# GRADE 4 SCHEMES OF WORK

# ENGLISH

*This Scheme of Work provides a structured plan outlining the content, teaching strategies, learning objectives, and assessment methods, ensuring continuity, progression, and alignment with curriculum standards, while fostering engaging, inclusive, and meaningful learning experiences that support students' development of knowledge, skills, and competencies across subjects as designed by Mwalimu Consultancy Experts.*

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**TERM 1-3 SAMPLE**

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# MWALIMU CONSULTANCY

# GRADE 4 ENGLISH SCHEMES OF WORK TERM 1 - LONGHORN

| Wk | Lsn | Strand/Theme | Sub strand | Specific learning outcomes | Key inquiry Questions | Learning experiences | Learning Resources | Assessment methods | Refl |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | **Listening and speaking (THE FAMILY)** | Pronunciation and vocabulary (Listening comprehension) | By the end of the sub strand the learner should be able to:<br>▪ Pronounce sounds and words correctly for effective oral communication.<br>▪ Use vocabulary in sentences for effective oral communication.<br>▪ Appreciate words sounds containing words for a listening comprehension | Why should we pronounce sounds and words correctly?<br><br>Which words have confusing sounds? | • Say tongue twisters with words containing learnt sounds (/t/ /d/ /f/ /v/ and the digraph /tw).<br>• Repeat minimal pairs with the sounds /t/ /d/ /f/ /v/ and the digraph /tw/ from teacher or audio recording in pairs or groups.<br>• Match words that have the same sounds.<br>• Construct sentences using vocabulary related to the theme.<br>• Listen to an audio text and answer questions<br>based on the text | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 1-4 | Oral reading or recitations | |
| | 2 | | Pronunciation and vocabulary (Listening comprehension) | By the end of the sub strand the learner should be able to:<br>▪ Listen attentively for information and comprehension<br>▪ Construct sentences using vocabulary related to the theme<br>▪ Play language games for listening comprehension | Why should we pronounce sounds and words correctly?<br><br>Which words have confusing sounds? | • Play language games with words containing sounds (/t/ /d/ /f/ /v/ and the digraph /tw) from a listening comprehension.<br>• Search for words related to the theme on the internet in pairs or groups and use them in sentences.<br>• Find out the correct pronunciation of words and sentences from electronic or print dictionaries.<br>• Construct sentences using vocabulary related to the theme. | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 1-4 | Oral reading or recitations | |
| | 3 | **Reading** | Extensive Reading (Reference materials) | By the end of the sub strand the learner should be able to:<br>▪ Use the dictionary to find out the meaning and spelling of words for lifelong learning. | Why is it important to spell words correctly? | **Learner is guided to:**<br>• Identify words and check their meaning and spelling from electronic or print dictionaries.<br>• Look up the meaning of words from a dictionary in pairs. | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary | Question and answers<br><br>Teacher made tests | |

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| | | | | ▪ Read the junior encyclopedia to obtain information for the lifelong learning.<br>▪ Appreciate the use of the dictionary and encyclopedia to obtain information | How does a dictionary help us to learn?<br><br>What do you do if the meaning of a word is unknown to you? | • Read a grade appropriate text, write down unfamiliar words and check their meaning.<br>• In groups, discuss how words are organized in a dictionary.<br>• Obtain information from references such as junior encyclopedia among others.<br>• Arrange words alphabetically or according to related areas. | Longhorn English Learner's Bk Grd. 4 Pg. 5-8 | dictation | |
| | **4** | | Extensive Reading (Reference materials) | By the end of the sub strand the learner should be able to:<br>▪ Use the dictionary to find out the meaning and spelling of words for lifelong learning.<br>▪ Read the junior encyclopedia to obtain information for the lifelong learning.<br>▪ Appreciate the use of the dictionary and encyclopedia to obtain information | Why is it important to spell words correctly?<br><br>How does a dictionary help us to learn?<br><br>What do you do if the meaning of a word is unknown to you? | **Learner is guided to:**<br>• Identify words and check their meaning and spelling from electronic or print dictionaries.<br>• Look up the meaning of words from a dictionary in pairs.<br>• Read a grade appropriate text, write down unfamiliar words and check their meaning.<br>• In groups, discuss how words are organized in a dictionary.<br>• Obtain information from references such as junior encyclopedia among others.<br>• Arrange words alphabetically or according to related areas. | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 5-8 | Question and answers<br><br>Teacher made tests<br>dictation | |
| **2** | **1** | **Grammar** | Determiners<br>Articles | By the end of the sub strand the learner should be able to:<br>▪ Identify definite and indefinite articles in a written text for effective communication.<br>▪ Practise using the definite and indefinite articles before nouns individually and in pairs<br>▪ Appreciate the use of definite and indefinite articles in oral and written context for self-expression. | What things can you see in your school compound?<br><br>What things are there in your local market or town? | **Learner is guided to:**<br>• Identify definite and indefinite articles (a, an, and the) in a text.<br>• Use the definite and indefinite articles with various words<br>• Practise using the definite and indefinite articles before nouns individually and in pairs.<br>• Match the definite and indefinite articles with a given list of nouns. | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 9-10 | Gap filling<br><br>Short answer<br><br>Role play | |
| | **2** | | Determiners | By the end of the sub strand the learner should be able to: | What things can you see in your | **Learner is guided to:** | Course book | Gap filling | |

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| | | | Articles | ▪ Identify definite and indefinite articles in a written text for effective communication.<br>▪ View a video related to the theme<br>▪ Demonstrate the use of definite and indefinite articles in oral and written context for self-expression. | school compound?<br><br>What things are there in your local market or town? | • View a video related to the theme in which the definite and indefinite articles are used.<br>• Search for lists of words and phrases on a newspaper, magazine or internet where articles are used correctly.<br>• Create a list of sentences where articles are used, type it on a digital device and share it with friends or family via mobile phone, email, computer printouts among others. | Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 9-10 | Short answer<br><br>Role play | |
| | **3** | **Writing** | Guided composition Filling forms | By the end of the sub strand the learner should be able to:<br>▪ Identify the required information to be filled in forms for different purposes.<br>▪ Fill in forms correctly for self-expression and advancement.<br>▪ Appreciate the importance of filling in forms correctly for effective communication. | Why should one be careful when filling in forms?<br><br>What information is found on your birth certificate? | **Learner is guided to:**<br>• Fill in forms provided by the teacher by supplying specific details in pairs or small groups<br>• Read instructions on filling in forms in pairs and small groups.<br>• Record the required information related to the theme in the forms in pairs and in groups. | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 11-13 | Peer assessment<br><br>Teacher made test | |
| | **4** | | Guided composition Filling forms | By the end of the sub strand the learner should be able to:<br>▪ Identify the required information to be filled in forms for different purposes.<br>▪ Fill in forms in digital or print format digital literacy<br>▪ Appreciate the importance of filling in forms correctly for effective communication. | Why should one be careful when filling in forms?<br><br>What information is found on your birth certificate? | • Fill in forms in digital or print format in pairs and display them.<br>• Download online forms in pairs and fill in information with guidance from the teacher.<br>• Create a form, and then type it on a computer, laptop and tablet with the guidance from the teacher, in groups. | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 1-13 | Peer assessment<br><br>Teacher made test | |
| **3** | **1** | **Listening and speaking** | Pronunciation and vocabulary | By the end of the sub strand the learner should be able to:<br>▪ Discriminate sounds and words in language sample for listening comprehension. | Why should you pronounce sounds and words correctly? | **Learners is guided to:**<br>• Listen to a variety of audio materials and identify sounds (/ɜː/ /ɑː/ /ɔɪ/ /aɪ/ / l/ /r/), words and expressions related to the theme. | Course book<br>Magazines<br>Journals | Role play<br><br>Debates | |

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| | | **(FAMILY CELEBRATIONS)** | **(Verb with two subjects)** | ▪ Pronounce words containing sounds related to the theme accurately for effective communication.<br>▪ Appreciate the importance of accurate pronunciation for effective communication | Which words are used as subjects in a sentence? | • Listen to a passages or dialogue read by the teacher and identify the sounds /ɜː/ /ɑː/ /ɔɪ/ /aɪ/ / l/ /r/ sounds.<br>• Watch a video in groups and write words and expressions related to the theme.<br>• Recite poems and rhymes.<br>• Use word wheels | Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 14-17 | Oral discussions | |
| | **2** | | Pronunciation and vocabulary **(Verb with more subjects)** | By the end of the sub strand the learner should be able to:<br>▪ Use vocabulary related to the theme to construct a variety of sentences for effective communication<br>▪ Role play using the learnt sounds and words<br>▪ Appreciate the importance of accurate pronunciation for effective communication | Why should you pronounce sounds and words correctly?<br><br>Which words are used as subjects in a sentence? | **Learners is guided to:**<br>•Use the sounds /ɜː/ /ɑː/ /ɔɪ/ /aɪ/ / l/ /r/ to form new words such as load, road, boy, toy<br>• Construct oral sentences using the language patterns; plural verbs with two or more subjects.<br>• Watch a video from the web offline or online and identify learnt sounds and words.<br>• Role play and create a video in groups where they are using the learnt sounds and words. | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 14-17 | Role play<br><br>Debates<br><br>Oral discussions | |
| | **3** | **Reading** | Intensive Reading :**Poems/ Stories** | By the end of the sub strand the learner should be able to:<br>▪ Read poems and stories related to the theme for comprehension.<br>▪ Apply appropriate reading techniques to answer direct and indirect questions based on a poem or story for self-expression.<br>▪ Appreciate the importance of reading comprehension for lifelong learning. | Why should we read the titles and pictures in a story?<br><br>What is your favourite poem, song or story? | **Learner is guided to:**<br>• Talk about pictures and the title of a poem and story (featuring similes and sayings) in small groups.<br>• Find new words and similes in a poem or story in pairs.<br>• Read a poem or story (featuring similes and sayings) in print and non-print texts related to the theme for comprehension.<br>• Recite the poem in pairs.<br>• Answer oral questions from poems, songs and stories (featuring similes and sayings). | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 18-21 | Reading aloud<br><br>Dictation | |
| | **4** | | Intensive Reading | By the end of the sub strand the learner should be able to:<br>▪ Identify events in a story for logical and fluent flow | Why should we read the titles and pictures in a story? | **Learner is guided to:**<br>•Attempt a written exercise individually. | Course book<br>Magazines<br>Journals | Reading aloud | |

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| | | | :Poems/ Stories | ▪ Apply appropriate reading techniques to answer direct and indirect questions based on a poem or story for self-expression.<br>▪ Appreciate the importance of reading comprehension for lifelong learning. | What is your favourite poem, song or story? | • Identify events in a story for logical and fluent flow.<br>• Discuss and role play events in a text based on the theme.<br>• Watch a video related to the theme for specific information.<br>• Participate in a readers' theatre in small groups. | Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 18-21 | Dictation | |
| 4 | 1 | **Grammar** | Parts of speech :**Regular Nouns** | By the end of the sub strand the learner should be able to:<br>▪ Identify plurals of regular and irregular nouns for effective communication.<br>▪ Use plurals of regular and irregular nouns correctly in spoken and written language for communication clarity.<br>▪ Appreciate the use of regular and irregular nouns in communication | How do you show the number of things you have?<br><br>Which things do we have in our classroom? | **Learner is guided to:**<br>• Give examples of regular and irregular nouns.<br>• Discuss the difference between regular and irregular nouns.<br>• Pick out and write plurals of regular and irregular nouns from audio recording.<br>• Construct sentences in pairs using regular and irregular nouns in their plural forms. | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 22-24 | Role play<br><br>Short answers | |
| | 2 | | Parts of speech :**irregular Nouns** | By the end of the sub strand the learner should be able to:<br>▪ Identify plurals of regular and irregular nouns for effective communication.<br>▪ Use plurals of regular and irregular nouns correctly in spoken and written language for communication clarity.<br>▪ Demonstrate the use of regular and irregular nouns in communication | How do you show the number of things you have?<br><br>Which things do we have in our classroom? | **Learner is guided to:**<br>• Look up regular and irregular nouns on the internet and write them down.<br>• Create a puzzle using a list of regular and irregular nouns on a digital device or exercise book in pairs or groups. | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 22-24 | Role play<br><br>Short answers | |
| | 3 | **Writing** | Guided writing :**Open ended compositions** | By the end of the sub strand the learner should be able to:<br>▪ Express ideas on a given topic relevantly for effective communication.<br>▪ Write an open ended composition creatively for self-expression. | Why is it necessary to express thoughts and feelings clearly?<br><br>How can you make your story interesting? | **Learner is guided to:**<br>• Discuss how to write a story on a given topic in small groups.<br>• Discuss the possible order of events in the story in small groups.<br>• Write the first paragraph of a composition in pairs while observing the correct punctuation and spelling. | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English | Self-assessment learner | |

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| | | | | ▪ Appreciate the importance of creativity in writing for effective communication | | | Learner's Bk Grd. 4 Pg. 25-27 | | |
| | **4** | | Guided writing :**Open ended compositions** | By the end of the sub strand the learner should be able to:<br>▪ Express ideas on a given topic relevantly for effective communication.<br>▪ Write an open ended composition legibly and neatly.<br>▪ Demonstrate the importance of creativity in writing in effective communication | Why is it necessary to express thoughts and feelings clearly?<br><br>How can you make your story interesting? | **Learner is guided to:**<br>•Write the whole composition legibly and neatly.<br>• Proof-read their compositions in pairs.<br>• Share their completed stories in small groups.<br>• Search and read written compositions online or offline. | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 25-27 | Self-assessment learner | |
| **5** | **1** | **Listening and Speaking (ETIQUETTE)** | Pronunciation and Vocabulary:<br>**Polite words and phrases** | By the end of the sub strand the learner should be able to:<br>▪ Identify polite words and phrases in conversations for communication clarity.<br>▪ Pronounce and phrases containing sounds related to etiquette accurately for effective communication.<br>▪ Appreciate the importance of using polite words and phrases in different contexts. | Why should we pronounce sounds and words clearly?<br><br>Which words do we use to show politeness? | **Learner is guided to:**<br>• Identify words and phrases containing the sounds /e/, /ei/, /p/ and /b/.<br>• Use tongue twisters to practise the sounds /e/, /eɪ/, /p/ and /b/.<br>• Listen to correct pronunciation of words and phrases related to etiquette and containing the sounds /e/, /eɪ/, /p/ and /b/ from a digital device.<br>• Practise saying words and phrases containing the sounds /e/, /eɪ/, /p/ and /b/. | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 28-31 | Oral presentations<br><br>Public speaking | |
| | **2** | | Pronunciation and Vocabulary:<br>**Polite words and phrases** | By the end of the sub strand the learner should be able to:<br>▪ Construct simple sentences using words related to the theme<br>▪ Use appropriate words and phrases to show politeness in different contexts.<br>▪ Appreciate the importance of using polite words and phrases in different contexts. | Why should we pronounce sounds and words clearly?<br><br>Which words do we use to show politeness? | • Say words and phrases related to the theme correctly.<br>• Construct simple sentences using words related to the theme.<br>• Write dictated words related to etiquette correctly.<br>• Write words containing the sounds /e/, /eɪ/, /p/ and /b/ from a dictation in small groups.<br>• Recite a poem featuring words related to etiquette, in groups. | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 29-31 | Oral presentations<br><br>Public speaking | |

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| | **3** | **Reading** | Intensive Reading :**Skimming** | By the end of the sub strand the learner should be able to:<br>▪ Read a text of about 300 words for comprehension.<br>▪ Apply appropriate reading skills when reading a text of about 300 words to obtain both factual and inferential information.<br>▪ Appreciate the importance of intensive reading in their day-to- day life. | Why do we read?<br><br>How can we read faster? | **Learner is guided to:**<br>• Read a variety of print and non-print texts of about 300 words for comprehension.<br>• Answer factual and inferential questions from a variety of texts of about 300 words.<br>• Infer the meaning of new words.<br>• Retell stories related to the theme in pairs or groups.<br>• Identify events in a story or a passage of about 300 words with logical and fluent flow. | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 31-34 | Learner journals<br><br>Peer assessment | |
| | **4** | | Intensive Reading : **scanning** | By the end of the sub strand the learner should be able to:<br>▪ Read a text of about 300 words for comprehension.<br>▪ Apply appropriate reading skills when reading a text of about 300 words to obtain both factual and inferential information.<br>▪ Appreciate the importance of intensive reading in their day-to- day life. | Why do we read?<br><br>How can we read faster? | **Learner is guided to:**<br>• Discuss and role play events in a text based on the theme.<br>• Watch a video on etiquette for specific information.<br>• Skim or scan a comic, magazine, newspaper or age appropriate reader.<br>• Scan for information such as words and answer questions from print or digital text.<br>• Skim through a digital text of about 300 words focusing mainly on the title and illustrations. | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 31-34 | Learner journals<br><br>Peer assessment | |

**FOR COMPLETE SCHEMES OF WORK FOR TERM 1, CONTACT MR ISABOKE**

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# GRADE 4 LONGHORN ENGLISH SCHEMES OF WORK TERM 2

| Wk | Lsn | Strand/Theme | Sub strand | Specific learning outcomes | Key inquiry Questions | Learning experiences | Learning Resources | Assessment methods | Refl |
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| 1 | 1 | **Grammar** | Language Patterns **:Quantifiers** | By the end of the sub strand the learner should be able to:<br>▪ Select appropriate quantifiers to use in relation to the type of noun for effective communication.<br>▪ Use quantifiers in sentences correctly for communication clarity.<br>▪ Appreciate the correct use of quantifiers in everyday communication. | What things do we count?<br><br>What things cannot be counted?<br><br>Which words do we use to show quantity of countable and uncountable nouns? | **Learner is guided to:**<br>• Name, in pairs or small groups, countable and uncountable nouns.<br>• Use the quantifiers (much, many, some and any) correctly with nouns and construct sentences in pairs.<br>• Recite poems and rhymes containing the quantifiers (much, many, some and any) in small groups. | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 74-75 | Gap filling<br>Matching task<br>Short answer | |
| | 2 | | Language Patterns **:Quantifiers** | By the end of the sub strand the learner should be able to:<br>▪ Select appropriate quantifiers to use in relation to the type of noun for effective communication.<br>▪ Use quantifiers in sentences correctly for communication clarity.<br>▪ Appreciate the correct use of quantifiers in everyday communication. | What things do we count?<br><br>What things cannot be counted?<br><br>Which words do we use to show quantity of countable and uncountable nouns? | **Learner is guided to:**<br>•Fill in blank spaces using correct quantifiers.<br>• Use digital devices to compose a short poem or a paragraph featuring the quantifiers (much, many, some and any).<br>• Use the quantifiers (much, many, some and any) in a role play or a dialogue. | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 74-75 | Gap filling<br>Matching task<br>Short answer | |
| | 3 | **Writing** | Guided writing**: Pictorial compositions** | By the end of the sub strand the learner should be able to:<br>▪ Write a pictorial composition of about 60 – 80 words on varied topics for effective communication<br>▪ Use a variety of pictures and clues to write pictorial compositions of about 60 – 80 words for effective communication. | Which words do we use to describe a picture?<br><br>How do pictures make you feel? | **Learner is guided to:**<br>• Identify pictures from online and offline sources.<br>• Identify common sayings from a text in pairs and write them in their exercise books or word processor.<br>• Use a variety of pictures from online and offline sources and | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English | Teacher made tests<br>Learner journals | |

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| | | | | ▪ Appreciate the use of a wide range of pictures to write pictorial compositions of about 60 – 80 words on different topics for communications. | What are some of the things we can write about pictures we see? | write pictorial compositions of 60-80 words based on the theme. | Learner's Bk Grd. 4 Pg. 76-78 | | |
| | **4** | | Guided writing**: Pictorial compositions** | By the end of the sub strand the learner should be able to:<br>▪ Write a pictorial composition of about 60 – 80 words on varied topics for effective communication<br>▪ Use a variety of pictures and clues to write pictorial compositions of about 60 – 80 words for effective communication.<br>▪ Appreciate the use of a wide range of pictures to write pictorial compositions of about 60 – 80 words on different topics for communications. | Which words do we use to describe a picture?<br><br>How do pictures make you feel?<br><br>What are some of the things we can write about pictures we see? | **Learner is guided to:**<br>• Discuss different pictures in pairs/groups and write pictorial compositions of about 60-80 words.<br>• Use sayings to make their compositions interesting.<br>• Watch a variety of videos related to the theme and write pictorial compositions.<br>• Generate a wide range of pictures from the internet and write pictorial compositions. | Course book<br>Magazines<br>Journals<br>Charts and realia<br>Dictionary<br>Longhorn English Learner's Bk Grd. 4 Pg. 76-78 | Teacher made tests<br>Learner journals | |

| **Week** | **Lsn** | **Strand/Theme** | **Sub strand** | **Specific learning outcomes** | **Key inquiry Questions** | **Learning experiences** | **Learning Resources** | **Assessment methods** | **Refl** |
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| **2** | **1** | **Listening and speaking (TECHNOLOGY-CYBER SAFETY)** | Pronunciation and vocabulary**: Interactive Listening** | By the end of the lesson the learner should be able to<br>▪ Participate actively in a two-way conversation(turn-taking) In various settings for self-expression<br>▪ Use present and past tense correctly in a two-way dialogue for communication clarity<br>▪ Appreciate the importance of turn taking in oral communication | Why should we listen to others when they are speaking?<br><br>Why should we wait for our turn to speak?<br><br>How do we show when an action took place? | **Learner is guided to:**<br>•Participate in a debate, interview and discussion on social media focusing on cyber safety.<br>•Listen for the sounds /ɛə/ /j/ /ʤ//ʒ/ from an audio text and then say them in pairs<br>•Engage in a dialogue featuring words with the sounds /ɛə/ /j/ /ʤ//ʒ/ and pay attention to what the other person says.<br>•Act out a dialogue in pairs.<br>•Construct sentences using present and past tense. | Dictionary<br>Longhorn English act. Grd 4 pg. 40-54 | Dialogues<br>Oral discussions | |

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| | **2** | | Pronunciation and vocabulary **:Interactive Listening** | By the end of the lesson the learner should be able to<br>a. Participate actively in a two-way conversation (turn taking) in various settings for self-expression.<br>b. Watch a video recording of interview and role play in pairs<br>c. Apply vocabulary related to the theme in different settings for clarity of speech | Why should we listen to others when they are speaking?<br><br>Why should we wait for our turn to speak? | **Learner is guided to:**<br>•Listen to a dialogue introduction and predict what they think they will hear.<br>•Listen to a poem, story or song and answer questions orally.<br>•Watch audio-visual recordings of short interviews and then conduct a role play in pairs. | audio player Longhorn English act. Grd 4 pg. 40-54 | Dialogues Oral discussion observation | |
| | **3** | | Pronunciation and vocabulary **:Interactive Listening** | **By the end of the lesson the learner should be able to**<br>a. Apply vocabulary related to the theme in different settings for clarity of speech<br>b. Use present and past tense correctly in a two-way dialogue for communication clarity<br>c. Appreciate the importance of turn taking in oral communication | Why should we listen to others when they are speaking?<br><br>Why should we wait for our turn to speak? | **Learner is guided to:**<br>•Record one another when performing solo, choral verses and short dialogues.<br>•Take turns during an oral interview, discussion or debate.<br>•Apply facial expressions and gestures appropriately while reciting choral verses in pairs and groups. | digital devices Longhorn English act. Grd 4 pg. 40-54 | Dialogues Oral discussion Q&A, debates | |
| | **4** | **Reading** | Extensive Reading**: Narratives(narratives/poems)** | By the end of the lesson the learner should be able to<br>▪ Read a variety of materials (narratives, graded readers) for lifelong learning.<br>▪ Demonstrate independent reading of narratives, poems and graded readers<br>▪ Appreciate the importance of independent reading in a variety of contexts for enjoyment. | Why should we read different types of materials? What kind of materials do you enjoy reading? What can you do to remember | **The learner is guided to:**<br>• Select appropriate and high- interest reading print and electronic materials related such as narratives, poems and graded readers.<br>• Select and read graded readers independently for pleasure.<br>• Set up an after school club where they meet on a regular basis to read extensively.<br>• Retell the stories they have read in pairs or groups.<br>• Share opinions and reflections on the texts they have read. | magazines, storybooks, newspapers Longhorn English act. Grd 4 pg. 40-54 | listening and observation, Q&A | |

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| | | | | | what you read? | • Identify and discuss proverbs used in graded readers. | | | |
| **3** | **1** | | Extensive Reading: **Poems** | By the end of the lesson the learner should be able to<br>▪ Read a variety of materials (narratives, graded readers) for lifelong learning.<br>▪ Demonstrate independent reading of narratives, poems and graded readers<br>▪ Appreciate the importance of independent reading in a variety of contexts for enjoyment. | Why should we read different types of materials? What kind of materials do you enjoy reading? What can you do to remember what you read? | **The learner is guided to:**<br>• Select appropriate and high- interest reading print and electronic materials related such as narratives, poems and graded readers.<br>• Select and read graded readers independently for pleasure.<br>• Set up an after school club where they meet on a regular basis to read extensively.<br>• Retell the stories they have read in pairs or groups.<br>• Share opinions and reflections on the texts they have read.<br>• Identify and discuss proverbs used in graded readers. | Graded readers, storybooks, Longhorn English act. Grd 4 pg. 40-54 | listening and observation, Q&A | |
| | **2** | **Grammar** | Tense **:Present and past continuous tense** | By the end of the lesson the learner should be able to<br>▪ Identify present and past continuous forms of the verb in oral and written texts for communication clarity.<br>▪ Use the present and past continuous tense correctly in oral and written contexts for self-expression<br>▪ Appreciate the role of the present and past continuous tense in communication. | Why is it important to show when something happened?<br><br>How do we tell an action is or was happening? | **Learner is be guided to:**<br>• Listen to a radio or TV programme and identify the present and past continuous forms.<br>• Give examples of actions in the present and past continuous tense.<br>• Use a given list of verbs to form sentences in the present and past continuous tense in pairs or groups.<br>• Watch a video and write examples of the present and past continuous tense in a note book.<br>• Role play or simulate an event in which they use the present and past continuous forms.<br>• Identify present and past continuous forms from a newspaper or magazine article.<br>• Construct sentences using the present and past continuous tense in groups. (They could be typed or written on a piece of paper.) | pictures Longhorn English act. Grd 4 pg. 40-54 | oral discussion, peer review, Q&A | |
| | **3** | | Tense **:Present and Past contin** | By the end of the lesson the learner should be able to<br>▪ Identify present and past continuous forms of the verb in oral and written | Why is it important to show when something happened? | **Learner is be guided to:**<br>• Listen to a radio or TV programme and identify the present and past continuous forms.<br>• Give examples of actions in the present and past continuous tense. | Newspaper, Longhorn English act. Grd 4 pg. 40-54 | oral discussion, oral presentation | |

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| | | | **uous tense** | texts for communication clarity.<br>▪ Use the present and past continuous tense correctly in oral and written contexts for self-expression<br>▪ Appreciate the role of the present and past continuous tense in communication. | How do we tell an action is or was happening? | • Use a given list of verbs to form sentences in the present and past continuous tense in pairs or groups.<br>• Watch a video and write examples of the present and past continuous tense in a note book.<br>• Role play or simulate an event in which they use the present and past continuous forms.<br>• Identify present and past continuous forms from a newspaper or magazine article.<br>• Construct sentences using the present and past continuous tense in groups. (They could be typed or written on a piece of paper.) | | | |
| | **4** | **Writing** | Punctuation **:Full stop/capital letters** | By the end of the lesson the learner should be able to<br>▪ Identify commonly used punctuation marks in written texts for effective communication<br>▪ Use full stops and capital letters correctly in written texts for communication clarity<br>▪ Appreciate the role of punctuation mark in various contexts for writing fluency | Why do you use punctuation marks?<br><br>Which punctuation marks do you use when writing? | **Learner is guided to:**<br>• Identify proper nouns such as names of people, places and features like mountains and rivers<br>• Form sentences in pairs using proper nouns.<br>• Write a list of common abbreviations and punctuate them correctly.<br>• Write abbreviations of their school, names among others in pairs or small groups and punctuate them correctly. | Manila papers, word cards, Longhorn English act. Grd 4 pg. 40-54 | Peer assessment peer assessment, oral discussion, observation | |
| **4** | **1** | | Punctuation**: Full stop/Capital letters** | By the end of the lesson the learner should be able to<br>▪ Use full stops and capital letters correctly in written texts for communication clarity.<br>▪ Identify commonly used punctuation marks in written texts for effective communication.<br>▪ Appreciate the role of punctuation mark in various contexts for writing fluency | Why do you use punctuation marks?<br><br>Which punctuation marks do you use when writing? | **Learner is guided to:**<br>• Design drawings or illustrations of the full stop and capital letters in cards and display them in class.<br>• Use punctuation cards to arrange or make coherent sentences and paragraphs in pairs or groups.<br>• Write well-punctuated sentences dictated by a teacher, peer or digital device.<br>• Make stickers with sentences punctuated with full stops and capital letters and stick them to a central place for everyone to see.<br>• Use digital resources to play games such as punctuation ladder and punctuation posters.<br>• Type sentences on a digital device, with the help | newspaper /magazines Longhorn English act. Grd 4 pg. 40-54 | observation, oral discussion, self-assessment | |

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| | | | | | | of parents, siblings and guardians and share with teacher<br>and friends | | | |
| | **2** | **Listening and Speaking (THE FARM)** | Pronunciation and vocabulary: **Tongue twisters** | By the end of the lesson the learner should be able to<br>▪ Use vocabulary items related to the theme in a variety of contexts for effective communication<br>▪ Select sounds correctly from a language sample to improve listening comprehension.<br>▪ Articulate sounds accurately for clarity of speech.<br>▪ Select sounds correctly from a language sample to improve listening comprehension. | Why should you say words clearly?<br><br>What should you do to say words correctly? | **Learner is guided to:**<br>• Recognize the vowels sounds and diphthongs (sounds /ʊə/ /v/ /w/ /s//ʧ/) from audio materials.<br>• Use words and sentences containing vowel sounds and consonants in a conversation.<br>• Create a tongue twister using words with the target sounds in small groups.<br>• Listen to selected sounds (consonants, diphthongs and vowels) from audio materials, for example,<br>sounds /ʊə/ /v/ /w/ /s//ʧ/.<br>• Say tongue twisters with the (words containing the sounds /ʊə/ /v/ /w/ /s//ʧ/) individually, in pairs or groups. | pictures, realia, chart Longhorn English act. Grd 4 pg. 94-97 | observation, reciting poems Oral questions | |
| | **3** | | Pronunciation and vocabulary: **Tongue twisters** | By the end of the lesson the learner should be able to<br>▪ Use vocabulary items related to the theme in a variety of contexts for effective communication<br>▪ Select sounds correctly from a language sample to improve listening comprehension.<br>▪ Articulate sounds accurately for clarity of speech.<br>▪ Select sounds correctly from a language sample to improve listening comprehension. | Why should you say words clearly?<br><br>What should you do to say words correctly? | **Learner is guided to:**<br>Repeat tongue twisters with the words containing the sounds /ʊə/ /v/ /w/ /s//ʧ/ from an audio/digital recording individually, in pairs or groups.<br>• Select words containing vowels and diphthongs and consonants from a tongue twister, passage, a poem, a<br>song or a story.<br>• Practice clear pronunciation by listening to a video,<br>online dictionaries and recordings.<br>• Say vocabulary items correctly and match them with their meanings.<br>• Articulate vowels and consonants as the teacher models.<br>• Participate in video conferencing with children from other schools or native speakers. | realia, pictures, flash cards Longhorn English act. Grd 4 pg. 94-97 | oral questions, observation, role play, oral discussion | |
| | **4** | **Reading** | **Reading Fluency** | By the end of the lesson the learner should be able to<br>▪ Read a text of about 300 words accurately, at the | Why is it important to read at a | **Learner is guided to:**<br>• Listen and follow along with audio recordings.<br>• Perform a reader's theater by taking turns reading their parts from a script and bring the text | charts, pictures, flash cards | oral questions, observation, | |

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| | | | | right speed and with expression for effective communication.<br>▪ Make predictions based on the title or pictures and anticipate possible outcomes in a story<br>▪ Appreciate the importance of fluency in reading for comprehension | reasonable speed? | alive through their voices. ***(a reader's theater does not need any set or costumes and It is excellent for building fluency)***<br>• Do paired reading and read to each other. ***(More fluent readers should be paired with less fluent ones. They take turns reading by sentence, paragraph, or page.)*** | Longhorn English act. Grd 4 pg. 94-97 | timed reading | |
| **5** | **1** | | **Reading Fluency** | By the end of the lesson the learner should be able to<br>▪ Read fluently a text related to the theme<br>▪ Use fluency strategies to read a text of about 300 words related to the theme to enhance comprehension.<br>▪ Appreciate the importance of fluency in reading for comprehension | How can you read a text fast and fluently? | **Learner is guided to:**<br>Make predictions based on the pictures or the title and anticipate possible outcomes in a story of about 300 words.<br>• Read digital or non-digital texts of about 300 words related to the theme in small groups.<br>• Respond to oral questions that require inferences in pairs and small groups from a text of about 300 words. | realia, charts Longhorn English act. Grd 4 pg. 94-97 | Q&A, peer assessment, oral discussion | |
| | **2** | | **Reading Fluency** | By the end of the lesson the learner should be able to<br>▪ Read and recite poems for comprehension<br>▪ Use fluency strategies to read a text of about 300 words related to the theme to enhance comprehension.<br>▪ Appreciate the importance of fluency in reading for comprehension. | What is the importance of reading for comprehension?<br><br>How can you read a text fast? | **Learner is guided to:**<br>Write correct answers to direct and indirect questions that require inferences.<br>• Listen to audio-visual recordings of songs and poems; and repeat them.<br>• Read and sing lyrics of relevant English songs.<br>• Read poems and rhymes while paying attention to rhythm. | Charts, realia, Longhorn English act. Grd 4 pg. 94-97 | observation, oral discussion, written exercise | |
| | **3** | **Grammar** | Parts of Speech: **Contracted** | By the end of the lesson the learner should be able to<br>▪ Use contracted forms of verbs correctly for effective communication.<br>▪ Identify contracted forms pf verbs from a written text | Why do we shorten words like cannot to can't? | **Learner is guided to:**<br>• Identify contracted forms from an audio or written text.<br>•Write contracted forms of verbs and use them in sentences correctly.<br>•Make and display charts containing contracted forms of verbs. | charts, pictures Longhorn English act. Grd 4 pg. 94-97 | Gap filling Short answer oral questions | |

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| | | | **verb forms** | ▪ Appreciate the importance of correct sentence structures in communication | What answer do you give to a question? | • Use digital devices to search for online resources on contracted verbs. | | | |
| | **4** | | Parts of Speech: **Positive statements** | By the end of the lesson the learner should be able to<br>▪ Use positive and negative statements correctly for effective communication<br>▪ Identify positive statements from a written text<br>▪ Appreciate the importance of correct sentence structures in communication | What answer do you give to a question? | **Learner is guided to:**<br>•Categorize sample sentences into negative or positive statements in small groups. Learner could display the work in a chart.<br>•Change positive statements to negative statements and vice versa.<br>• Ask each other questions that elicit both positive and negative answers.<br>• Construct positive and negative sentences orally and in writing. | Longhorn English act. Grd 4 pg. 94-97 | Gap filling Short answer oral questions | |

**FOR COMPLETE SCHEMES OF WORK FOR TERM 2,**

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# GRADE 4 ENGLISH SCHEMES OF WORK TERM 3 - LONGHORN

| Week | Lsn | Strand/Theme | Sub strand | Specific learning outcomes | Key inquiry Questions | Learning experiences | Learning Resources | Assessment methods | Refl |
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| **1** | **1** | **Reading** | Intensive read: **Reading with technology** | By the end of the lesson the learner should be able to<br>▪ Read appropriate digital poems and narratives of about 300 – 320 words interpretively for comprehension<br>▪ Access grade appropriate online material of about 300-320 words for lifelong learning<br>▪ Appreciate reading digital resources for information | Why should we read using technology?<br><br>How do you search for Information using appropriate technology? | **The learner is guided to:**<br>• Read animated stories, comics and cartoons interpretively individually, in pairs or in groups.<br>• Watch videos or mimes and answer questions.<br>• Interpret visual representations such as mind maps.<br>• Click on or highlight words read by a computer-generated voice. | Chart<br>Digital device<br>Storybooks<br>Longhorn English act. Grd 4 pg. 146-148 | discussion<br>public speaking,<br>self-assessment | |
| | **2** | | Intensive read: **Reading with technology** | By the end of the lesson the learner should be able to<br>▪ Read grade appropriate digital poems and narratives of about 300-320 words interpretively for comprehension<br>▪ Access grade appropriate online materials of about 300 – 320 words for lifelong learning<br>▪ Appreciate reading digital resources for information | How do you use a mind map?<br><br>What is the importance of a mind map? | **The learner is guided to:**<br>• Carry out simple online research on topics related to the theme.<br>• Create simple crossword puzzles based on animated stories.<br>• Infer the moral lesson of a story.<br>• 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<br>Charts and realia<br>Dictionary<br>Longhorn English act. Grd 4 pg. 146-148 | discussion<br>public speaking,<br>self-assessment,<br>portfolio | |
| | **3** | **Grammar** | Language patterns: | By the end of the lesson the learner should be able to<br>▪ Identify interrogatives in a variety of texts for communication clarity. | Why do we ask questions? | **Learner is guided to:**<br>• Identify the interrogatives ***when, where, whose, who*** and ***what*** in a variety of texts.<br>• Construct sentences with interrogatives (***when, where, whose, who*** and ***what***) in pairs | realia, flash cards, digital devices | Q& A, oral discussion, gap filling, | |

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| | | | **Interrogatives** | ▪ Use interrogatives in a variety of contexts for effective communication<br>▪ Respond to a variety of questions based on interrogatives for effective communication<br>▪ Appreciate the importance of interrogatives for effective communication | Which words do we use for asking questions? | or small groups.<br>• Answer questions based on interrogatives (***when, where, whose, who*** and ***what***).<br>• Identify interrogatives (***when, where, whose, who*** and ***what***) from online texts and use them to make own sentences. | Longhorn English act. Grd 4 pg. 149-152 | reading aloud | |
| | **4** | | Language patterns: **Interrogatives** | By the end of the lesson the learner should be able to<br>▪ Identify interrogatives in a variety of texts for communication clarity<br>▪ Respond to a variety of questions based on interrogatives for effective communication<br>▪ Appreciate the importance of interrogatives for effective communication | Why do we ask questions? | **Learner is guided to:**<br>• Identify the interrogatives ***when, where, whose, who*** and ***what*** in a variety of texts.<br>• Construct sentences with interrogatives (***when, where, whose, who*** and ***what***) in pairs or small groups.<br>• Answer questions based on interrogatives (***when, where, whose, who*** and ***what***).<br>• 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<br>▪ Identify interrogatives in a variety of texts for communication clarity<br>▪ Use interrogatives in a variety of contexts for effective communication<br>▪ Respond to a variety of questions based on interrogatives for effective communication | Why do we ask questions?<br><br>Which words do we use for asking questions? | **Learner is guided to:**<br>View videos, cartoons or pictures and ask one another questions, in pairs or small groups.<br>• 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.* | manila papers, coloured pencils, charts Longhorn English act. Grd 4 pg. 149-152 | oral questions, oral presentation, public speaking, reading aloud | |
| | **2** | **Writing** | Spelling: **Commonly misspelt words** | By the end of the lesson the learner should be able to<br>▪ Identify commonly misspelt words in oral and written contexts.<br>▪ Write commonly misspelt words correctly for communication clarity | Why is it difficult to spell some words correctly? | **The learner is guided to:**<br>• Listen to and write commonly misspelt words.<br>• Listen to a dictation and spell selected words and sentences.<br>• Search for commonly misspelt words and create a word puzzle in pairs or groups.<br>• Copy the words correctly in their vocabulary | flash cards, realia, digital device Longhorn English act. Grd 4 pg. 152-154 | Q&A Oral presentation, oral discussion, observation | |

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| | | | | ▪ Appreciate the importance of writing words clearly and correctly in communication | How can we become better at spelling words? | book.<br>• Construct sentences using commonly misspelt words.<br>• Form commonly misspelt words from jumbled up letters. | | | |
| | **3** | | Spelling: **Commonly misspelt words** | By the end of the lesson the learner should be able to<br>▪ Identify commonly misspelt words in oral and written contexts.<br>▪ Write commonly misspelt words correctly for communication clarity<br>▪ Appreciate the importance of writing words clearly and correctly in communication | How can we become better at spelling words? | **The learner is guided to:**<br>• Listen to and write commonly misspelt words.<br>• Listen to a dictation and spell selected words and sentences.<br>• Search for commonly misspelt words and create a word puzzle in pairs or groups.<br>• Copy the words correctly in their vocabulary book.<br>• Construct sentences using commonly misspelt words.<br>• Form commonly misspelt words from jumbled up letters. | flash cards, realia, newspaper and magazines Longhorn English act. Grd 4 pg. 152-154 | observation, written assessment | |
| | **4** | **Listening and speaking (CLEAN ENVIRONMENT)** | Pronunciation and vocabulary **: Speaking fluency** | By the end of the lesson the learner should be able to<br>▪ Speak accurately, with expression and at the right speed (minimal hesitation) for fluency.<br>▪ Use non-verbal cues appropriately for self-expression<br>▪ Appreciate the importance of fluency in speech | Why should you speak at the right speed?<br><br>How can you make others feel what you are saying? | **The learner is guided to:**<br>• Say words containing the sounds /ʌ/ /ɔ:/ and the consonant clusters 'br' 'sw' 'pr' 'cl' 'gr' correctly.<br>• Select words with the the sounds /ʌ/ /ɔ:/ and the consonant clusters 'br' 'sw' 'pr' 'cl' 'gr' from an oral text.<br>• Construct sentences that require a yes or no response using the vocabulary.<br>• Listen to oral presentations such as poems and topical issues from audio recordings related to the theme in pairs or groups.<br>• 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 **: Speaki** | By the end of the lesson the learner should be able to<br>▪ Use nonverbal cues appropriately for self-expression. | Why should you speak at the right speed? | **The learner is guided to:**<br>• Say words containing the sounds /ʌ/ /ɔ:/ and the consonant clusters 'br' 'sw' 'pr' 'cl' 'gr' correctly.<br>• Select words with the the sounds /ʌ/ /ɔ:/ and the consonant clusters 'br' 'sw' 'pr' 'cl' 'gr' | charts, word cards, pictures Longhorn English act. | role play, oral reading, oral presentation | |

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| | | | **ng fluency** | ▪ Use vocabulary related to the theme in a variety of contexts for effective communication<br>▪ Appreciate the importance of fluency in speech | How can you make others feel what you are saying? | from an oral text.<br>• Construct sentences that require a yes or no response using the vocabulary.<br>• Listen to oral presentations such as poems and topical issues from audio recordings related to the theme in pairs or groups.<br>• Repeat oral texts from the teacher or an audio recording without hesitations | Grd 4 pg. 155-159 | | |
| | **2** | | Pronunciation and vocabulary **: Speaking fluency** | By the end of the lesson the learner should be able to<br>▪ Use vocabulary related to the theme in a variety of contexts for effective communication<br>▪ Speak accurately, with expression and at the right speed (minimal hesitation) for fluency<br>▪ Appreciate the importance of fluency in speech | Why should we have fluency in speech<br><br>Why should we speak accurately? | **The learner is guided to:**<br>Respond to questions on given texts confidently in pairs and groups.<br>• Repeat oral texts without hesitation and at a reasonable speed.<br>• Make three-minute speeches on environment in groups.<br>• Make short speeches accurately, at the right speed and with expression.<br>• Use nonverbal cues when speaking.<br>• Speak expressively on a variety of topics.<br>• 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<br>▪ Read a poem song or passage containing proverbs with expression for effective communication<br>▪ Apply basic stress and rhythm when reading a poem, song or passage containing proverbs for self-expression<br>▪ Appreciate the importance of intensive reading in day-to-day communication | Why do we enjoy reading poems? | **Learner is guided to:**<br>• Apply stress and rhythm when reciting a poem, passage that incorporates proverbs or singing a song.<br>• Read a poem, song or passage that incorporates proverbs related to the theme and answer questions.<br>• Answer factual and inferential questions from a given poem, song or passage.<br>• Identify events in a poem, song or passage logically | pictures, chart, word cards Longhorn English act. Grd 4 pg. 159-162 | Oral presentation, oral discussion | |
| | **4** | | Intensive Reading **: Poems/ songs/p** | By the end of the lesson the learner should be able to<br>▪ Read a passage containing proverbs with expression for effective communication | How are poems different form stories? | **Learner is guided to:**<br>• Apply stress and rhythm when reciting a poem, passage that incorporates proverbs or singing a song.<br>• Read a poem, song or passage that incorporates proverbs related to the | pictures, word cards, flash cards Longhorn English act. | Q&A, oral presentation, reading | |

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| | | | **roverbs** | ▪ Respond to questions based on a poem, song or passage containing proverbs for comprehension<br>▪ Appreciate the importance of intensive reading in day-to-day communication | | theme and answer questions.<br>• Answer factual and inferential questions from a given poem, song or passage.<br>• Identify events in a poem, song or passage logically | Grd 4 pg. 159-162 | | |
| **4** | **1** | | Intensive Reading **: Poems/ songs/proverbs** | By the end of the lesson the learner should be able to<br>▪ Respond to questions based on a poem, song or passage containing proverbs for comprehension<br>▪ Identify proverbs used in a passage<br>▪ Appreciate the importance of intensive reading in day-to-day communication | Why do we enjoy reading poems?<br><br>How are poems different form stories? | **Learner is guided to:**<br>Discuss and role play events in a passage containing proverbs, poem or a song based on the theme.<br>• Watch a recitation of a poem on video and identify specific details.<br>• 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<br>▪ Identify the present and perfect tense in varied texts for effective communication.<br>▪ Use the present perfect and past perfect tense to form correct sentences for effective communication.<br>▪ Appreciate the importance of tense in everyday communication | How do we show the time when an action took place?<br><br>Why should we use the correct tense in communication | **Learner is guided to:**<br>• Respond to questions on activities they have just completed depicting the present and past perfect tenses in pairs or small groups.<br>• Identify present perfect and past perfect tenses in sentences.<br>Use games to form sentences in the present perfect and past perfect with given verbs.<br>• Repeat sentences containing present perfect and past perfect tenses from a story or poem.<br>• Create a list of sentences in the present perfect and past perfect on a computer or tablet.<br>• Construct sentences using the present perfect and past perfect tenses in groups.<br>• Sing songs containing the present perfect and past perfect tenses. | word cards, flash cards Longhorn English act. Grd 4 pg. 162-165 | Q&A , listening, observation, oral reading | |
| | **3** | | Tense **: Present and past perfect** | By the end of the lesson the learner should be able to<br>▪ Identify the present and perfect tense in varied texts for effective communication. | How do we show the time when an action | **Learner is guided to:**<br>• Respond to questions on activities they have just completed depicting the present and past perfect tenses in pairs or small groups.<br>• Identify present perfect and past perfect tenses in sentences. | charts, flash cards, pictures Longhorn English act. | word games, self-assessment, | |

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| | | | | ▪ Use the present perfect and past perfect tense to form correct sentences for effective communication.<br>▪ Appreciate the importance of tense in everyday communication | took place?<br><br>How do we show that an action has been completed? | Use games to form sentences in the present perfect and past perfect with given verbs.<br>• Repeat sentences containing present perfect and past perfect tenses from a story or poem.<br>• Create a list of sentences in the present perfect and past perfect on a computer or tablet.<br>• Construct sentences using the present perfect and past perfect tenses in groups.<br>• Sing songs containing the present perfect and past perfect tenses. | Grd 4 pg. 162-165 | written exercises | |
| | **4** | **Writing** | Guided composition **: Personal diary** | By the end of the lesson the learner should be able to<br>▪ Identify the components of a personal diary for effective writing<br>▪ Write a personal diary in the right format for effective communication<br>▪ Appreciate the role of diaries in our day today life. | Why should we keep a record of what we do? | **Learner is guided to:**<br>• Identify components of a diary in small groups.<br>• View samples of diaries and discuss them in pairs and small groups.<br>• Write a diary using the right format.<br>• Search for information on how to write personal diaries from electronic devices or printed sources.<br>• 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 | |

# FOR COMPLETE SCHEMES OF WORK FOR TERM 1,2 & 3

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# FOR THE FOLLOWING;

- ✓ONLINE TUITION
- ✓REVISION NOTES
- ✓SCHEMES OF WORK
- ✓SETBOOKS VIDEOS
- ✓TERMLY EXAMS
- ✓QUICK REVISION KITS
- ✓KCSE PREMOCKS
- ✓TOP SCHOOLS PREMOCKS
- ✓KPLEA JOINT PREMOCKS
- ✓TOP SCHOOLS MOCKS
- ✓KPLEA JOINT MOCKS
- ✓KJSEA POSTMOCKS
- ✓TOP SCHOOLS PREDICTIONS
- ✓FINAL EXAM PREDICTIONS
- ✓KPLEA REVEALED SETS

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