

2024 GRADE 8 SKILLS IN ENGLISH SCHEMES OF WORK TERM 2

TEACHER'S NAME..... SCHOOL..... TERM..... YEAR: 2024

Week	LSN	strand	Sub-strand	a. Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
1	1	Writing	Mechanics of Writing	<p>By the end of the lesson, the learner should be able to:</p> <p>b. spell commonly misspelt words correctly,</p> <p>c. use prefixes and suffixes correctly in writing,</p> <p>Acknowledge the importance of correct spellings in writing.</p>	<p>1. How are words formed?</p> <p>2. Which suffixed or prefixed words do you find challenging to spell?</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> - Read passages and pick out the misspelt words, - make a list of words with prefixes and suffixes used in a passage, - write the correct spellings of words with prefixes and suffixes from a dictation, - pick out words with silent vowels from a list, - rewrite correctly a piece of writing in which words with prefixes, suffixes, or silent letters are misspelt, - construct sentences using words with silent vowels, 	<p>Workbooks Magazines Charts and realia Posters <i>Skills in English T.G pg. 90-93</i> <i>Skills in English P.B pg.90-94</i></p>	<p>Learner journals Peer assessment Dictation Writing assessment</p>	

	2		Mechanics of Writing	By the end of the lesson, the learner should be able to: a. write words with silent vowels (-ie and -ei) correctly, b. make connections between spelling and meaning in suffixed and prefixed words, c. Acknowledge the importance of correct spellings in writing.	3. Why should we spell words correctly?	The learner is guided to: - in small groups, search for more examples of words with prefixes, suffixes and silent vowels from the internet, newspapers, or magazines, in small groups - select the correct form of prefix or - suffix for given words from a table, - Write short compositions based on the theme using words with prefixes, Suffixes, and silent (-ie -ei) vowels.	Workbooks Magazines Charts and realia Posters <i>Skills in English T.G pg. 90-93</i> <i>Skills in English P.B pg.90-94</i>	Learner journals Peer assessment Dictation Writing assessment	
	3	NATURAL RESOURCE S - WILDLIFE	Listening for Detail	By the end of the lesson, the learner should be able to: a. identify main ideas in a listening text, b. respond appropriately to questions based on the listening text, c. acknowledge the importance of listening for details in life	Why should you listen attentively?	The learner is guided to: - listen to a recorded text on wild life and answer questions from the text in pairs, - discuss the main ideas in pairs or groups,	Digital devices Charts and realia Flash cards Word trees Code words <i>Skills in English T.G pg. 94-98</i> <i>Skills in English P.B pg.95</i>	Oral reading Role play Debates Oral discussion Written test Dialogues	

4		Listening for Detail	By the end of the lesson, the learner should be able to: a. identify main ideas in a listening text, b. respond appropriately to questions based on the listening text, c. acknowledge the importance of listening for details in life	What information do we pick out from a listening text?	The learner is guided to: - listen to a passage read by peers or the teacher and outline the main ideas from the text individually, - Discuss answers based on a given text in pairs or groups.	Digital devices Charts and realia Flash cards Word trees Code words <i>Skills in English T.G pg. 94-98</i> <i>Skills in English P.B pg.95</i>	Oral reading Role play Debates Oral discussion Written test Dialogues	
5	Reading	Intensive Reading: Visuals	By the end of the lesson, the learner should be able to: a. identify different visuals in given contexts correctly, b. make a connection between visuals and the written text, c. Appreciate the role of visuals in simplifying representation.	What information do we obtain from visuals?	The learner is guided to: - Study information presented in optical illusions in print/ electronic devices and discuss findings in pairs, - make inference of implied meaning from the visuals, - in groups, make connections of the visuals such as pictures, graphs, illustrations, charts and videos provided with written texts,	Dictionary Workbooks Newspaper storybooks <i>Skills in English T.G pg. 96-101</i> <i>Skills in English P.B pg.95-101</i>	Reading aloud Dictation Question and answer Learner journals	

2	1		Intensive Reading: Visuals	By the end of the lesson, the learner should be able to: a. identify different visuals in given contexts correctly, b. interpret visuals correctly for meaning, c. Appreciate the role of visuals in simplifying representation.	How can one interpret a visual correctly?	The learner is guided to: - write a summary of what has been viewed in the visuals which may depict human-wildlife conflict, - Present a piece of written information on wildlife in form of a visual and share in class.	Dictionary Workbooks Newspaper storybooks <i>Skills in English T.G pg. 96-101</i> <i>Skills in English P.B pg.95-101</i>	Reading aloud Dictation Question and answer Learner journals	
	2	Grammar in use	Word Classes: Pronouns	By the end of the lesson, the learner should be able to: a. identify indefinite and reflexive pronouns correctly, b. use indefinite and reflexive pronouns in sentences correctly, c. Appreciate the role of indefinite and reflexive pronouns in communication.	What are indefinite and reflexive pronouns?	The learner is guided to: - study a chart displaying the indefinite and reflexive pronouns to distinguish between them, - listen to an audio on wildlife from a digital device and write down the indefinite and reflexive pronouns from the audio text,	Posters Flashcards Charts Word wheels <i>Skills in English T.G pg. 102-106</i> <i>Skills in English P.B pg.101-104</i>	Multiple choice task Gap filling Role play Word games Question and answer	
	3		Word Classes: Pronouns	By the end of the lesson, the learner should be able to: a. identify indefinite and reflexive pronouns correctly, b. use indefinite and reflexive pronouns in sentences correctly, c. Appreciate the role of indefinite and reflexive pronouns in communication.	Why do we use indefinite pronouns?	The learner is guided to: - construct sentences using indefinite and reflexive pronouns in groups, - choose an appropriate indefinite and reflexive pronoun to fill in gaps in given sentences, - construct correct sentences using reflexive and indefinite pronouns from a substitution table	Posters Flashcards Charts Word wheels <i>Skills in English T.G pg. 102-106</i> <i>Skills in English P.B pg.101-104</i>	Multiple choice task Gap filling Role play Word games Question and answer	

4	Reading	Intensive Reading: Short story	By the end of the lesson, the learner should be able to: a. identify the characters in a given short story, b. explain the relationship between the characters in the short story, c. Appreciate the role of the characters in the short story in depicting real life experiences.	How do characters make a story come alive?	The learner is guided to: - read the short story and pick out the characters, - discuss in small groups, the things done by the characters in the short story, - dramatize different characters in a short story in order to bring out their traits,	Dictionary Workbooks Newspaper storybooks <i>Skills in English T.G pg. 104-106</i> <i>Skills in English P.B pg.104-107</i>	Reading aloud Dictation Question and answer Learner journals	
5		Intensive Reading: Short story	By the end of the lesson, the learner should be able to: a. identify the characters in a given short story, b. explain the relationship between the characters in the short story, c. Appreciate the role of the characters in the short story in depicting real life experiences.	How does one identify qualities of characters in a short story?	The learner is guided to: - distinguish between the main characters and the minor characters, - in groups, use relationship trees diagrams, character map or any other diagrammatic tool to show how the characters relate to each other - Display the tree diagram via power point or Manila paper in class.	Dictionary Workbooks Newspaper storybooks <i>Skills in English T.G pg. 104-106</i> <i>Skills in English P.B pg.104-107</i>	Reading aloud Dictation Question and answer Learner journals	

3	1	Writing	Composition Writing By the end of the lesson, the learner should be able to: <ol style="list-style-type: none"> identify the steps in the writing process, write a dialogue on a given topic, Appreciate the importance of the writing process in enhancing clear communication. 	Why is it important to plan before writing?	The learner is guided to : <ul style="list-style-type: none"> - discuss the steps in the writing process in groups, - use a digital device to search for information and ideas on the topic wildlife, from the internet, brainstorm with peers and outline the ideas to include in a dialogue, - write a rough draft of the dialogue on a topic based on the theme- wildlife, 	Workbooks Magazines Charts and realia Posters Sample compositions <i>Skills in English T.G pg. 106-107</i> <i>Skills in English P.B pg.107-110</i>	Learner journals Peer assessment Dictation Writing assessment	
	2		Composition Writing By the end of the lesson, the learner should be able to: <ol style="list-style-type: none"> identify the steps in the writing process, write a dialogue on a given topic, Appreciate the importance of the writing process in enhancing clear communication. 	How would you ensure that you make your composition clear and interesting?	The learner is guided to : <ul style="list-style-type: none"> - revise the dialogue by adding, rearranging, removing and replacing ideas, words, phrases and sentences, - edit the dialogue to check for repetition, clarity, grammar, spelling and punctuation, - evaluate each other's dialogue in small groups, - Share the final dialogues with others by posting them on the talking walls. 	Workbooks Magazines Charts and realia Posters Sample compositions <i>Skills in English T.G pg. 106-107</i> <i>Skills in English P.B pg.107-110</i>	Learner journals Peer assessment Dictation Writing assessment	

3	TOURISM: DOMESTIC	Listening and Responding : Oral Narratives - Myths	By the end of the lesson, the learner should be able to: a. identify the characters in a given myth, b. narrate the key events in a given myth, c. Acknowledge the role/importance of oral literature in lifelong learning.	How can you tell what is going to happen in a story?	The learner is guided to: - predict events in a myth from the title or pictures in the story, - listen to a narration of a myth then retell the myth to their peers, - watch a video recording of a myth,	Digital devices Charts and realia Flash cards Charts and realia <i>Skills in English T.G pg. 108-113</i> <i>Skills in English P.B pg.111-112</i>	Oral reading Role play Debates Oral discussion Written test Dialogues	
4		Listening and Responding : Oral Narratives - Myths	By the end of the lesson, the learner should be able to: a. explain the moral lesson in a set myth, b. relate the characters in a myth to real life, c. Acknowledge the role/importance of oral literature in lifelong learning.	How are the characters or events in the story related to the people or happenings around us?	The learner is guided to: - identify the characters in the myth, - answer questions from the story in pairs or small groups, - discuss the lessons learnt from a myth, - Discuss the relevance of the story to real life.	Digital devices Charts and realia Flash cards Charts and realia <i>Skills in English T.G pg. 108-113</i> <i>Skills in English P.B pg.111-112</i>	Oral reading Role play Debates Oral discussion Written test Dialogues	

	5	Reading	Intensive Reading: Poem	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a. select required information from a text, b. use nonverbal cues to bring out the message in a poem, c. Acknowledge the importance comprehension in life. 	How can one tell the meaning of unfamiliar words used in a text?	The learner is guided to: <ul style="list-style-type: none"> - identify the characters, themes and aspects of style such as repetition from a poem, - infer the meaning of words from the context, - use visuals, synonyms, antonyms among others to infer the meaning of words, - rap/recite the poem in turns using relevant non-verbal cues, 	Dictionary Workbooks Newspaper Poetry books <i>Skills in English T.G pg. 114-116</i> <i>Skills in English P.B pg.112-116</i>	Reading aloud Dictation Question and answer Learner journals	
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