

Grade Four

French Schemes Of Work

Term One Year School

Week	Lsn	Strand/Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Refl
1									
2	1	Listening And Speaking Reading Writing	Languages around us	By the end of the sub strand, the learner should be able to: a) identify different languages spoken in and outside Kenya. b) identify French-speaking countries to show awareness of the French-speaking world	1. Which languages do you speak? 2. Why do we speak different languages? 3. Where is French spoken?	Learners : • talk about the different languages they speak, in pairs and small groups, and create a list • Greet each other in different languages • Recognize some French-speaking countries from a language distribution map • Play language games e.g. mingle-mingle, to group themselves according to the languages they speak	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging	
	2			c) read aloud names of some common French-speaking countries in English d) draw unique items associated with the Kenyan and French culture e) appreciate language and cultural diversity as a strength in society.	1. Which languages do you speak? 2. Why do we speak different languages? 3. Where is French spoken?	• Find pictures to show cultural diversity (<i>wine, baguette, Maasai etc</i>) • Make and colour various items from Kenya and France e.g. Kenyan and French flags in pairs or groups • Sing familiar songs from different communities • Colour the Kenyan and the French flags • Listen to and retell stories from different communities	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging	

3	1		<p>Discovering French: Greetings and taking leave</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> greet and respond to greetings in French say goodbye using a variety of expressions demonstrate an appreciation of the value of greetings in social interactions 	<ol style="list-style-type: none"> Which greetings do you know? How do you respond to the greetings? Why do we greet others? How do you bid someone farewell? 	<p>The learners:</p> <ul style="list-style-type: none"> Practice greeting each other in French (Bonjour, salut) in pairs Practice greetings of different times of the day with peers (Bonjour, Bonsoir) watch video clips to practice greetings of different times of the day 	<p>Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings</p> <p>Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings</p>	<p>Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging</p>	
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4	1		<p>Sounds in French</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Spell familiar words using knowledge of the French alphabet. Apply phonic knowledge to read names and familiar words. 	<ol style="list-style-type: none"> What are some of the sounds one can hear from their environment? Which sounds do you produce while speaking? Why is it important to spell correctly? What should one do to listen attentively? 	<p>Learners:</p> <ul style="list-style-type: none"> Sing songs of the alphabet/ days of the week/months of the year, in groups Spell their names and familiar words. Listen to and articulate target French sounds (Vowels: a, ai, e, i, o, au, oi, u, ou, eau, eu; Consonants: j & r) on cards, in audio material or video clips. Recognize and read all the letters of the alphabet Copy the alphabet and simple French words correctly 	<p>Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings</p>	<p>Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging</p>	

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	2		<p style="text-align: center;">Sounds in French</p>	<p>c) Write familiar French words correctly</p> <p>d) Use capital and small letters correctly in writing</p> <p>e) Demonstrate interest in sounding words.</p>	<ol style="list-style-type: none"> 1. What are some of the sounds one can hear from their environment? 2. Which sounds do you produce while speaking? 3. Why is it important to spell correctly? 4. What should one do to listen attentively? 	<ul style="list-style-type: none"> • Re-arrange jumbled up letters to form words • Fill in missing letters to form correct French words • Create word searches in groups and pairs. • Recite rhymes with the targeted sounds. • Match letters to sounds using cards and pictures orally and in writing. • Play games where they listen to and repeat the letter sounds using digital devices • Create lists of word patterns 	<p>Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings</p>	<p>Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging</p>	
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9	1		Myself	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) introduce self appropriately</p> <p>b) read short and simple texts about self and family</p>	<ol style="list-style-type: none"> 1. How do you introduce yourself to someone? 	<p>The learners:</p> <ul style="list-style-type: none"> • ask and respond to questions, in pairs and groups, on: <ul style="list-style-type: none"> - Name (<i>s'appeler; je, tu, il/elle</i>) - Gender (<i>être+gendre; je, tu, il, elle</i>) - Age (<i>avoir+age; je, tu, il/elle</i>) - Nationality (<i>être +nationalité</i>) - Languages they speak, • ask peers about the names of members of their nuclear family (<i>mon, ton, ma, ta; mère, père, soeur, frère</i>) and respond when asked about theirs 	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling:

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11	1		Myself	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) introduce self appropriately</p> <p>b) read short and simple texts about self and family</p>	<p>1. How do you introduce yourself to someone?</p>	<ul style="list-style-type: none"> talk about where one lives (<i>habiter; Je, Tu, Il/Elle</i>) count numbers 1 to 20 in French read short and simple texts about self and family answer comprehension questions on read texts about self and family construct and punctuate short sentences on self and family 	<p>Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings</p>	<p>Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging</p>	
	2		Myself	<p>c) construct short and simple sentences about self and family</p> <p>d) appreciate the uniqueness of individuals within the classroom</p>	<p>1. How do you introduce yourself to someone?</p>	<ul style="list-style-type: none"> talk about where one lives (<i>habiter; Je, Tu, Il/Elle</i>) count numbers 1 to 20 in French read short and simple texts about self and family answer comprehension questions on read texts about self and family construct and punctuate short sentences on self and family 	<p>Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings</p>	<p>Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging</p>	

12-14		End Term/Closing							
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