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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[about  130 words**)** | **By the end of the sub**  **strand learners should be able to**:  a. listen for main ideas and specific details for effective communication  b. respond to information  from oral text  c. relate attentive listening  to effective in communication  d. appreciate the importance of narratives | a) Why should we  say sound on words, phrases and sentences correctly?  b) how can we improve our pronunciation  c) Why should we  listen attentively? | **Leaners are guided to**:  a. listen to an oral narrative in groups  b. Say word and phrases related to the them accurately in pairs or  small groups make audio recording of poem containing  the sound /ʌ/ and /ɑː /.  c. Play audio recording and obtain  feedback. | • course book  • story books  • poetry books  • pictures and  • photographs  • newspapers  • magazines  • junior encyclopedia  • journals  • dictionaries  • diorama  • flash cards | a. Oral reading or  dictation recitation b. Role play  c. Debates  d. Oral interviews  e. Dialogue  f. Oral discussion |  |
| **2** |  | **Sounds:**  /ʌ/ as in cup, but  ; /ɑː / as in fast,far, hard, car | By the end of the sub strand the learner  should be able to:  1. Recognize sounds,  wordsand phrases correctly.  2. Construct sentences orallyusing words  related to thetheme.  3. Use words and phrases related to the theme correctly.  4. Develop curiosity in  pronouncing sounds effectively | 1. Why should we say sounds on  words, phrases and sentences correctly?  2. How can we improve our  pronunciation?  3. Why should we  listen attentively? | a. Identify words and phrases  containing the sound/ʌ/ and /ɑː  /.  b.From print or audio text  c. Construct sentences using words and phrases in pairs  d.Write phrases and word containing the selected sound  and word  e. 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 recitation  b. Role play c. Debates  d. Oral interviews e. Dialogue  f. Oral discussion |  |
| **3** |  | **Reading:**  **Extensive reading- use ofreference materials** | By the end of the sub  strand,the learner should be able to:  a. select the relevant references materials on | a. Why do you read  books?  b. Which types of  books do you enjoy reading? | **Leaners are guided to**  a. select appropriate print and no print reference  materials(dictionaries, junior encyclopedia and subject | • course book  • story books  • poetry books  • pictures and | a. Reading aloud  b. Dictation  c. Oral interviews  d. 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 correctly  b. use demonstrative | 2. | which word do  we use to show | b. Read sentences containing  demonstrative determiners in | • pictures and  • photographs | d. Short answers  e. 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 text  for comprehension  3. Respond correctly to factual and inferential questions for comprehension | story or poem  3. How do we tell  the meaning of unknown words in a story? | to fill the gaps in sentences  c. Search for more examples of  sentences containing demonstrative | • photographs  • newspapers  • magazines  • junior encyclopedia  • journals  • dictionaries  • diorama  • flash cards | e. Dialogue  completion,  information gaps f. Role play  g. simulation |  |
| **3** | **Writing** | **FunctionalWriting**  Filling Forms | By the end of the sub strand learners should be  able to:  a. record specific details in  specific in variety of forms  b. discuss the importance of forms  c. acknowledge importance of forms correctly, | 1. Why do we fill forms?  2. Why is it important to fill  forms accurately  3. What details do  we fill in forms? | **Learner are guided to:**  1. Search for sample forms from  the internet, individually  2. Select the information to be  filled in the form in pairs  3. Fill a form related to the theme  using the following details>personal information, school information parents/guardian details, religion/county information  ,favorite sport/hobby among  others | • course book  • story books  • poetry books  • pictures and  • photographs  • newspapers  • magazines  • junior encyclopedia  • journals  • dictionaries  • diorama  • flash cards | a. Teachers made tests b. Leaners journals  c. Peer assessment  d. Portfolio dictation |  |
| **4** |  | **FunctionalWriting**  Filling Forms | By the end of the sub  strand learners should be able to:  a. record specific details in specific in variety  of forms  b. discuss the importance  of forms  c. acknowledge  importance of forms correctly | 1. Why do we fill  forms?  2. Why is it  important to fill forms accurately  3. What details do we fill in forms? | **Learner is guided to,**  a. Discuss the importance of filling forms correctly  in pairs  b. Download forms and fill  them in pairs or small groups  c. 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. Teachers  made tests b. Leaners  journals c. Peer  assessment d. Portfolio  dictation |  |
| 3 | **1** | **NATIONA L CELEBRA TION** | **Sounds /b/ as Labour /p/ as party, patriotic, history** | By the end of the sub strand, the learner should  be 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 when  walking? | **Learners are guided to,**  1. Identify words with these sound  p/b/ from print materials such as magazines and newspaper  2. 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 recitation  b. Role play c. Debates  d. Oral interviews e. Dialogue  f. 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 for  effective communication  b. Respond to information from the oral text  c. Interpret speaker’s  feelings and  emotions(nonverbal cues  )correctly during oral  presentation  d. Appreciate the importance of a dialogue | 1. Why should we listen carefully?  2. Why do we take turns when  talking? | **Learner is guided to;**  a. Respond correctly to question  based dialogue.  b. Write the main point from the  listening text  c. Role play the event in the  dialogue  d. Interpret gestures,eye contacts  and 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 recitation  b. Role play c. Debates  d. Oral interviews e. Dialogue  f. 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 comprehension  b. predict the even in the text for comprehension  c. respond correctly to factual and inferential  questions for comprehension. | 1. What do we learn from the tittle of a  story or poem  2. How do we  predict evens in a story or poem  3. How do we tell the meaning of  unknown words in a story | Learner is guided to  a. Make application of what a  story is about: wht happens next in a story using the tittle picture in a story  b. Infer the meaning of words  from the context  c. Use their imagination to  visualize 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. Dictation  c. Oral interviews d. Questions and  answers  e. 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 about  5 stanzas  2. Use contextual clues to infer the meaning of words for comprehension  3. Recommend appropriate reading techniques to  peers. | 1. What do we learn  from the tittle of story or poem  2. How do we predict the event  in a story or poem  3. How do we tell  the meaning of unknown words in story? | By the end of the sub strand  thelearner should be able to:  a. Respond a poem of about  5stanzas  b. 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 aloud  b. Dictation  c. Oral interviews  d. Questions and answers  e. 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 that  youdid something on your own?  b. Which words do you use to refer to a group of  things oranimals? | Learner is guided to;  1. Identify reflexive pronouns  and collective nouns from print and digital text  2. Watch a video clip in which collective nouns and reflexive pronouns (myself, ourselves) have been used in sentences  3. Pick out collective nouns and  reflexive 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 as  multiple choice  b. Discrimination c. Gap – filling  d. Short filling e. Dialogue  completion, 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 you  emphasize that you did something on your own?  2. Which words do  you 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 pairs  2. Give more examples of  collective nouns and reflexive pronouns in groups  3. Construct sentences using collective and reflexive pronouns  4. Create and complete  crossword 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 as  multiple choice b. Discrimination c. Gap – filling  d. Short filling  e. 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 ideas  c. Advocate the use of creativity in writing among peers. | 1.How do we express ideas on  different topics?  2.Why do we share ideas? | Learner is guided to:  1. Brainstorm and discuss possible  point to include in their composition  2. Write first paragraph in pairs while observing correct  punctuations and spellings. | • course book  • story books  • poetry books  • pictures and  • photographs  • newspapers  • magazines  • junior encyclopedia  • journals  • dictionaries  • diorama  • flash cards | a. Teachers made tests  b. Leaners journals c. Peer assessment  d. Self-assessment  e. 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 on  different topics?  2. Why do we share ideas? | Learner is guided to:  1. Complete the composition individually  2. Proof read their composition in pairs | • course book  • story books  • poetry books  • pictures and | a. Teachers made  tests  b. Leaners journals c. Peer assessment d. Self-assessment |  |

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|  |  |  |  | composition.  b. Discuss ways of sharing ideas  c. Advocate the use of creativity in writing  among peers. |  | 3. Suggest suitable tittles for  their compositions  4. Display the completed composition in class  5. Conduct a gallery walk and give feedback  6. 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 context  b. Use polite word,  phrases and expressions to complement others  c. Recommend  appropriate word and phrases for expressing politeness | a. Why should you use polite  expressing 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 pronunciation  of sounds, phrases and expressions from the teacher, audio visual recording among other. /ɔɪ/ in words  2. Practice using polite words and phrases in pairs  3. 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 recitation  b. Role play c. Debates  d. Oral interviews e. Dialogue  f. 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 when  talking 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 the  sound/ɔi/ in words and phrases.  2. Write down the specific  sounds,words,phrases and expressions form an oral text and pronouns them correctly  3. Access correct pronunciation of  sound, words ,phrases and expressions from digital text  4. Listen to/recite poems with words featuring the target  sounds | • course book  • story books  • poetry books  • pictures and  • photographs  • newspapers  • magazines  • junior encyclopedia  • journals  • dictionaries  • diorama  • flash cards | a. Oral reading or dictation recitation  b. Role play c. Debates  d. Oral interviews e. Dialogue  f. 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 information  from atext?  . Which things do you predict or visualize in a story? | Learners are guided to  1. 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, in  small groups  4. Answer the factual and  inferential questions from text | • course book  • story books  • poetry books  • pictures and  • photographs  • newspapers  • magazines  • junior | a. Reading aloud  b. Dictation  c. Oral interviews  d. Questions and answers  e. Teachers made test |  |

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|  |  |  |  | c. Respond to factual and inferential questions  correctly.  d. Relate events in a  reading text to real life  experiences. |  | in groups.  5. Use digital devices to read  online 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 a  e. 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 story  when reading  2. Use the imagination to  visualize the event in a story in a story  3. Scan and skim text for new words and information, in  small groups  4. Answer factual and inferential  questions from text in groups  5. Use digital devices to read  online 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. Dictation  c. Oral interviews d. Questions and  answers  e. 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 language  patterns are used b. use the language  patterns in sentences correctly  c. Challenge others to use sentences pattern correctly. | 1. How do you  identify correct sentence?  2. Why is it important to use  sentence correctly? | Learner is guided to,  1. Make sentences with too.. to  /for from a substitution table  for examples: the stone is too heavy for Charles to life  2. Fill blank spaces in the sentences using the sentences  pattern 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 as  multiple choice b. Discrimination c. Gap – filling  d. Short filling  e. Dialogue completion, information gap |  |
| **2** |  | **Use of Must/Should with an Adverb/Adverbial** | By the end of the sub strand learner should be  able to  a. identify text written in  joined letters or cursive script  b. write legibly using joined letters/cursive script  c. use visual to create a story  d. recommend ways of improving legibility and  neatness of written communication | a. How should we write legibly and  neatly?  b. How can we  improve our handwriting? | Learner is guided to,  Make sentences with too.. to /for  from a substitution table for examples: the stone is too heavy for Charles s to life  Fill blank spaces in the sentences  using 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 choice  b. Discrimination c. Gap – filling  d. Short filling e. Dialogue  completion, 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 in  joined letters or cursive script  b. write legibly using joined letters/cursive  script  c. use visual to create a  story  d. recommend ways of  improving legibility and neatness of written communication | a. Why should we write legibly  and neatly?  b. How can we  improve our handwriting? | Learner is guided to;  1. Copy sentences and paragraph  in their text books  2. Observe visual/pictures and  compose a story about (120-160 words)  3. Discuss the importance of writing legibly and neatly as a  class in pairs.  4. Search for information form the  internet 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 tests  Learners journals  Peer assessment Self-assessment learner  Portfolio dictation  Standardized 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 in  joined letters or cursive script  b. Write legibly using joined letters/ cursive  script  c. Use visual to create a  story  d. Recommend ways of  improving legibility and neatness in written communication | a. Why should we write legibly  and neatly?  b. How can we  improve our handwriting? | Learner is guided to:  1. Copy words, sentences and  paragraphs in their books  2. Observe visual/ pictures and  compose a story about (120 –  160 ) words  3. 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 journals  c. Peer assessment d. Self-assessment  learner  e. Portfolio dictation  f. Standardized writing test |  |
| 7 | **1** | **ROAD ACCIDEN TS PREVENTI ON** | Listening and speaking: word  stress (contrast between,  nouns/verbs, verbs/adjectives) | **By the end of the sub strand learners should be able to:**  a. Construct sentences  orally using words related to the theme  b. Use vocabularies related to the them correctly  c. Advocate the  importance of correct use of stress in communication | a. Why should we pronouns words  correctly?  b. Why do we have  different meanings at times? | Learner is guided to  1. classify nouns, verbs and  adjectives from the list  2. Practice saying words using  the correct stress in pairs or small groups for examples: conflict (verb) conflict (noun). Subject(verb)/subject (noun)  3. Construct sentences orally using the new vocabulary  4. 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 recitation  b. Role play c. Debate  d. Oral interviews e. Dialogue  f. 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 we  pronouns words correctly?  b. Why do we | 1. Leaner is advice to recite the  poem and apply the correct stress on words  2. Listen or watch to an audio | • course book  • story books  • poetry books | a. Oral reading or  dictation recitation b. Role play  c. Debate |  |

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|  |  |  |  | meaning differ  according to  pronunciation  b. Pronounce words  using the correct stress c. Advocate the  importance of correct use of stress in communication. | have different  meanings at  times? | visual materials on the  pronunciation  3. List words that are stressed  4. Say words containing sound /t/  and /d/ | • pictures and  • photographs  • newspapers  • magazines  • junior encyclopedia  • journals  • dictionaries  • diorama  • flash cards | d. Oral interviews  e. Dialogue  f. 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 the  classroom  b. Answer factual and  inferential questions correctly  c. Judge the appropriateness of visuals in conjunction with peers | a. Why do you like pictures?  b. How can you use pictures to  communicate?  c. What are some of  the messages that pictures communicate? | Learner is guided to  1. View picture,illustations,  2. posters,videos,pictures maps mnemonics, and symbol among others in small groups  3. Compose songs,stories.poems  or dialogues based on the visuals  4. 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. Dictation  c. Oral interviews d. Questions and  answers  e. Teachers made test |  |
| **4** |  |  | **By the end of the sub** a  **strand learners should be able to:** b a. List the visuals in the  classroom  b. Answer factual and c inferential questions correctly  c. Judge the  appropriateness of visuals in conjunction with peers | . Why do you like  pictures?  . How can you use  pictures to communicate?  . What are some of the messages that pictures communicate? | a. Describe and interpret visual  correctly in pairs or small group  b. Preview and make predictions based on pictures, illustration,  tittles and experiences  c. Represent own stories using  pictures or videos  d. Create visuals based on their  experiences | • course book  • story books  • poetry books  • pictures and  • photographs  • newspapers  • magazines  • junior encyclopedia  • journals  • dictionaries  • diorama  • flash cards | a. Reading aloud  b. Dictation  c. Oral interviews  d. Questions and answers  e. 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 possessive  forms in print or digital text  b. Use possessive forms correctly in sentences  c. Advocate the correct | a. Why should we the possessive  forms correctly?  b. Which word show  something belongs to a person? | Learner is guided to:  a. In pairs, engage in  online/offline games involving pronouns such as dicee,goofy cards and word search  b. Simulate, dramatize or role  play a conversation featuring possessive forms  c. Watch video/songs involving | • course book  • story books  • poetry books  • pictures and  • photographs  • newspapers  • magazines | a. Task such as multiple choice  b. Discrimination c. Gap – filling  d. Short filling e. Dialogue  completion, information gap |  |

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|  |  |  |  | use of possessive forms  among peers. |  | the use of possessive  pronouns/ belong to. | • junior  encyclopedia  • journals  • dictionaries  • diorama  • flash cards |  |  |
|  | **2** |  |  | **By the end of the sub strand learner should be able to**  a. Identify possessive  forms in print or digital text  b. Use possessive forms correctly in sentences  c. Advocate the correct use of possessive forms  among peers | a. Why should we the possessive  forms correctly?  b. Which word  show something belongs to a person? | a. Compose song based on the use of personal and possessive  pronouns  b. Fill gaps in sentences correctly  using possessive pronouns and belong to  c. Create a list of sentences with possessive and personal  pronouns 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  • Dialogue  completion, 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 letter  b. Write a friendly letter using the correct format  c. Judge the appropriateness of  words, phrases and sentences used in friendly letters | a. How do you  communicate with people who are far away?  b. Why do you  write letters? | Learners is guided  a. Read a sample of friendly letter in small group and pick out the parts such as the address,salutation,date  ,complementary close among others  b. Write a reply to a sample friendly letter in pairs and  make necessary collections c. Present some letters to the  class  d. Search for sample friendly  letter 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 test  b. Learners journal c. Peer assessment d. Self-assessment  learner  e. Portfolio dictation f. Standardized  writing 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 component  of friendly letter  b. Write a friendly letter  using the correct format c. Judge the  appropriateness of words, phrases and sentences used in friendly letters | a. How do you communicate with  people who are far away?  b. Why do you write letters? | Learners is guided  a. Read a sample of friendly  letter in small group and pick out the parts such as the address,salutation,date  ,complementary close among  others  b. Write a reply to a sample  friendly letter in pairs and make necessary collections  c. Present some letters to the class  d. 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 journal  c. Peer assessment d. Self-assessment  learner  e. Portfolio dictation  f. 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 ideas  and specific details for effective communication  b. respond appropriately to  the speech related to the theme  c. display varied emotions and feelings during an  oral presentation | a. Why should we pronouns sound  correctly?  b. Which word do  we use to describe things, people or event? | Learner is guided to:  a. Interpret nonverbal cues such  as gestures, facial expressions and eye contact correctly in pairs  b. Prepare and make a speech in  groups  c. Listen to a poem with various  adjectives describing traditional foods  d. Recite the poem in pairs and recite the adjectives  e. 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 recitation  b. Role play c. Debate  d. Oral interviews e. Dialogue  f. 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 be  able to:  b. Recognize sounds,  words and phrases correctly  c. Construct sentences orally using words  relate to the theme  d. Display varied emotions  and feelings during an oral presentation | a. Why should we pronouns sound  correctly?  b. Which word do  we use to describe things, people or event? | Learner is guided to  a. Speak and pick out words  containing sound /e/  b. Practices saying words the  words and phrases with sound  /e/ in pairs  c. 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 recitation  b. Role play c. Debate  d. Oral interviews e. Dialogue  f. Oral discussion |  |
| **3** |  | **Reading:**  **extensive reading: fictions and no fiction materials (1000-1250 word)** | By the end of the sub  strand leaners should be able to:  a. Select relevant reading materials from a collection of books  b. Scan a text to obtain  specific information c. Judge the  appropriateness of a reading text on the basis  of language and interest | a. What materials do  you enjoy reading?  b. Why is it necessary to read many books? | Learners are guided to  a. preview text to determine suitability  b. Select fiction and nonfiction materials from reading materials (both print and non- print).  c. Set up an after school reading club where they meet regularly  d. 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 aloud  b. Dictation  c. Oral interviews  d. Questions and answers  e. Teachers made test |  |
| **4** |  | **Reading:**  **extensive reading:**  **fictions and no fiction materials** | By the end of the sub strand leaners should be  able to:  a. Select relevant reading | a. What materials do you enjoy  reading?  b. Why is it | a. Skim through reading materials  b. Read selected materials independently | • course book  • story books  • poetry books | a. Reading aloud b. Dictation  c. Oral interviews d. Questions and |  |

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|  |  |  | **(1000-1250 word)** | materials from a  collection of books  b. Scan a text to obtain specific information  c. Judge the appropriateness of a reading text on the basis of language and interest | necessary to read  many books? | c. Share reflections on the book  read in groups | • pictures and  • photographs  • newspapers  • magazines  • junior encyclopedia  • journals  • dictionaries  • diorama  • flash cards | answers  e. Teachers made test |  |
| 10 | **1** |  | **Grammar in use: comparative and superlative forms of regular and irregular adjectives** | By the end of the sub strand  a. identify comparative and superlative forms  of the adjectives in a text  b. use comparative and superlative forms of adjectives correctly  c. advocate the importance  of using adjectives correctly in communication | a. How do we compare things,  people or events?  b. Which words are  used to describe things or people? | Learners are guided to:  a. Describe items using the  comparative and superlative forms of adjectives e.g that windows is no longer bigger than that one of mine  b. Change positive forms of regular and irregular adjectives to their comparative and superlative forms, in pairs  c. 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 choice  b. Discrimination c. Gap – filling  d. Short filling e. Dialogue  completion, information gap |  |
| **2** |  | **Order of**  **adjectives(size, shape and age)** | By the end of the sub  strand learners should be able to:  a. Oder adjectives in terms of size, shape and age  appropriately  b. Construct sentences  using adjectives of size, shape and age  c. Advocate the importance of using adjectives correctly in communication | a. How do we  compare things, people or events?  b. Which words  are used to describe things or people? | a. Pick adjectives of size, shape  and as from a narrative or poem in small groups.  b. Construct sentences featuring adjectives of size, shape and  age  c. Fill gaps using adjectives in  the correct order | • course book  • story books  • poetry books  • pictures and  • photographs  • newspapers  • magazines  • junior encyclopedia  • journals  • dictionaries  • diorama  • flash cards | a. Task such as  multiple choice b. Discrimination c. Gap – filling  d. Short filling  e. Dialogue completion, information gap |  |
| **3** |  | **Writing: creative writing- narrative compositions**  **(120-160 words)** | By the end of the subs strand learners should be  able to:  a. Identify the parts of  narrative compositions b. Write coherently on  different topics  c. Promote creativity in  writing among peers | a. What materials do you enjoy  reading:?  b. Why is it  necessary to read many books? | Learner is guided to:  a. Brainstorm ideas for a  narrative composition in small groups  b. Read samples of narratives composition in pairs  c. Identify the parts of a narrative composition. | • course book  • story books  • poetry books  • pictures and  • photographs  • newspapers  • magazines | a. Teachers – made tests  b. Leaners journals c. Peer assessment  d. Self-assessment  e. Portfolio dictation |  |

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