

# ENGLISH SCHEME OF WORK GRADE 5 TERM ONE

Wk	Ln	Strand/ theme	Sub strand	Specific learning outcomes	Key inquiry questions	Learning experiences	• Learning resources	Assessment method	Ref 1
1	1	<b>CHILD RIGHTS AND RESPONSIBILITIES</b>	<b>Listening and speaking:</b> pronunciation and vocabulary listening comprehension: oral narratives[about 130 words)	<b>By the end of the sub strand learners should be able to:</b> 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?	<b>Leaners are guided to:</b> 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 /ɑ: /. c. Play audio recording and obtain feedback.	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	a. Oral reading or dictation recitation b. Role play c. Debates d. Oral interviews e. Dialogue f. Oral discussion	
	2		<b>Sounds:</b> /ʌ/ as in cup, but ; /ɑ: / as in fast, far, hard, car	By the end of the sub strand the learner should be able to: 1. Recognize sounds, words and phrases correctly. 2. Construct sentences orally using words related to the theme. 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 /ɑ: /. 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.	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	a. Oral reading or dictation recitation b. Role play c. Debates d. Oral interviews e. Dialogue f. Oral discussion	
	3		<b>Reading: Extensive reading- use of reference materials</b>	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?	<b>Leaners are guided to</b> a. select appropriate print and no print reference materials (dictionaries, junior encyclopedia and subject	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and</li> </ul>	a. Reading aloud b. Dictation c. Oral interviews d. Questions and answers	

				<p>the variety of subject</p> <p>b. spell words correctly for effective communication</p> <p>c. demonstrate in interest using references materials for lifelong learning</p>		<p>specific encyclopedia</p> <p>b. read selected reference materials independently</p> <p>c. look for the information related to the them in reference material</p> <p>d. read and discuss what they have read in small groups</p> <p>e. visit a library to find reference materials for information related to the theme</p>	<ul style="list-style-type: none"> <li>• photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	e. Teachers made tests	
	4		<b>Reading: Extensive reading- use of reference materials</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. Read a variety of materials independently for information and pleasure.</p> <p>b. Use reference materials systematically to find necessary information.</p> <p>c. Demonstrate in interest in using reference materials for lifelong learning.</p>	<p>a. Why do you read books?</p> <p>b. Which types of books do you enjoy reading?</p>	<b>Learners are guided to</b> <p>a. select appropriate print and no print reference materials (dictionaries, junior encyclopedia and subject specific encyclopedia</p> <p>b. read selected reference materials independently</p> <p>c. look for the information related to the them in reference material</p> <p>d. read and discuss what they have read in small groups</p> <p>e. visit a library to find reference materials for information related to the theme</p>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	<p>a. Reading aloud</p> <p>b. Dictation</p> <p>c. Oral interviews</p> <p>d. Questions and answers</p> <p>e. Teachers made tests</p>	
2	1		<b>Word Classes: Demonstrative Determiners this, that, these, those</b>	<p>By the end of the sub strand learners should be able to:</p> <p>a. identify demonstrative determiners correctly</p> <p>b. use demonstrative determiners correctly</p> <p>c. choose the correct demonstrative determiners to use during communication</p> <p>d. appreciate the importance of determiners</p>	<p>1. how do you identify objects that are near or far</p> <p>2. which word do we use to show that an object is near or far</p>	<b>Learner is guided to :</b> <p>a. Identify demonstrative determiners from the text in pairs</p> <p>b. Read sentences containing demonstrative determiners in print or electronic materials</p> <p>c. Construct sentence using demonstrative determiners in small group</p>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	<p>a. Tasks such as multiple choice</p> <p>b. Discrimination</p> <p>c. Gap filling</p> <p>d. Short answers</p> <p>e. Dialogue completion, information gaps</p> <p>f. Role play</p> <p>g. simulation</p>	
	2		<b>Word Classes: Demonstrative Determiners this, that, these, those</b>	<p>By the end of the sub strand learners should be:</p> <p>1. Identify characters, places and event in a story for comprehension</p>	<p>1. What do we learn from the title story or poem</p> <p>2. How do we predict event in a</p>	<b>Learners are guided to:</b> <p>a. Make sentences containing demonstrative determiners from a substitution table</p> <p>b. Use demonstrative determiners</p>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and</li> </ul>	<p>a. Tasks such as multiple choice</p> <p>b. Discrimination</p> <p>c. Gap filling</p> <p>d. Short answers</p>	

				<p>2. Predict event in a text for comprehension</p> <p>3. Respond correctly to factual and inferential questions for comprehension</p>	<p>story or poem</p> <p>3. How do we tell the meaning of unknown words in a story?</p>	<p>to fill the gaps in sentences</p> <p>c. Search for more examples of sentences containing demonstrative</p>	<ul style="list-style-type: none"> <li>• photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	<p>e. Dialogue completion, information gaps</p> <p>f. Role play</p> <p>g. simulation</p>	
	3	Writing	Functional Writing Filling Forms	<p>By the end of the sub strand learners should be able to:</p> <p>a. record specific details in specific in variety of forms</p> <p>b. discuss the importance of forms</p> <p>c. acknowledge importance of forms correctly,</p>	<p>1. Why do we fill forms?</p> <p>2. Why is it important to fill forms accurately</p> <p>3. What details do we fill in forms?</p>	<p><b>Learner are guided to:</b></p> <p>1. Search for sample forms from the internet, individually</p> <p>2. Select the information to be filled in the form in pairs</p> <p>3. Fill a form related to the theme using the following details &gt; personal information, school information, parents/guardian details, religion/county information, favorite sport/hobby among others</p>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and</li> <li>• photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	<p>a. Teachers made tests</p> <p>b. Learners journals</p> <p>c. Peer assessment</p> <p>d. Portfolio dictation</p>	
	4		Functional Writing Filling Forms	<p>By the end of the sub strand learners should be able to:</p> <p>a. record specific details in specific in variety of forms</p> <p>b. discuss the importance of forms</p> <p>c. acknowledge importance of forms correctly</p>	<p>1. Why do we fill forms?</p> <p>2. Why is it important to fill forms accurately</p> <p>3. What details do we fill in forms?</p>	<p><b>Learner is guided to,</b></p> <p>a. Discuss the importance of filling forms correctly in pairs</p> <p>b. Download forms and fill them in pairs or small groups</p> <p>c. Design a form to obtain information in groups</p>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and</li> <li>• photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	<p>a. Teachers made tests</p> <p>b. Learners journals</p> <p>c. Peer assessment</p> <p>d. Portfolio dictation</p>	
3	1	NATIONAL CELEBRATION	Sounds /b/ as Labour /p/ as party, patriotic, history	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. Identify words, phrases and sentences containing the target sounds.</p> <p>b. Construct sentences orally using words related to the theme.</p>	<p>1. Why do we listen carefully?</p> <p>2. Why do we take turns when walking?</p>	<p><b>Learners are guided to,</b></p> <p>1. Identify words with these sound p/b/ from print materials such as magazines and newspaper</p> <p>2. Practice saying tongue twisters with sound b/p/</p> <p>3. Discuss in groups the vocabulary used in the text.</p> <p>4. Construct sentences using the vocabulary</p>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and</li> <li>• photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> </ul>	<p>a. Oral reading or dictation recitation</p> <p>b. Role play</p> <p>c. Debates</p> <p>d. Oral interviews</p> <p>e. Dialogue</p> <p>f. Oral discussion</p>	

			c. Appreciate the importance of a dialogue			<ul style="list-style-type: none"> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>		
2		<b>Listening comprehension :</b> dialogue (130 words)	<b>By the end of the sub strand, the learners should be able to.</b> <ol style="list-style-type: none"> <li>Listen for the main idea and specific details for effective communication</li> <li>Respond to information from the oral text</li> <li>Interpret speaker's feelings and emotions(nonverbal cues )correctly during oral presentation</li> <li>Appreciate the importance of a dialogue</li> </ol>	<ol style="list-style-type: none"> <li>Why should we listen carefully?</li> <li>Why do we take turns when talking?</li> </ol>	<b>Learner is guided to;</b> <ol style="list-style-type: none"> <li>Respond correctly to question based dialogue.</li> <li>Write the main point from the listening text</li> <li>Role play the event in the dialogue</li> <li>Interpret gestures,eye contacts and facial expressions correctly</li> <li>Listen to audio visual recording of dialogue containing sound /b/ /p/</li> </ol>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	<ol style="list-style-type: none"> <li>Oral reading or dictation recitation</li> <li>Role play</li> <li>Debates</li> <li>Oral interviews</li> <li>Dialogue</li> <li>Oral discussion</li> </ol>	
3	<b>Reading</b>	<b>Intensive reading:</b> Oral narrative (about 400 words) poems of about 5 stanzas	<b>By the end of the sub strand learner should be able to;</b> <ol style="list-style-type: none"> <li>identify character, places And events in a story for comprehension</li> <li>predict the even in the text for comprehension</li> <li>respond correctly to factual and inferential questions for comprehension.</li> </ol>	<ol style="list-style-type: none"> <li>What do we learn from the tittle of a story or poem</li> <li>How do we predict evens in a story or poem</li> <li>How do we tell the meaning of unknown words in a story</li> </ol>	Learner is guided to <ol style="list-style-type: none"> <li>Make application of what a story is about: wht happens next in a story using the tittle picture in a story</li> <li>Infer the meaning of words from the context</li> <li>Use their imagination to visualize the event in a story.</li> </ol>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	<ol style="list-style-type: none"> <li>Reading aloud</li> <li>Dictation</li> <li>Oral interviews</li> <li>Questions and answers</li> <li>Teachers made test</li> </ol>	
4		<b>Intensive reading:</b> Oral narrative (about 400 words) poems of about 5 stanzas.	<b>By the end of the sub-strand , the learner should be able to,</b> <ol style="list-style-type: none"> <li>Respond a poem of about 5 stanzas</li> <li>Use contextual clues to infer the meaning of words for comprehension</li> <li>Recommend appropriate reading techniques to peers.</li> </ol>	<ol style="list-style-type: none"> <li>What do we learn from the tittle of story or poem</li> <li>How do we predict the event in a story or poem</li> <li>How do we tell the meaning of unknown words in story?</li> </ol>	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> <li>Respond a poem of about 5 stanzas</li> <li>Use contextual clues to infer the meaning of wordsfor comprehension.</li> <li>Recommend appropriate reading techniques to peers.</li> </ol>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	<ol style="list-style-type: none"> <li>Reading aloud</li> <li>Dictation</li> <li>Oral interviews</li> <li>Questions and answers</li> <li>Teachers made test</li> </ol>	

4	1	Gramm ar in use	Word Classes: Collective nouns	<b>By the end of the sub strand, the learner should be able to:</b> <ol style="list-style-type: none"> <li>Identify collective nouns in texts.</li> <li>Use collective nouns in sentences correctly.</li> <li>Suggest collective to be used during communication.</li> </ol>	<ol style="list-style-type: none"> <li>How do you emphasize that you did something on your own?</li> <li>Which words do you use to refer to a group of things or animals?</li> </ol>	Learner is guided to; <ol style="list-style-type: none"> <li>Identify reflexive pronouns and collective nouns from print and digital text</li> <li>Watch a video clip in which collective nouns and reflexive pronouns (myself, ourselves) have been used in sentences</li> <li>Pick out collective nouns and reflexive pronouns and list them in pairs.</li> </ol>	<ul style="list-style-type: none"> <li>course book</li> <li>story books</li> <li>poetry books</li> <li>pictures and photographs</li> <li>newspapers</li> <li>magazines</li> <li>junior encyclopedia</li> <li>journals</li> <li>dictionaries</li> <li>diorama</li> <li>flash cards</li> </ul>	<ol style="list-style-type: none"> <li>Task such as multiple choice</li> <li>Discrimination</li> <li>Gap – filling</li> <li>Short filling</li> <li>Dialogue completion, information gap</li> </ol>	
	2		<b>Reflexive pronouns</b>	<b>By the end of the sub strand, the learner should be able to:</b> <ol style="list-style-type: none"> <li>Identify reflexive pronouns in texts.</li> <li>Use reflexive pronouns in sentences correctly.</li> <li>Suggest reflexive pronouns to be used during communication.</li> </ol>	<ol style="list-style-type: none"> <li>How do you emphasize that you did something on your own?</li> <li>Which words do you use to refer to a group of things or animals?</li> </ol>	Learner is guided to: <ol style="list-style-type: none"> <li>Pick out collective nouns and reflexive pronouns and list them In pairs</li> <li>Give more examples of collective nouns and reflexive pronouns in groups</li> <li>Construct sentences using collective and reflexive pronouns</li> <li>Create and complete crossword puzzle using collective nouns and reflexive pronouns.</li> </ol>	<ul style="list-style-type: none"> <li>course book</li> <li>story books</li> <li>poetry books</li> <li>pictures and photographs</li> <li>newspapers</li> <li>magazines</li> <li>junior encyclopedia</li> <li>journals</li> <li>dictionaries</li> <li>diorama</li> <li>flash cards</li> </ul>	<ol style="list-style-type: none"> <li>Task such as multiple choice</li> <li>Discrimination</li> <li>Gap – filling</li> <li>Short filling</li> <li>Dialogue completion, information gap</li> </ol>	
	3	<b>Writing</b>		<b>By the end of the sub strand, the learner should be able to:</b> <ol style="list-style-type: none"> <li>Select relevant points to plan their composition.</li> <li>Discuss ways of sharing ideas</li> <li>Advocate the use of creativity in writing among peers.</li> </ol>	<ol style="list-style-type: none"> <li>How do we express ideas on different topics?</li> <li>Why do we share ideas?</li> </ol>	Learner is guided to: <ol style="list-style-type: none"> <li>Brainstorm and discuss possible point to include in their composition</li> <li>Write first paragraph in pairs while observing correct punctuations and spellings.</li> </ol>	<ul style="list-style-type: none"> <li>course book</li> <li>story books</li> <li>poetry books</li> <li>pictures and photographs</li> <li>newspapers</li> <li>magazines</li> <li>junior encyclopedia</li> <li>journals</li> <li>dictionaries</li> <li>diorama</li> <li>flash cards</li> </ul>	<ol style="list-style-type: none"> <li>Teachers made tests</li> <li>Leaners journals</li> <li>Peer assessment</li> <li>Self-assessment</li> <li>Portfolio dictation</li> </ol>	
	4		<b>Creative Writing: Open ended Compositions(10-150 words)</b>	<b>By the end of the sub strand, the learner should be able to:</b> <ol style="list-style-type: none"> <li>Select relevant points to plan their</li> </ol>	<ol style="list-style-type: none"> <li>How do we express ideas on different topics?</li> <li>Why do we share ideas?</li> </ol>	Learner is guided to: <ol style="list-style-type: none"> <li>Complete the composition individually</li> <li>Proof read their composition in pairs</li> </ol>	<ul style="list-style-type: none"> <li>course book</li> <li>story books</li> <li>poetry books</li> <li>pictures and</li> </ul>	<ol style="list-style-type: none"> <li>Teachers made tests</li> <li>Leaners journals</li> <li>Peer assessment</li> <li>Self-assessment</li> </ol>	

				<p>composition.</p> <p>b. Discuss ways of sharing ideas</p> <p>c. Advocate the use of creativity in writing among peers.</p>		<p>3. Suggest suitable titles for their compositions</p> <p>4. Display the completed composition in class</p> <p>5. Conduct a gallery walk and give feedback</p> <p>6. Search and read composition online</p>	<ul style="list-style-type: none"> <li>• photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	e. Portfolio dictation	
5	1	<b>ETIQUITE</b>	<b>Listening and speaking: polite words Phrases and Expressions</b>	<p><b>By the end of the sub strand learner should be able to.</b></p> <p>a. Identify polite words, phrases and expressions in oral context</p> <p>b. Use polite word, phrases and expressions to complement others</p> <p>c. Recommend appropriate word and phrases for expressing politeness</p>	<p>a. Why should you use polite expressing when talking to others?</p> <p>b. Why should you listen to others?</p> <p>c. Which word phrases or expressions do we use to show politess?</p>	<p>Learner is guided to:</p> <p>1. Listens to correct pronunciation of sounds, phrases and expressions from the teacher, audio visual recording among other. /ɔɪ/ in words</p> <p>2. Practice using polite words and phrases in pairs</p> <p>3. Role play the use of polite words, phrases and expressions at meal times</p>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and</li> <li>• photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	<p>a. Oral reading or dictation recitation</p> <p>b. Role play</p> <p>c. Debates</p> <p>d. Oral interviews</p> <p>e. Dialogue</p> <p>f. Oral discussion</p>	
	2		<b>Sounds: /ɔɪ/ as in boy, noise</b>	<p><b>By the end of the sub strand,the learner should be able to:</b></p> <p>a. Listen for specific sounds inwords, phrases and expressions.</p> <p>b. Use polite words, phrasesand expressions to complement others.</p> <p>c. Recommend appropriate words and phrases for expressing politeness</p>	<p>a. Why should you use polite expressing when talking to others?</p> <p>b. Why should you listen to others?</p> <p>c. Which word phrases or expressions do we use to show politesse?</p>	<p>Leaners are guided to:</p> <p>1. Say words containing the sound/ɔɪ/ in words and phrases.</p> <p>2. Write down the specific sounds,words,phrases and expressions form an oral text and pronouns them correctly</p> <p>3. Access correct pronunciation of sound, words ,phrases and expressions from digital text</p> <p>4. Listen to/recite poems with words featuring the target sounds</p>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and</li> <li>• photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	<p>a. Oral reading or dictation recitation</p> <p>b. Role play</p> <p>c. Debates</p> <p>d. Oral interviews</p> <p>e. Dialogue</p> <p>f. Oral discussion</p>	
	3		<b>Intensive reading: Narrative of about 400 words</b>	<p><b>By the end of the sub strand,the learner should be able to:</b></p> <p>a. Relate events in the story with their life experiences.</p> <p>b. Predict events in a text for comprehension.</p>	<p>a. How do you get information from atext?</p> <p>b. Which things do you predict or visualize in a story?</p>	<p>Learners are guided to</p> <p>1. Make prediction on a story when reading.</p> <p>2. Use their imaginations to visualize the even in the story.</p> <p>3. Scan and skim text for new words and information, in small groups</p> <p>4. Answer the factual and inferential questions from text</p>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and</li> <li>• photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior</li> </ul>	<p>a. Reading aloud</p> <p>b. Dictation</p> <p>c. Oral interviews</p> <p>d. Questions and answers</p> <p>e. Teachers made test</p>	

				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		<b>Intensive reading: Narrative of about 400 words</b>	<b>By the end of the sub strand, the learner should be able to:</b> a. Predict events in a text for comprehension. b. Create mental images from the 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 a text? 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		<b>Grammar in use: Language Pattern: Use of too...to/for</b>	<b>By the end of the sub strand the learner should be able to</b> 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		<b>Use of Must/Should with an Adverb/Adverbial</b>	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	

							• flash cards		
	3		<b>Writing: Mechanic of Writing Handwriting Joined/ (cursive script)</b>	<b>By the end of the sub strand learner should be able to</b> <ol style="list-style-type: none"> <li>identify text written in joined letters or cursive script</li> <li>write legibly using joined letters/cursive script</li> <li>use visual to create a story</li> <li>recommend ways of improving legibility and neatness of written communication</li> </ol>	<ol style="list-style-type: none"> <li>Why should we write legibly and neatly?</li> <li>How can we improve our handwriting?</li> </ol>	Learner is guided to; <ol style="list-style-type: none"> <li>Copy sentences and paragraph in their text books</li> <li>Observe visual/pictures and compose a story about (120-160 words)</li> <li>Discuss the importance of writing legibly and neatly as a class in pairs.</li> <li>Search for information from the internet or print source and make notes in pairs or groups</li> </ol>	<ul style="list-style-type: none"> <li>course book</li> <li>story books</li> <li>poetry books</li> <li>pictures and photographs</li> <li>newspapers</li> <li>magazines</li> <li>junior encyclopedia</li> <li>journals</li> <li>dictionaries</li> <li>diorama</li> <li>flash cards</li> </ul>	Teachers made tests Learners journals Peer assessment Self-assessment learner Portfolio dictation Standardized writing test	
	4		<b>Writing: Mechanic of Writing Handwriting Joined/ (cursive script)</b>	<b>By the end of a sub strand learner should be able to:</b> <ol style="list-style-type: none"> <li>Identify text written in joined letters or cursive script</li> <li>Write legibly using joined letters/ cursive script</li> <li>Use visual to create a story</li> <li>Recommend ways of improving legibility and neatness in written communication</li> </ol>	<ol style="list-style-type: none"> <li>Why should we write legibly and neatly?</li> <li>How can we improve our handwriting?</li> </ol>	Learner is guided to: <ol style="list-style-type: none"> <li>Copy words, sentences and paragraphs in their books</li> <li>Observe visual/ pictures and compose a story about (120 – 160 ) words</li> <li>Discuss the importance of writing neatly as class in pairs</li> </ol>	<ul style="list-style-type: none"> <li>course book</li> <li>story books</li> <li>poetry books</li> <li>pictures and photographs</li> <li>newspapers</li> <li>magazines</li> <li>junior encyclopedia</li> <li>journals</li> <li>dictionaries</li> <li>diorama</li> <li>flash cards</li> </ul>	<ol style="list-style-type: none"> <li>Teachers made tests</li> <li>Learners journals</li> <li>Peer assessment learner</li> <li>Self-assessment learner</li> <li>Portfolio dictation</li> <li>Standardized writing test</li> </ol>	
7	1	<b>ROAD ACCIDENTS PREVENTION</b>	Listening and speaking: word stress (contrast between, nouns/verbs, verbs/adjectives)	<b>By the end of the sub strand learners should be able to:</b> <ol style="list-style-type: none"> <li>Construct sentences orally using words related to the theme</li> <li>Use vocabularies related to the them correctly</li> <li>Advocate the importance of correct use of stress in communication</li> </ol>	<ol style="list-style-type: none"> <li>Why should we pronouns words correctly?</li> <li>Why do we have different meanings at times?</li> </ol>	Learner is guided to <ol style="list-style-type: none"> <li>classify nouns, verbs and adjectives from the list</li> <li>Practice saying words using the correct stress in pairs or small groups for examples: conflict (verb) conflict (noun). Subject(verb)/subject (noun)</li> <li>Construct sentences orally using the new vocabulary</li> <li>Take part in language games involving word stress</li> </ol>	<ul style="list-style-type: none"> <li>course book</li> <li>story books</li> <li>poetry books</li> <li>pictures and photographs</li> <li>newspapers</li> <li>magazines</li> <li>junior encyclopedia</li> <li>journals</li> <li>dictionaries</li> <li>diorama</li> <li>flash cards</li> </ul>	<ol style="list-style-type: none"> <li>Oral reading or dictation recitation</li> <li>Role play</li> <li>Debate</li> <li>Oral interviews</li> <li>Dialogue</li> <li>Oral discussion</li> </ol>	
	2		<b>Sounds : /t/ as in fatal, /d/ as in first aid, pedestrian, road</b>	<b>By the end of the sub strand learners should be able to:</b> <ol style="list-style-type: none"> <li>List words whose</li> </ol>	<ol style="list-style-type: none"> <li>Why should we pronouns words correctly?</li> <li>Why do we</li> </ol>	<ol style="list-style-type: none"> <li>Leaner is advice to recite the poem and apply the correct stress on words</li> <li>Listen or watch to an audio</li> </ol>	<ul style="list-style-type: none"> <li>course book</li> <li>story books</li> <li>poetry books</li> </ul>	<ol style="list-style-type: none"> <li>Oral reading or dictation recitation</li> <li>Role play</li> <li>Debate</li> </ol>	



				<p>meaning differ according to pronunciation</p> <p>b. Pronounce words using the correct stress</p> <p>c. Advocate the importance of correct use of stress in communication.</p>	have different meanings at times?	<p>visual materials on the pronunciation</p> <p>3. List words that are stressed</p> <p>4. Say words containing sound /t/ and /d/</p>	<ul style="list-style-type: none"> <li>• pictures and photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	<p>d. Oral interviews</p> <p>e. Dialogue</p> <p>f. Oral discussion</p>	
	3		<b>Reading : intensive reading –c comprehension (visual)</b>	<p><b>By the end of the sub strand learners should be able to:</b></p> <p>a. List the visuals in the classroom</p> <p>b. Answer factual and inferential questions correctly</p> <p>c. Judge the appropriateness of visuals in conjunction with peers</p>	<p>a. Why do you like pictures?</p> <p>b. How can you use pictures to communicate?</p> <p>c. What are some of the messages that pictures communicate?</p>	<p>Learner is guided to</p> <p>1. View picture, illustrations, posters, videos, pictures maps mnemonics, and symbol among others in small groups</p> <p>3. Compose songs, stories, poems or dialogues based on the visuals</p> <p>4. answer questions based on the visuals, in small groups</p>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	<p>a. Reading aloud</p> <p>b. Dictation</p> <p>c. Oral interviews</p> <p>d. Questions and answers</p> <p>e. Teachers made test</p>	
	4			<p><b>By the end of the sub strand learners should be able to:</b></p> <p>a. List the visuals in the classroom</p> <p>b. Answer factual and inferential questions correctly</p> <p>c. Judge the appropriateness of visuals in conjunction with peers</p>	<p>a. Why do you like pictures?</p> <p>b. How can you use pictures to communicate?</p> <p>c. What are some of the messages that pictures communicate?</p>	<p>a. Describe and interpret visual correctly in pairs or small group</p> <p>b. Preview and make predictions based on pictures, illustration, titles and experiences</p> <p>c. Represent own stories using pictures or videos</p> <p>d. Create visuals based on their experiences</p>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	<p>a. Reading aloud</p> <p>b. Dictation</p> <p>c. Oral interviews</p> <p>d. Questions and answers</p> <p>e. Teachers made test</p>	
8	1		<b>Grammar in use: word classes: persona pronouns</b>	<p><b>By the end of the sub strand learner should be able to:</b></p> <p>a. Identify possessive forms in print or digital text</p> <p>b. Use possessive forms correctly in sentences</p> <p>c. Advocate the correct</p>	<p>a. Why should we the possessive forms correctly?</p> <p>b. Which word show something belongs to a person?</p>	<p>Learner is guided to:</p> <p>a. In pairs, engage in online/offline games involving pronouns such as dicee, goofy cards and word search</p> <p>b. Simulate, dramatize or role play a conversation featuring possessive forms</p> <p>c. Watch video/songs involving</p>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and photographs</li> <li>• newspapers</li> <li>• magazines</li> </ul>	<p>a. Task such as multiple choice</p> <p>b. Discrimination</p> <p>c. Gap – filling</p> <p>d. Short filling</p> <p>e. Dialogue completion, information gap</p>	

				use of possessive forms among peers.		the use of possessive pronouns/ belong to.	<ul style="list-style-type: none"> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>		
	2			<b>By the end of the sub strand learner should be able to</b> 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	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and</li> <li>• photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	<ul style="list-style-type: none"> <li>• Task such as multiple choice</li> <li>• Discrimination</li> <li>• Gap – filling</li> <li>• Short filling</li> <li>• Dialogue completion, information gap</li> </ul>	
	3		<b>Writing Functional writing – a reply to a friendly letter</b>	<b>By the end of the sub strand learner should be able to:</b> 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	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and</li> <li>• photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	a. Teacher made test b. Learners journal c. Peer assessment d. Self-assessment learner e. Portfolio dictation f. Standardized writing tests	
	4		<b>Writing Functional writing – a reply to a friendly letter</b>	<b>By the end of the sub strand learner should be able to</b> 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	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and</li> <li>• photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> </ul>	a. Teacher made test b. Learners journal c. Peer assessment d. Self-assessment learner e. Portfolio dictation f. Standardized writing tests	

						letter in the internet in pairs	• flash cards		
9	1	TRADITIONAL FOOD	<b>Listening and speaking speech Sound/e/ as in energy,diet,recipe</b>  <b>Adjectives</b>	<b>By the end of sub strand learners should be able to:</b> 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		<b>Listening and speaking speech Sound/e/ as in energy,diet,recipe</b>  <b>Adjectives</b>	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		<b>Reading: extensive reading: fictions and no fiction materials (1000-1250 word)</b>	By the end of the sub strand learners 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		<b>Reading: extensive reading: fictions and no fiction materials</b>	By the end of the sub strand learners 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	

			(1000-1250 word)	<p>materials from a collection of books</p> <p>b. Scan a text to obtain specific information</p> <p>c. Judge the appropriateness of a reading text on the basis of language and interest</p>	necessary to read many books?	c. Share reflections on the book read in groups	<ul style="list-style-type: none"> <li>• pictures and photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	<p>answers</p> <p>e. Teachers made test</p>	
10	1		<b>Grammar in use: comparative and superlative forms of regular and irregular adjectives</b>	<p>By the end of the sub strand</p> <p>a. identify comparative and superlative forms of the adjectives in a text</p> <p>b. use comparative and superlative forms of adjectives correctly</p> <p>c. advocate the importance of using adjectives correctly in communication</p>	<p>a. How do we compare things, people or events?</p> <p>b. Which words are used to describe things or people?</p>	<p>Learners are guided to:</p> <p>a. Describe items using the comparative and superlative forms of adjectives e.g that windows is no longer bigger than that one of mine</p> <p>b. Change positive forms of regular and irregular adjectives to their comparative and superlative forms, in pairs</p> <p>c. Create crossword puzzles using adjectives</p>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	<p>a. Task such as multiple choice</p> <p>b. Discrimination</p> <p>c. Gap – filling</p> <p>d. Short filling</p> <p>e. Dialogue completion, information gap</p>	
	2		<b>Order of adjectives(size, shape and age)</b>	<p>By the end of the sub strand learners should be able to:</p> <p>a. Oder adjectives in terms of size, shape and age appropriately</p> <p>b. Construct sentences using adjectives of size, shape and age</p> <p>c. Advocate the importance of using adjectives correctly in communication</p>	<p>a. How do we compare things, people or events?</p> <p>b. Which words are used to describe things or people?</p>	<p>a. Pick adjectives of size, shape and as from a narrative or poem in small groups.</p> <p>b. Construct sentences featuring adjectives of size, shape and age</p> <p>c. Fill gaps using adjectives in the correct order</p>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and photographs</li> <li>• newspapers</li> <li>• magazines</li> <li>• junior encyclopedia</li> <li>• journals</li> <li>• dictionaries</li> <li>• diorama</li> <li>• flash cards</li> </ul>	<p>a. Task such as multiple choice</p> <p>b. Discrimination</p> <p>c. Gap – filling</p> <p>d. Short filling</p> <p>e. Dialogue completion, information gap</p>	
	3		<b>Writing: creative writing- narrative compositions (120-160 words)</b>	<p>By the end of the subs strand learners should be able to:</p> <p>a. Identify the parts of narrative compositions</p> <p>b. Write coherently on different topics</p> <p>c. Promote creativity in writing among peers</p>	<p>a. What materials do you enjoy reading:?</p> <p>b. Why is it necessary to read many books?</p>	<p>Learner is guided to:</p> <p>a. Brainstorm ideas for a narrative composition in small groups</p> <p>b. Read samples of narratives composition in pairs</p> <p>c. Identify the parts of a narrative composition.</p>	<ul style="list-style-type: none"> <li>• course book</li> <li>• story books</li> <li>• poetry books</li> <li>• pictures and photographs</li> <li>• newspapers</li> <li>• magazines</li> </ul>	<p>a. Teachers – made tests</p> <p>b. Leaners journals</p> <p>c. Peer assessment</p> <p>d. Self-assessment</p> <p>e. Portfolio dictation</p>	

