**GRADE FOUR - ENGLISH SCHEMES OF WORK - TERM 2**

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| **WK** | **L** | **STRAND** | **SUB STRAND** | **SPECIFIC LEARNING OUTCOMES** | **LEARNING EXPERIENCES** | **K.I.Q** | **LEARNING RESOURCES** | **ASSESSMENT METHODS** | **REFLEC** |
| **1** | **Revision of content covered in term 1 in preparation for tem two work** |
| **2** | **1** | **GRAMMAR** | **Pronouns** :Personal Pronouns | By the end of the sub strand the learner should be able to:Identify personal pronouns used as subjects and objects for communication clarity.Use personal pronouns correctly as subject and object for self-expression. | Learner is guided to:-Identify personal pronouns used as subjects and objects in sentences individually, in pairs or groups.-Construct sentences orally using personal pronouns as subjects and objects in small groups.- Write sentences using personal pronouns individually. | Which words replace names of people or things in sentences? | -Digital devicesCharts -(2019)Longhorn English Learner’s Bk Grad**.** 4 Pg. 46 | Oral questions |  |
| **2** | **GRAMMAR** | Possessive pronouns | By the end of the sub strand the learner should be able to:Use and possessive pronouns correctly as subject and object for self-expression. | Learner is guided to:-Practise using possessive pronouns in pairs or groups.-Watch a video where possessive pronouns have been used.-Read a newspaper, magazine, poem among others; identify possessive pronouns and type them on a word processor, mobile device or tablet. | Which words replace names of people or things in sentences? | -Digital devicesCharts -(y\*Learners book grade 4 Pg.47 | Oral questions |  |
| **3** | **WRITING** | **Guided Composition:** Friendly Letter | By the end of the sub strand the learner should be able to:Identify the key parts of a friendly letter in preparation for writingWrite a friendly letter using the correct format for effective communication.-Demonstrate use of friendly letters in in a variety of communication contexts. | Learner is guided to:**-** Discuss correct format of a friendly letter in pairs (such as address, date, ending, telephone numbers, sender and receiver.)-Write friendly letters using the correct format - such as letters to siblings, parents and friends.-Practise writing friendly letters. | Why do you pass information to others? | -Sample compositions\*Learners book grade 4 Pg. 49-52 | Written work |  |
| **4** | **WRITING** | **Guided Composition** :Friendly SMS | By the end of the sub strand the learner should be able to:-correctly send an SMS for effective communication. | Learner is guided to:**•** Discuss how to write an SMS in pairs.• Practise writing an SMS in pairs.• Use mobile phones to write SMS to one another on the given theme. | How do you pass information to your friends? | -Sample sms-mobile phones\*Learners book grade 4 Pg. 49-52 | Written work |  |
| **3** | **1** | **LISTENING AND SPEAKING****(**NUTRITION: BALANCED DIET) | **Pronunciation and vocabulary:**Listening Comprehension /pattern (Noun phrase + would like to be…) | By the end of the sub strand the learner should be able to:Listen actively to a variety of texts to gain information.Apply vocabulary related to the theme in a variety of contexts for effective communication. | The learner is guided to:• Listen to audio-visual recordings of songs, stories and passagesfeaturing the sounds /ʊ/ /uː/ /æ/ /f/ /v/• Respond to questions from Lisening comprehension (story)• Construct sentences related to astory or listening comprehensionusing the language pattern• (noun phrase + would like to be …) | Why should we listen carefully? | Digital devices\*Learners book grade 4 Pg. 53-55 | Oral questions |  |
| **2** | **LISTENING AND SPEAKING****(**NUTRITION: BALANCED DIET) | **Pronunciation and vocabulary**:Listening Comprehension /pattern (Noun phrase + would like to be…) | By the end of the sub strand the learner should be able to:-Listen actively to a variety of texts to gain information.-Use the language pattern correctly for effective oral communication. | The learner is guided to:•Retell a story he or she has listened to in pairs or small group accurately.• Respond correctly to questions based on the text.• Dramatise sections of a story in groups for comprehension.• Discuss in groups and as a whole class the lesson learnt from a story. | How can we improve our pronunciation? | Digital devices\*Learners book grade 4 . 4 Pg. 53-55 | Oral questions |  |
| **3** | **READING** | **Extensive Reading:** Independent Reading | By the end of the sub strand the learner should be able to:-Read a variety of familiar materials independently to build reading speed and fluency.  | The learner is guided to:• Select age - appropriate and high- interest reading materials such as narratives, poems, newspapers and magazines in print ,electronic format.• Read independently for pleasure.• Set up an after-school club where they meet on a regular basis and read varied texts. | Why should we read widely? | Magazines,newspapers, poems2019)Longhorn English Learner’s Bk Grad**.** 4 Pg. 56-58 | Oral questions |  |
| **4** | **READING** | **Extensive Reading:** Independent Reading | By the end of the sub strand the learner should be able to:.-Read quietly and silentlyAppreciate the importance of independent reading in lifelong learning | The learner is guided to:• Retell, in pairs or small groups, the stories they have read. Share opinions and reflections on the texts they have read.• Use materials in the classroom to read extensively.• Read quietly or silently. | What materials do you enjoy reading? | Magazines,newspapers, poems\*Learners book grade 4 Pg. 56-58 | Oral questions |  |
| **4** | **1** | **GRAMMAR** | **Parts of speech**:Irregular adjectives | By the end of the sub strand the learner should be able to:-Describe items using comparative forms of regular adjectives for effective communication-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? | -Examples on chalk board-(2019)Longhorn English Learner’s Bk Grade**.** 4 pg 59-63 | Written exercise |  |
| **2** | **GRAMMAR** | **Parts of speech**:regular adjectives | By the end of the sub strand the learner should be able to:-Describe items using comparative forms of regular adjectives for effective communication-Use adjectives of size and shape in the right order for clarity of communication. | Learner is guided to:**•** Write correct sentences using comparative forms of adjectives in the right order.• Write sentences on tablets, computers and other digital resources using adjectives.• Use adjectives to talk about scenes, pictures or comics based on the themes. | What are some of the words you use to talk about how someone feels or looks? | -Examples on chalk board-(2019)Longhorn English Learner’s Bk Grade**.** 4 pg . 59-63 | Written exercise |  |
| **3** | **WRITING** | **Guided writing :Creative** Writing: Narrative compositions | By the end of the sub strand the learner should be able to:-Describe the parts of a narrative composition in preparation for writing.-Organize thoughts clearly, fluently and precisely in a coherent paragraph for self-expression. | 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 is it important to plan our composition? | -Sample compositions\*Learners book grade 4 4 pg 64-66 | Written exercise |  |
| **4** | **WRITING** | **Guided writing :Creative** Writing: Narrative compositions | By the end of the sub strand the learner should be able to:-Create a narrative composition of about 60 – 80 words for self-expression. | 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.• Watch and dramatize a story related to the theme (could be from a digital device). | How can you write an interesting composition? | -Sample compositions\*Learners book grade 4 Pg. 64-66 | Written exercise |  |
| **5** | **1** | **LISTENING AND SPEAKING** **(INTERNET –EMAIL)** | **Pronunciation and vocabulary :**Stress | By the end of the sub strand the learner should be able to:-Identify correct stress and intonation in “WH” questions and statements for clarity in speech.-Use correct stress and intonation in questions and statements to communicate clearly. | Learner is guided to:• Listen to audio-visual recordingsof words featuring the sounds /ʊ/ /uː/ /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. | Why do we vary our voice when asking questions? | Digital devices -(2019)Longhorn English Learner’s Bk Grade**.** 4 pg 67-70 | Oral questions |  |
| **2** | **LISTENING AND SPEAKING** **(INTERNET –EMAIL** | **Pronunciation and vocabulary :** Intonation | By the end of the sub strand the learner should be able to:Identify correct stress and intonation in “WH” questions and statements for clarity in speech.-Use vocabulary related to the theme in a variety of contexts for effective oral 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.• Make recordings using digital devices and play the recordings to their friends.• Vary intonation when uttering questions and statements. | Why do we vary our voice when asking questions? | Digital devices \*Learners book grade 4 Pg. 67 | Oral questions |  |
| **3** | **READING** | **Intensive Reading** :Dialogue | By the end of the sub strand the learner should be able to:-Read a variety of dialogues related to email and internet for comprehension-Apply Appropriate intensive reading skills to obtain specific factual and inferential information for lifelong learning. | 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 | Dialogue in learners text bk \*Learners book grade 4 Pg. 71- | Oral questions |  |
| **4** | **READING** | **Intensive Reading** :Dialogue | By the end of the sub strand the learner should be able to:-Read a variety of dialogues related to email and internet for comprehension. | Learner is guided to:•Answer factual and inferential questions individually, in pairs or groups.• Retell stories related to the theme in pairs and groups• Identify events in a dialogue for logical flow.• Watch a video of a person writing an email. | What stories or books have you read? | Dialogue in learners text bk \*Learners book \*Learners book grade 4 Pg. 71-73 | Oral questions |  |
| **6** | **1** | **GRAMMAR** | **Language Patterns** :Quantifiers | By the end of the sub strand the learner should be able to:-Sellect appropriate quantifiers to use in relation to the type of noun for effective communication.-use quantifiers in sentences correctly for communication clarity.  | 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? | Poems in learners’ text bk-2019)Longhorn English Learner’s Bk Grade**.** 4 pg 74-75 | Written exercise |  |
| **2** | **GRAMMAR** | **Language Patterns** :Quantifiers | By the end of the sub strand the learner should be able to:-Select appropriate quantifiers to use in relation to the type of noun for effective communication.Use quantifiers in sentences correctly for communication clarity. | Learner is guided to:•Fill in blank spaces using correct quantifiers.• Use digital devices to 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? | Digital devices \*Learners book grade 4 Pg. 74-75 | Written exercise |  |
| **3** | **GRAMMAR** | Guided writing**: Pictorial compositions** | By the end of the sub strand the learner should be able to:-write a pictorial composition of about 60 – 80 words on varied -topics for effective communicationUse a variety of pictures and clues to write pictorial compositions of about 60 – 80 words for effective communication. | 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? | -Sample compositions-picture cut-outs\*Learners book grade 4 . 76-78 | Written exercise |  |
| **4** | **GRAMMAR** | **Guided writing:** Pictorial compositions | By the end of the sub strand the learner should be able to:-write a pictorial composition of about 60 – 80 words on varied topics for effective communication-use a variety of pictures and clues to write pictorial compositions of about 60 – 80 words for effective communication. | 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. | Which words do we use to describe a picture?How do pictures make you feel? | -Sample compositions-internet\*Learners book grade 4 . 76-78 | Written exercise |  |
| **7** | **1** | **GRAMMAR** | **Punctuation:** Full stop/Capitalletters | By the end of the lesson the learner should be able to-use full stops and capital letters correctly in written texts for communication clarity.-identify commonly used punctuation marks in written texts for effective communication. | 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.• Write well-punctuated sentences dictated by a teacher, peer or digital device. | Which punctuation marks do you use when writing | newspaper/magazines-(2019)Longhorn English Learner’s Bk Grade**.** 4 pg | Written exercise | ? |
| **2** | **GRAMMAR** | **Pronunciation and vocabulary:** Tongue twisters | By the end of the lesson the learner should be able to-use vocabulary items related to the theme in a variety of contexts for effective communication-select sounds correctly from a language sample to improve listening comprehension.Articulate soundsaccurately for clarity ofspeech. | Learner is guided to:• Recognize the vowels sounds and diphthongs(sounds /ʊə/ /v/ /w/ /s//ʧ/) from audio materials.• • Create a tongue twister using words with the target sounds in small groups.• Listen to selected sounds (consonants, diphthongs and vowels) from audio materials, for example,sounds /ʊə/ /v/ /w/ /s//ʧ/.• Say tongue twisters with the (words containing the sounds /ʊə/ /v/ /w/ /s//ʧ/) individually, in pairs or groups. | What should you do to say wordscorrectly? | -Digital media\*Learners book grade 4 pg. 94-97 | Oral questionsobservation |  |
| **3** | **GRAMMAR** | **Pronunciation and vocabulary**:Tongue twisters | By the end of the lesson the learner should be able toUse vocabulary items related to the theme in a variety of contexts for effective communicationSelect sounds correctly from a language sample to improve listening comprehension. | Learner is guided to:Repeat tongue twisters with the words containing the sounds /ʊə/ /v/ /w/ /s//ʧ/ from an audio/digital recording individually, in pairs or groups.• Select words containing vowels and diphthongs and consonants from a tongue twister, passage, a poem, asong or a story.• Articulate vowels and consonants as the teacher models.. | Why should you say words clearly? | -Digital media\*Learners book grade 4 . 94-97 | Oral questionsobservation |  |
| **4** | **READING** | **Reading Fluency** | By the end of the lesson the learner should be able to-read a text of about 300 words accurately, at the right speed and with expression for effective communication.-make predictions based on the title or pictures and anticipate possible outcomes in a story | 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. • Do paired reading and read to each | Why is it important to read at a reasonable speed? | -Audio devices\*Learners book grade 4 pg. 94-97 | Oral questionsobservation |  |
| **8** | **1** | **READING** | **Reading Fluency** | By the end of the lesson the learner should be able toRead fluently a text related to the themeUse fluency strategies to read a text of about 300 words related to thetheme to enhancecomprehension. | Learners are 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? | Passage in learners text bk-2019)Longhorn English Learner’s Bk Grade**.** 4 pg 94-97 | Oral questions |  |
| **2** | **READING** | **Reading Fluency** | By the end of the lesson the learner should be able toRead and recite poems for comprehensionUse fluency strategies to read a text of about 300 words related to thetheme to enhancecomprehension. | Learner is guided to:Write correct answers to direct and indirect questions that require inferences.• Listen to audio-visual recordings of songs and poems; and repeat them.• Read and sing lyrics of relevant English songs.• Read poems and rhymes while paying attention to rythm | What is the importance of reading for comprehension? | Passage in learners text bk\*Learners book grade 4 . 94-97 | observation |  |
| **3** | **GRAMMAR** | **Parts of Speech:** Contracted verb forms | By the end of the lesson the learner should be able toUse contracted forms of verbs correctly for effective communication.Identify contracted forms pf verbs from a written text | 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. | Why do we shorten words like cannot to can’t? | charts, \*Learners book grade 4 94-97 | Written exercise |  |
| **4** | **GRAMMAR** | **Parts of Speech:** Positive statements | By the end of the lesson the learner should be able toUse positive and negative statements correctly for effective communicationIdentify positive statements from a written text | Learner is guided to:•Categorize sample sentences into negative or positive statements in small groups. Learnercould display the work in a chart.•Change positive statements to negative statements and vice versa. | What answer do you give to a question? | \*Learners book grade 4 pg. 94-97 | Written exercise |  |
| **9** | **1** | **GRAMMAR** | **Parts of Speech:** Negative statements | By the end of the lesson the learner should be able touse positive and negative statements correctly for effective communicationIdentify negative statements from a written textAppreciate the importance of correct sentence structures in communication | Learner is guided to:•Categorize sample sentences into negative or positive statements in small groups. Learnercould 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.. | What answer do you give to a question? | Charts, sentence cards, -(2019)Longhorn English Learner’s Bk Grade**.** 4 pg . 94-97 | Written exercise |  |
| **2** | **WRITING** | **Creative Writing:** Narrative compositions | By the end of the lesson the learner should be able toDescribe the parts of a narrative composition in preparation for writing.Organize thoughts fluently, clearly and precisely in a coherent paragraph for self-expression | 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? | -Sample compositions\*Learners book grade 4 94-97 | Written work |  |
| **3** | **WRITING** | **Creative Writing:** Narrative compositions | By the end of the lesson the learner should be able toWrite a narrative composition for self-expressionUse relevant vocabulary and similes to make their narrative interesting | 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? | -Sample compositions\*Learners book grade 4 pg. 94-97 | Written work |  |
| **4** | **WRITING** | **Creative Writing:** Narrative compositions | By the end of the lesson the learner should be able toCreate a narrative composition of about 60 – 80 words for self-expression.Organize thoughts fluently, clearly and precisely in a coherent paragraph for self-expression. | 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? | -Sample compositions\*Learners book grade 4 pg. 94-97 | Written work |  |
| **10** | **Revision of content covered in the term to enhance retention and in preparation for end term assessments** |  |
| **11** | **ASSESSMENTS** |  |