orally. ▪ Engage in short dialogues based on the theme.	Why should we listen to others? What do you do when you want to talk and your friend is still talking?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 93-95 Skills In English Learners BK. Grd. 4 Pg. 138-142	Oral questions Written test Question and Answer	
	5	Reading	Intensive reading: Factual texts	By the end of the lesson the learner should be able to a. Read factual texts of about 320 words related to the theme for comprehension. b. Apply appropriate reading habits in reading factual texts of about 320 words for information c. Appreciate the importance of reading for comprehension and information.	Learner is guided to: ▪ Read factual texts in print and non-print formats. ▪ Infer the meaning of vocabulary in a text. ▪ Answer factual and inferential questions from a variety of texts.	Why should we read at the right speed? Why is hygiene important?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 96-97 Skills In English Learners BK. Grd. 4 Pg. 142-145	Oral questions Written test Question and Answer	
13	1		Intensive reading: Factual texts	By the end of the lesson the learner should be able to a. Retell stories related to the them in pairs of groups b. Role play events in a story for mastery of content. c. Appreciate the importance of reading for comprehension and information.	Learner is guided to: ▪ Retell stories related to the theme in pairs and groups. ▪ Discuss and role play events in a story. ▪ Watch a video related to the theme and pick out specific information.	What should we do remember what we read?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 96-97 Skills In English Learners BK. Grd. 4 Pg. 142-145	Oral questions Written test Question and Answer	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	2		Intensive reading: Factual texts	By the end of the lesson the learner should be able to a. Read factual texts of about 320 words related to the theme for comprehension. b. Apply appropriate reading habits in reading factual texts of about 320 words for information c. Appreciate the importance of reading for comprehension and information.	Learner is guided to: ▪ Use the dictionary to find the meaning of new words. ▪ Use the encyclopedia to get more information related to the theme.	What should we do remember what we read?	Locally available materials or resources Skills In English T.G Grd. 4 Pg. 96-97 Skills In English Learners BK. Grd. 4 Pg. 142-145	Oral questions Written test Question and Answer	
	3-5	REVISION EXERCISE							
14	END TERM TWO ASSESSMENT/CLOSING								