



# DOYEN PUBLISHERS

## SCHEMES OF WORK TERM II 2025

### GRADE 5 ENGLISH

Wk	Lsn	Strand/The me	Lesson	Specific learning outcomes	Learning experiences	Key inquiry Questions	Learning Resources	Assessment methods	Ref l
1	1	<b>A GREAT TEACHER</b>  <b>Reading</b>	<b>Intensive reading :</b> Comprehension (Dialogues about 400 words)	By the end of the lesson, the learner should be able to: a. Respond to direct and inferential questions b. Use contextual clues to infer the meaning of words. c. Respond to direct and inferential questions for comprehension. d. Relate events in the story with their own experiences.	Learners is guided to: <input type="checkbox"/> Make connections between the characters in the text and the people they know. <input type="checkbox"/> Relate events in the dialogue with their experiences. <input type="checkbox"/> Answer direct and inferential questions based on the dialogue. <input type="checkbox"/> Infer the meaning of words from the context (for example, from words occurring before or after).	1. How do we tell the meaning of words? • 2. What makes you a good reader?	<ul style="list-style-type: none"> <li>• photographs</li> <li>• newspapers</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 88-89</li> <li>• Skills in English Learners Bk. Pg.86-87</li> </ul>	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	
	2		<b>World classes: Determiners</b> as quantifiers: Few/ a few, little/ a little, a lot, each, all, enough, most, least	By the end of the lesson, the learner should be able to: a. Identify quantifying determiners in a variety of texts b. Use quantifying determiners appropriately in a variety of contexts. c. Judge the appropriateness of quantifying	<input type="checkbox"/> List quantifying determiners that can be used with both countable and uncountable nouns. <input type="checkbox"/> Read sentences containing quantifying determiners from the internet, in small groups <input type="checkbox"/> Construct sentences using quantifying	1. Which words do we use to show amount or quantity? • 2. Why is it important to tell the quantity of something?	<ul style="list-style-type: none"> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 90</li> <li>• Skills in English Learners Bk. Pg.88-89</li> </ul>	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap	



				determiners in oral and written texts.	determiners with nouns in small groups. <input type="checkbox"/> Complete sentences by filling in gaps using the correct Quantifying determiners.				
	3		<b>Creative Writing</b> Pictorial Composition (120 -160 words)	By the end of the lesson, the learner should be able to: a. Choose possible topics for pictorial compositions. b. Create a composition based on the visuals or pictures c. Judge visuals appropriately for creativity in writing.	<input type="checkbox"/> Arrange different pictures logically to write a story coherently, in groups. <input type="checkbox"/> Write a pictorial compositions in small groups. <input type="checkbox"/> Proof read each groups work and give feedback. <input type="checkbox"/> Display their compositions in class.	1. Why do we enjoy looking at pictures? • 2. What messages do pictures communicate ?	<ul style="list-style-type: none"> <li>• photographs</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 91-92</li> <li>• Skills in English Learners Bk. Pg.89-90</li> </ul>	c) Peer assessment d) Self-assessment learner e) Portfolio dictation f) Standardize writing tests	
	4	<b>TECHNOLOGY: LEARNING THROUGH TECHNOLOGY</b>	<b>Sounds /ə/ as in here, year ;/ei/ as in make, brain</b>	By the end of the lesson, the learner should be able to: a. Identify words, phrases or sentences with the target sound. b. Pronounce sounds correctly for accuracy in speech. a. Challenge others to listen interactively for effective communication.	Learner is guided to: <input type="checkbox"/> Select words with the sounds /ə/ and /ei/ from a dialogue. <input type="checkbox"/> Take turns to read a dialogue in pairs. <input type="checkbox"/> Interrupt appropriately. <input type="checkbox"/> View a video of conversation and list words or phrases used to interrupt politely. <input type="checkbox"/> Say the target sounds as modelled from a recording. <input type="checkbox"/> Make sentences with words containing the sounds: /ə /ei/.	1. Why should we pronounce sounds and words correctly? 2. Why should we listen to one another? 3. Why should you give others a chance to speak? • 4. How do you tell if someone is happy or sad?	<ul style="list-style-type: none"> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 94-96</li> <li>• Skills in English Learners Bk. Pg.92-94</li> </ul>	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	



	5	Reading	<b>Extensive reading:</b> Fiction and Non-Fiction Texts (1000-1250 words)	By the end of the lesson, the learner should be able to: a. Select relevant reading materials from a collection of books. b. Read a variety of materials for information and pleasure. c. Judge the appropriateness of reading materials on the basis of interest, complexity and subject.	Learner is guided to: <input type="checkbox"/> Skim through reading materials to obtain the main idea. <input type="checkbox"/> Preview texts to determine suitability and relevance. <input type="checkbox"/> Scan materials for specific details, in pairs <input type="checkbox"/> Select appropriate reading materials from a library. <input type="checkbox"/> Read the selected materials individually. <input type="checkbox"/> Share reflections on the books read in groups. <input type="checkbox"/> Keep a record of materials read.	1. What kind of information do you find in books? 2. Why is it necessary to read many books? • 3. What do you consider when choosing a material to read?	<ul style="list-style-type: none"> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 96-97</li> <li>• Skills in English Learners Bk. Pg.94-98</li> </ul>	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	
2	1	Grammar In use	<b>Tense</b> Future Time using will/shall	By the end of the lesson, the learner should be able to: a. Identify words that indicate future time in sentences. b. Use will and shall to express future time correctly. c. Collaborate with others to determine the correctness and appropriateness of the tense used in own or provided texts.	Learner is guided to: <input type="checkbox"/> Pick sentences which express future time from a text. <input type="checkbox"/> Make sentences from a substitution table. <input type="checkbox"/> Answer questions on future time using will/shall in pairs. <input type="checkbox"/> Construct sentences using will/shall in pairs or groups. <input type="checkbox"/> Role play activities they plan or wish to do in future in small groups.	1. Which words do we use to show future time? 2. How do you tell the time something happened? • 3. What will you do tomorrow?	<ul style="list-style-type: none"> <li>• flash cards</li> <li>• Skills in English T.G pg. 97-98</li> <li>• Skills in English Learners Bk. Pg.98-99</li> </ul>	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation	




2	Writing	<b>Mechanics of Writing</b> Punctuation Use of the Commas	By the end of the sub strand, the learner should be able to: a. Identify commas and double quotation marks in written texts. b. Use the comma and double quotation marks correctly in sentences. c. Advocate the use of correct punctuation in written communication.	Learner is guided to: <input type="checkbox"/> Read a text in pairs. <input type="checkbox"/> Identify punctuation marks used in the text in pairs. <input type="checkbox"/> Use commas to show pauses between words, phrases or clauses. <input type="checkbox"/> Complete sentences using double quotation marks and commas.	1. Which punctuation marks do you know? • 2. Why do we punctuate sentences?	<ul style="list-style-type: none"> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 98-99</li> <li>• Skills in English Learners Bk. Pg.100</li> </ul>	a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner e) Portfolio dictation f) Standardize writing tests	
3	DEAR DIGITAL CHILD	<b>Pronunciation and Vocabulary:</b> Interactive Listening	By the end of the lesson, the learner should be able to: b. Construct sentences orally using words related to the theme. c. Use words and non-verbal cues to express different moods d. Challenge others to listen interactively for effective communication.	Learner is guided to: <input type="checkbox"/> Take turns to read a dialogue in pairs. <input type="checkbox"/> Interrupt appropriately. <input type="checkbox"/> View a video of conversation and list words or phrases used to interrupt politely. <input type="checkbox"/> Say the target sounds as modelled from a recording.	1. Why should we pronounce sounds and words correctly? 2. Why should we listen to one another? 3. Why should you give others a chance to speak? 4. How do you tell if someone is happy or sad?	<ul style="list-style-type: none"> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 99-100</li> <li>• Skills in English Learners Bk. Pg.101-102</li> </ul>	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
4		<b>Poems (not more than 5 stanzas)</b>	By the end of the lesson, the learner should be able to:	Learner is guided to: <input type="checkbox"/> Skim through reading materials to obtain the main idea.	1. What kind of information do you find in books?	<ul style="list-style-type: none"> <li>• poetry books</li> <li>• flash cards</li> </ul>	a) Reading aloud b) Dictation	



				<p>a. Select relevant reading materials from a collection of books.</p> <p>b. Read a variety of materials for information and pleasure.</p> <p>c. Judge the appropriateness of reading materials on the basis of interest, complexity and subject.</p>	<p><input type="checkbox"/> Preview texts to determine suitability and relevance.</p> <p><input type="checkbox"/> Scan materials for specific details, in pairs</p> <p><input type="checkbox"/> Select appropriate reading materials from a library.</p> <p><input type="checkbox"/> Read the selected materials individually.</p>	<p>2. Why is it necessary to read many books?</p> <p>• 3. What do you consider when choosing a material to read?</p>	<ul style="list-style-type: none"> <li>• Skills in English T.G pg. 100</li> <li>• Skills in English Learners Bk. Pg.102-103</li> </ul>	<p>c) Oral interviews</p> <p>d) Question and answer</p> <p>e) Teacher-made tests</p>	
	5		<b>Tense</b> Future Time using will/shall	<p>By the end of the lesson, the learner should be able to:</p> <p>a. Identify words that indicate future time in sentences.</p> <p>b. Use will and shall to express future time correctly.</p> <p>c. Collaborate with others to determine the correctness and appropriates of the tense used in own or provided texts.</p>	<p>Learner is guided to:</p> <p><input type="checkbox"/> Watch videos, computer, tablets, audio materials you tube which feature future time.</p> <p><input type="checkbox"/> Make predictions (events, weather among others using will and shall</p> <p><input type="checkbox"/> Create display charts with sentences which feature will and shall.</p>	<p>1. Which words do we use to show future time?</p> <p>2. How do you tell the time something happened?</p> <p>• 3. What will you do tomorrow?</p>	<ul style="list-style-type: none"> <li>• pictures and</li> <li>• photographs</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 101</li> <li>• Skills in English Learners Bk. Pg.103-104</li> </ul>	<p>a) Tasks such as multiple choice</p> <p>b) Discrimination</p> <p>c) Gap-filling</p> <p>d) Short-answer</p> <p>e) Dialogue-completion, information gap</p> <p>f) Role play</p> <p>g) Simulation</p>	
3	1		Use of Double Quotation Marks	<p>By the end of the lesson, the learner should be able to:</p> <p>a. Identify commas and double quotation marks in written texts.</p>	<p>Learner is guided to:</p> <p><input type="checkbox"/> Pick out sentences with double quotation marks in newspapers, magazines, articles or internet resources.</p>	<p>1. Which punctuation marks do you know?</p> <p>• 2. Why do we punctuate sentences?</p>	<ul style="list-style-type: none"> <li>• flash cards</li> <li>• Skills in English T.G pg. 101-102</li> <li>• Skills in English Learners</li> </ul>	<p>a) Teacher-made tests</p> <p>b) Learner journals</p> <p>c) Peer assessment</p>	



				b. Use the comma and double quotation marks correctly in sentences. c. Advocate the use of correct punctuation in written communication.	<input type="checkbox"/> Play punctuation games. <input type="checkbox"/> Create posters or charts with sentences with double quotation marks and commas and display them in class.		Bk. Pg.104-106	d) Self-assessment learner	
	2	<b>THE FARM-CASH CROPS</b>  <b>-</b> <b>THE PLANTATION</b>	Oral narrative featuring proverbs and sayings (about 130 words)	By the end of the lesson, the learner should be able to: a. List proverbs and saying in a narrative. b. Use words, proverbs and sayings appropriately in oral communication. c. Anticipate what is likely to happen as a story unfolds. d. Display varied emotions and feelings when listening to an oral presentation.	Learner is guided to: <input type="checkbox"/> Listen to a narrative and select proverbs and saying. <input type="checkbox"/> Search for vocabulary, proverbs and sayings in the internet <input type="checkbox"/> Listen and view stories and songs featuring proverbs and sayings. <input type="checkbox"/> Create posters and charts with common proverbs and sayings that the learners can relate to, in small groups. <input type="checkbox"/> Display them in the classroom.	1. Why should we pronounce words correctly? 2. Which proverbs and sayings do you know? • 3. Why are proverbs and sayings important in speech?	<ul style="list-style-type: none"><li>• course book</li><li>• story books</li><li>• poetry books</li><li>• dictionaries</li><li>• diorama</li><li>• flash cards</li><li>• Skills in English T.G pg. 104-106</li><li>• Skills in English Learners Bk. Pg.107-108</li></ul>	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
	3	<b>Reading</b>	<b>Fluency in Reading</b> Texts of about 400 words	By the end of the lesson, the learner should be able to: a. Identify unfamiliar words in texts for fluency. b. Read a text accurately and with	Learner is guided to: <input type="checkbox"/> Skim and scan through paragraphs for information, in pairs or small groups. <input type="checkbox"/> Search for an article on a topic they enjoy, select a portion to read, set a goal of the words	1. What makes someone a good reader? 2. How long do you take to read a text? • 3. What can you do to improve your	<ul style="list-style-type: none"><li>• course book</li><li>• story books</li><li>• poetry books</li><li>• diorama</li><li>• flash cards</li><li>• Skills in English T.G pg. 107-108</li></ul>	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	





				expression for fluency. c. Challenge peers and parents to read accurately, at the right speed and without hesitation.	to read per minute and time themselves as they read.	reading speed?	<ul style="list-style-type: none"><li>Skills in English Learners Bk. Pg.109-112</li></ul>		
	4	Grammar in use	Use of Double imperatives: how many/ could/would	By the end of the lesson, the learner should be able to: a. Identify double imperatives correctly in texts. b. Use question tags correctly in different contexts. c. Write correct sentences using double imperatives for effective communication. d. Advocate the correct use of double imperatives and question tags in communication.	Learners is guided to: <input type="checkbox"/> Fill in gaps in sentences using double imperatives. <input type="checkbox"/> Select question tags from a story, dialogue or poem. <input type="checkbox"/> Match statements with the correct question tag to make a tag question.	1. What are some of your school rules? 2. How do you give instructions? <ul style="list-style-type: none"><li>3. Why do we ask questions?</li></ul>	<ul style="list-style-type: none"><li>course book</li><li>story books</li><li>poetry books</li><li>dictionaries</li><li>diorama</li><li>flash cards</li><li>Skills in English T.G pg. 109-110</li><li>Skills in English Learners Bk. Pg.112-113</li></ul>	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation	
	5	Writing	Similes and Proverbs	By the end of the lesson, the learner should be able to: a. Identify similes and proverbs in a variety of texts. b. Use similes and proverbs in writing for self-expression. c. Create a narrative composition	Learner is guided to: <input type="checkbox"/> Read narratives with formulaic expressions in print and digital format. <input type="checkbox"/> List similes and proverbs in texts, in small groups. <input type="checkbox"/> Create a clear and coherent story line using proverbs and similes.	1. How do we make our compositions interesting? 2. Which stories do you enjoy reading? <ul style="list-style-type: none"><li>3. Which similes and proverb do you know?</li></ul>	<ul style="list-style-type: none"><li>pictures and flash cards</li><li>Skills in English T.G pg. 110-111</li><li>Skills in English Learners Bk. Pg.113-114</li></ul>	a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner e) Portfolio dictation	



				featuring similes and proverbs. d. Advocate the use of similes and proverbs to enhance creativity in writing.	<input type="checkbox"/> Compose a story featuring similes and proverbs, small groups.			f) Standardize writing tests	
4	1	<b>THE FARM</b>	<b>Listening and speaking:</b> Sounds /k/ as in acre, cotton; /g/ as in grow, green	By the end of the lesson, the learner should be able to: a. Construct sentences orally using words related to the theme. b. Pronounce words with the target sounds correctly. c. Display varied emotions and feelings when listening to an oral presentation.	Learner is guided to: <input type="checkbox"/> Make oral sentences using vocabulary. <input type="checkbox"/> Practice saying words with the sounds /k/ /g/, in pairs. <input type="checkbox"/> Create tongue twisters with the sounds /k/ /g/. <input type="checkbox"/> Create posters and charts with common proverbs and sayings that the learners can relate to, in small groups. <input type="checkbox"/> Display them in the classroom.	1. Why should we pronounce words correctly? 2. Which proverbs and sayings do you know? • 3. Why are proverbs and sayings important in speech?	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and flash cards</li> <li>• Skills in English T.G pg. 111-112</li> <li>• Skills in English Learners Bk. Pg.115-116</li> </ul>	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
	2		<b>Fluency in Reading</b> Texts of about 400 words	By the end of the lesson, the learner should be able to: a. Read a text accurately and with expression for fluency. b. Read a text at the right speed for fluency. c. Challenge peers and parents to read accurately, at the	Learner is guided to: <input type="checkbox"/> Find a word or phrase from a word - chart within a stipulated time. <input type="checkbox"/> Read aloud in unison as a whole class or groups (choral reading). <input type="checkbox"/> Read a short passages from a poem reader's theatre materials, poems, and short plays. <input type="checkbox"/> Echo or imitate a model intonation and expression as they read	1. What makes someone a good reader? 2. How long do you take to read a text? • 3. What can you do to improve your reading speed?	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and photographs</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 112-113</li> <li>• Skills in English Learners</li> </ul>	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	





				right speed and without hesitation.	a short paragraph or sentence at a time.		Bk. Pg.116-118		
	3		Question Tags on the Verb to be	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Identify double imperatives correctly in texts.</li> <li>Use question tags correctly in different contexts.</li> <li>Write correct sentences using double imperatives for effective communication.</li> <li>Advocate the correct use of double imperatives and question tags in communication.</li> </ol>	<p><input type="checkbox"/> Practice giving instructions related to the theme using double imperatives such as: Shut down your tablets and listen to the teacher. Type this word in your tablet and look up its meaning.</p> <p><input type="checkbox"/> Role play giving and receiving instructions at home using double imperatives.</p> <p><input type="checkbox"/> Use double imperatives to make rules for their class and display them in charts or posters</p>	<ol style="list-style-type: none"> <li>What are some of your school rules?</li> <li>How do you give instructions?</li> <li>Why do we ask questions?</li> </ol>	<ul style="list-style-type: none"> <li>course book</li> <li>story books</li> <li>poetry books</li> <li>pictures and flash cards</li> <li>Skills in English T.G pg. 114</li> <li>Skills in English Learners Bk. Pg.118-120</li> </ul>	<ol style="list-style-type: none"> <li>Tasks such as multiple choice</li> <li>Discrimination</li> <li>Gap-filling</li> <li>Short-answer</li> <li>Dialogue-completion, information gap</li> <li>Role play</li> <li>Simulation</li> </ol>	
	4		<b>Creative Writing</b> Narrative Composition (120 -160 words)	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Use similes and proverbs in writing for self-expression.</li> <li>Create a narrative composition featuring similes and proverbs.</li> <li>Advocate the use of similes and proverbs to enhance creativity in writing.</li> </ol>	<p>Learner is guided to:</p> <p><input type="checkbox"/> Read narratives with formulaic expressions in print and digital format.</p> <p><input type="checkbox"/> Engage in a dialogue to advance plot and story line.</p> <p><input type="checkbox"/> Write creative compositions using featuring similes and proverbs, individually.</p> <p><input type="checkbox"/> Create and display charts with proverbs and similes, in pairs or small groups.</p>	<ol style="list-style-type: none"> <li>How do we make our compositions interesting?</li> <li>Which stories do you enjoy reading?</li> <li>Which similes and proverb do you know?</li> </ol>	<ul style="list-style-type: none"> <li>course book</li> <li>story books</li> <li>poetry books</li> <li>pictures and photographs</li> <li>diorama</li> <li>flash cards</li> <li>Skills in English T.G pg. 115-116</li> <li>Skills in English Learners Bk. Pg.120</li> </ul>	<ol style="list-style-type: none"> <li>Teacher-made tests</li> <li>Learner journals</li> <li>Peer assessment</li> <li>Self-assessment learner</li> <li>Portfolio dictation</li> <li>Standardized writing tests</li> </ol>	



	5	<b>HEALTH-COMMUNICABLE DISEASES</b>  <b>- Visiting a doctor</b>	<b>Listening and speaking:</b> Speaking Fluency Narrative of about 150 words	By the end of the lesson, the learner should be able to: a. Construct sentences orally using words related to the theme. b. Use vocabulary related to the theme correctly. c. Display appropriate emotions and feelings when making an oral presentation.	Learner is guided to: <input type="checkbox"/> Construct sentences in pairs or small groups. <input type="checkbox"/> Listen to a poem or narrative and identify words with the /h/ sound. <input type="checkbox"/> Retell the narrative in own words in small groups.	1. Why is it important to speak accurately and express the right feelings? 2. How can you listen more attentively? • 3. Which words do you use to talk about diseases?	<ul style="list-style-type: none"> <li>• pictures and dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 119-120</li> <li>• Skills in English Learners Bk. Pg.122-128</li> </ul>	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
5	1		<b>Listening and speaking:</b> Speaking Fluency Narrative of about 150 words	By the end of the lesson, the learner should be able to: a. Construct sentences orally using words related to the theme. b. Use vocabulary related to the theme correctly. c. Display appropriate emotions and feelings when making an oral presentation.	Learner is guided to: <input type="checkbox"/> Listen to music and pick out sounds and vocabulary. <input type="checkbox"/> Watch news at home for fun, and retell the interesting episodes to peers and friends in the classroom. <input type="checkbox"/> Practice delivering the news highlights in the classroom. <input type="checkbox"/> Recite poems on communicable diseases.	1. Why is it important to speak accurately and express the right feelings? 2. How can you listen more attentively? • 3. Which words do you use to talk about diseases?	<ul style="list-style-type: none"> <li>• pictures and dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 119-120</li> <li>• Skills in English Learners Bk. Pg.122-128</li> </ul>	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
	2	<b>Reading</b>	<b>Reading intensive:</b> Descriptive Fictional or Non-Fictional Texts (About 400 words)	By the end of the lesson, the learner should be able to: a. Identify the main idea in each paragraph. b. Visualize events, characters and	Learners are guided to: <input type="checkbox"/> Make connections between events in the text and their experiences. <input type="checkbox"/> Retelling the story in pairs. <input type="checkbox"/> Use illustrations, the introduction and the title	1. How do you describe things? • 2. How can you tell what will happen in a story?	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 120-121</li> </ul>	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	




				<p>descriptions in texts for comprehension.</p> <p>c. Summarize the main points of a text.</p> <p>d. Challenge others to focus on detail when reading a text</p>	<p>of a text to make predictions.</p> <p><input type="checkbox"/> Describe in groups the characters, episodes and places in a text.</p> <p><input type="checkbox"/> Answer questions from a text.</p> <p><input type="checkbox"/> Say the main ideas from a text</p>		<ul style="list-style-type: none"> <li>Skills in English Learners Bk. Pg.123-125</li> </ul>		
	<b>3</b>		<p><b>Reading intensive:</b> Descriptive Fictional or Non-Fictional Texts (About 400 words)</p>	<p>By the end of the lesson, the learner should be able to:</p> <p>a. Identify the main idea in each paragraph.</p> <p>b. Summarize the main points of a text.</p> <p>c. Answers factual and inferential questions for comprehension.</p> <p>d. Challenge others to focus on detail when reading a text</p>	<p>Learners are guided to:</p> <p><input type="checkbox"/> Make connections between events in the text and their experiences.</p> <p><input type="checkbox"/> Retelling the story in pairs.</p> <p><input type="checkbox"/> Use illustrations, the introduction and the title of a text to make predictions.</p> <p><input type="checkbox"/> Describe in groups the characters, episodes and places in a text.</p> <p><input type="checkbox"/> Answer questions from a text.</p> <p><input type="checkbox"/> Say the main ideas from a text.</p>	<p>1. How do you describe things?</p> <ul style="list-style-type: none"> <li>2. How can you tell what will happen in a story?</li> </ul>	<ul style="list-style-type: none"> <li>course book</li> <li>story books</li> <li>poetry books</li> <li>flash cards</li> <li>Skills in English T.G pg. 120-121</li> <li>Skills in English Learners Bk. Pg.123-125</li> </ul>	<p>a) Reading aloud</p> <p>b) Dictation</p> <p>c) Oral interviews</p> <p>d) Question and answer</p> <p>e) Teacher-made tests</p>	
	<b>4</b>	<b>Grammar in use</b>	<p><b>Adverbs (manner, time, place, frequency)</b></p>	<p>By the end of the lesson, the learner should be able to:</p> <p>a. Distinguish between adverbs of manner, time place and frequency for effective communication.</p>	<p>Learners is guided to:</p> <p><input type="checkbox"/> Identify and list adverbs from a digital or print text, in pairs.</p> <p><input type="checkbox"/> Make sentences from a substitution table using the pattern how many...could/would.</p> <p><input type="checkbox"/> Fill blank with appropriate adverbs.</p>	<p>1. How often do you come to school?</p> <ul style="list-style-type: none"> <li>2. Which words describe when, how and where actions take place?</li> </ul>	<ul style="list-style-type: none"> <li>course book</li> <li>story books</li> <li>poetry books</li> <li>pictures and flash cards</li> <li>Skills in English T.G pg. 121-122</li> </ul>	<p>a) Tasks such as multiple choice</p> <p>b) Discrimination</p> <p>c) Gap-filling</p> <p>d) Short-answer</p>	



				<p>b. Use adverbs of manner, time, place and frequency in oral and written contexts.</p> <p>c. Judge the appropriateness of adverbs used in oral and written texts.</p>	<p><input type="checkbox"/> Construct sentences using adverbs of manner, time place and frequency.</p> <p><input type="checkbox"/> Recite poems containing adverbs, in groups.</p>		<ul style="list-style-type: none"> <li>Skills in English Learners Bk. Pg.126-128</li> </ul>	<p>e) Dialogue-completion, information gap</p> <p>f) Role play</p> <p>g) Simulation</p>	
	5		<b>Adverbs (manner, time, place, frequency)</b>	<p>By the end of the lesson, the learner should be able to:</p> <p>d. Distinguish between adverbs of manner, time place and frequency for effective communication.</p> <p>e. Use adverbs of manner, time, place and frequency in oral and written contexts.</p> <p>f. Judge the appropriateness of adverbs used in oral and written texts.</p>	<p>Learners is guided to:</p> <p><input type="checkbox"/> Identify and list adverbs from a digital or print text, in pairs.</p> <p><input type="checkbox"/> Make sentences from a substitution table using the pattern how many...could/would.</p> <p><input type="checkbox"/> Fill blank with appropriate adverbs.</p> <p><input type="checkbox"/> Construct sentences using adverbs of manner, time place and frequency.</p> <p><input type="checkbox"/> Recite poems containing adverbs, in groups.</p>	<p>1. How often do you come to school?</p> <ul style="list-style-type: none"> <li>2. Which words describe when, how and where actions take place?</li> </ul>	<ul style="list-style-type: none"> <li>course book</li> <li>story books</li> <li>poetry books</li> <li>pictures and flash cards</li> <li>Skills in English T.G pg. 121-122</li> <li>Skills in English Learners Bk. Pg.126-128</li> </ul>	<p>a) Tasks such as multiple choice</p> <p>b) Discrimination</p> <p>c) Gap-filling</p> <p>d) Short-answer</p> <p>e) Dialogue-completion, information gap</p> <p>f) Role play</p> <p>g) Simulation</p>	
6	1	<b>Writing</b>	<b>Punctuation Marks Apostrophe</b>	<p>By the end of the lesson, the learner should be able to:</p> <p>a. Identify apostrophe in sentences.</p> <p>b. Punctuate sentences correctly using the.</p> <p>c. Collaborate with others to punctuate own or provided documents.</p>	<p>Learner is guided to:</p> <p><input type="checkbox"/> Listen to a short oral text and write the text with the correct punctuation marks.</p> <p><input type="checkbox"/> Underline the apostrophe and exclamation marks in a text, in pairs.</p>	<p>1. Which punctuation marks do you know?</p> <ul style="list-style-type: none"> <li>2. Why do we punctuate sentences?</li> </ul>	<ul style="list-style-type: none"> <li>course book</li> <li>story books</li> <li>poetry books</li> <li>pictures and flash cards</li> <li>Skills in English T.G pg. 123-124</li> <li>Skills in English</li> </ul>	<p>a) Teacher-made tests</p> <p>b) Learner journals</p> <p>c) Peer assessment</p> <p>d) Self-assessment learner</p> <p>e) Portfolio dictation</p>	



					<input type="checkbox"/> Construct sentences using apostrophe and exclamation mark. <input type="checkbox"/> Watch online videos or slides about the correct use of apostrophe and exclamation mark.		Learners Bk. Pg.128	f)Standardize d writing tests	
	2	<b>WASH YOUR HANDS</b>	<b>Listening and speaking- speaking fluency</b> Sounds: /h/ as in health, heal	By the end of the lesson, the learner should be able to: a. List words with sound /h/ from an oral text. b. Speak accurately, at the right speed and with expression on a given topic Display appropriate emotions and feelings when making an oral presentation.	Learner is guided to: <input type="checkbox"/> Listen to a poem or narrative and identify words with the /h/ sound. <input type="checkbox"/> Retell the narrative in own words in small groups. <input type="checkbox"/> Listen to music and pick out sounds and vocabulary. <input type="checkbox"/> Watch news at home for fun, and retell the interesting episodes to peers and friends in the classroom. <input type="checkbox"/> Recite poems on communicable diseases.	1. Why is it important to speak accurately and express the right feelings? 2. How can you listen more attentively? • 3. Which words do you use to talk about diseases?	<ul style="list-style-type: none"><li>• course book</li><li>• story books</li><li>• poetry books</li><li>• pictures and flash cards</li><li>• Skills in English T.G pg. 124-125</li><li>• Skills in English Learners Bk. Pg.129-130</li></ul>	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
	3		<b>Reading intensive:</b> Descriptive Fictional or Non-Fictional Texts (About 400 words)	By the end of the lesson, the learner should be able to: a. Visualize events, characters and descriptions in texts for comprehension. b. Summarize the main points of a text.	Learners are guided to: <input type="checkbox"/> Make connections between events in the text and their experiences. <input type="checkbox"/> Retelling the story in pairs. <input type="checkbox"/> Use illustrations, the introduction and the title	1. How do you describe things? • 2. How can you tell what will happen in a story?	<ul style="list-style-type: none"><li>• course book</li><li>• story books</li><li>• poetry books</li><li>• pictures and photographs</li><li>• newspapers</li><li>• flash cards</li></ul>	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	



				<p>c. Answers factual and inferential questions for comprehension.</p> <p>d. Challenge others to focus on detail when reading a text</p>	<p>of a text to make predictions.</p> <p><input type="checkbox"/> Describe in groups the characters, episodes and places in a text.</p> <p><input type="checkbox"/> Answer questions from a text.</p> <p><input type="checkbox"/> Say the main ideas from a text.</p>		<ul style="list-style-type: none"> <li>• Skills in English T.G pg. 126-127</li> <li>• Skills in English Learners Bk. Pg.131-133</li> </ul>		
	<b>4</b>	<b>Grammar in use</b>	<b>2 How many...could/would</b>	<p>By the end of the lesson, the learner should be able to:</p> <p>a. Construct sentences using how many... could/would correctly.</p> <p>b. Use adverbs of manner, time, place and frequency in oral and written contexts.</p> <p>c. Judge the appropriateness of adverbs used in oral and written texts.</p>	<p>Learners is guided to:</p> <p><input type="checkbox"/> Identify and list adverbs from a digital or print text, in pairs.</p> <p><input type="checkbox"/> Make sentences from a substitution table using the pattern how many...could/would.</p> <p><input type="checkbox"/> Fill blank with appropriate adverbs.</p> <p><input type="checkbox"/> Construct sentences using adverbs of manner, time place and frequency.</p> <p><input type="checkbox"/> Recite poems containing adverbs, in groups.</p>	<p>1. How often do you come to school?</p> <ul style="list-style-type: none"> <li>• 2. Which words describe when, how and where actions take place?</li> </ul>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 127</li> <li>• Skills in English Learners Bk. Pg.133-134</li> </ul>	<p>a) Tasks such as multiple choice</p> <p>b) Discrimination</p> <p>c) Gap-filling</p> <p>d) Short-answer</p> <p>e) Dialogue-completion, information gap</p> <p>f) Role play</p> <p>g) Simulation</p>	
	<b>5</b>	<b>Writing</b>	<b>Exclamation Mark</b>	<p>By the end of the lesson, the learner should be able to:</p> <p>a. Identify exclamation mark in sentences.</p> <p>b. Punctuate sentences correctly using exclamation mark.</p> <p>c. Collaborate with others to punctuate</p>	<p>Learner is guided to:</p> <p><input type="checkbox"/> Construct sentences using apostrophe and exclamation mark.</p> <p><input type="checkbox"/> Complete exercises related to the apostrophe and exclamation mark online and offline.</p> <p><input type="checkbox"/> Create and display charts or posters with sentences in which</p>	<p>1. Which punctuation marks do you know?</p> <ul style="list-style-type: none"> <li>• 2. Why do we punctuate sentences?</li> </ul>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 128-130</li> </ul>	<p>a) Teacher-made tests</p> <p>b) Learner journals</p> <p>c) Peer assessment</p> <p>d) Self-assessment learner</p> <p>e) Portfolio dictation</p>	





				own or provided documents.	apostrophe and exclamation mark are used, in groups.		<ul style="list-style-type: none"> <li>Skills in English Learners Bk. Pg.135-136</li> </ul>	f)Standardize d writing tests	
7	1	<b>LEISURE TIME ACTIVITIES</b>  <b>- My hobby</b>	<b>Listening and speaking: Interactive Listening</b> Choral verse	By the end of the lesson, the learner should be able to: <ol style="list-style-type: none"> <li>Identify different moods in a narrative or a choral verse.</li> <li>Use words and phrases with the selected sound in sentences</li> <li>Interrupt appropriately during turn- taking for self-expression.</li> <li>Challenge others to listen interactively during conversations.</li> </ol>	Learner is guided to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen to a narrative and retell it while expressing different moods or feelings.</li> <li><input type="checkbox"/> Construct sentences orally in pairs or small groups.</li> <li><input type="checkbox"/> Say words containing the sounds /s/ and /z/ in pairs or small groups.</li> <li><input type="checkbox"/> Discuss about appropriate turn-taking skills in the conversation.</li> <li><input type="checkbox"/> Engage in a conversation in pairs, focusing on turn-taking and interrupting skills.</li> </ul>	1. How do you behave when someone is speaking to you? • 2. Which words do you use to join an ongoing conversation ?	<ul style="list-style-type: none"> <li>course book</li> <li>story books</li> <li>poetry books</li> <li>dictionaries</li> <li>diorama</li> <li>flash cards</li> <li>Skills in English T.G pg. 132-133</li> <li>Skills in English Learners Bk. Pg.137-138</li> </ul>	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
	2		Sounds /s/ as in surf; and /z/ as in zoo	By the end of the lesson, the learner should be able to: <ol style="list-style-type: none"> <li>Use words and phrases with the selected sound in sentences</li> <li>Interrupt appropriately during turn- taking for self-expression.</li> </ol>	Learner is guided to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Construct sentences orally in pairs or small groups.</li> <li><input type="checkbox"/> Say words containing the sounds /s/ and /z/ in pairs or small groups.</li> <li><input type="checkbox"/> Discuss about appropriate turn-taking skills in the conversation.</li> <li><input type="checkbox"/> Engage in a conversation in pairs,</li> </ul>	1. How do you behave when someone is speaking to you? • 2. Which words do you use to join an ongoing conversation ?	<ul style="list-style-type: none"> <li>course book</li> <li>story books</li> <li>poetry books</li> <li>pictures and flash cards</li> <li>Skills in English T.G pg. 132-133</li> <li>Skills in English Learners</li> </ul>	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	



				c. Challenge others to listen interactively during conversations.	focusing on turn-taking and interrupting skills.		Bk. Pg.137-138		
	<b>3</b>	<b>Reading</b>	<b>Intensive Reading</b> Factual Texts of About 400 Words	By the end of the lesson, the learner should be able to: a. Relate the ideas in a text with their experiences. b. Respond to factual and inferential questions correctly. c. Summarize the main ideas in the text for comprehension. d. Encourage others to pay attention to detail when reading.	Learner is guided to: <input type="checkbox"/> Skim through a text and obtain the main idea. <input type="checkbox"/> Scan through a text to obtain specific information. <input type="checkbox"/> Discuss and relate ideas with their experiences, in groups. <input type="checkbox"/> Read a text independently. <input type="checkbox"/> Answer direct and inferential questions from the text. <input type="checkbox"/> Watch a video on leisure time and write the main points	1. Why do you read texts? 2. What makes you a good reader? • 3. Why do we make notes when reading?	<ul style="list-style-type: none"> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 133-134</li> <li>• Skills in English Learners Bk. Pg.139-140</li> </ul>	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	
	<b>4</b>	Grammar in use	<b>Conjunctions and, but, or, because, since, also, for, yet, since</b>	By the end of the lesson, the learner should be able to: a. Identify conjunctions in texts for effective communication b. Use conjunctions correctly in communication. c. Judge the correctness and appropriateness of conjunctions used in oral and written texts.	Learner is guided to: <input type="checkbox"/> Listen to a short dialogue and identify the conjunctions. <input type="checkbox"/> Make sentences from a substitution table using but, or, yet, because, since and also. <input type="checkbox"/> Construct sentences using the conjunctions in pairs. <input type="checkbox"/> Fill blank spaces using conjunctions in sentences or paragraphs.	1. How do you join words or sentences? • 2. Why do you join words and sentences?	<ul style="list-style-type: none"> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 134-135</li> <li>• Skills in English Learners Bk. Pg.140-142</li> </ul>	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation	



	5		<b>Conjunctions and, but, or, because, since, also, for, yet, since</b>	By the end of the lesson, the learner should be able to: d. Identify conjunctions in texts for effective communication e. Use conjunctions correctly in communication. f. Judge the correctness and appropriateness of conjunctions used in oral and written texts.	Learner is guided to: <input type="checkbox"/> Listen to a short dialogue and identify the conjunctions. <input type="checkbox"/> Make sentences from a substitution table using but, or, yet, because, since and also. <input type="checkbox"/> Construct sentences using the conjunctions in pairs. <input type="checkbox"/> Fill blank spaces using conjunctions in sentences or paragraphs.	1. How do you join words or sentences? • 2. Why do you join words and sentences?	<ul style="list-style-type: none"> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 134-135</li> <li>• Skills in English Learners Bk. Pg.140-142</li> </ul>	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation	
8				<b>HALF TERM</b>			•		
9	1	<b>Writing</b>	<b>Creative Writing:</b> Descriptive Composition ((120 -160 words)	By the end of the lesson, the learner should be able to: a. Describe people or things mentioned in a text. b. Create a descriptive composition related to the theme for effective communication. c. Collaborate with peers to critique a composition on the choice of words, creativity, relevance to theme and logical flow.	Learner is guided to: <input type="checkbox"/> Read a sample composition from print or electronic sources. <input type="checkbox"/> Talk about people or things in the text. .	1. How do we describe things or events? • 2. Why is it important to describe things or events?	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 135-136</li> <li>• Skills in English Learners Bk. Pg.142-143</li> </ul>	a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner e) Portfolio dictation f) Standardize d writing tests	



2		<b>Creative Writing:</b> Descriptive Composition (120-160 words)	By the end of the lesson, the learner should be able to: a. Describe people or things mentioned in a text. b. Create a descriptive composition related to the theme for effective communication. c. Collaborate with peers to critique a composition on the choice of words, creativity, relevance to theme and logical flow.	Learner is guided to: <input type="checkbox"/> Make sentences to describe how they spent their leisure time, in pairs. <input type="checkbox"/> Organize the sentences to make a paragraph, in groups. <input type="checkbox"/> Write a descriptive composition individually. <input type="checkbox"/> Proof read their compositions, in pairs or groups.	1. How do we describe things or events? • 2. Why is it important to describe things or events?	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 135-136</li> <li>• Skills in English Learners Bk. Pg.142-143</li> </ul>	a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner e) Portfolio dictation f) Standardized writing tests	
3	<b>TOO MUCH TELEVISION</b>	Narrative in dialogue format (conversational narrative)	By the end of the lesson, the learner should be able to: a. Identify different moods in a narrative or a choral verse. b. Use words and phrases with the selected sound in sentences c. Interrupt appropriately during turn-taking for self-expression. d. Challenge others to listen interactively during conversations.	Learner is guided to: <input type="checkbox"/> Listen to a narrative and retell it while expressing different moods or feelings. <input type="checkbox"/> Construct sentences orally in pairs or small groups. <input type="checkbox"/> Say words containing the sounds /s/ and /z/ in pairs or small groups. <input type="checkbox"/> Discuss about appropriate turn-taking skills in the conversation. <input type="checkbox"/> Engage in a conversation in pairs,	1. How do you behave when someone is speaking to you? • 2. Which words do you use to join an ongoing conversation?	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 137-138</li> <li>• Skills in English Learners Bk. Pg.144-145</li> </ul>	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	



					focusing on turn-taking and interrupting skills.				
	4	Reading	<b>Intensive Reading</b> Factual Texts of About 400 Words	By the end of the lesson, the learner should be able to: a. Relate the ideas in a text with their experiences. b. Respond to factual and inferential questions correctly. c. Summarize the main ideas in the text for comprehension. d. Encourage others to pay attention to detail when reading.	Learner is guided to: <input type="checkbox"/> Skim through a text and obtain the main idea. <input type="checkbox"/> Scan through a text to obtain specific information. <input type="checkbox"/> Discuss and relate ideas with their experiences, in groups. <input type="checkbox"/> Read a text independently. <input type="checkbox"/> Answer direct and inferential questions from the text. <input type="checkbox"/> Watch a video on leisure time and write the main points	1. Why do you read texts? 2. What makes you a good reader? • 3. Why do we make notes when reading?	<ul style="list-style-type: none"><li>• course book</li><li>• story books</li><li>• poetry books</li><li>• pictures and flash cards</li><li>• Skills in English T.G pg. 138-139</li><li>• Skills in English Learners Bk. Pg.145-147</li></ul>	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	
	5	Grammar in use	<b>Conjunctions and, but, or, because, since, also, for, yet, since</b>	By the end of the lesson, the learner should be able to: a. Identify conjunctions in texts for effective communication b. Use conjunctions correctly in communication. c. Judge the correctness and appropriateness of conjunctions used in oral and written texts.	Learner is guided to: <input type="checkbox"/> Listen to a short dialogue and identify the conjunctions. <input type="checkbox"/> Make sentences from a substitution table using but, or, yet, because, since and also. <input type="checkbox"/> Construct sentences using the conjunctions in pairs. <input type="checkbox"/> Fill blank spaces using conjunctions in sentences or paragraphs. <input type="checkbox"/> Create a display chart of sentences containing	1. How do you join words or sentences? • 2. Why do you join words and sentences?	<ul style="list-style-type: none"><li>• course book</li><li>• story books</li><li>• poetry books</li><li>• pictures and dictionaries</li><li>• diorama</li><li>• flash cards</li><li>• Skills in English T.G pg. 140</li><li>• Skills in English Learners Bk. Pg.147</li></ul>	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation	



					conjunctions, in small groups.				
10	1	<b>Writing</b>	<b>Creative Writing:</b> Descriptive Composition ((120 -160 words)	By the end of the lesson, the learner should be able to: a. Proof read their peers composition b. Create a descriptive composition related to the theme for effective communication. c. Collaborate with peers to critique a composition on the choice of words, creativity, relevance to theme and logical flow.	Learner is guided to: <input type="checkbox"/> Read a sample composition from print or electronic sources. <input type="checkbox"/> Talk about people or things in the text. <input type="checkbox"/> Make sentences to describe how they spent their leisure time, in pairs. <input type="checkbox"/> Organize the sentences to make a paragraph, in groups. <input type="checkbox"/> Write a descriptive composition individually. <input type="checkbox"/> Proof read their compositions, in pairs or groups.	1. How do we describe things or events? • 2. Why is it important to describe things or events?	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 141</li> <li>• Skills in English Learners Bk. Pg.147</li> </ul>	a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner e) Portfolio dictation f) Standardize d writing tests	
	2	<b>SPORTS-APPRECIATING TALENTS</b>  - <b>I am a sports champion</b>	Sound /ai/ as in my, mind, ride, wide	By the end of the lesson, the learner should be able to: a. Select words containing the target sound in sentences. b. Listen for words with the sound /ai/ from an audio text. c. Interpret a speaker's emotions and feelings correctly during oral presentations.	Learner is guided to: <input type="checkbox"/> Listen to oral presentations (dialogues or poems on topical issues) containing words with the sound /ai/ <input type="checkbox"/> Identify words with the sound /ai/ from texts. <input type="checkbox"/> Make a three-minute speech based on the theme in groups.	1. Why is it important to listen carefully? • 2. How can we become better listeners?	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 144-155</li> <li>• Skills in English Learners Bk. Pg.149-150</li> </ul>	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	





					e) Recite poems based on the theme.				
	3	Reading	Intensive Reading with Technology	By the end of the lesson, the learner should be able to: a. Relate ideas in the text to personal experiences. b. Creates mental images from the events, characters or places in a text. c. Judge the appropriateness of digital texts on the basis word choice, theme and interest.	Learner is guided to: <input type="checkbox"/> Infer the meaning of words from context. <input type="checkbox"/> Make connections between their experiences and events in the reading text. <input type="checkbox"/> Create pictures, mimes, videos or crossword puzzles in small groups. <input type="checkbox"/> Search and read texts from the internet in pairs and groups, online. <input type="checkbox"/> Answer questions in pairs. <input type="checkbox"/> Dramatize or role play the stories they have read online. <input type="checkbox"/> Print the visuals obtained from online sources and share or display in a gallery.	1. Why is it important to relate what you read with your experiences? 2. What digital resources can you use in your reading? • 3. Why are digital materials more interesting to read than print ones?	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 145-145</li> <li>• Skills in English Learners Bk. Pg.150-152</li> </ul>	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	
	4	Grammar in use	Use of Interrogatives When, who, how, why, which, how much, what else	By the end of the lesson, the learner should be able to: a. Identify interrogatives in sentences correctly. b. Use interrogatives accurately in sentences. c. Collaborate with others to determine	Learner is guided to: <input type="checkbox"/> Mention the words used to ask questions - how, what, when, why, who <input type="checkbox"/> Use the Wh- words and How to ask questions. <input type="checkbox"/> Use digital devices to practice constructing questions.	1. Why do we ask questions? • 2. How do we ask questions?	<ul style="list-style-type: none"> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 147-148</li> <li>• Skills in English Learners Bk pg. 152-154</li> </ul>	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion,	



				the correctness and appropriateness of interrogatives used in oral and written texts.				information gap f) Role play g) Simulation	
	5	Writing	Commonly Misspelt Words Homophones Homonyms	By the end of the lesson the learner should be able to: a. Spell selected words correctly for effective communication. b. Use homophones and homonyms in sentences correctly c. Advocate the use of correct spelling of words among peers.	The learner should be guided to: <input type="checkbox"/> Discuss in groups words they find difficult to spell. <input type="checkbox"/> Make a presentation on correct spelling homophones and homonyms <input type="checkbox"/> Write words from a dictation by the teacher or from an audio-visual recording. <input type="checkbox"/> Use jigsaw puzzle to form words correctly in groups.	1. Why do we write words correctly? 2. Which words do you find difficult to write? • 3. How do we learn to spell words?	<ul style="list-style-type: none"> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 148-149</li> <li>• Skills in English Learners Bk pg. 154</li> </ul>	a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner e) Portfolio dictation f) Standardized writing tests	
11	1	READING USING A DIGITAL DEVICE	Non-verbal cues Short speeches or dialogues of about 130 words)	By the end of the lesson, the learner should be able to: a. Select words containing the target sound in sentences. b. Construct sentences orally using words related to the theme. c. Interpret a speaker's emotions and feelings correctly during oral presentations.	Learner is guided to: <input type="checkbox"/> Practice saying selected tongue twisters in pairs. <input type="checkbox"/> Make a three-minute speech based on the theme in groups.	1. Why is it important to listen carefully? • 2. How can we become better listeners?	<ul style="list-style-type: none"> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 150-151</li> <li>• Skills in English Learners Bk pg. 155-156</li> </ul>	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	



2	Reading	<b>Intensive Reading</b> Reading with Technology	By the end of the lesson, the learner should be able to: a. Creates mental images from the events, characters or places in a text. b. Answer factual and inferential questions correctly. c. Judge the appropriateness of digital texts on the basis word choice, theme and interest.	Learner is guided to: <input type="checkbox"/> Infer the meaning of words from context. <input type="checkbox"/> Make connections between their experiences and events in the reading text. <input type="checkbox"/> Create pictures, mimes, videos or crossword puzzles in small groups.	1. Why is it important to relate what you read with your experiences? 2. What digital resources can you use in your reading? • 3. Why are digital materials more interesting to read than print ones?	<ul style="list-style-type: none"> <li>encyclopedia</li> <li>journals</li> <li>dictionaries</li> <li>diorama</li> <li>flash cards</li> <li>Skills in English T.G pg. 152</li> <li>Skills in English Learners Bk pg. 156-157</li> </ul>	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests
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3	READING USING A DIGITAL DEVICE	Non-verbal cues Short speeches or dialogues of about 130 words)	By the end of the sub strand, the learner should be able to: a. Select words containing the target sound in sentences. b. Construct sentences orally using words related to the theme. c. Interpret a speaker's emotions and feelings correctly during oral presentations.	Learner is guided to: Practice saying selected tongue twisters in pairs. Make a three-minute speech based on the theme in groups. e) Recite poems based on the theme. f) Interpret non-verbal cues correctly.	1. Why is it important to listen carefully? • How can we become better listeners?	<ul style="list-style-type: none"> <li>course book</li> <li>story books</li> <li>poetry books</li> <li>dictionaries</li> <li>diorama</li> <li>flash cards</li> <li>Skills in English T.G pg. 150-151</li> <li>Skills in</li> </ul>	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions
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4	Reading	Intensive Reading Reading with Technology	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. Creates mental images from the events, characters or places in a text.</p> <p>b. Answer factual and inferential questions correctly.</p> <p>c. Judge the appropriateness of digital texts on the basis</p>	<p>Learner is guided to:</p> <p>Infer the meaning of words from context. <input type="checkbox"/></p> <p>Make connections between their experiences and events in the reading text. <input type="checkbox"/></p> <p>Create pictures, mimes, videos or crossword puzzles in small groups. <input type="checkbox"/></p>	<p>1. Why is it important to relate what you read with your experiences?</p> <p>2. What digital resources can you use in your reading?</p> <p>3. Why are digital materials more interesting to read</p> <ul style="list-style-type: none"> <li>• than print ones?</li> </ul>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	<p>a) Reading aloud</p> <p>b) Dictation</p> <p>c) Oral interviews</p> <p>d) Question and answer</p> <p>e) Teacher-made tests</p>	
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				word choice, theme and interest.		Search and read texts from the internet in pairs and groups, online. Answer questions in pairs. Dramatize or role play the stories they have read online. Print the visuals obtained from online sources and share or display in a gallery.	<ul style="list-style-type: none"> <li>Skills in English T.G pg. 152</li> <li>Skills in English Learners Bk pg. 156-157</li> </ul>		
	5		Use of Interrogatives Else and....much	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>Identify interrogatives in sentences correctly.</li> <li>Use interrogatives accurately in sentences.</li> <li>Collaborate with others to determine the correctness and appropriateness of interrogatives used in oral and written texts.</li> </ol>	1. Why do we ask questions? 2. How do we ask questions?	Learner is guided to: Mention the words used to ask questions - how, what, when, why, who Use the Wh- words and How to ask questions.	<ul style="list-style-type: none"> <li>course book</li> <li>story books</li> <li>poetry books</li> <li>pictures and dictionaries</li> <li>diorama</li> <li>flash cards</li> <li>Skills in English T.G pg. 153</li> <li>Skills in English Learners Bk pg. 157-158</li> </ul>	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation	
12	1	Writing	Commonly Misspelt Words Homophones Homonyms	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> <li>Spell selected words correctly for effective communication.</li> <li>Use homophones and homonyms in</li> </ol>	1. Why do we write words correctly? 2. Which words do you find difficult to write? 3. How do we learn to spell	The learner should be guided to: Discuss in groups words they find difficult to spell. Make a presentation on correct spelling homophones and homonyms	<ul style="list-style-type: none"> <li>course book</li> <li>story books</li> <li>poetry books</li> <li>pictures and photographs</li> <li>dictionaries</li> <li>diorama</li> <li>flash cards</li> <li>Skills in English T.G</li> </ul>	a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner	



				<p>sentences correctly</p> <p>c. Advocate the use of correct spelling of words among peers.</p>	words?	<p>Write words from a dictation by the teacher or from an audio- visual recording.</p> <p>Play spelling games in pairs; for example, scramble or scrabble.</p> <p>Use jigsaw puzzle to form words correctly in groups.</p> <p>Make words from jumbled up letters.</p>	<p>pg. 154-155</p> <p>Skills in English Learners Bk pg. 158-159</p>	<p>e) Portfolio dictation</p> <p>f) Standardized writing tests</p>	
	2	ENVIRONMENTAL	<p>Sounds /f/ as purify; as in; and</p> <p>/v/ as</p>	By the end of the sub strand, the learner should be able to:	1. Why should we speak clearly and confidently?	Learner is guided to:	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> </ul>	a) Oral reading or dictation recitations	
		<p>POLLUTION</p> <p>-</p> <p>Please stop!</p>	in vapour preserve,	<p>a. Pronounce words with selected sounds accurately for effective communication.</p> <p>b. Speak accurately, without hesitation and with expression.</p> <p>c. Challenge others to speak accurately, at the right speed and to display appropriate expressions during oral presentations.</p>	2. Why do we make speeches?	<p>Say words containing the sounds /f/ and /v/ in small groups.</p> <p>Pronounce the words related to the theme correctly.</p> <p>Construct oral sentences using vocabulary learnt.</p> <p>Listen to a recorded speech from a digital device.</p> <p>Make short speeches using vocabulary learnt, and appropriate non-verbal cues.</p>	<ul style="list-style-type: none"> <li>• pictures and photographs</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 157-158</li> <li>• Skills in English Learners Bk pg. 161-165</li> </ul>	<p>b) Role play</p> <p>c) Debates</p> <p>d) Oral interviews</p> <p>e) Dialogues</p> <p>f) Oral discussions</p>	





3		<p>Sounds /f/ as purify; as in; and</p> <p>/v/ as in vapour preserve,</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>d. Pronounce words with selected sounds accurately for effective communication.</p> <p>e. Speak accurately, without hesitation and with expression.</p> <p>f. Challenge others to speak accurately, at the right speed and to display appropriate expressions during oral presentations.</p>	<p>1. Why should we speak clearly and confidently?</p> <p>2. Why do we make speeches?</p>	<p>Learner is guided to:</p> <p>Say words containing the sounds /f/ and /v/ in small groups.</p> <p>Pronounce the words related to the theme correctly.</p> <p>Construct oral sentences using vocabulary learnt.</p> <p>Listen to a recorded speech from a digital device.</p> <p>Make short speeches using vocabulary learnt, and appropriate non-verbal cues.</p>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and photographs</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> <li>• Skills in English T.G pg. 157-158</li> <li>• Skills in English Learners Bk pg. 161-165</li> </ul>	<p>a) Oral reading or dictation recitations</p> <p>b) Role play</p> <p>c) Debates</p> <p>d) Oral interviews</p> <p>e) Dialogues</p> <p>f) Oral discussions</p>
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