

Longhorn English Activities Grade Four

English Activities Schemes Of Work

Term Two Year _____ School _____

Week	Ln	Strand/ Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessme nt methods	Refl
1	1	Listening and speaking (TECHNOLOGY-CYBER SAFETY)	Pronunciation and vocabulary :Interactive Listening	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> ▪ Participate actively in a two-way conversation(turn-taking) In various settings for self-expression ▪ Use present and past tense correctly in a two-way dialogue for communication clarity ▪ Appreciate the importance of turn taking in oral communication 	<ul style="list-style-type: none"> ▪ Why should we listen to others when they are speaking? ▪ Why should we wait for our turn to speak? ▪ How do we show when an action took place? 	<ul style="list-style-type: none"> • Listen for the sounds /eə/ /ɪ/ /dʒ//ʒ/ from an audio text and then say them in pairs. • Listen to a dialogue introduction and predict what they think they will hear. • Engage in a dialogue featuring words with the sounds /eə/ /ɪ/ /dʒ//ʒ/ and pay attention to what the other person says. • Act out a dialogue in pairs. Construct sentences using present and past tense. • Listen to a poem, story or song and answer questions orally. • Participate in a debate, interview and discussion on social media focusing on cyber safety. • Apply facial expressions and gestures appropriately while reciting choral verses in pairs and groups. • Watch audio-visual recordings of short interviews and then conduct a role play in pairs. • Record one another when performing solo, choral verses and short dialogues. • Take turns during an oral interview, discussion or debate. 	Dictionary Longhorn English act. Grd 4 pg. 40-54	Dialogues Oral discussions	

2		Pronunciation and vocabulary :Interactive Listening	By the end of the lesson the learner should be able to a. Participate actively in a two-way conversation (turn taking) in various settings for self-expression b. Apply vocabulary related to the theme in different settings for clarity of speech	<ul style="list-style-type: none"> ▪ Why should we listen to others when they are speaking? ▪ Why should we wait for our turn to speak? 	<ul style="list-style-type: none"> • Listen for the sounds /eə/ /j/ /dʒ//ʒ/ from an audio text and then say them in pairs. • Listen to a dialogue introduction and predict what they think they will hear. • Engage in a dialogue featuring words with the sounds /eə/ /j/ /dʒ//ʒ/ and pay attention to what the other person says. • Act out a dialogue in pairs. Construct sentences using present and past tense. • Listen to a poem, story or song and answer questions orally. • Participate in a debate, interview and discussion on social media focusing on cyber safety. • Apply facial expressions and gestures appropriately while reciting choral verses in pairs and groups. • Watch audio-visual recordings of short interviews and then conduct a role play in pairs. • Record one another when performing solo, choral verses and short dialogues. • Take turns during an oral interview, discussion or debate. 	audio player Longhorn English act. Grd 4 pg. 40-54	Dialogues Oral discussion observation	
3		Pronunciation and vocabulary :Interactive Listening	By the end of the lesson the learner should be able to a. Apply vocabulary related to the theme in different settings for clarity of speech b. Appreciate the importance of turn taking in oral communication	<ul style="list-style-type: none"> ▪ Why should we listen to others when they are speaking? ▪ Why should we wait for our turn to speak? 	<ul style="list-style-type: none"> • Listen for the sounds /eə/ /j/ /dʒ//ʒ/ from an audio text and then say them in pairs. • Listen to a dialogue introduction and predict what they think they will hear. • Engage in a dialogue featuring words with the sounds /eə/ /j/ /dʒ//ʒ/ and pay attention to what the other person says. • Act out a dialogue in pairs. Construct sentences using present and past tense. • Listen to a poem, story or song and answer questions orally. • Participate in a debate, interview and discussion on social media focusing on cyber safety. • Apply facial expressions and gestures appropriately while reciting choral verses in pairs and groups. • Watch audio-visual recordings of short interviews and then conduct a role play in pairs. • Record one another when performing solo, choral verses and short dialogues. • Take turns during an oral interview, discussion or debate. 	digital devices Longhorn English act. Grd 4 pg. 40-54	Dialogues Oral discussion Q&A, debates	

	4	Reading	Extensive Reading: Narratives(narratives/poems)	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> ▪ Read a variety of materials (narratives, graded readers) for lifelong learning. ▪ Demonstrate independent reading of narratives, poems and graded readers 	<ul style="list-style-type: none"> ▪ Why should we read different types of materials? ▪ What kind of materials do you enjoy reading? 	<ul style="list-style-type: none"> • Select appropriate and high- interest reading print and electronic materials related such as narratives, poems and graded readers. • Select and read graded readers independently for pleasure. • Set up an after school club where they meet on a regular basis to read extensively. • Retell the stories they have read in pairs or groups. • Share opinions and reflections on the texts they have read. • Identify and discuss proverbs used in graded readers. 	<p>magazines, storybooks, newspapers</p> <p>Longhorn English act. Grd 4 pg. 40-54</p>	<p>listening and observation, Q&A</p>	
2	1		Extensive Reading: Poems	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> ▪ Demonstrate independent reading of a variety of materials (poems and graded readers) ▪ Appreciate the importance independent reading in a variety of contexts for enjoyment. 	<ul style="list-style-type: none"> ▪ What can you do to remember what you read? 	<ul style="list-style-type: none"> • Select appropriate and high- interest reading print and electronic materials related such as narratives, poems and graded readers. • Select and read graded readers independently for pleasure. • Set up an after school club where they meet on a regular basis to read extensively. • Retell the stories they have read in pairs or groups. • Share opinions and reflections on the texts they have read. • Identify and discuss proverbs used in graded readers. 	<p>Graded readers, storybooks, Longhorn English act. Grd 4 pg. 40-54</p>	<p>listening and observation, Q&A</p>	

	2	Grammar	Tense :Present and past continuous tense	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> ▪ Identify present and past continuous forms of the verb in oral and written texts for communication clarity. ▪ Use the present and past continuous tense correctly in oral and written contexts for self-expression ▪ Appreciate the role of the present and past continuous tense in communication. 	<ul style="list-style-type: none"> ▪ Why is it important to show when something happened? ▪ How do we tell an action is or was happening? 	<ul style="list-style-type: none"> • Listen to a radio or TV programme and identify the present and past continuous forms. • Give examples of actions in the present and past continuous tense. • Use a given list of verbs to form sentences in the present and past continuous tense in pairs or groups. • Watch a video and write examples of the present and past continuous tense in a note book. • Role play or simulate an event in which they use the present and past continuous forms. • Identify present and past continuous forms from a newspaper or magazine article. • Construct sentences using the present and past continuous tense in groups. (They could be typed or written on a piece of paper.) 	<p>pictures Longhorn English act. Grd 4 pg. 40-54</p>	<p>oral discussion , peer review, Q&A</p>	
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3		Tense : Present and Past continuous tense	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> ▪ Use the present and past continuous tense correctly in oral and written contexts for self-expression. ▪ Appreciate the role of the present and past continuous tense in communication. 	<ul style="list-style-type: none"> ▪ How do we tell an action is or was happening? 	<ul style="list-style-type: none"> • Listen to a radio or TV programme and identify the present and past continuous forms. • Give examples of actions in the present and past continuous tense. • Use a given list of verbs to form sentences in the present and past continuous tense in pairs or groups. • Watch a video and write examples of the present and past continuous tense in a note book. • Role play or simulate an event in which they use the present and past continuous forms. • Identify present and past continuous forms from a newspaper or magazine article. • Construct sentences using the present and past continuous tense in groups. (They could be typed or written on a piece of paper.) 	<p>Newspaper, Longhorn English act. Grd 4 pg. 40-54</p>	<p>oral discussion , oral presentation</p>	
4	Writing	Punctuation : Full stop/capital letters	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> ▪ Identify commonly used punctuation marks in written texts for effective communication ▪ Use full stops and capital letters correctly in written texts for communication clarity ▪ Appreciate the role of punctuation mark in 	<ul style="list-style-type: none"> ▪ Why do you use punctuation marks? ▪ Which punctuation marks do you use when writing? 	<ul style="list-style-type: none"> • Identify proper nouns such as names of people, places and features like mountains and rivers • Form sentences in pairs using proper nouns. • Write a list of common abbreviations and punctuate them correctly. • Write abbreviations of their school, names among others in pairs or small groups and punctuate them correctly. • Design drawings or illustrations of the full stop and capital letters in cards and display them in class. • Use punctuation cards to arrange or make coherent sentences and paragraphs in pairs or groups. • Write well-punctuated sentences dictated by a teacher, peer or digital device. • Make stickers with sentences punctuated with full stops and capital letters and stick them to a central place for everyone to see. • Use digital resources to play games such as punctuation ladder and punctuation posters. • Type sentences on a digital device, with the help of parents, siblings and guardians and share with teacher and friends. 	<p>Manila papers, word cards, Longhorn English act. Grd 4 pg. 40-54</p>	<p>Peer assessment , peer assessment, oral discussion , observation</p>	

				various contexts for writing fluency					
3	1		Punctuation: Full stop/Capital letters	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> Use full stops and capital letters correctly in written texts for communication clarity. Appreciate the role of punctuation mark in various contexts for writing fluency 	<ul style="list-style-type: none"> Why do you use punctuation marks? Which punctuation marks do you use when writing? 	<ul style="list-style-type: none"> Identify proper nouns such as names of people, places and features like mountains and rivers Form sentences in pairs using proper nouns. Write a list of common abbreviations and punctuate them correctly. Write abbreviations of their school, names among others in pairs or small groups and punctuate them correctly. Design drawings or illustrations of the full stop and capital letters in cards and display them in class. Use punctuation cards to arrange or make coherent sentences and paragraphs in pairs or groups. Write well-punctuated sentences dictated by a teacher, peer or digital device. Make stickers with sentences punctuated with full stops and capital letters and stick them to a central place for everyone to see. Use digital resources to play games such as punctuation ladder and punctuation posters. Type sentences on a digital device, with the help of parents, siblings and guardians and share with teacher and friends. 	<p>newspaper/ magazines Longhorn English act. Grd 4 pg. 40-54</p>	<p>observatio n, oral discussion , self- assessme nt</p>	
	2	Listening and Speaking (THE FARM)	Pronunciation and vocabulary: Tongue twisters	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> Use vocabulary items related to the theme in a variety of contexts for effective communication Select sounds correctly from a language sample to improve 	<ul style="list-style-type: none"> Why should you say words clearly? 	<ul style="list-style-type: none"> Recognise the vowels sounds and diphthongs (sounds /və/ /v/ /w/ /s/ /ʃ/) from audio materials. Use words and sentences containing vowel sounds and consonants in a conversation. Create a tongue twister using words with the target sounds in small groups. Listen to selected sounds (consonants, diphthongs and vowels) from audio materials, for example, sounds /və/ /v/ /w/ /s/ /ʃ/. Say tongue twisters with the (words containing the sounds /və/ /v/ /w/ /s/ /ʃ/) individually, in pairs or groups. Repeat tongue twisters with the words containing the sounds /və/ /v/ /w/ /s/ /ʃ/ from an audio/digital recording individually, in pairs or groups. Select words containing vowels and diphthongs and consonants from a tongue twister, passage, a poem, a song or a story. Practise clear pronunciation by listening to a video, online dictionaries and recordings. Say vocabulary items correctly and match them with their meanings. Articulate vowels and consonants as the teacher models. Participate in video conferencing with children from other schools or native speakers. 	<p>pictures, realia, chart Longhorn English act. Grd 4 pg. 94-97</p>	<p>observatio n, reciting poems Oral questions</p>	

				listening comprehension.					
3		Pronunciation and vocabulary: Tongue twisters	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> Use vocabulary items related to the theme in a variety of contexts for effective communication. Appreciate the role of correct pronunciation in speech communication clarity. 	<ul style="list-style-type: none"> Why should you say words clearly? 	<ul style="list-style-type: none"> Recognise the vowels sounds and diphthongs (sounds /ʊə/ /v/ /w/ /s/ /ŋ/) from audio materials. Use words and sentences containing vowel sounds and consonants in a conversation. Create a tongue twister using words with the target sounds in small groups. Listen to selected sounds (consonants, diphthongs and vowels) from audio materials, for example, sounds /ʊə/ /v/ /w/ /s/ /ŋ/. Say tongue twisters with the (words containing the sounds /ʊə/ /v/ /w/ /s/ /ŋ/) individually, in pairs or groups. Repeat tongue twisters with the words containing the sounds /ʊə/ /v/ /w/ /s/ /ŋ/ from an audio/digital recording individually, in pairs or groups. Select words containing vowels and diphthongs and consonants from a tongue twister, passage, a poem, a song or a story. Practise clear pronunciation by listening to a video, online dictionaries and recordings. Say vocabulary items correctly and match them with their meanings. Articulate vowels and consonants as the teacher models. Participate in video conferencing with children from other schools or native speakers. 	realia, pictures, flash cards Longhorn English act. Grd 4 pg. 94-97	oral questions, observation, role play, oral discussion		
4	Reading	Reading Fluency	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> Read a text of about 300 words accurately, at the right speed and with expression for effective communication. Make predictions based on the title or pictures 	<ul style="list-style-type: none"> Why is it important to read at a reasonable speed? 	<ul style="list-style-type: none"> Listen and follow along with audio recordings. Perform a reader's theater by taking turns reading their parts from a script and bring the text alive through their voices. <i>(a reader's theater does not need any set or costumes and It is excellent for building fluency)</i> Do paired reading and read to each other. <i>(More fluent readers should be paired with less fluent ones. They take turns reading by sentence, paragraph, or page.)</i> Make predictions based on the pictures or the title and anticipate possible outcomes in a story of about 300 words. Read digital or non-digital texts of about 300 words related to the theme in small groups. Respond to oral questions that require inferences in pairs and small groups from a text of about 300 words. Write correct answers to direct and indirect questions that require inferences. Listen to audio-visual recordings of songs and poems; and repeat them. Read and sing lyrics of relevant English songs. Read poems and rhymes while paying attention to rhythm. 	charts, pictures, flash cards Longhorn English act. Grd 4 pg. 94-97	oral questions, observation, timed reading		

				and anticipate possible outcomes in a story					
4	1		Reading Fluency	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> Read fluently a text related to the theme Appreciate the importance of fluency in reading for comprehension 	<ul style="list-style-type: none"> How can you read a text fast and fluently? 	<ul style="list-style-type: none"> Listen and follow along with audio recordings. Perform a reader's theater by taking turns reading their parts from a script and bring the text alive through their voices. <i>(a reader's theater does not need any set or costumes and It is excellent for building fluency)</i> Do paired reading and read to each other. <i>(More fluent readers should be paired with less fluent ones. They take turns reading by sentence, paragraph, or page.)</i> Make predictions based on the pictures or the title and anticipate possible outcomes in a story of about 300 words. Read digital or non-digital texts of about 300 words related to the theme in small groups. Respond to oral questions that require inferences in pairs and small groups from a text of about 300 words. Write correct answers to direct and indirect questions that require inferences. Listen to audio-visual recordings of songs and poems; and repeat them. Read and sing lyrics of relevant English songs. Read poems and rhymes while paying attention to rhythm. 	<p>realia, charts Longhorn English act. Grd 4 pg. 94-97</p>	<p>Q&A, peer assessment, oral discussion</p>	
	2		Reading Fluency	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> Read and recite poems for comprehension Appreciate the importance of fluency in reading for comprehension. 	<ul style="list-style-type: none"> What is the importance of reading for comprehension How can you read a text fast? 	<ul style="list-style-type: none"> Listen and follow along with audio recordings. Perform a reader's theater by taking turns reading their parts from a script and bring the text alive through their voices. <i>(a reader's theater does not need any set or costumes and It is excellent for building fluency)</i> Do paired reading and read to each other. <i>(More fluent readers should be paired with less fluent ones. They take turns reading by sentence, paragraph, or page.)</i> Make predictions based on the pictures or the title and anticipate possible outcomes in a story of about 300 words. Read digital or non-digital texts of about 300 words related to the theme in small groups. Respond to oral questions that require inferences in pairs and small groups from a text of about 300 words. Write correct answers to direct and indirect questions that require inferences. Listen to audio-visual recordings of songs and poems; and repeat them. Read and sing lyrics of relevant English songs. Read poems and rhymes while paying attention to rhythm. 	<p>Charts, realia, Longhorn English act. Grd 4 pg. 94-97</p>	<p>observation, oral discussion, written exercise</p>	

3	Gramm ar	Parts of Speech: Contracted verb forms	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> ▪ Use contracted forms of verbs correctly for effective communication. ▪ Identify contracted forms pf verbs from a written text 	<ul style="list-style-type: none"> ▪ Why do we shorten words like cannot to can't? 	<ul style="list-style-type: none"> • Identify contracted forms from an audio or written text. • Categorise sample sentences into negative or positive statements in small groups. <i>Learner could display the work in a chart.</i> • Write contracted forms of verbs and use them in sentences correctly. • Change positive statements to negative statements and vice versa. • Ask each other questions that elicit both positive and negative answers. • Construct positive and negative sentences orally and in writing. • Make and display charts containing contracted forms of verbs. • Use digital devices to search for online resources on contracted verbs. 	charts, pictures Longhorn English act. Grd 4 pg. 94-97	Gap filling Short answer oral questions		
4		Parts of Speech: Positive statements	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> ▪ Use positive and negative statements correctly for effective communication ▪ Appreciate the importance of correct sentence structures in communication 	<ul style="list-style-type: none"> ▪ What answer do you give to a question? 	<ul style="list-style-type: none"> • Identify contracted forms from an audio or written text. • Categorise sample sentences into negative or positive statements in small groups. <i>Learner could display the work in a chart.</i> • Write contracted forms of verbs and use them in sentences correctly. • Change positive statements to negative statements and vice versa. • Ask each other questions that elicit both positive and negative answers. • Construct positive and negative sentences orally and in writing. • Make and display charts containing contracted forms of verbs. • Use digital devices to search for online resources on contracted verbs. 	Longhorn English act. Grd 4 pg. 94-97	Gap filling Short answer oral questions		

5	1		Parts of Speech: Negative statements	By the end of the lesson the learners should be able to <ul style="list-style-type: none"> ▪ Appreciate the importance of correct sentences in communication whether in negative or positive 	<ul style="list-style-type: none"> ▪ What answer do you give to a question? 	<ul style="list-style-type: none"> • Identify contracted forms from an audio or written text. • Categorise sample sentences into negative or positive statements in small groups. <i>Learner could display the work in a chart.</i> • Write contracted forms of verbs and use them in sentences correctly. • Change positive statements to negative statements and vice versa. • Ask each other questions that elicit both positive and negative answers. • Construct positive and negative sentences orally and in writing. • Make and display charts containing contracted forms of verbs. • Use digital devices to search for online resources on contracted verbs. 	Charts, flash cards, realia, Longhorn English act. Grd 4 pg. 94-97	written exercise, oral presentation, reading aloud, observation	
	2	Writing	Creative Writing: Narrative compositions	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> ▪ Describe the parts of a narrative composition in preparation for writing. ▪ Organize thoughts fluently, clearly and precisely in a coherent paragraph for self-expression 	<ul style="list-style-type: none"> ▪ Why do you enjoy listening to and reading stories? 	<ul style="list-style-type: none"> • Rearrange jumbled up sentences from an oral narrative into a coherent paragraph. • Listen to a narrative on radio and rewrite it in their own words. • Plan a narrative composition in pairs or small groups. • Use similes to make the narrative interesting. • Write a narrative composition for self-expression. • Watch and dramatise a story from a digital device. • Visit a farm and write a narrative composition about their experience. 	pictures, charts Longhorn English act. Grd 4 pg. 94-97	Self-assessment learner Teacher made tests journals	

3		Creative Writing: Narrative compositions	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> ▪ Write a narrative composition for self-expression ▪ Use relevant vocabulary and similes to make their narrative interesting 	<ul style="list-style-type: none"> ▪ Which is the most interesting story you have ever heard or read? 	<ul style="list-style-type: none"> • Rearrange jumbled up sentences from an oral narrative into a coherent paragraph. • Listen to a narrative on radio and rewrite it in their own words. • Plan a narrative composition in pairs or small groups. • Use similes to make the narrative interesting. • Write a narrative composition for self-expression. • Watch and dramatise a story from a digital device. • Visit a farm and write a narrative composition about their experience. 	audio clip Longhorn English act. Grd 4 pg. 94-97	Self-assessment learner Teacher made tests journals	
4		Creative Writing: Narrative compositions	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> ▪ Create a narrative composition of about 60 – 80 words for self-expression. ▪ Appreciate the role of creativity in writing for different purposes. 	<ul style="list-style-type: none"> ▪ Why do you like reading stories? ▪ How can you make a story interesting? 	<ul style="list-style-type: none"> • Rearrange jumbled up sentences from an oral narrative into a coherent paragraph. • Listen to a narrative on radio and rewrite it in their own words. • Plan a narrative composition in pairs or small groups. • Use similes to make the narrative interesting. • Write a narrative composition for self-expression. • Watch and dramatise a story from a digital device. • Visit a farm and write a narrative composition about their experience. 	charts, sample articles Longhorn English act. Grd 4 pg. 94-97	Self-assessment learner Teacher made tests assessment portfolio	

6	1	Listening and speaking (HIV AND AIDS)	Pronunciation and vocabulary :Speaking fluency	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> Speak fluently and confidently on a given topic to enhance oral skills. Articulate sounds accurately for effective communication Apply vocabulary related to the theme in a variety of oral presentations for fluency 	<ul style="list-style-type: none"> Why should you speak accurately? How can you speak without unnecessary pauses? Why should we speak fluently and confidently? 	<ul style="list-style-type: none"> Listen to oral presentations such as poems and topical issues from audio recordings with words containing the sounds /s/ /z/ /h/ /f/ and digraph 'gh'. Identify similes with target sounds from an oral text. Use similes in a conversation. Incorporate similes in an oral presentation. Pick out the sounds /s/ /z/ /h/ /f/ in 'gh' from an audio text. Repeat words with target sounds /s/ /z/ /h/ /f/ and digraph 'gh' from the teacher or an audio recording accurately. Speak on a familiar text accurately and at a reasonable pace and use similes where possible. Speak expressively on a on a familiar text within a specified time. Recite poems related to the theme. Say vocabulary related to the theme in pairs correctly. Fill gaps in sentences using the vocabulary learnt. Repeat oral texts without hesitation and at a reasonable speed. Use non verbal cues when speaking. 	Charts and realia Longhorn English act. Grd 4 pg. 112-127	oral discussion , dialogues, oral presentation	
	2		Pronunciation and vocabulary :Speaking fluency	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> Apply vocabulary related to the theme in a variety of oral presentations for fluency Articulate sounds accurately for effective communication. 	<ul style="list-style-type: none"> Why should you speak accurately? How can you speak without unnecessary pauses? 	<ul style="list-style-type: none"> Listen to oral presentations such as poems and topical issues from audio recordings with words containing the sounds /s/ /z/ /h/ /f/ and digraph 'gh'. Identify similes with target sounds from an oral text. Use similes in a conversation. Incorporate similes in an oral presentation. Pick out the sounds /s/ /z/ /h/ /f/ in 'gh' from an audio text. Repeat words with target sounds /s/ /z/ /h/ /f/ and digraph 'gh' from the teacher or an audio recording accurately. Speak on a familiar text accurately and at a reasonable pace and use similes where possible. Speak expressively on a on a familiar text within a specified time. Recite poems related to the theme. Say vocabulary related to the theme in pairs correctly. Fill gaps in sentences using the vocabulary learnt. Repeat oral texts without hesitation and at a reasonable speed. Use non verbal cues when speaking. 	charts, word cards, pictures Longhorn English act. Grd 4 pg. 112-127	oral discussion , dialogues, oral presentation	

				<ul style="list-style-type: none"> ▪ Appreciate the importance of speaking at a reasonable speed and without hesitation in daily life 					
3		Pronunciation and vocabulary :Speaking fluency	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> ▪ Apply vocabulary related to the theme in a variety of oral presentations for fluency. ▪ Appreciate the importance of speaking at a reasonable speed and without hesitation in daily life. 	<ul style="list-style-type: none"> ▪ Why should you speak accurately? ▪ How can you speak without unnecessary pauses? 	<ul style="list-style-type: none"> • Listen to oral presentations such as poems and topical issues from audio recordings with words containing the sounds /s/ /z/ /h/ /f/ and digraph 'gh'. • Identify similes with target sounds from an oral text. • Use similes in a conversation. • Incorporate similes in an oral presentation. • Pick out the sounds /s/ /z/ /h/ /f/ in 'gh' from an audio text. • Repeat words with target sounds /s/ /z/ /h/ /f/ and digraph 'gh' from the teacher or an audio recording accurately. • Speak on a familiar text accurately and at a reasonable pace and use similes where possible. • Speak expressively on a on a familiar text within a specified time. • Recite poems related to the theme. • Say vocabulary related to the theme in pairs correctly. • Fill gaps in sentences using the vocabulary learnt. • Repeat oral texts without hesitation and at a reasonable speed. • Use non verbal cues when speaking. 	charts, word cards Longhorn English act. Grd 4 pg. 112-127	oral reading, oral presentation, peer assessment		
4	Reading	Intensive reading: Narratives	By the end of the lesson the learners should be able to <ul style="list-style-type: none"> ▪ Read a short narrative of about 320 words for comprehension ▪ Apply appropriate read strategies to read a 	<ul style="list-style-type: none"> ▪ Why do we read narratives? ▪ What kind of stories do you enjoy reading? 	<ul style="list-style-type: none"> • Skim through a narrative. • Scan a narrative to obtain specific information. • Read a passage in print or non-print format and answer questions. • Discuss vocabulary from the passage and use them to construct simple sentences. • Answer factual and inferential questions from a passage in pairs or groups. • Retell stories related to the theme in pairs and groups. • Give the sequence of events in a given story or passage. • Discuss and role play events in a passage. • Read a digital text online or offline and answer questions in pairs or in groups. 	Longhorn English act. Grd 4 pg. 112-127	Reading aloud Peer assessment Q&A		

				<p>narrative of about 320 words for information</p> <ul style="list-style-type: none"> ▪ Appreciate reading for purposes of comprehension and information 					
7	HALF TERM								
8	1		<p>Intensive reading: Narratives</p>	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> ▪ Apply appropriate reading strategies to read a narrative of about 320 words for information. ▪ Appreciate reading for purposes of comprehension and information 	<ul style="list-style-type: none"> ▪ Why do we read narratives? ▪ What kind of stories do you enjoy reading? 	<ul style="list-style-type: none"> • Skim through a narrative. • Scan a narrative to obtain specific information. • Read a passage in print or non-print format and answer questions. • Discuss vocabulary from the passage and use them to construct simple sentences. • Answer factual and inferential questions from a passage in pairs or groups. • Retell stories related to the theme in pairs and groups. • Give the sequence of events in a given story or passage. • Discuss and role play events in a passage. • Read a digital text online or offline and answer questions in pairs or in groups. 	<p>Role play, charts, flash cards, Longhorn English act. Grd 4 pg. 112-127</p>	<p>Reading aloud Peer assessment</p>	

2		Intensive reading: Narratives	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> ▪ Read a short text for comprehension ▪ Appreciate reading for purposes of comprehension and information. 	<ul style="list-style-type: none"> ▪ Why do we read narratives? ▪ What kind of stories do you enjoy reading? 	<ul style="list-style-type: none"> • Skim through a narrative. • Scan a narrative to obtain specific information. • Read a passage in print or non-print format and answer questions. • Discuss vocabulary from the passage and use them to construct simple sentences. • Answer factual and inferential questions from a passage in pairs or groups. • Retell stories related to the theme in pairs and groups. • Give the sequence of events in a given story or passage. • Discuss and role play events in a passage. • Read a digital text online or offline and answer questions in pairs or in groups. 	role play, pictures Longhorn English act. Grd 4 pg. 112-127	Reading aloud Peer assessment	
3	Grammar	Parts of speech: Adverbs	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> ▪ Distinguish adverbs of manner, time and place for effective communication ▪ Use adverbs of manners, time and place correctly in both oral and written sentences ▪ Appreciate the importance of adverbs in oral and written communication 	<ul style="list-style-type: none"> ▪ Where do you live? ▪ How do you do your work? ▪ When do we come to school? 	<ul style="list-style-type: none"> • Play games that involve grouping adverbs of manner, time and place. • Recite poems containing adverbs of manner, time and place. • Construct sentences using adverbs. • Listen to a story or poem read by the teacher or from audio recordings and respond to questions. • Create word lists of adverbs and use them to construct sentences on a word processor or a web page. 	charts, pictures, realia, flash cards Longhorn English act. Grd 4 pg. 112-127	learners journals, peer assessment	

	4		<p>Parts of speech: Adverbs</p>	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> ▪ Use adverbs of manner, time and place correctly in both oral and written sentences ▪ Appreciate the importance of adverbs in oral and written communication 	<ul style="list-style-type: none"> ▪ Where do you live? ▪ How do you do your work? ▪ When do we come to school? 	<ul style="list-style-type: none"> • Play games that involve grouping adverbs of manner, time and place. • Recite poems containing adverbs of manner, time and place. • Construct sentences using adverbs. • Listen to a story or poem read by the teacher or from audio recordings and respond to questions. • Create word lists of adverbs and use them to construct sentences on a word processor or a web page. 	<p>Charts, word cards, Longhorn English act. Grd 4 pg. 121-125</p>	<p>questions, written exercise, observation, oral reading</p>	
9	1		<p>Parts of speech: Adverbs</p>	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> ▪ Appreciate the importance of adverbs in oral and written communication ▪ Use adverbs of manner, time and place correctly in both oral and written communication 	<ul style="list-style-type: none"> ▪ Where do you live? ▪ How do you do your work? ▪ When do we come to school? 	<ul style="list-style-type: none"> • Play games that involve grouping adverbs of manner, time and place. • Recite poems containing adverbs of manner, time and place. • Construct sentences using adverbs. • Listen to a story or poem read by the teacher or from audio recordings and respond to questions. • Create word lists of adverbs and use them to construct sentences on a word processor or a web page. 	<p>Charts, flash cards, realia, Longhorn English act. Grd 4 pg. 112-127</p>	<p>peer assessment, word games</p>	

2	Writing	Punctuation: Comma, question marks	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> ▪ Identify commonly used punctuation marks in written text for effective communication ▪ Use commas and question marks correctly in written texts for clarity of writing. 	<ul style="list-style-type: none"> ▪ Why should we punctuate written work? ▪ How do we use punctuation marks: comma and full stop 	<ul style="list-style-type: none"> • Use commas and question marks correctly to write well-punctuated sentences. • Draw the comma and question marks on cards and display them in the classroom. • Use punctuation cards to arrange or make coherent sentences and paragraphs featuring the comma and question marks in pairs. • Make punctuation cards with different punctuation marks and match them with their names. • Make stickers with correctly punctuated sentences and display them at a central place for everyone to see. • Type sentences on a word processor, tablet or mobile phone and send the work to the teacher or friends. • Play games such as punctuation ladder and punctuation posters. 	realia, charts Longhorn English act. Grd 4 pg. 125-127	Teacher made tests Learner journals	
3		Punctuation: Comma ,question marks	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> ▪ Identify commonly used punctuation marks in written texts for effective communication ▪ Appreciate the role of punctuation marks for clarity in writing. 	<ul style="list-style-type: none"> ▪ Why should we punctuate written work? 	<ul style="list-style-type: none"> • Use commas and question marks correctly to write well-punctuated sentences. • Draw the comma and question marks on cards and display them in the classroom. • Use punctuation cards to arrange or make coherent sentences and paragraphs featuring the comma and question marks in pairs. • Make punctuation cards with different punctuation marks and match them with their names. • Make stickers with correctly punctuated sentences and display them at a central place for everyone to see. • Type sentences on a word processor, tablet or mobile phone and send the work to the teacher or friends. • Play games such as punctuation ladder and punctuation posters. 	chart, sample sentences, Longhorn English act. Grd 4 pg. 125-127	Teacher made tests Learner journals	

	4	Listening and speaking (HYGIENE AND SANITATION)	Pronunciation and vocabulary: Interactive listening/turn taking/riddles	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> Interact with a speaker actively during an oral presentation, speech or narration for listening fluency. Use vocabulary related to the theme in a variety of contexts for self-expression 	<ul style="list-style-type: none"> Why should we be polite in our conversation? 	<ul style="list-style-type: none"> Repeat words with the sounds /ɪ/, /i:/ /s/, /ʃ/ and /əʊ/ after the teacher or audio recordings accurately. Tell riddles with words containing the sounds /ɪ/, /i:/, /s/, /ʃ/ and /əʊ/in pairs or small groups. Interact with a speaker or presenter through verbal and non verbal cues. Engage the audience when making an oral presentation. Watch a video recorded riddling session or listen to an audio recording. Participate in a debate or interview. Listen to a speaker and answer oral questions. Interview one another on a topical issue. Use facial expressions and gestures appropriately when speaking. Listen to a poem, a story or a song based on the theme and answer questions orally. Watch audio-visual recordings of 	pictures Longhorn English act. Grd 4 pg. 128-133	oral discussion, role play, oral presentation	
10	1		Pronunciation and vocabulary: Interactive listening/turn taking/riddles	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> Speak confidently during an oral interview or debate for self-expression Appreciate the importance of turn taking in oral interviews or debates for effective oral communication 	<ul style="list-style-type: none"> Why should we listen to others? What do you do when you want to talk and your friend is still talking? 	<ul style="list-style-type: none"> Repeat words with the sounds /ɪ/, /i:/ /s/, /ʃ/ and /əʊ/ after the teacher or audio recordings accurately. Tell riddles with words containing the sounds /ɪ/, /i:/, /s/, /ʃ/ and /əʊ/in pairs or small groups. Interact with a speaker or presenter through verbal and non verbal cues. Engage the audience when making an oral presentation. Watch a video recorded riddling session or listen to an audio recording. Participate in a debate or interview. Listen to a speaker and answer oral questions. Interview one another on a topical issue. Use facial expressions and gestures appropriately when speaking. Listen to a poem, a story or a song based on the theme and answer questions orally. Watch audio-visual recordings of 	charts, digital device Longhorn English act. Grd 4 pg. 128-133	oral reading, role play, oral discussion	

2		Pronunciation and vocabulary: Interactive listening/turn taking/riddles	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> ▪ Articulate sounds accurately for effective communication ▪ Interact with a speaker actively during an oral presentation, speech or narration for listening fluency 	<ul style="list-style-type: none"> ▪ Why should we listen to others? ▪ What do you do when you want to talk and your friend is still talking? 	<ul style="list-style-type: none"> • Repeat words with the sounds /ɪ/, /i:/ /s/, /ʃ/ and /əʊ/ after the teacher or audio recordings accurately. • Tell riddles with words containing the sounds /ɪ/, /i:/, /s/, /ʃ/ and /əʊ/ in pairs or small groups. • Interact with a speaker or presenter through verbal and non verbal cues. • Engage the audience when making an oral presentation. • Watch a video recorded riddling session or listen to an audio recording. • Participate in a debate or interview. • Listen to a speaker and answer oral questions. • Interview one another on a topical issue. • Use facial expressions and gestures appropriately when speaking. • Listen to a poem, a story or a song based on the theme and answer questions orally. • Watch audio-visual recordings of 	chart, dictionary Longhorn English act. Grd 4 pg. 128-133	oral discussion , oral presentati on, oral reading	
3	Reading	Intensive reading: Factual texts	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> ▪ Read factual texts of about 320 words related to the theme for comprehension. ▪ Appreciate the importance of reading for comprehension and information. 	<ul style="list-style-type: none"> ▪ Why should we read at the right speed? ▪ Why is hygiene important? 	<ul style="list-style-type: none"> • Read factual texts in print and non-print formats. • Infer the meaning of vocabulary in a text. • Answer factual and inferential questions from a variety of texts. • Retell stories related to the theme in pairs and groups. • Discuss and role play events in a story. • Watch a video related to the theme and pick out specific information. • Use the dictionary to find the meaning of new words. • Use the encyclopaedia to get more information related to the theme. 	chart, dictionary, Longhorn English act. Grd 4 pg. 133-136	oral discussion , oral reading, Q&A, reading aloud	

	4		Intensive reading: Factual texts	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> ▪ Apply appropriate reading habits in reading factual texts of about 320 words for information ▪ Appreciate the importance of reading for comprehension and information 	<ul style="list-style-type: none"> ▪ What should we do remember what we read? 	<ul style="list-style-type: none"> • Read factual texts in print and non-print formats. • Infer the meaning of vocabulary in a text. • Answer factual and inferential questions from a variety of texts. • Retell stories related to the theme in pairs and groups. • Discuss and role play events in a story. • Watch a video related to the theme and pick out specific information. • Use the dictionary to find the meaning of new words. • Use the encyclopaedia to get more information related to the theme. 	<p>chart, dictionary, digital device Longhorn English act. Grd 4 pg. 128-133</p>	<p>Dictation Reading aloud self-assessment</p>	
11	1	Grammar	Parts of speech: Conjunctions	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> ▪ Identify conjunctions correctly in oral and written texts for fluency of speech ▪ Use conjunctions in a variety of contexts for effective communication 	<ul style="list-style-type: none"> ▪ Why do we join sentences? ▪ What role do conjunctions play in a sentence 	<ul style="list-style-type: none"> • Use the conjunctions (<i>and, but, or, yet, so, for, nor</i>) to talk about topics related to the theme. • Respond appropriately to questions • Construct sentences using the conjunctions (<i>and, but, or, yet, so, for, nor</i>) and type them on a digital device. • Listen to a short dialogue containing the conjunctions (<i>and, but, or, yet, so, for, nor</i>) and discuss their usage in groups. • Answer and ask questions involving conjunctions correctly. • Fill in blank spaces in sentences using the conjunctions (<i>and, but, or, yet, so, for, nor</i>). 	<p>flash cards, dictionary Longhorn English act. Grd 4 pg. 136-138</p>	<p>Short answers Gap filling Role play</p>	

2		Parts of speech: Conjunctions	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> ▪ Engage in short dialogues featuring conjunctions for fluency of speech ▪ Appreciate the importance of conjunctions in communication. 	<ul style="list-style-type: none"> ▪ What is the importance of good hygiene and sanitation ▪ Which words do we use to join sentences? 	<ul style="list-style-type: none"> • Use the conjunctions (<i>and, but, or, yet, so, for, nor</i>) to talk about topics related to the theme. • Respond appropriately to questions • Construct sentences using the conjunctions (<i>and, but, or, yet, so, for, nor</i>) and type them on a digital device. • Listen to a short dialogue containing the conjunctions (<i>and, but, or, yet, so, for, nor</i>) and discuss their usage in groups. • Answer and ask questions involving conjunctions correctly. • Fill in blank spaces in sentences using the conjunctions (<i>and, but, or, yet, so, for, nor</i>). 	flash card, dictionary Longhorn English act. Grd 4 pg. 136-138	Short answers Gap filling Role play	
3	Writing	Creative writing: Descriptive compositions	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> ▪ Describe the parts of descriptive composition for self-expression. ▪ Organize thoughts clearly, precisely and creatively into a coherent paragraph for self-expression 	<ul style="list-style-type: none"> ▪ Why should you organize your thoughts in clear sentences and paragraphs? ▪ How can you tell others about yourself? 	<ul style="list-style-type: none"> • Read a sample descriptive composition of about 80-100 words in small groups and identify the paragraphs. • Use similes or proverbs to make their writing interesting. • Use similes to make the composition interesting. • Write a composition with a proverb as a title. • Talk about different activities they engage in such as ‘how we clean our house’ in pairs. • Write four descriptive sentences on a given topic. • Write an 80-100 words descriptive composition (2– 3 coherent paragraphs). • Proofread and display their composition. • Type their compositions on a digital device. 	Charts and realia Dictionary Longhorn English act. Grd 4 pg. 138-141	Writing tests Learner journals	

	4		<p>Creative writing: Descriptive compositions</p>	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> ▪ Organize thoughts clearly ,precisely and creatively into a coherent paragraph for self-expression ▪ Organize thoughts clearly, precisely and creatively into a coherent paragraph for self-expression 	<ul style="list-style-type: none"> ▪ Why should you organize your thoughts in clear sentences and paragraphs? ▪ How can you tell others about yourself? 	<ul style="list-style-type: none"> • Read a sample descriptive composition of about 80-100 words in small groups and identify the paragraphs. • Use similes or proverbs to make their writing interesting. • Use similes to make the composition interesting. • Write a composition with a proverb as a title. • Talk about different activities they engage in such as ‘how we clean our house’ in pairs. • Write four descriptive sentences on a given topic. • Write an 80-100 words descriptive composition (2– 3 coherent paragraphs). • Proofread and display their composition. • Type their compositions on a digital device. 	<p>Charts and realia Dictionary Longhorn English act. Grd 4 pg. 138-141</p>	<p>Writing tests portfolio</p>	
12	1		<p>Creative writing: Descriptive compositions</p>	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> ▪ Organize thoughts clearly ,precisely and creatively into a coherent paragraph for self-expression ▪ Appreciate the role of creativity in descriptive writing for effective communication 	<ul style="list-style-type: none"> ▪ How can you tell others about yourself? 	<ul style="list-style-type: none"> • Read a sample descriptive composition of about 80-100 words in small groups and identify the paragraphs. • Use similes or proverbs to make their writing interesting. • Use similes to make the composition interesting. • Write a composition with a proverb as a title. • Talk about different activities they engage in such as ‘how we clean our house’ in pairs. • Write four descriptive sentences on a given topic. • Write an 80-100 words descriptive composition (2– 3 coherent paragraphs). • Proofread and display their composition. • Type their compositions on a digital device. 	<p>Charts and realia Dictionary Dictionary Longhorn English act. Grd 4 pg. 138-141</p>	<p>Writing tests portfolio</p>	

	2	Listening and speaking (SPORTS : MY FAVORITE GAME)	Pronunciation and vocabulary: Listening fluency	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> ▪ Pronounce sounds accurately for effective communication ▪ Construct simple sentences using pictures and vocabulary related to the theme ▪ Apply vocabulary related the theme in a variety of contexts for self-expression ▪ Appreciate the importance of listening fluency in oral communication 	<ul style="list-style-type: none"> ▪ Why should we listen actively to what others are saying? 	<ul style="list-style-type: none"> • Listen attentively to an audio recordings with the sounds /aʊ/ /ɔ/ /θ/ and consonant cluster 'sk' • Repeat words with the sounds /aʊ/ /ɔ/ /θ/ and consonant cluster 'sk' after the teacher or audio recordings accurately. • Respond to questions on given texts confidently. • Make a three-minute speech using vocabulary related to the theme. • Recite poems about games. • Role play and make speeches to imaginary audience. • Watch a video on speeches related to sports and then make similar speeches in groups. • Use and interpret non verbal cues in oral contexts correctly. 	flash cards, news cuttings Longhorn English act. Grd 4 pg. 141-147	observation and listening, oral presentation, Q&A	
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	3		<p>Pronunciation and vocabulary: Listening fluency</p>	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> ▪ Listen to the short speeches related to the theme for listen fluency ▪ Distinguish sounds and word from oral text from listening fluency 	<ul style="list-style-type: none"> ▪ How do facial expressions and gestures help us to communicate well? ▪ What should we do to make people enjoy listening to us? 	<ul style="list-style-type: none"> • Listen attentively to an audio recordings with the sounds /aʊ/ /ð/ /θ/ and consonant cluster 'sk' • Repeat words with the sounds /aʊ/ /ð/ /θ/ and consonant cluster 'sk' after the teacher or audio recordings accurately. • Respond to questions on given texts confidently. • Make a three-minute speech using vocabulary related to the theme. • Recite poems about games. • Role play and make speeches to imaginary audience. • Watch a video on speeches related to sports and then make similar speeches in groups. • Use and interpret non verbal cues in oral contexts correctly. 	<p>Digital device, flash cards, sample speech</p> <p>Longhorn English act. Grd 4 pg. 141-147</p>	<p>discussion public speaking, self-assessment</p>	
13	4		<p>Pronunciation and vocabulary: Listening fluency</p>	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> ▪ Apply vocabulary related to the theme in a variety of contexts for self-expression ▪ Listen to short speeches related to the theme for listening fluency ▪ Interpret nonverbal cues correctly for listening fluency 	<ul style="list-style-type: none"> ▪ How do facial expressions and gestures help us to communicate well? ▪ What should we do to make people enjoy listening to us? 	<ul style="list-style-type: none"> • Listen attentively to an audio recordings with the sounds /aʊ/ /ð/ /θ/ and consonant cluster 'sk' • Repeat words with the sounds /aʊ/ /ð/ /θ/ and consonant cluster 'sk' after the teacher or audio recordings accurately. • Respond to questions on given texts confidently. • Make a three-minute speech using vocabulary related to the theme. • Recite poems about games. • Role play and make speeches to imaginary audience. • Watch a video on speeches related to sports and then make similar speeches in groups. • Use and interpret non verbal cues in oral contexts correctly. 	<p>charts, picture</p> <p>Longhorn English act. Grd 4 pg. 141-147</p>	<p>discussion public speaking, self-assessment</p>	

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| | | | | <ul style="list-style-type: none">▪ Appreciate the importance of listening fluency in oral communication | | | | | |
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14

ASSESSMENT/CLOSING OF THE SCHOOL

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