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| **W****k** | **L s n** | **Strand/****theme** | **Sub strand** | **Specific learning outcomes** | **Key inquiry questions** | **Learning experiences** | • **Learning**• **resources** | **Assessment method** | **Ref l** |
| 1 | **1** | **CHILD****RIGHTS AND RESPONSI BILITIES** | **Listening and****speaking:** pronunciation and vocabulary listening comprehension: oral narratives[about130 words**)** | **By the end of the sub****strand learners should be able to**:a. listen for main ideas and specific details for effective communicationb. respond to informationfrom oral textc. relate attentive listeningto effective in communicationd. appreciate the importance of narratives | a) Why should wesay sound on words, phrases and sentences correctly?b) how can we improve our pronunciationc) Why should welisten attentively? | **Leaners are guided to**:a. listen to an oral narrative in groupsb. Say word and phrases related to the them accurately in pairs orsmall groups make audio recording of poem containingthe sound /ʌ/ and /ɑː /.c. Play audio recording and obtainfeedback. | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Oral reading ordictation recitation b. Role playc. Debatesd. Oral interviewse. Dialoguef. Oral discussion |  |
| **2** |  | **Sounds:**/ʌ/ as in cup, but; /ɑː / as in fast,far, hard, car | By the end of the sub strand the learnershould be able to:1. Recognize sounds,wordsand phrases correctly.2. Construct sentences orallyusing wordsrelated to thetheme.3. Use words and phrases related to the theme correctly.4. Develop curiosity inpronouncing sounds effectively | 1. Why should we say sounds onwords, phrases and sentences correctly?2. How can we improve ourpronunciation?3. Why should welisten attentively? | a. Identify words and phrasescontaining the sound/ʌ/ and /ɑː/.b.From print or audio textc. Construct sentences using words and phrases in pairsd.Write phrases and word containing the selected soundand worde. Say tongue twister containing the selected sound. | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Oral reading or dictation recitationb. Role play c. Debatesd. Oral interviews e. Dialoguef. Oral discussion |  |
| **3** |  | **Reading:****Extensive reading- use ofreference materials** | By the end of the substrand,the learner should be able to:a. select the relevant references materials on | a. Why do you readbooks?b. Which types ofbooks do you enjoy reading? | **Leaners are guided to**a. select appropriate print and no print referencematerials(dictionaries, junior encyclopedia and subject | • course book• story books• poetry books• pictures and | a. Reading aloudb. Dictationc. Oral interviewsd. Questions and answers |  |

**4 Reading: Extensive reading- use ofreference materials**

the variety of subject

b. spell words correctly for

effective communication c. demonstrate in interest

using references materials for lifelong learning

By the end of the sub strand,

the learner should be able to:

a. Read a variety of

materials independently for

information and pleasure.

b. Use reference materials systematically to find necessary information.

c. Demonstrate in interest inusing reference materials for lifelong learning.

a. Why do you read books?

b. Which types of

books do you enjoy reading?

specific encyclopedia b. read selected reference

materials independently

c. look for the information related

to the them in reference material

d. read and discuss what they have read in small groups

e. visit a library to find reference materials for information

related to the theme

**Leaners are guided to**

a. select appropriate print and no

print reference materials(dictionaries, junior encyclopedia and subject specific encyclopedia

b. read selected reference materials independently

c. look for the information

related to the them in reference

material

d. read and discuss what they

have read in small groups

e. visit a library to find reference

materials for information related to the theme

• photographs

• newspapers

• magazines

• junior encyclopedia

• journals

• dictionaries

• diorama

• flash cards

• course book

• story books

• poetry books

• pictures and

• photographs

• newspapers

• magazines

• junior encyclopedia

• journals

• dictionaries

• diorama

• flash cards

e. Teachers made tests

a. Reading aloud b. Dictation

c. Oral interviews d. Questions and

answers

e. Teachers made

tests

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| 2 | **1** | **Word Classes:** | By the end of the sub | 1. | how do you | **Learner is guided to :** | • course book a. Tasks such as• story books multiple choice |
|  |  | Demonstrative | strand learners should be |  | identify objects | a. Identify demonstrative |
|  |  | Determiners this, | able to: |  | that are near or | determiners from the text in |  | b. Discrimination |
|  |  | that, these, those | a. identify demonstrative |  | far | pairs | • poetry books | c. Gap filling |
|  |  |  | determiners correctlyb. use demonstrative | 2. | which word dowe use to show | b. Read sentences containingdemonstrative determiners in | • pictures and• photographs | d. Short answerse. Dialogue completion, |
|  |  |  | determiners correctly |  | that an object is | print or electronic materials | • newspapers | information gaps |

**2 Word Classes:** Demonstrative Determiners this, that, these, those

c. choose the correct

demonstrative

determiners to use during communication

d. appreciate the importance of

determiners

By the end of the sub strand leaners should be:

1. Identify characters, places and event in a

story for comprehension

near or far

1. What do we learn from the tittle story or poem

2. How do we

predict event in a

c. Construct sentence using

demonstrative determiners in

small group

**Learners are guided to:**

a. Make sentences containing

demonstrative determiners from a substitution table

b. Use demonstrative determiners

• magazines

• junior encyclopedia

• journals

• dictionaries

• diorama

• flash cards

• course book

• story books

• poetry books

• pictures and

f. Role play

g. simulation

a. Tasks such as multiple choice

b. Discrimination c. Gap filling

d. Short answers

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|  |  |  |  | 2. Predict event in a textfor comprehension3. Respond correctly to factual and inferential questions for comprehension | story or poem3. How do we tellthe meaning of unknown words in a story? | to fill the gaps in sentencesc. Search for more examples ofsentences containing demonstrative | • photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | e. Dialoguecompletion,information gaps f. Role playg. simulation |  |
| **3** | **Writing** | **FunctionalWriting**Filling Forms | By the end of the sub strand learners should beable to:a. record specific details inspecific in variety of formsb. discuss the importance of formsc. acknowledge importance of forms correctly, | 1. Why do we fill forms?2. Why is it important to fillforms accurately3. What details dowe fill in forms? | **Learner are guided to:**1. Search for sample forms fromthe internet, individually2. Select the information to befilled in the form in pairs3. Fill a form related to the themeusing the following details>personal information, school information parents/guardian details, religion/county information,favorite sport/hobby amongothers | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Teachers made tests b. Leaners journalsc. Peer assessmentd. Portfolio dictation |  |
| **4** |  | **FunctionalWriting**Filling Forms | By the end of the substrand learners should be able to:a. record specific details in specific in varietyof formsb. discuss the importanceof formsc. acknowledgeimportance of forms correctly | 1. Why do we fillforms?2. Why is itimportant to fill forms accurately3. What details do we fill in forms? | **Learner is guided to,**a. Discuss the importance of filling forms correctlyin pairsb. Download forms and fillthem in pairs or small groupsc. Design a form to obtain information in groups | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Teachersmade tests b. Leanersjournals c. Peerassessment d. Portfoliodictation |  |
| 3 | **1** | **NATIONA L CELEBRA TION** | **Sounds /b/ as Labour /p/ as party, patriotic, history** | By the end of the sub strand, the learner shouldbe able to:a. Identify words, phrases andsentences containing the target sounds.b. Construct sentences orallyusing words related to thetheme. | 1. Why do we listen carefully?2. Why do we take turns whenwalking? | **Learners are guided to,**1. Identify words with these soundp/b/ from print materials such as magazines and newspaper2. Practice saying tongue twisters with sound b/p/3. Discuss in groups the vocabulary used in the text.4. Construct sentences using the vocabulary | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia | a. Oral reading or dictation recitationb. Role play c. Debatesd. Oral interviews e. Dialoguef. Oral discussion |  |

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|  |  |  |  | c. Appreciate the importanceof a dialogue |  |  | • journals• dictionaries• diorama• flash cards |  |  |
| **2** |  | **Listening comprehension :** dialogue (130 words) | **By the end of the sub strand, the leaners should be able to.**a. Listen for the main idea and specific details foreffective communicationb. Respond to information from the oral textc. Interpret speaker’sfeelings andemotions(nonverbal cues)correctly during oralpresentationd. Appreciate the importance of a dialogue | 1. Why should we listen carefully?2. Why do we take turns whentalking? | **Learner is guided to;**a. Respond correctly to questionbased dialogue.b. Write the main point from thelistening textc. Role play the event in thedialogued. Interpret gestures,eye contactsand facial expressions correctly e. Listen to audio visual recording of dialogue containing sound /b//p/ | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Oral reading or dictation recitationb. Role play c. Debatesd. Oral interviews e. Dialoguef. Oral discussion |  |
| **3** | **Reading** | **Intensive reading:** Oral narrative (about 400 words) poems of about 5 stanzas | **By the end of the sub strand learner should be able to;**a. identify character,places And events in a story for comprehensionb. predict the even in the text for comprehensionc. respond correctly to factual and inferentialquestions for comprehension. | 1. What do we learn from the tittle of astory or poem2. How do wepredict evens in a story or poem3. How do we tell the meaning ofunknown words in a story | Learner is guided toa. Make application of what astory is about: wht happens next in a story using the tittle picture in a storyb. Infer the meaning of wordsfrom the contextc. Use their imagination tovisualize the event in a story. | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Reading aloud b. Dictationc. Oral interviews d. Questions andanswerse. Teachers made test |  |
| **4** |  | **Intensive reading:**Oral narrative(about 400 words)poems of about 5 stanzas. | **By the end of the sub-****strand , the learner should be able to,**1. Respond a poem of about5 stanzas2. Use contextual clues to infer the meaning of words for comprehension3. Recommend appropriate reading techniques topeers. | 1. What do we learnfrom the tittle of story or poem2. How do we predict the eventin a story or poem3. How do we tellthe meaning of unknown words in story? | By the end of the sub strandthelearner should be able to:a. Respond a poem of about5stanzasb. Use contextual clues to infer the meaning of wordsfor comprehension.c. Recommend appropriate reading techniques to peers. | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Reading aloudb. Dictationc. Oral interviewsd. Questions and answerse. Teachers made test |  |

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| 4 | **1** | **Gramm ar in use** | **Word Classes: Collective nouns** | **By the end of the sub strand, the learner should****be able to:**a. Identify collective nouns in texts.b. Use collective nouns in sentences correctly.c. Suggest collective to be used during communication. | a. How do you emphasize thatyoudid something on your own?b. Which words do you use to refer to a group ofthings oranimals? | Learner is guided to;1. Identify reflexive pronounsand collective nouns from print and digital text2. Watch a video clip in which collective nouns and reflexive pronouns (myself, ourselves) have been used in sentences3. Pick out collective nouns andreflexive pronouns and list them in pairs. | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Task such asmultiple choiceb. Discrimination c. Gap – fillingd. Short filling e. Dialoguecompletion, information gap |  |
| **2** |  | **Reflexive****pronouns** | **By the end of the sub****strand, the learner should be able to:**a. Identify reflexive pronouns in texts.b. Use reflexive pronouns in sentences correctly.c. Suggest reflexive pronouns to be used during communication. | 1. How do youemphasize that you did something on your own?2. Which words doyou use to refer to a group of things or animals? | Learner is guided to:1. Pick out collective nouns and reflexive pronouns and list them In pairs2. Give more examples ofcollective nouns and reflexive pronouns in groups3. Construct sentences using collective and reflexive pronouns4. Create and completecrossword puzzle using collective nouns and reflexive pronouns. | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Task such asmultiple choice b. Discrimination c. Gap – fillingd. Short fillinge. Dialogue completion, information gap |  |
| **3** | **Writing** |  | **By the end of the sub strand, the learner should be able to:**a. Select relevant points to plan their composition.b. Discuss ways of sharing ideasc. Advocate the use of creativity in writing among peers. | 1.How do we express ideas ondifferent topics?2.Why do we share ideas? | Learner is guided to:1. Brainstorm and discuss possiblepoint to include in their composition2. Write first paragraph in pairs while observing correctpunctuations and spellings. | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Teachers made testsb. Leaners journals c. Peer assessmentd. Self-assessmente. Portfolio dictation |  |
| **4** |  | **Creative Writing:****Open ended****Compositions(10****0-150 words)** | **By the end of the sub****strand, the learner should be able to:**a. Select relevant points to plan their | 1. How do we express ideas ondifferent topics?2. Why do we share ideas? | Learner is guided to:1. Complete the composition individually2. Proof read their composition in pairs | • course book• story books• poetry books• pictures and | a. Teachers madetestsb. Leaners journals c. Peer assessment d. Self-assessment |  |

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|  |  |  |  | composition.b. Discuss ways of sharing ideasc. Advocate the use of creativity in writingamong peers. |  | 3. Suggest suitable tittles fortheir compositions4. Display the completed composition in class5. Conduct a gallery walk and give feedback6. Search and read composition online | • photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | e. Portfolio dictation |  |
| 5 | **1** | **ETIQUITE** | **Listening and speaking: polite words Phrases and Expressions** | **By the end of the sub strand learner should be able to.**a. Identify polite words,phrases and expressions in oral contextb. Use polite word,phrases and expressions to complement othersc. Recommendappropriate word and phrases for expressing politeness | a. Why should you use politeexpressing when talking to others?b. Why should you listen to others?c. Which word phrases or expressions do we use to show politess? | Learner is guided to:1. Listens to correct pronunciationof sounds, phrases and expressions from the teacher, audio visual recording among other. /ɔɪ/ in words2. Practice using polite words and phrases in pairs3. Role play the use of polite words, phrases and expressions at meal times | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Oral reading or dictation recitationb. Role play c. Debatesd. Oral interviews e. Dialoguef. Oral discussion |  |
| **2** |  | **Sounds: /ɔɪ/ as in boy, noise** | **By the end of the sub strand,the learner should be able to:**a. Listen for specific sounds inwords, phrases and expressions.b. Use polite words, phrasesand expressions to complement others.c. Recommend appropriate words and phrases for expressing politeness | a. Why should you use polite expressing whentalking to others?b. Why should you listen to others?c. Which word phrases or expressions do we use to show politesse? | Leaners are guided to:1. Say words containing thesound/ɔi/ in words and phrases.2. Write down the specificsounds,words,phrases and expressions form an oral text and pronouns them correctly3. Access correct pronunciation ofsound, words ,phrases and expressions from digital text4. Listen to/recite poems with words featuring the targetsounds | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Oral reading or dictation recitationb. Role play c. Debatesd. Oral interviews e. Dialoguef. Oral discussion |  |
| **3** |  | **Intensive reading:****Narrative of about****400 words** | **By the end of the sub** a**strand,the learner****should be able to:**a. Relate events in the b story with their life experiences.b. Predict events in a text for comprehension. | . How do you get informationfrom atext?. Which things do you predict or visualize in a story? | Learners are guided to1. Make prediction on a story when reading.2. Use their imaginations to visualize the even in the story.3. Scan and skim text for new words and information, insmall groups4. Answer the factual andinferential questions from text | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior | a. Reading aloudb. Dictationc. Oral interviewsd. Questions and answerse. Teachers made test |  |

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|  |  |  |  | c. Respond to factual and inferential questionscorrectly.d. Relate events in areading text to real lifeexperiences. |  | in groups.5. Use digital devices to readonline stories for comprehension | encyclopedia• journals• dictionaries• diorama• flash cards |  |  |
| **4** |  | **Intensive reading: Narrative of about****400 words** | **By the end of the sub strand, the learner should be able to:**a. Predict events in a text forcomprehension.b. Create mental images fromthe events in a story.c. Respond to factual and inferential questions correctly.d. Relate events in ae. Reading text to real life experiences. | a. How do you get information from atext?b. Which things do you predict or visualize in a story? | Learner are guided to:1. Make a prediction on a storywhen reading2. Use the imagination tovisualize the event in a story in a story3. Scan and skim text for new words and information, insmall groups4. Answer factual and inferentialquestions from text in groups5. Use digital devices to readonline stories for comprehension. | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Reading aloud b. Dictationc. Oral interviews d. Questions andanswerse. Teachers made test |  |
| 6 | **1** |  | **Grammar in use:****Language****Pattern:****Use of too…to/for** | **By the end of the sub****strand the learner should be able to**a. identify sentence in which the languagepatterns are used b. use the languagepatterns in sentences correctlyc. Challenge others to use sentences pattern correctly. | 1. How do youidentify correct sentence?2. Why is it important to usesentence correctly? | Learner is guided to,1. Make sentences with too.. to/for from a substitution tablefor examples: the stone is too heavy for Charles to life2. Fill blank spaces in the sentences using the sentencespattern for clarity in communication | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Task such asmultiple choice b. Discrimination c. Gap – fillingd. Short fillinge. Dialogue completion, information gap |  |
| **2** |  | **Use of Must/Should with an Adverb/Adverbial** | By the end of the sub strand learner should beable toa. identify text written injoined letters or cursive scriptb. write legibly using joined letters/cursive scriptc. use visual to create a storyd. recommend ways of improving legibility andneatness of written communication | a. How should we write legibly andneatly?b. How can weimprove our handwriting? | Learner is guided to,Make sentences with too.. to /forfrom a substitution table for examples: the stone is too heavy for Charles s to lifeFill blank spaces in the sentencesusing the sentences pattern for clarity in communication | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama | a. Task such as multiple choiceb. Discrimination c. Gap – fillingd. Short filling e. Dialoguecompletion, information gap |  |

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|  |  |  |  |  |  |  | • flash cards |  |  |
| **3** |  | **Writing: Mechanic ofWriting Handwriting Joined/ (cursive script)** | **By the end of the sub strand learner should be able to**a. identify text written injoined letters or cursive scriptb. write legibly using joined letters/cursivescriptc. use visual to create astoryd. recommend ways ofimproving legibility and neatness of written communication | a. Why should we write legiblyand neatly?b. How can weimprove our handwriting? | Learner is guided to;1. Copy sentences and paragraphin their text books2. Observe visual/pictures andcompose a story about (120-160 words)3. Discuss the importance of writing legibly and neatly as aclass in pairs.4. Search for information form theinternet or print source and make notes in pairs or groups | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | Teachers made testsLearners journalsPeer assessment Self-assessment learnerPortfolio dictationStandardized writing test |  |
| **4** |  | **Writing: Mechanic ofWriting Handwriting Joined/ (cursive script)** | **By the end of a sub strand learner should be able to:**a. Identify text written injoined letters or cursive scriptb. Write legibly using joined letters/ cursivescriptc. Use visual to create astoryd. Recommend ways ofimproving legibility and neatness in written communication | a. Why should we write legiblyand neatly?b. How can weimprove our handwriting? | Learner is guided to:1. Copy words, sentences andparagraphs in their books2. Observe visual/ pictures andcompose a story about (120 –160 ) words3. Discuss the importance of writing neatly as class in pairs | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Teachers made tests b. Learners journalsc. Peer assessment d. Self-assessmentlearnere. Portfolio dictationf. Standardized writing test |  |
| 7 | **1** | **ROAD ACCIDEN TS PREVENTI ON** | Listening and speaking: wordstress (contrast between,nouns/verbs, verbs/adjectives) | **By the end of the sub strand learners should be able to:**a. Construct sentencesorally using words related to the themeb. Use vocabularies related to the them correctlyc. Advocate theimportance of correct use of stress in communication | a. Why should we pronouns wordscorrectly?b. Why do we havedifferent meanings at times? | Learner is guided to1. classify nouns, verbs andadjectives from the list2. Practice saying words usingthe correct stress in pairs or small groups for examples: conflict (verb) conflict (noun). Subject(verb)/subject (noun)3. Construct sentences orally using the new vocabulary4. Take part in language games involving word stress | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Oral reading or dictation recitationb. Role play c. Debated. Oral interviews e. Dialoguef. Oral discussion |  |
| **2** |  | **Sounds : /t/ as in****fatal,****/d/ as in first aid, pedestrian, road** | **By the end of the sub****strand learners should be able to:**a. List words whose | a. Why should wepronouns words correctly?b. Why do we | 1. Leaner is advice to recite thepoem and apply the correct stress on words2. Listen or watch to an audio | • course book• story books• poetry books | a. Oral reading ordictation recitation b. Role playc. Debate |  |

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|  |  |  |  | meaning differaccording topronunciationb. Pronounce wordsusing the correct stress c. Advocate theimportance of correct use of stress in communication. | have differentmeanings attimes? | visual materials on thepronunciation3. List words that are stressed4. Say words containing sound /t/and /d/ | • pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | d. Oral interviewse. Dialoguef. Oral discussion |  |
| **3** |  | **Reading :****intensive reading****–c comprehension****(visual)** | **By the end of the sub strand learners should be able to:**a. List the visuals in theclassroomb. Answer factual andinferential questions correctlyc. Judge the appropriateness of visuals in conjunction with peers | a. Why do you like pictures?b. How can you use pictures tocommunicate?c. What are some ofthe messages that pictures communicate? | Learner is guided to1. View picture,illustations,2. posters,videos,pictures maps mnemonics, and symbol among others in small groups3. Compose songs,stories.poemsor dialogues based on the visuals4. answer questions based on the visuals, in small groups | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Reading aloud b. Dictationc. Oral interviews d. Questions andanswerse. Teachers made test |  |
| **4** |  |  | **By the end of the sub** a**strand learners should be able to:** b a. List the visuals in theclassroomb. Answer factual and c inferential questions correctlyc. Judge theappropriateness of visuals in conjunction with peers | . Why do you likepictures?. How can you usepictures to communicate?. What are some of the messages that pictures communicate? | a. Describe and interpret visualcorrectly in pairs or small groupb. Preview and make predictions based on pictures, illustration,tittles and experiencesc. Represent own stories usingpictures or videosd. Create visuals based on theirexperiences | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Reading aloudb. Dictationc. Oral interviewsd. Questions and answerse. Teachers made test |  |
| 8 | **1** |  | **Grammar in use: word classes: persona pronounces** | **By the end of the sub strand learner should be able to:**a. Identify possessiveforms in print or digital textb. Use possessive forms correctly in sentencesc. Advocate the correct | a. Why should we the possessiveforms correctly?b. Which word showsomething belongs to a person? | Learner is guided to:a. In pairs, engage inonline/offline games involving pronouns such as dicee,goofy cards and word searchb. Simulate, dramatize or roleplay a conversation featuring possessive formsc. Watch video/songs involving | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines | a. Task such as multiple choiceb. Discrimination c. Gap – fillingd. Short filling e. Dialoguecompletion, information gap |  |

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|  |  |  |  | use of possessive formsamong peers. |  | the use of possessivepronouns/ belong to. | • juniorencyclopedia• journals• dictionaries• diorama• flash cards |  |  |
|  | **2** |  |  | **By the end of the sub strand learner should be able to**a. Identify possessiveforms in print or digital textb. Use possessive forms correctly in sentencesc. Advocate the correct use of possessive formsamong peers | a. Why should we the possessiveforms correctly?b. Which wordshow something belongs to a person? | a. Compose song based on the use of personal and possessivepronounsb. Fill gaps in sentences correctlyusing possessive pronouns and belong toc. Create a list of sentences with possessive and personalpronouns for display in small groups | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | • Task such as multiple choice• Discrimination• Gap – filling• Short filling• Dialoguecompletion, information gap |  |
| **3** |  | **Writing****Functional writing – a reply****to a friendly letter** | **By the end of the sub****strand learner should be able to:**a. Identify the component of friendly letterb. Write a friendly letter using the correct formatc. Judge the appropriateness ofwords, phrases and sentences used in friendly letters | a. How do youcommunicate with people who are far away?b. Why do youwrite letters? | Learners is guideda. Read a sample of friendly letter in small group and pick out the parts such as the address,salutation,date,complementary close among othersb. Write a reply to a sample friendly letter in pairs andmake necessary collections c. Present some letters to theclassd. Search for sample friendlyletter in the internet in pairs | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Teacher made testb. Learners journal c. Peer assessment d. Self-assessmentlearnere. Portfolio dictation f. Standardizedwriting tests |  |
| **4** |  | **Writing Functional writing – a reply****to a friendly letter** | **By the end of the sub strand learner should be able to**a. Identify the componentof friendly letterb. Write a friendly letterusing the correct format c. Judge theappropriateness of words, phrases and sentences used in friendly letters | a. How do you communicate withpeople who are far away?b. Why do you write letters? | Learners is guideda. Read a sample of friendlyletter in small group and pick out the parts such as the address,salutation,date,complementary close amongothersb. Write a reply to a samplefriendly letter in pairs and make necessary collectionsc. Present some letters to the classd. Search for sample friendly | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama | a. Teacher made test b. Learners journalc. Peer assessment d. Self-assessmentlearnere. Portfolio dictationf. Standardized writing tests |  |

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|  |  |  |  |  |  | letter in the internet in pairs | • flash cards |  |  |
| 9 | **1** | TRADITIO NAL FOOD | **Listening and speaking speech Sound/e/ as in energy,diet,recipe****Adjectives** | **By the end of sub strand learners should be able to**:a. listen for the main ideasand specific details for effective communicationb. respond appropriately tothe speech related to the themec. display varied emotions and feelings during anoral presentation | a. Why should we pronouns soundcorrectly?b. Which word dowe use to describe things, people or event? | Learner is guided to:a. Interpret nonverbal cues suchas gestures, facial expressions and eye contact correctly in pairsb. Prepare and make a speech ingroupsc. Listen to a poem with variousadjectives describing traditional foodsd. Recite the poem in pairs and recite the adjectivese. Search for examples of adjectives in the internet,newspapers and magazines | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Oral reading or dictation recitationb. Role play c. Debated. Oral interviews e. Dialoguef. Oral discussion |  |
| **2** |  | **Listening amd speaking speech Sound/e/ as in energy,diet,recipe****Adjectives** | a. By the end of the sub strand learner should beable to:b. Recognize sounds,words and phrases correctlyc. Construct sentences orally using wordsrelate to the themed. Display varied emotionsand feelings during an oral presentation | a. Why should we pronouns soundcorrectly?b. Which word dowe use to describe things, people or event? | Learner is guided toa. Speak and pick out wordscontaining sound /e/b. Practices saying words thewords and phrases with sound/e/ in pairsc. Listens to the correct pronunciation of sounds, words and phrases for the teacher or video –visual recordings? | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Oral reading or dictation recitationb. Role play c. Debated. Oral interviews e. Dialoguef. Oral discussion |  |
| **3** |  | **Reading:****extensive reading: fictions and no fiction materials (1000-1250 word)** | By the end of the substrand leaners should be able to:a. Select relevant reading materials from a collection of booksb. Scan a text to obtainspecific information c. Judge theappropriateness of a reading text on the basisof language and interest | a. What materials doyou enjoy reading?b. Why is it necessary to read many books? | Learners are guided toa. preview text to determine suitabilityb. Select fiction and nonfiction materials from reading materials (both print and non- print).c. Set up an after school reading club where they meet regularlyd. Share reflection on the books read in groups. | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Reading aloudb. Dictationc. Oral interviewsd. Questions and answerse. Teachers made test |  |
| **4** |  | **Reading:****extensive reading:****fictions and no fiction materials** | By the end of the sub strand leaners should beable to:a. Select relevant reading | a. What materials do you enjoyreading?b. Why is it | a. Skim through reading materialsb. Read selected materials independently | • course book• story books• poetry books | a. Reading aloud b. Dictationc. Oral interviews d. Questions and |  |

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|  |  |  | **(1000-1250 word)** | materials from acollection of booksb. Scan a text to obtain specific informationc. Judge the appropriateness of a reading text on the basis of language and interest | necessary to readmany books? | c. Share reflections on the bookread in groups | • pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | answerse. Teachers made test |  |
| 10 | **1** |  | **Grammar in use: comparative and superlative forms of regular and irregular adjectives** | By the end of the sub stranda. identify comparative and superlative formsof the adjectives in a textb. use comparative and superlative forms of adjectives correctlyc. advocate the importanceof using adjectives correctly in communication | a. How do we compare things,people or events?b. Which words areused to describe things or people? | Learners are guided to:a. Describe items using thecomparative and superlative forms of adjectives e.g that windows is no longer bigger than that one of mineb. Change positive forms of regular and irregular adjectives to their comparative and superlative forms, in pairsc. Create crossword puzzles using adjectives | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Task such as multiple choiceb. Discrimination c. Gap – fillingd. Short filling e. Dialoguecompletion, information gap |  |
| **2** |  | **Order of****adjectives(size, shape and age)** | By the end of the substrand learners should be able to:a. Oder adjectives in terms of size, shape and ageappropriatelyb. Construct sentencesusing adjectives of size, shape and agec. Advocate the importance of using adjectives correctly in communication | a. How do wecompare things, people or events?b. Which wordsare used to describe things or people? | a. Pick adjectives of size, shapeand as from a narrative or poem in small groups.b. Construct sentences featuring adjectives of size, shape andagec. Fill gaps using adjectives inthe correct order | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Task such asmultiple choice b. Discrimination c. Gap – fillingd. Short fillinge. Dialogue completion, information gap |  |
| **3** |  | **Writing: creative writing- narrative compositions****(120-160 words)** | By the end of the subs strand learners should beable to:a. Identify the parts ofnarrative compositions b. Write coherently ondifferent topicsc. Promote creativity inwriting among peers | a. What materials do you enjoyreading:?b. Why is itnecessary to read many books? | Learner is guided to:a. Brainstorm ideas for anarrative composition in small groupsb. Read samples of narratives composition in pairsc. Identify the parts of a narrative composition. | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines | a. Teachers – made testsb. Leaners journals c. Peer assessmentd. Self-assessmente. Portfolio dictation |  |

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| **4** |  | **Writing: creative writing- narrative compositions****(120-160 words)** | By the end of the subs strand learners should beable to:a. Identify the parts ofnarrative compositions b. Write coherently ondifferent topicsc. Promote creativity inwriting among peers | a. Why do you enjoy reading stories?b. How do you make your composition interesting?c. What are the someof the stories you know? | a. Practice writing own narratives b. Listen or view a recording ofnarrative and re-write it in their own wordsc. Proof read other’s work andgive feedback | • course book• story books• poetry books• pictures and• photographs• newspapers• magazines• junior encyclopedia• journals• dictionaries• diorama• flash cards | a. Teachers – made testsb. Leaners journals c. Peer assessment d. Self-assessmente. Portfolio dictation |  |
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