Grade 4 English Language - Lesson Plans Term 1

LESSON PLAN 1
SCHOOL: _____
NAME OF TEACHER: _____
DATE: _____
CLASS: GRADE 4
DURATION: 40 MINUTES
TIME: _____
TOTAL NO. OF PUPILS: _____
SUBJECT: ENGLISH LANGUAGE
TOPIC: 4.1.1. DIALOGUES
SUB-TOPIC: 4.1.1.1. Personal Information
GENERAL COMPETENCE(S): Communication, Citizenship, Collaboration
LESSON GOAL: By the end of the lesson, learners will be able to share personal information appropriately in conversational dialogues.
SPECIFIC COMPETENCES: 4.1.1.1.1. Share personal information in a conversation
RATIONALE: In this lesson, learners will learn about sharing personal information in dialogues using role-playing and think-pair-share activities. It is expected that they will use this in introducing themselves to new people, participating in classroom discussions, and social interactions. This is the 1st lesson in the series of 2 lessons on this topic.
PRIOR KNOWLEDGE: Learners can introduce themselves using their names and can respond to simple greetings.
REFERENCES: English Syllabus Grade 4-6, Teacher's Guide
LEARNING ENVIRONMENT

- **Natural environment:** Classroom seating arrangement conducive to pair work
- **Artificial environment:** Display boards with question prompts and dialogue examples
- **Technological environment:** Audio recordings of sample dialogues (if available)

TEACHING AND LEARNING MATERIALS/RESOURCES: Dialogue cards, name tags, question prompts, chart paper, markers
EXPECTED STANDARD: Personal information shared accordingly, appropriate language used, clear pronunciation
LESSON PROGRESSION:

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION (5 mins)	• Greets learners warmly • Models self-introduction: "Good morning! My name is [Teacher's name]. I live in [location]. I like [hobby]." • Asks: "What information did I share about myself?"	• Respond to greeting • Listen attentively to teacher's introduction • Identify information shared (name, location, hobby)	• Attentiveness • Ability to recall information shared

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
LESSON DEVELOPMENT (25 mins)	**Step 1:** Present dialogue structure (5 mins) • Writes on board: "Hello, my name is ___. What's your name?" • Demonstrates with a learner • Introduces question patterns: Where do you live? How old are you? What do you like?	• Observe demonstration • Repeat key phrases chorally • Copy dialogue structure in notebooks	• Correct repetition • Participation in choral practice
	Step 2: Model appropriate language (5 mins) • Displays dialogue cards with polite expressions • Emphasizes clear pronunciation • Models tone and body language	• Listen and observe • Practice pronunciation • Mirror teacher's tone and gestures	• Pronunciation accuracy • Use of appropriate tone
	Step 3: Think-Pair-Share activity (10 mins) • Instructs learners to think about their personal information • Pairs learners • Circulates, observes, and provides support • Asks guided questions to struggling pairs	• Think individually about what to share • Pair with classmate • Interview each other using question prompts • Share personal information	• Appropriate information shared • Use of question patterns • Respectful listening
	Step 4: Whole class sharing (5 mins) • Invites volunteers to present dialogues • Provides positive feedback • Corrects pronunciation gently	• Volunteer to present • Perform dialogues in pairs • Listen to peers • Applaud performances	• Confidence in presentation • Clear communication • Peer respect
EXERCISE/ ASSESSMENT (8 mins)	• Distributes new dialogue cards with prompts • Assigns new pairs • Observes using rubric • Takes notes on individual performance	• Work with new partner • Create and perform dialogue using prompts • Demonstrate learned skills	• Information shared appropriately • Use of complete sentences • Clear pronunciation • Appropriate

For more Lesson Plans WhatsApp 0978484441

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
			language
HOMEWORK (1 min)	• Assigns: "Interview a family member at home. Write 5 questions and their answers in your notebook."	• Copy homework assignment • Ask clarifying questions	• Understanding of assignment
CONCLUSION (1 min)	• Reviews key points: "Today we learned to share personal information politely." • Praises effort and participation	• Recap what they learned • Share one thing they enjoyed	• Ability to summarize learning

LESSON EVALUATION:

Challenges: .....
.....

Teacher's response: .....
.....

For more Lesson Plans WhatsApp 0978484441

LESSON PLAN 2
SCHOOL: _____
NAME OF TEACHER: _____
DATE: _____
CLASS: GRADE 4
DURATION: 40 MINUTES
TIME: _____
TOTAL NO. OF PUPILS: _____
SUBJECT: ENGLISH LANGUAGE
TOPIC: 4.1.1. DIALOGUES
SUB-TOPIC: 4.1.1.1. Personal Information
GENERAL COMPETENCE(S): Communication, Citizenship, Collaboration
LESSON GOAL: By the end of the lesson, learners will be able to create and present extended dialogues sharing personal information.
SPECIFIC COMPETENCES: 4.1.1.1.1. Share personal information in a conversation
RATIONALE: In this lesson, learners will learn about creating dialogue posters and presenting personal information dialogues using collaborative group work and presentation skills. It is expected that they will use this in everyday conversations, making new friends, and formal introductions. This is the 2nd lesson in the series of 2 lessons on this topic.
PRIOR KNOWLEDGE: Learners can ask and answer basic personal information questions and engage in simple dialogues.
REFERENCES: English Syllabus Grade 4-6, Teacher's Guide
LEARNING ENVIRONMENT

- **Natural environment:** Group work areas arranged in classroom
- **Artificial environment:** Display area for dialogue posters
- **Technological environment:** Audio recording device (if available) to record presentations

TEACHING AND LEARNING MATERIALS/RESOURCES: Chart paper, markers, dialogue cards, question prompts, name tags, sample dialogue posters
EXPECTED STANDARD: Personal information shared accordingly, appropriate language used, clear pronunciation
LESSON PROGRESSION:

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION (5 mins)	• Reviews previous lesson by asking volunteers to demonstrate dialogues • Introduces today's goal: creating dialogue posters • Shows sample dialogue poster	• Volunteer to demonstrate • Observe sample poster • Ask questions about the activity	• Recall of previous learning • Interest and engagement
LESSON DEVELOPMENT (25 mins)	**Step 1:** Planning phase (5 mins) • Divides class into groups of 4 • Distributes materials • Explains poster	• Form groups • Discuss what information to include • Assign roles (writer, illustrator,	• Collaboration • Task division • Planning skills

For more Lesson Plans WhatsApp 0978484441

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
	requirements: names, questions, answers, illustrations • Provides planning time	presenters) • Plan dialogue content	
	Step 2: Creating dialogue posters (10 mins) • Circulates among groups • Provides guidance and support • Checks spelling and grammar • Encourages creativity	• Write dialogue on chart paper • Add illustrations • Practice reading dialogue • Help group members	• Content quality • Neatness • Creativity • Cooperation
	Step 3: Presentation preparation (5 mins) • Reminds groups of presentation expectations • Models good presentation skills • Allows practice time	• Practice dialogue as a group • Work on pronunciation • Plan movements/gestures • Provide peer feedback	• Rehearsal quality • Peer support • Confidence building
	Step 4: Group presentations (5 mins) • Calls groups to present • Manages time • Takes notes using rubric • Facilitates peer feedback	• Present dialogue to class • Display poster • Use clear voices • Listen to other groups • Provide positive comments	• Clear pronunciation • Appropriate language • Confidence • Poster quality
EXERCISE/ ASSESSMENT (8 mins)	• Asks comprehension questions about presentations • Has learners complete peer observation forms • Provides individual feedback	• Answer questions • Complete peer observation forms • Reflect on own performance • Ask questions	• Comprehension • Observation accuracy • Self-awareness
HOMEWORK (1 min)	• Assigns: "Write a dialogue between you and a new student joining your class. Include at least 6 exchanges."	• Copy homework • Ask for clarification if needed	• Understanding of task
CONCLUSION (1 min)	• Displays all posters in classroom • Summarizes key learning points • Praises creativity and	• View all posters • Share what they learned • Celebrate achievements	• Participation in reflection

For more Lesson Plans WhatsApp 0978484441

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
	effort		

LESSON EVALUATION:

Challenges: .....
.....

Teacher's response: .....
.....

For more Lesson Plans WhatsApp 0978484441

LESSON PLAN 3
SCHOOL: _____
NAME OF TEACHER: _____
DATE: _____
CLASS: GRADE 4
DURATION: 40 MINUTES
TIME: _____
TOTAL NO. OF PUPILS: _____
SUBJECT: ENGLISH LANGUAGE
TOPIC: 4.1.2. DEBATE
SUB-TOPIC: 4.1.2.1. Simple Arguments
GENERAL COMPETENCE(S): Communication, Critical Thinking, Analytical Thinking
LESSON GOAL: By the end of the lesson, learners will be able to outline and present simple arguments for or against a given topic.
SPECIFIC COMPETENCES: 4.1.2.1.1. Use appropriate language to argue for or against a given topic
RATIONALE: In this lesson, learners will learn about structuring simple arguments using guided practice and small group discussions. It is expected that they will use this in classroom debates, expressing opinions, and persuasive communication. This is the 1st lesson in the series of 2 lessons on this topic.
PRIOR KNOWLEDGE: Learners can express personal opinions and preferences in simple sentences.
REFERENCES: English Syllabus Grade 4-6, Sample debate topics
LEARNING ENVIRONMENT

- **Natural environment:** Classroom arranged with two sides for opposing viewpoints
- **Artificial environment:** Debate topic displays and argument frames on walls
- **Technological environment:** Timer for structured speaking, video examples (if available)

TEACHING AND LEARNING MATERIALS/RESOURCES: Debate topic cards, argument frames, timer, speaking order charts, whiteboard/chart paper
EXPECTED STANDARD: Points for or against a given topic used appropriately, logical argument structure
LESSON PROGRESSION:

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION (5 mins)	• Asks: "Do you think homework is good or bad?" and takes opinions • Explains that today they'll learn to give reasons for their opinions • Introduces the word "debate"	• Share opinions • Listen to different viewpoints • Ask questions about debates	• Willingness to share • Respectful listening
LESSON DEVELOPMENT (25 mins)	**Step 1:** Teaching argument structure (5 mins) • Writes on board: "I think ___ because ___." • Models: "I think playtime is	• Observe examples • Repeat sentence structures	• Understanding of structure • Ability to use frames

For more Lesson Plans WhatsApp 0978484441

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
	important because children need exercise." • Provides 2-3 more examples • Introduces connecting words: firstly, secondly, also, however	• Practice with own examples • Copy key phrases	
	Step 2: Discussing simple topics (7 mins) • Presents topic: "School uniforms are good" • Guides brainstorming: "What are reasons FOR uniforms?" • Records ideas on board • Repeats for AGAINST side • Shows how to organize points	• Suggest ideas • Think of reasons • Contribute to discussion • Take notes	• Quality of ideas • Critical thinking • Participation
	Step 3: Outlining points (8 mins) • Distributes topic cards • Groups learners (4-5 per group) • Assigns FOR or AGAINST positions • Provides argument frames • Circulates and assists	• Work in groups • Discuss assigned position • List 2-3 points • Use argument frames • Organize points logically	• Collaboration • Logical reasoning • Use of frames • Organization
	Step 4: Mini-debates (5 mins) • Calls 2-3 groups to share one point each • Encourages use of argument language • Provides immediate feedback • Highlights good examples	• Present points to class • Use appropriate language • Listen to other groups • Ask questions respectfully	• Use of debate language • Clarity • Confidence • Respectful engagement
EXERCISE/ ASSESSMENT (8 mins)	• Assigns topic: "Pets should be allowed in schools" • Has learners write 2 points FOR or AGAINST individually • Collects and reviews written work • Calls on individuals to share	• Choose a position • Write 2 arguments independently • Use learned structures • Present one argument orally	• Written argument quality • Use of appropriate language • Logical reasoning • Independence
HOMEWORK (1 min)	• Assigns: "Choose one topic: 'Television is good for children'	• Copy homework	• Understanding

For more Lesson Plans WhatsApp 0978484441

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
	OR 'Reading books is better than watching TV'. Write 3 points for your position."	• Ask for clarification • Choose topic	of task
CONCLUSION (1 min)	• Reviews argument structure • Emphasizes: "In a debate, we give reasons for our opinions." • Praises participation	• Repeat key phrases • Share what they learned • Ask final questions	• Ability to summarize

LESSON EVALUATION:

Challenges: .....
.....

Teacher's response: .....
.....

For more Lesson Plans WhatsApp 0978484441

For more Lesson Plans WhatsApp 0978484441