**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 devices  Charts -(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 devices  Charts -(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 writing  Write 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 passages  featuring the sounds /ʊ/ /uː/ /æ/ /f/ /v/  • Respond to questions from  Lisening comprehension (story)  • Construct sentences related to a  story or listening comprehension  using 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, poems  2019)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 silently  Appreciate 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 recordings  of 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 communication  Use 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 sounds accurately for clarity of speech. | | 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 words correctly? | -Digital media  \*Learners book grade 4 pg. 94-97 | Oral questions  observation |  |
| **3** | **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. | | 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, a song 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 questions  observation |  |
| **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 questions  observation |  |
| **8** | **1** | **READING** | **Reading Fluency** | By the end of the lesson the learner should be able to  Read fluently a text related to the theme  Use fluency strategies to read a text of about 300 words related to the theme to enhance comprehension. | | 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 to  Read and recite poems for comprehension  Use fluency strategies to read a text of about 300 words related to the theme to enhance comprehension. | | 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 to  Use 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 to  Use positive and negative statements correctly for effective communication  Identify 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 to  use positive and negative statements correctly for effective communication  Identify negative statements from a written text  Appreciate 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 to  Describe 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 to  Write a narrative composition for self-expression  Use 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 to  Create 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** | | | | | | | | | |  |