

GRADE FOUR - ENGLISH SCHEMES OF WORK - TERM 2

WK	L	STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCES	K.I.Q	LEARNING RESOURCES	ASSESSMENT METHODS	REF LEC
1		Revision of content covered in term 1 in preparation for term 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 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/ /u:/ /æ/ /f/ /v/ • Respond to questions from Listening 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,news papers, 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,news papers, 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.	Why is it important to plan our composition?	-Sample compositions *Learners book grade 4 4 pg 64-66	Written exercise	

5	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.	• Write a narrative composition of about 60- 80 words and incorporate. 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	
	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/ /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.	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 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: -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: • 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/Capital letters	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	Learner is guided to: • Recognize the vowels sounds and diphthongs (sounds /ʊə/ /ɪ/ /w/ /s//tʃ/) 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,	What should you do to say words correctly?	-Digital media *Learners book grade 4 pg. 94-97	Oral questions observation	

8				-select sounds correctly from a language sample to improve listening comprehension. Articulate sounds accurately for clarity of speech.	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.				
	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//tʃ/ 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	
	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 rhythm	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.	Why do we shorten words like cannot to can't?	charts, *Learners book grade 4 94-97	Written exercise	

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