LONGHORN ENGLISH ACT. GRADE FOUR

School	Teacher's Name	Term	Year
		three	

Week	Lsn	Strand/ Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Refl
1	1	**Reading**	Intensive read: **Reading with technology**	By the end of the lesson the learner should be able to ▪ Read appropriate digital poems and narratives of about 300 – 320 words interpretively for comprehension ▪ Access grade appropriate online material of about 300-320 words for lifelong learning ▪ Appreciate reading digital resources for information	Why should we read using technology? How do you search for Information using appropriate technology?	**The learner is guided to:** • Read animated stories, comics and cartoons interpretively individually, in pairs or in groups. • Watch videos or mimes and answer questions. • Interpret visual representations such as mind maps. • Click on or highlight words read by a computer-generated voice.	Chart Digital device Storybooks Longhorn English act. Grd 4 pg. 146-148	discussion public speaking, self-assessment	
	2		Intensive read: **Reading with technology**	By the end of the lesson the learner should be able to ▪ Read grade appropriate digital poems and narratives of about 300-320 words interpretively for comprehension ▪ Access grade appropriate online materials of about 300 – 320 words for lifelong learning ▪ Appreciate reading digital resources for information	How do you use a mind map? What is the importance of a mind map?	**The learner is guided to:** • Carry out simple online research on topics related to the theme. • Create simple crossword puzzles based on animated stories. • Infer the moral lesson of a story. • Read a poem or story expressively to bring out varying emotions. Learner could take cues from the teacher or an audio visual presentation of such stories or poems.	Magazines Charts and realia Dictionary Longhorn English act. Grd 4 pg. 146-148	discussion public speaking, self-assessment, portfolio	

	3	**Grammar**	Language patterns: **Interrogatives**	By the end of the lesson the learner should be able to ▪ Identify interrogatives in a variety of texts for communication clarity. ▪ Use interrogatives in a variety of contexts for effective communication ▪ Respond to a variety of questions based on interrogatives for effective communication ▪ Appreciate the importance of interrogatives for effective communication	Why do we ask questions? Which words do we use for asking questions?	**Learner is guided to:** • Identify the interrogatives ***when, where, whose, who*** and ***what*** in a variety of texts. • Construct sentences with interrogatives (***when, where, whose, who*** and ***what***) in pairs or small groups. • Answer questions based on interrogatives (***when, where, whose, who*** and ***what***). • Identify interrogatives (***when, where, whose, who*** and ***what***) from online texts and use them to make own sentences.	realia, flash cards, digital devices Longhorn English act. Grd 4 pg. 149-152	Q& A, oral discussion, gap filling, reading aloud	
	4		Language patterns: **Interrogatives**	By the end of the lesson the learner should be able to ▪ Identify interrogatives in a variety of texts for communication clarity ▪ Respond to a variety of questions based on interrogatives for effective communication ▪ Appreciate the importance of interrogatives for effective communication	Why do we ask questions?	**Learner is guided to:** • Identify the interrogatives ***when, where, whose, who*** and ***what*** in a variety of texts. • Construct sentences with interrogatives (***when, where, whose, who*** and ***what***) in pairs or small groups. • Answer questions based on interrogatives (***when, where, whose, who*** and ***what***). • Identify interrogatives (***when, where, whose, who*** and ***what***) from online texts and use them to make own sentences.	realia, flash cards, digital devices Longhorn English act. Grd 4 pg. 149-152	Q& A, oral discussion, gap filling, reading aloud	
2	**1**		Language patterns: **Interrogatives**	By the end of the lesson the learner should be able to	Why do we ask questions?	**Learner is guided to:** View videos, cartoons or pictures and ask one another questions, in pairs or small groups.	manila papers, coloured	oral questions, oral presentatio	

				▪ Identify interrogatives in a variety of texts for communication clarity ▪ Use interrogatives in a variety of contexts for effective communication ▪ Respond to a variety of questions based on interrogatives for effective communication	Which words do we use for asking questions?	• Read a newspaper, magazine, brochures or any other authentic texts and identify the interrogative (when, where, whose, who and what) sentences. *They could also write them in their exercise books or type key them in on a word processor in pairs or groups.*	pencils, charts Longhorn English act. Grd 4 pg. 149-152	n, public speaking, reading aloud	
	2	**Writing**	Spelling: **Commonly misspelt words**	By the end of the lesson the learner should be able to ▪ Identify commonly misspelt words in oral and written contexts. ▪ Write commonly misspelt words correctly for communication clarity ▪ Appreciate the importance of writing words clearly and correctly in communication	Why is it difficult to spell some words correctly? How can we become better at spelling words?	**The learner is guided to:** • Listen to and write commonly misspelt words. • Listen to a dictation and spell selected words and sentences. • Search for commonly misspelt words and create a word puzzle in pairs or groups. • Copy the words correctly in their vocabulary book. • Construct sentences using commonly misspelt words. • Form commonly misspelt words from jumbled up letters.	flash cards, realia, digital device Longhorn English act. Grd 4 pg. 152-154	Q&A Oral presentation, oral discussion, observation	
	3		Spelling: **Commonly misspelt words**	By the end of the lesson the learner should be able to ▪ Identify commonly misspelt words in oral and written contexts. ▪ Write commonly misspelt words correctly for communication clarity ▪ Appreciate the importance of writing words clearly and correctly in communication	How can we become better at spelling words?	**The learner is guided to:** • Listen to and write commonly misspelt words. • Listen to a dictation and spell selected words and sentences. • Search for commonly misspelt words and create a word puzzle in pairs or groups. • Copy the words correctly in their vocabulary book.	flash cards, realia, newspaper and magazines Longhorn English act. Grd 4 pg. 152-154	observation, written assessment	

						• Construct sentences using commonly misspelt words. • Form commonly misspelt words from jumbled up letters.			
	4	**Listening and speaking (CLEAN ENVIRONMENT)**	Pronunciation and vocabulary **: Speaking fluency**	By the end of the lesson the learner should be able to ▪ Speak accurately, with expression and at the right speed (minimal hesitation) for fluency. ▪ Use non-verbal cues appropriately for self-expression ▪ Appreciate the importance of fluency in speech	Why should you speak at the right speed? How can you make others feel what you are saying?	**The learner is guided to:** • Say words containing the sounds /ʌ/ /ɔ:/ and the consonant clusters 'br' 'sw' 'pr' 'cl' 'gr' correctly. • Select words with the the sounds /ʌ/ /ɔ:/ and the consonant clusters 'br' 'sw' 'pr' 'cl' 'gr' from an oral text. • Construct sentences that require a yes or no response using the vocabulary. • Listen to oral presentations such as poems and topical issues from audio recordings related to the theme in pairs or groups. • Repeat oral texts from the teacher or an audio recording without hesitations	charts, realia Longhorn English act. Grd 4 pg. 155-159	Oral interviews Dialogues Oral discussion	
3	**1**		Pronunciation and vocabulary **: Speaking fluency**	By the end of the lesson the learner should be able to ▪ Use nonverbal cues appropriately for self-expression. ▪ Use vocabulary related to the theme in a variety of contexts for effective communication ▪ Appreciate the importance of fluency in speech	Why should you speak at the right speed? How can you make others feel what you are saying?	**The learner is guided to:** • Say words containing the sounds /ʌ/ /ɔ:/ and the consonant clusters 'br' 'sw' 'pr' 'cl' 'gr' correctly. • Select words with the the sounds /ʌ/ /ɔ:/ and the consonant clusters 'br' 'sw' 'pr' 'cl' 'gr' from an oral text. • Construct sentences that require a yes or no response using the vocabulary.	charts, word cards, pictures Longhorn English act. Grd 4 pg. 155-159	role play, oral reading, oral presentation	

						• Listen to oral presentations such as poems and topical issues from audio recordings related to the theme in pairs or groups. • Repeat oral texts from the teacher or an audio recording without hesitations			
	2		Pronunciation and vocabulary **: Speaking fluency**	By the end of the lesson the learner should be able to ▪ Use vocabulary related to the theme in a variety of contexts for effective communication ▪ Speak accurately, with expression and at the right speed (minimal hesitation) for fluency ▪ Appreciate the importance of fluency in speech	Why should we have fluency in speech Why should we speak accurately?	**The learner is guided to:** Respond to questions on given texts confidently in pairs and groups. • Repeat oral texts without hesitation and at a reasonable speed. • Make three-minute speeches on environment in groups. • Make short speeches accurately, at the right speed and with expression. • Use nonverbal cues when speaking. • Speak expressively on a variety of topics. • Recite poems related to the theme.	Pictures, realia, sample speech Longhorn English act. Grd 4 pg. 155-159	Reading aloud, Q&A, Oral presentation	
	3	**Reading**	Intensive Reading **: Poems/songs/ proverbs**	By the end of the lesson the learner should be able to ▪ Read a poem song or passage containing proverbs with expression for effective communication ▪ Apply basic stress and rhythm when reading a poem, song or passage containing proverbs for self-expression ▪ Appreciate the importance of intensive reading in day-to-day communication	Why do we enjoy reading poems?	**Learner is guided to:** • Apply stress and rhythm when reciting a poem, passage that incorporates proverbs or singing a song. • Read a poem, song or passage that incorporates proverbs related to the theme and answer questions. • Answer factual and inferential questions from a given poem, song or passage.	pictures, chart, word cards Longhorn English act. Grd 4 pg. 159-162	Oral presentation, oral discussion	

						• Identify events in a poem, song or passage logically			
	4		Intensive Reading **: Poems/songs/ proverbs**	By the end of the lesson the learner should be able to ▪ Read a passage containing proverbs with expression for effective communication ▪ Respond to questions based on a poem, song or passage containing proverbs for comprehension ▪ Appreciate the importance of intensive reading in day-to-day communication	How are poems different form stories?	**Learner is guided to:** • Apply stress and rhythm when reciting a poem, passage that incorporates proverbs or singing a song. • Read a poem, song or passage that incorporates proverbs related to the theme and answer questions. • Answer factual and inferential questions from a given poem, song or passage. • Identify events in a poem, song or passage logically	pictures, word cards, flash cards Longhorn English act. Grd 4 pg. 159-162	Q&A, oral presentation, reading	
4	**1**		Intensive Reading **: Poems/songs/ proverbs**	By the end of the lesson the learner should be able to ▪ Respond to questions based on a poem, song or passage containing proverbs for comprehension ▪ Identify proverbs used in a passage ▪ Appreciate the importance of intensive reading in day-to-day communication	Why do we enjoy reading poems? How are poems different form stories?	**Learner is guided to:** Discuss and role play events in a passage containing proverbs, poem or a song based on the theme. • Watch a recitation of a poem on video and identify specific details. • Identify proverbs used in a passage	word cards, pictures Longhorn English act. Grd 4 pg. 159-162	Q&A listening, reading aloud, role play	
	2	**Grammar**	Tense **: Present and past perfect**	By the end of the lesson the learner should be able to ▪ Identify the present and perfect tense in varied texts for effective communication. ▪ Use the present perfect and past perfect tense to form correct sentences	How do we show the time when an action took place? Why should we use the correct tense in communication	**Learner is guided to:** • Respond to questions on activities they have just completed depicting the present and past perfect tenses in pairs or small groups. • Identify present perfect and past perfect tenses in sentences.	word cards, flash cards Longhorn English act. Grd 4 pg. 162-165	Q&A , listening, observation, oral reading	

				for effective communication. ▪ Appreciate the importance of tense in everyday communication		Use games to form sentences in the present perfect and past perfect with given verbs. • Repeat sentences containing present perfect and past perfect tenses from a story or poem. • Create a list of sentences in the present perfect and past perfect on a computer or tablet. • Construct sentences using the present perfect and past perfect tenses in groups. • Sing songs containing the present perfect and past perfect tenses.			
	3		Tense **:** **Present and past perfect**	By the end of the lesson the learner should be able to ▪ Identify the present and perfect tense in varied texts for effective communication. ▪ Use the present perfect and past perfect tense to form correct sentences for effective communication. ▪ Appreciate the importance of tense in everyday communication	How do we show the time when an action took place? How do we show that an action has been completed?	**Learner is guided to:** • Respond to questions on activities they have just completed depicting the present and past perfect tenses in pairs or small groups. • Identify present perfect and past perfect tenses in sentences. Use games to form sentences in the present perfect and past perfect with given verbs. • Repeat sentences containing present perfect and past perfect tenses from a story or poem. • Create a list of sentences in the present perfect and past perfect on a computer or tablet. • Construct sentences using the present perfect and past perfect tenses in groups.	charts, flash cards, pictures Longhorn English act. Grd 4 pg. 162-165	word games, self-assessment, written exercises	

						• Sing songs containing the present perfect and past perfect tenses.			
	4	**Writing**	Guided composition **: Personal diary**	By the end of the lesson the learner should be able to ▪ Identify the components of a personal diary for effective writing ▪ Write a personal diary in the right format for effective communication ▪ Appreciate the role of diaries in our day today life.	Why should we keep a record of what we do?	**Learner is guided to:** • Identify components of a diary in small groups. • View samples of diaries and discuss them in pairs and small groups. • Write a diary using the right format. • Search for information on how to write personal diaries from electronic devices or printed sources. • In groups, write a diary and display it to the rest of the class members	realia Longhorn English act. Grd 4 pg. 165-168	oral discussion, self-assessment, oral presentation	
5	**1**		Guided composition **: Personal diary**	By the end of the lesson the learner should be able to ▪ Write a personal diary in the right format for effective communication ▪ Appreciate the role of diaries in our day today life. ▪ Appreciate the role of diaries in our day today life.	What information should be recorded in a diary?	**Learner is guided to:** • Identify components of a diary in small groups. • View samples of diaries and discuss them in pairs and small groups. • Write a diary using the right format. • Search for information on how to write personal diaries from electronic devices or printed sources. • In groups, write a diary and display it to the rest of the class members.	pictures, digital devices Longhorn English act. Grd 4 pg. 165-168	peer assessment, portfolio, self-assessment	

	2	**Listening and speaking (MONEY)**	**Pronunciation and vocabulary:** Intensive listening pattern/riddle/ tongue twisters	By the end of the lesson the learner should be able to ▪ Listen intensively for specific sounds, words, phrases or sentences for fluency. ▪ Use vocabulary to construct sentences for effective communication ▪ Appreciate the importance of listening to a variety of texts for information and enjoyment	Why should we listen carefully? How can we learn the meaning of a new word?	**Learner is guided to:** • Identify the sounds /k/ in letter x as well as the sounds /m/ /n/ /ŋ// from an oral text. • Identify the silent letters in words such as honest, park, debt among others. • To play the game: ***Last one standing: listening for specific words. Choose a favorite word from this box and write it in big letters on a piece of paper. pay buy loss tax sell fee profit bank Now listen to the song or poem. When you hear your word stand up. If you hear it again, sit down. Last one standing wins!*** • Listen to stories related to the theme from a teacher or audio recordings	dictionary, realia Longhorn English act. Grd 4 pg. 169-174	Observation, reading, oral discussion	
	3		**Pronunciation and vocabulary:** Intensive listening pattern/riddle/ tongue twisters	By the end of the lesson the learner should be able to ▪ Listen intensively for specific sounds for fluency ▪ Select silent letters in words from an oral text for listening fluency. ▪ Appreciate the importance of listening to a variety of texts for information and enjoyment	Why should we listen carefully?	**Learner is guided to:** • Identify the sounds /k/ in letter x as well as the sounds /m/ /n/ /ŋ// from an oral text. • Identify the silent letters in words such as honest, park, debt among others. • To play the game: ***Last one standing: listening for specific words. Choose a favorite word from this box and write it in big letters on a piece of paper. pay buy loss tax sell fee profit bank Now listen to the song or poem. When you hear your word stand up. If you hear it again, sit down. Last***	Chart Longhorn English act. Grd 4 pg. 169-174	oral discussion oral presentation	

						one standing wins! • Listen to stories related to the theme from a teacher or audio recordings			
	4		**Pronunciation and vocabulary:** Intensive listening pattern/riddle/ tongue twisters	By the end of the lesson the learner should be able to ▪ Listen intensively for specific words for fluency ▪ Use the language pattern 'very…but…' correctly for effective ▪ Appreciate the importance of listening to a variety of texts for information and enjoyment	Why should we listen carefully? How can we learn the meaning of a new word?	**Learner is guided to:** Listen to three words, phrases among others and filling in the blanks on an exercise book or a worksheet. • Play the telephone game: Let the children sit in rows. Whisper a word or phrase in the first child's ear (write it down on a piece of paper). The child whispers what they heard to the next pupil and so on. The last pupil runs and writes the word on the board. The closest to the original wins. To make it more interesting, you could start a sentence on both ends of the line. • Guess the meaning of a word or phrase after listening to a brief text. • Answer oral questions based on a text. • Identify the relevant language pattern in a text. • Listen to a story and retell it in pairs or small groups. • Use vocabulary learnt to construct sentences and compose a poem featuring the language pattern. • Discuss the use of the language pattern 'very…but…' in sentences	digital devices Longhorn English act. Grd 4 pg. 169-174	oral discussion oral presentation Q&A	
6	**1**	**Reading**	**Extensive reading :** Newspapers/ magazine	By the end of the lesson the learner should be able to ▪ Read a variety of grade appropriate digital and	Why is it important to read newspapers and magazines?	**Learner is guided to:** • Visit a library and find out the articles, magazines and newspapers	magazine, newspaper Longhorn English act.	oral reading oral discussion	

				print texts such as newspapers and magazines for lifelong learning ▪ Demonstrate independent reading of grade appropriate digital and print texts such as newspapers, magazines and articles for information and enjoyment. ▪ Appreciate the importance of independent reading in lifelong learning	When do we read?	they have. • Read newspapers, magazines and articles. • Select and read age appropriate and high- interest materials from print and electronic sources related to the theme. • Infer the meaning of words related to the theme. • Retell the stories they have read in groups.	Grd 4 pg. 174-177		
	2		**Extensive reading :** Newspapers/ magazine	By the end of the lesson the learner should be able to ▪ Read a variety of grade appropriate digital and print texts such as newspapers and magazines for lifelong learning ▪ Demonstrate independent reading of grade appropriate digital and print texts such as newspapers, magazines and articles for information and enjoyment. ▪ Appreciate the importance of independent reading in lifelong learning	How do we choose the materials we read?	**Learner is guided to:** Share opinions and reflect on the materials they have read. • Set up an after-school club where they meet on a regular basis to read books and do extensive reading activities. • Read online newspapers, magazines or articles.	learners bk, projector, tablet, storybook Longhorn English act. Grd 4 pg. 174-177	oral reading oral discussion	
	3	**Gramm ar**	**Parts of speech** : Prepositions	By the end of the lesson the learner should be able to ▪ Identify prepositions of position and direction in sentences ▪ Use prepositions correctly in oral and written contexts	Why should we tell others exactly where people and things are? Which words show the position of people and things?	**The learner is guided to:** • Identify prepositions in samples of oral or written texts sentences. • Play grade appropriate preposition games online or offline. • Construct sentences using	realia, digital devices Longhorn English act. Grd 4 pg. 177-180	questions and answer, teacher made tests	

				for effective communication. ▪ Appreciate the importance of prepositions for clarity in communication		prepositions. • Complete gaps in sentences, matching prepositions with pictures. • Complete substitution exercises on various prepositions.			
	4		**Parts of speech** : Prepositions	By the end of the lesson the learner should be able to ▪ Identify prepositions of position and direction in sentences ▪ Use prepositions correctly in oral and written contexts for effective communication. ▪ Appreciate the importance of prepositions for clarity in communication	Why should we tell others exactly where people and things are? Which words show the position of people and things?	**The learner is guided to:** Watch videos, visit web pages and other online resources and pick out prepositions in pairs or in groups. • Use prepositions in a role play or simulation of people paying tax. • Create and display preposition charts	manila, realia Longhorn English act. Grd 4 pg. 177-180	Matching tasks, questions and answer, teacher made tests	
7	**1**	**Writing**	**Spelling:** Double word consonants	By the end of the lesson the learner should be able to ▪ Spell words with double consonants correctly for clarity of writing ▪ Form words with double consonants from a puzzle ▪ Appreciate the importance of writing words clearly and correctly in communication.	Why is it important to write words correctly?	**The learner is guided to:** • Listen to the teacher or an audio recording and write words with double consonants. • Construct sentences using words with double consonants. • Watch a video and write various words in pairs. • Use jigsaw puzzle to form words with double consonants. • Make words with double consonants from jumbled up letters. • Write words and sentences as dictated by a peer in groups and in pairs	Digital devices Longhorn English act. Grd 4 pg. 180-182	Questions and answers oral reading, dictation, oral discussion	

	2		**Spelling:** Double word consonants	By the end of the lesson the learner should be able to ▪ Construct correct sentences using words with double consonants for cohesive writing ▪ Watch a video and write words in pairs ▪ Appreciate the importance of writing words clearly and correctly in communication.	Why is it important to write words correctly?	**The learner is guided to:** • Listen to the teacher or an audio recording and write words with double consonants. • Construct sentences using words with double consonants. • Watch a video and write various words in pairs. • Use jigsaw puzzle to form words with double consonants. • Make words with double consonants from jumbled up letters. • Write words and sentences as dictated by a peer in groups and in pairs	Longhorn English act. Grd 4 pg. 180-182	reading, oral presentation, oral discussion, assessment	
	3-4		**END YEAR EXAMS/ASSESMENT/CLOSING**						
8									