

Wk	Ls n	Strand/ Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Ref
1	1	JOBS AND OCCUP ATIONS	Listening and speaking: Stress and Intonation	By the end of the sub strand, the learner should be able to: a. Sort statements and questions based on rising and falling intonation. b. Use stress and intonation appropriately in statements and questions. c. Advocate the need for correct stress and intonation in varied contexts.	1. Why should we pronounce sounds and words correctly? 2. Why do we raise our voices when asking some questions? 3. How can you change your voice to show different meanings?	Learners is guided to: Reproduce appropriate patterns of stress and intonation in speech. Sort the statements and questions on the basis of rising or falling intonation in small groups. Watch a video of a dialogue in which statements and questions are used. Recite a choral verse in pairs or small groups. Recite a telephone conversation with intonation. Role play a telephone conversation with intonation Sing song featuring stress and intonation.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
	2		Questions - WH-, Yes/No Statements	By the end of the sub strand, the learner should be able to: a. Sort statements and questions based on rising and falling intonation. b. Construct sentences orally using words related to the theme. c. Advocate the need for correct stress and intonation in varied contexts.	1. Why should we pronounce sounds and words correctly? 2. Why do we raise our voices when asking some questions? 3. How can you change your voice to show different meanings?	Learners is guided to: Sort the statements and questions on the basis of rising or falling intonation in small groups. <input type="checkbox"/> Watch a video of a dialogue in which statements and questions are used. <input type="checkbox"/> Recite a choral verse in pairs or small groups. <input type="checkbox"/> Role play a telephone conversation with intonation. Sing songs featuring stress and intonation.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	

	3		Sounds /f/ as in farmer, /v/ as in van driver	By the end of the sub strand, the learner should be able to: a. Pronounce words and phrases with the target sounds correctly. b. Use stress and intonation appropriately in statements and questions. c. Advocate the need for correct stress and intonation in varied contexts.	1. Why should we pronounce sounds and words correctly? 2. Why do we raise our voices when asking some questions? 3. How can you change your voice to show different meanings?	Learners is guided to: saying words, phrases and sentences with the sounds /f/ and /v/. say tongue twisters with the sounds /f/ and /v/ in groups. Watch a video of a dialogue in which statements and questions are used. Recite a choral verse in pairs or small groups. Role play a telephone conversation with intonation. Sing songs featuring stress and intonation.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
	4	Reading	Intensive reading : Comprehension (Dialogues about 400 words)	By the end of the sub strand, the learner should be able to: a. Select unfamiliar words and phrases from a reading text. b. Use contextual clues to infer the meaning of words. c. Respond to direct and inferential questions for comprehension. d. Relate events in the story with their own experiences.	1. How do we tell the meaning of words? 2. What makes you a good reader?	Learners is guided to: <input type="checkbox"/> Make connections between the characters in the text and the people they know. <input type="checkbox"/> Relate events in the dialogue with their experiences. Read and role play a dialogue in small groups. Put main ideas from the dialogue. Answer direct and inferential questions based on the dialogue. Infer the meaning of words from the context (for example, from words occurring before or after).	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • 	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	
2	1	JOBS AND OCCUPATIONS : <i>Grammar in use</i>	World classes: Determiners as quantifiers: Few/ a few, little/ a little, a lot, each, all, enough, most, least	By the end of the sub strand, the learner should be able to: a. Identify quantifying determiners in a variety of texts b. Use quantifying determiners appropriately in a variety of contexts. c. Judge the appropriateness of quantifying determiners in oral and written texts.	1. Which words do we use to show amount or quantity? 2. Why is it important to tell the quantity of something?	Learners is guided to: Read passage related to the theme featuring quantifying determiners. <input type="checkbox"/> Identify quantifying determiners from the passage, in pairs. <input type="checkbox"/> Match quantifying determiners with corresponding countable and uncountable nouns.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries 	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation	

							<ul style="list-style-type: none"> • diorama • flash cards 		
	2		World classes: Determiners as quantifiers: Few/ a few, little/ a little, a lot, each, all, enough, most, least	By the end of the sub strand, the learner should be able to: a. Identify quantifying determiners in a variety of texts b. Use quantifying determiners appropriately in a variety of contexts. c. Judge the appropriateness of quantifying determiners in oral and written texts.	1. Which words do we use to show amount or quantity? 2. Why is it important to tell the quantity of something?	<input type="checkbox"/> List quantifying determiners that can be used with both countable and uncountable nouns. Read sentences containing quantifying determiners from the internet, in small groups <input type="checkbox"/> Construct sentences using quantifying determiners with nouns in small groups. <input type="checkbox"/> Complete sentences by filling in gaps using the correct Quantifying determiners.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap	
	3	Writing	Creative Writing Pictorial Composition (120 -160 words)	By the end of the sub strand, the learner should be able to: a. Choose possible topics for pictorial compositions. b. Create a composition based on the visuals or pictures c. Judge visuals appropriately for creativity in writing.	1. Why do we enjoy looking at pictures? 2. What messages do pictures communicate?	Learners is guided to: Interpret pictures, in pairs. Match the pictures with the different parts of a composition: beginning, middle and end. <input type="checkbox"/> Watch a variety of animations, videos and sample write pictorial compositions, in groups.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner e) Portfolio dictation f)Standardized writing tests	
	4		Creative Writing Pictorial Composition (120 -160 words)	By the end of the sub strand, the learner should be able to: a. Choose possible topics for pictorial compositions. b. Create a composition based on the visuals or pictures c. Judge visuals appropriately for creativity in writing.	1. Why do we enjoy looking at pictures? 2. What messages do pictures communicate?	<input type="checkbox"/> Arrange different pictures logically to write a story coherently, in groups. <input type="checkbox"/> Write a pictorial compositions in small groups. and give feedback. Display their composition in class.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner e) Portfolio dictation f)Standardized writing tests	

3	1	TECHNOLOGY: LEARNING THROUGH TECHNOLOGY	Pronunciation and Vocabulary: Interactive Listening	By the end of the sub strand, the learner should be able to: a. Construct sentences orally using words related to the theme. b. Use words and non-verbal cues to express different moods c. Challenge others to listen interactively for effective communication.	1. Why should we pronounce sounds and words correctly? 2. Why should we listen to one another? 3. Why should you give others a chance to speak? 4. How do you tell if someone is happy or sad?	Learner is guided to: Take turns to read a dialogue in pairs. <input type="checkbox"/> Interrupt appropriately. View a video of conversation and list words or phrases used to interrupt politely. Say the target sounds as modelled from a recording.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
	2		Pronunciation and Vocabulary: Interactive Listening	By the end of the sub strand, the learner should be able to: a. Construct sentences orally using words related to the theme. b. Use words and non-verbal cues to express different moods c. Challenge others to listen interactively for effective communication.	1. Why should we pronounce sounds and words correctly? 2. Why should we listen to one another? 3. Why should you give others a chance to speak? 4. How do you tell if someone is happy or sad?	Learner is guided to: <input type="checkbox"/> Take turns to read a dialogue in pairs. <input type="checkbox"/> Interrupt appropriately. <input type="checkbox"/> View a video of conversation and list words or phrases used to interrupt politely. <input type="checkbox"/> Say the target sounds as modelled from a recording.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
	3		Sounds /ə/ as in here, year ;/ei/ as in make, brain	By the end of the sub strand, the learner should be able to: a. Identify words, phrases or sentences with the target sound. b. Pronounce sounds correctly for accuracy in speech. c. Challenge others to listen interactively for effective communication.	1. Why should we pronounce sounds and words correctly? 2. Why should we listen to one another? 3. Why should you give others a chance to speak? 4. How do you tell if someone is happy or sad?	Learner is guided to: Select words with sound ei/ from a dialogue. Take turns to read a dialogue in pairs. Interpret appropriately View a video of conversation and list words or phrases used to interrupt politely. Say the target sounds as modelled from a recording. Make sentences with words containing the sounds: /ə /ei/.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	

	4	Reading	Extensive reading: Fiction and Non-Fiction Texts (1000-1250 words)	By the end of the sub strand, the learner should be able to: a. Select relevant reading materials from a collection of books. b. Read a variety of materials for information and pleasure. c. Judge the appropriateness of reading materials on the basis of interest, complexity and subject.	1. What kind of information do you find in books? 2. Why is it necessary to read many books? 3. What do you consider when choosing a material to read?	Learner is guided to: Scheme through reading materials to obtain the main idea. <input type="checkbox"/> Preview texts to determine suitability and relevance. Scan the material for specific details details, in pairs <input type="checkbox"/> Select appropriate reading materials from a library. <input type="checkbox"/> Read the selected materials individually. books read in groups keep record of the material read	<ul style="list-style-type: none"> • 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) Question and answer e) Teacher-made tests	
4	1		Poems (not more than 5 stanzas)	By the end of the sub strand, the learner should be able to: a. Select relevant reading materials from a collection of books. b. Read a variety of materials for information and pleasure. c. Judge the appropriateness of reading materials on the basis of interest, complexity and subject.	1. What kind of information do you find in books? 2. Why is it necessary to read many books? 3. What do you consider when choosing a material to read?	Learner is guided to: Skim through reading materials to obtain the main idea. Preview text s to determine suitability and relevance. Scan materials fro specific details, in pairs select appropriate reading materials from a library. Read the selected materials individually. <input type="checkbox"/> Share reflections on the books read in groups. Keep record of materials read.	<ul style="list-style-type: none"> • 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) Question and answer e) Teacher-made tests	
	2	Grammar In use	Tense Future Time using will/shall	By the end of the sub strand, the learner should be able to: a. Identify words that indicate future time in sentences. b. Use will and shall to express future time correctly. c. Collaborate with others to determine the correctness and appropriates of the tense used in own or provided texts.	1. Which words do we use to show future time? 2. How do you tell the time something happened? 3. What will you do tomorrow?	Learner is guided to: Pick sentences which express future time from a text. Make sentences from a substitution table. <input type="checkbox"/> Answer questions on future time using will/shall in pairs. <input type="checkbox"/> Construct sentences using will/shall in pairs or groups. <input type="checkbox"/> Role play activities they plan or wish to do in future in small groups.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries 	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation	

							<ul style="list-style-type: none"> • diorama • flash cards 		
	3		Tense Future Time using will/shall	By the end of the sub strand, the learner should be able to: a. Identify words that indicate future time in sentences. b. Use will and shall to express future time correctly. c. Collaborate with others to determine the correctness and appropriates of the tense used in own or provided texts.	1. Which words do we use to show future time? 2. How do you tell the time something happened? 3. What will you do tomorrow?	Learner is guided to: Watch videos, computer, tablets, audio materials you tube which feature future time. Make prediction (event) weather among others using will and shall create display charts with sentences which feature will and shall.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation	
	4	Writing	Mechanics of Writing Punctuation Use of the Commas	By the end of the sub strand, the learner should be able to: a. Identify commas and double quotation marks in written texts. b. Use the comma and double quotation marks correctly in sentences. c. Advocate the use of correct punctuation in written communication.	1. Which punctuation marks do you know? 2. Why do we punctuate sentences?	Learner is guided to: <input type="checkbox"/> Read a text in pairs. <input type="checkbox"/> Identify punctuation marks used in the text in pairs. <input type="checkbox"/> Use commas to show pauses between words, phrases or clauses. <input type="checkbox"/> Complete sentences using double quotation marks and commas.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner e) Portfolio dictation f) Standardized writing tests	
5	1		Use of Double Quotation Marks	By the end of the sub strand, the learner should be able to: a. Identify commas and double quotation marks in written texts. b. Use the comma and double quotation marks correctly in sentences. c. Advocate the use of correct punctuation in written communication.	1. Which punctuation marks do you know? 2. Why do we punctuate sentences?	Learner is guided to: Pick out sentences with double quotation marks in newspapers, magazines, articles or internet resources. <input type="checkbox"/> Play punctuation games. Create posters or charts with sentences with double quotation marks and commas and display them in class.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner e) Portfolio dictation f) Standardized writing tests	

2	THE FARM-CASH CROPS	Listening and speaking: Sounds /k/ as in acre, cotton; /g/ as in grow, green	By the end of the sub strand, the learner should be able to: a. Construct sentences orally using words related to the theme. b. Pronounce words with the target sounds correctly. c. Display varied emotions and feelings when listening to an oral presentation.	1. Why should we pronounce words correctly? 2. Which proverbs and sayings do you know? 3. Why are proverbs and sayings important in speech?	Learner is guided to: <input type="checkbox"/> Make oral sentences using Vocabulary. <input type="checkbox"/> Practice saying words with the sounds /k/ /g/, in pairs. <input type="checkbox"/> Create tongue twisters with the sounds /k/ /g/. <input type="checkbox"/> Create posters and charts with common proverbs and sayings that the learners can relate to, in small groups. <input type="checkbox"/> Display them in the classroom.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
3		Oral narrative featuring proverbs and sayings (about 130 words)	By the end of the sub strand, the learner should be able to: a. List proverbs and saying in a narrative. b. Use words, proverbs and sayings appropriately in oral communication. c. Anticipate what is likely to happen as a story unfolds. d. Display varied emotions and feelings when listening to an oral presentation.	1. Why should we pronounce words correctly? 2. Which proverbs and sayings do you know? 3. Why are proverbs and sayings important in speech?	Learner is guided to: Listen to narrative and select proverbs and saying. search for vocabulary, proverbs and sayings in the internet listen and view stories and songs featuring proverbs and sayings. Create posters and charts with common proverbs and sayings that the learners can relate to, in small groups. <input type="checkbox"/> Display them in the classroom.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
4	Reading	Fluency in Reading Texts of about 400 words	By the end of the sub strand, the learner should be able to: a. Identify unfamiliar words in texts for fluency. b. Read a text accurately and with expression for fluency. c. Challenge peers and parents to read accurately, at the right speed and without hesitation.	1. What makes someone a good reader? 2. How long do you take to read a text? 3. What can you do to improve your reading speed?	Learner is guided to: <input type="checkbox"/> Skim and scan through paragraphs for information, in pairs or small groups. <input type="checkbox"/> Search for an article on a topic they enjoy, select a portion to read, set a goal of the words to read per minute and time themselves as they read.	<ul style="list-style-type: none"> • 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) Question and answer e) Teacher-made tests	

6	1		Fluency in Reading Texts of about 400 words	By the end of the sub strand, the learner should be able to: a. Read a text accurately and with expression for fluency. b. Read a text at the right speed for fluency. c. Challenge peers and parents to read accurately, at the right speed and without hesitation.	1. What makes someone a good reader? 2. How long do you take to read a text? 3. What can you do to improve your reading speed?	Learner is guided to: Find a word or phrase from a word - chart within a stipulated time. Read aloud in unison as a whole class or groups (choral reading). Read short passages from a poem reader's theatre materials, poems, and short plays. intonation and expression as They read a short paragraph or sentence at a time.	<ul style="list-style-type: none"> • 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) Question and answer e) Teacher-made tests	
	2		Fluency in Reading Texts of about 400 words	By the end of the sub strand, the learner should be able to: a. Identify unfamiliar words in texts for fluency. b. Read a text at the right speed for fluency. c. Challenge peers and parents to read accurately, at the right speed and without hesitation.	1. What makes someone a good reader? 2. How long do you take to read a text? 3. What can you do to improve your reading speed?	Learner is guided to: <input type="checkbox"/> Find a word or phrase from a word - chart within a stipulated time. <input type="checkbox"/> Read aloud in unison as a whole class or groups (choral reading). <input type="checkbox"/> Read a short passages from a poem reader's theatre materials, poems, and short plays. <input type="checkbox"/> Echo or imitate a model intonation and expression as they read a short paragraph or sentence at a time.	<ul style="list-style-type: none"> • 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) Question and answer e) Teacher-made tests	
	3	Grammar in use	Use of Double imperatives: how many/ could/would	By the end of the sub strand, the learner should be able to: a. Identify double imperatives correctly in texts. b. Use question tags correctly in different contexts. c. Write correct sentences using double imperatives for effective communication. d. Advocate the correct use of double imperatives and question tags in communication.	1. What are some of your school rules? 2. How do you give instructions? 3. Why do we ask questions?	Learners is guided to: Fill in gaps in sentences using double imperatives. Select question tags from a story, dialogue or poem. Match statement with the correct question tag to make a tag question.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation	
	4		Use of Double	By the end of the sub strand, the learner should be able to:	1. What are some of your school rules?	<input type="checkbox"/> Practice giving instructions using double imperatives	<ul style="list-style-type: none"> • course book • story books 	a) Tasks such as multiple	

			imperatives: how many/ could/would	a. Identify double imperatives correctly in texts. b. Use question tags correctly in different contexts. c. Write correct sentences using double imperatives for effective communication. d. Advocate the correct use of double imperatives and question tags in communication.	2. How do you give instructions? 3. Why do we ask questions?	<input type="checkbox"/> Practice giving instructions related to the theme using double imperatives such as: Shut down your tablets and listen to the teacher. Type this word in your tablet and look up its meaning.	<ul style="list-style-type: none"> poetry books pictures and photographs newspapers magazines junior encyclopedia journals dictionaries diorama flash cards 	choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation	
7	1		Question Tags on the Verb to be	By the end of the sub strand, the learner should be able to: a. Identify double imperatives correctly in texts. b. Use question tags correctly in different contexts. c. Write correct sentences using double imperatives for effective communication. d. Advocate the correct use of double imperatives and question tags in communication.	1. What are some of your school rules? 2. How do you give instructions? 3. Why do we ask questions?	Practice giving instructions related to the theme using double imperatives such as: Shut down your tablets and listen to the teacher. Type this word in your tablet and look up its meaning. Role paly giving and receiving instructions at home using double imperatives. <input type="checkbox"/> Use double imperatives to make rules for their class and display them in charts or posters	<ul style="list-style-type: none"> course book story books poetry books pictures and photographs newspapers magazines junior encyclopedia journals dictionaries diorama flash cards 	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation	
	2	Writing	Similes and Proverbs	By the end of the sub strand, the learner should be able to: a. Identify similes and proverbs in a variety of texts. b. Use similes and proverbs in writing for self-expression. c. Create a narrative composition featuring similes and proverbs. d. Advocate the use of similes and proverbs to enhance creativity in writing.	1. How do we make our compositions interesting? 2. Which stories do you enjoy reading? 3. Which similes and proverb do you know?	Learner is guided to: <input type="checkbox"/> Read narratives with formulaic expressions in print and digital format. <input type="checkbox"/> List similes and proverbs in texts, in small groups. <input type="checkbox"/> Create a clear and coherent story line using proverbs and similes. <input type="checkbox"/> Compose a story featuring similes and proverbs, small groups.	<ul style="list-style-type: none"> course book story books poetry books pictures and photographs newspapers magazines junior encyclopedia journals dictionaries diorama flash cards 	a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner e) Portfolio dictation f) Standardized writing tests	
	3		Creative Writing Narrative Composition	By the end of the sub strand, the learner should be able to:	1. How do we make our compositions interesting?	Learner is guided to: Read narratives with formulaic expressions in print and digital format.	<ul style="list-style-type: none"> course book story books poetry books 	a) Teacher-made tests b) Learner journals	

			(120 -160 words)	a. Use similes and proverbs in writing for self-expression. b. Create a narrative composition featuring similes and proverbs. c. Advocate the use of similes and proverbs to enhance creativity in writing.	2. Which stories do you enjoy reading? 3. Which similes and proverb do you know?	Engage in a dialogue to advance plot and story line. Write a creative composition using featuring similes and proverbs, individually. display charts with proverbs and similes, in pairs or small groups.	<ul style="list-style-type: none"> • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	c) Peer assessment d) Self-assessment learner e) Portfolio dictation f) Standardized writing tests	
	4		Creative Writing Narrative Composition (120 -160 words)	By the end of the sub strand, the learner should be able to: a. Use similes and proverbs in writing for self-expression. b. Create a narrative composition featuring similes and proverbs. c. Advocate the use of similes and proverbs to enhance creativity in writing.	1. How do we make our compositions interesting? 2. Which stories do you enjoy reading? 3. Which similes and proverb do you know?	Learner is guided to: Read narratives with formulaic expressions in print and digital format. <input type="checkbox"/> Engage in a dialogue to advance plot and story line. <input type="checkbox"/> Write creative compositions using featuring similes and proverbs, individually. <input type="checkbox"/> Create and display charts with proverbs and similes, in pairs or small groups.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner e) Portfolio dictation f) Standardized writing tests	
8	1	HEALTH COMMUNICABLE DISEASES	Listening and speaking: Speaking Fluency Narrative of about 150 words	By the end of the sub strand, the learner should be able to: a. Construct sentences orally using words related to the theme. b. Use vocabulary related to the theme correctly. c. Display appropriate emotions and feelings when making an oral presentation.	1. Why is it important to speak accurately and express the right feelings? 2. How can you listen more attentively? 3. Which words do you use to talk about diseases?	Learner is guided to: Construct sentences in pairs or small groups. Listen to a poem or narrative and identify words with the /h/ sound. Retell the narrative in own words in small groups. Listen to graded texts with audio recordings of whole narratives. Listen to music and pick out sounds and vocabulary. Practiced delivering the news highlights in the classroom. Respond to oral questions on given texts confidently and with speed.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	

						Make one-minute speeches on communicable diseases in small groups. <input type="checkbox"/> Recite poems on communicable diseases.			
	2		Listening and speaking: Speaking Fluency Narrative of about 150 words	By the end of the sub strand, the learner should be able to: a. Construct sentences orally using words related to the theme. b. Use vocabulary related to the theme correctly. c. Display appropriate emotions and feelings when making an oral presentation.	1. Why is it important to speak accurately and express the right feelings? 2. How can you listen more attentively? 3. Which words do you use to talk about diseases?	Learner is guided to: <input type="checkbox"/> Construct sentences in pairs or small groups. <input type="checkbox"/> Retell the narrative in own words in small groups. Listen to graded texts with audio recordings of whole narratives. <input type="checkbox"/> Listen to music and pick out sounds and vocabulary. Watch news for fun and retell the interesting episodes to peers and friends in the classroom. Practice delivering the news highlights in the classroom. <input type="checkbox"/> Recite poems on communicable diseases.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
	3		Sounds: /h/ as in health, heal	By the end of the sub strand, the learner should be able to: a. List words with sound /h/ from an oral text. b. Speak accurately, at the right speed and with expression on a given topic c. Display appropriate emotions and feelings when making an oral presentation.	1. Why is it important to speak accurately and express the right feelings? 2. How can you listen more attentively? 3. Which words do you use to talk about diseases?	Learner is guided to: Listen to poems or narratives and identify words with the /h/ sound. Retell the narrative in own words in small groups. Listen to music and pick out sounds and vocabulary. Watch news at home for fun and retell the interesting episodes to peers and friends in the classroom. <input type="checkbox"/> Recite poems on communicable diseases.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
	4	Reading	Reading intensive: Descriptive Fictional or Non-Fictional Texts (About 400 words)	By the end of the sub strand, the learner should be able to: a. Identify the main idea in each paragraph. b. Visualize events, characters and descriptions in texts for comprehension.	1. How do you describe things? 2. How can you tell what will happen in a story?	Learners are guided to: <input type="checkbox"/> Make connections between events in the text and their experiences. <input type="checkbox"/> Retelling the story in pairs.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers 	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer	

				c. Summarize the main points of a text. d. Challenge others to focus on detail when reading a text		<input type="checkbox"/> Use illustrations, the introduction and the title of a text to make predictions. <input type="checkbox"/> Describe in groups the characters, episodes and places in a text. Scan a text for specific details Answer questions from text Say the main idea from the text watch a video related to the theme and pick specific information	<ul style="list-style-type: none"> magazines junior encyclopedia journals dictionaries diorama flash cards 	e) Teacher-made tests	
9	1		Reading intensive: Descriptive Fictional or Non-Fictional Texts (About 400 words)	By the end of the sub strand, the learner should be able to: a. Identify the main idea in each paragraph. b. Summarize the main points of a text. c. Answers factual and inferential questions for comprehension. d. Challenge others to focus on detail when reading a text	1. How do you describe things? 2. How can you tell what will happen in a story?	Learners are guided to: Make connections between events in the text and their experiences. Retelling the story in pairs. Use illustrations, the introduction and the title of a text to make predictions. Describe in groups the characters, episodes and places in a text. <input type="checkbox"/> Scan a text for specific details. Answer questions from the text Say the main idea from the text Watch a video related to the theme and pick specific information	<ul style="list-style-type: none"> 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) Question and answer e) Teacher-made tests	
	2		Reading intensive: Descriptive Fictional or Non-Fictional Texts (About 400 words)	By the end of the sub strand, the learner should be able to: a. Visualize events, characters and descriptions in texts for comprehension. b. Summarize the main points of a text.	1. How do you describe things? 2. How can you tell what will happen in a story?	Learners are guided to: <input type="checkbox"/> Make connections between events in the text and their experiences. <input type="checkbox"/> Retelling the story in pairs. <input type="checkbox"/> Use illustrations, the introduction and the title of a text to make predictions.	<ul style="list-style-type: none"> course book story books poetry books pictures and photographs newspapers magazines 	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	

				<p>c. Answers factual and inferential questions for comprehension.</p> <p>d. Challenge others to focus on detail when reading a text</p>		<p><input type="checkbox"/> Describe in groups the characters, episodes and places in a text scan the text for specific details</p> <p>answer questions from a text</p> <p>watch a video related to the theme and pick specific information</p>	<ul style="list-style-type: none"> • junior encyclopedia • journals • dictionaries • diorama • flash cards 		
	3	Grammar in use	Adverbs (manner, time, place, frequency)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. Distinguish between adverbs of manner, time place and frequency for effective communication.</p> <p>b. Use adverbs of manner, time, place and frequency in oral and written contexts.</p> <p>c. Judge the appropriateness of adverbs used in oral and written texts.</p>	<p>1. How often do you come to school?</p> <p>2. Which words describe when, how and where actions take place?</p>	<p>Learners is guided to:</p> <p>Identify and list adverbs from a digital or print text, in pairs.</p> <p><input type="checkbox"/> Make sentences from a substitution table using the pattern how many...could/would.</p> <p><input type="checkbox"/> Fill blank with appropriate adverbs.</p> <p><input type="checkbox"/> Construct sentences using adverbs of manner, time place and frequency.</p> <p><input type="checkbox"/> Recite poems containing adverbs, in groups.</p>	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	<p>a) Tasks such as multiple choice</p> <p>b) Discrimination</p> <p>c) Gap-filling</p> <p>d) Short-answer</p> <p>e) Dialogue-completion, information gap</p> <p>f) Role play</p> <p>g) Simulation</p>	
	4		Adverbs (manner, time, place, frequency)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. Distinguish between adverbs of manner, time place and frequency for effective communication.</p> <p>b. Use adverbs of manner, time, place and frequency in oral and written contexts.</p> <p>c. Judge the appropriateness of adverbs used in oral and written texts.</p>	<p>1. How often do you come to school?</p> <p>2. Which words describe when, how and where actions take place?</p>	<p>Learners is guided to:</p> <p>Identify and list adverbs from a digital or print text, in pairs.</p> <p>make sentences from a substitution table using the pattern how many...could/would.</p> <p><input type="checkbox"/> Fill blank with appropriate adverbs.</p> <p><input type="checkbox"/> Construct sentences using adverbs of manner, time place and frequency.</p> <p><input type="checkbox"/> Recite poems containing adverbs, in groups.</p>	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	<p>a) Tasks such as multiple choice</p> <p>b) Discrimination</p> <p>c) Gap-filling</p> <p>d) Short-answer</p> <p>e) Dialogue-completion, information gap</p> <p>f) Role play</p> <p>g) Simulation</p>	
10	1		2 How many...could/would	<p>By the end of the sub strand, the learner should be able to:</p>	<p>1. How often do you come to school?</p> <p>2. Which words describe when, how</p>	<p>Learners is guided to:</p> <p>Identify and list adverbs from a digital or print text, in pairs.</p>	<ul style="list-style-type: none"> • course book • story books • poetry books 	<p>a) Tasks such as multiple choice</p>	

				<p>a. Construct sentences using how many... could/would correctly.</p> <p>b. Use adverbs of manner, time, place and frequency in oral and written contexts.</p> <p>c. Judge the appropriateness of adverbs used in oral and written texts.</p>	and where actions take place?	<p><input type="checkbox"/> Make sentences from a substitution table using the pattern how many...could/would.</p> <p><input type="checkbox"/> Fill blank with appropriate adverbs.</p> <p><input type="checkbox"/> Construct sentences using adverbs of manner, time place and frequency.</p> <p><input type="checkbox"/> Recite poems containing adverbs, in groups.</p>	<ul style="list-style-type: none"> • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	<p>b) Discrimination</p> <p>c) Gap-filling</p> <p>d) Short-answer</p> <p>e) Dialogue-completion, information gap</p> <p>f) Role play</p> <p>g) Simulation</p>	
	2	Writing	Punctuation Marks Apostrophe	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. Identify apostrophe in sentences.</p> <p>b. Punctuate sentences correctly using the.</p> <p>c. Collaborate with others to punctuate own or provided documents.</p>	<p>1. Which punctuation marks do you know?</p> <p>2. Why do we punctuate sentences?</p>	<p>Learner is guided to:</p> <p><input type="checkbox"/> Listen to a short oral text and write the text with the correct punctuation marks.</p> <p><input type="checkbox"/> Underline the apostrophe and exclamation marks in a text, in pairs.</p> <p><input type="checkbox"/> Construct sentences using apostrophe and exclamation mark.</p> <p><input type="checkbox"/> Watch online videos or slides about the correct use of apostrophe and exclamation mark.</p>	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	<p>a) Teacher-made tests</p> <p>b) Learner journals</p> <p>c) Peer assessment</p> <p>d) Self-assessment learner</p> <p>e) Portfolio dictation</p> <p>f) Standardized writing tests</p>	
	3		Exclamation Mark	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. Identify exclamation mark in sentences.</p> <p>b. Punctuate sentences correctly using exclamation mark.</p> <p>c. Collaborate with others to punctuate own or provided documents.</p>	<p>1. Which punctuation marks do you know?</p> <p>2. Why do we punctuate sentences?</p>	<p>Learner is guided to:</p> <p>Construct sentences using apostrophe and exclamation mark.</p> <p>Watch online videos or slides about the correct use of apostrophe and exclamation mark.</p> <p>Complete sentences related to the apostrophe and exclamation mark online and offline.</p> <p>Create and display charts or posters with sentences in which apostrophe and exclamation mark are used, in groups.</p> <p>Conduct a gallery walk and view the charts made by each group.</p>	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	<p>a) Teacher-made tests</p> <p>b) Learner journals</p> <p>c) Peer assessment</p> <p>d) Self-assessment learner</p> <p>e) Portfolio dictation</p> <p>f) Standardized writing tests</p>	

	4	LEISURE TIME ACTIVITIES	Listening and speaking: Interactive Listening Choral verse	By the end of the sub strand, the learner should be able to: a. Identify different moods in a narrative or a choral verse. b. Use words and phrases with the selected sound in sentences c. Interrupt appropriately during turn- taking for self-expression. d. Challenge others to listen interactively during conversations.	1. How do you behave when someone is speaking to you? 2. Which words do you use to join an ongoing conversation?	Learner is guided to: Listen to a narrative and retell it while expressing different moods or feelings. <input type="checkbox"/> Construct sentences orally in pairs or small groups. <input type="checkbox"/> Say words containing the sounds /s/ and /z/ in pairs or small groups. <input type="checkbox"/> Watch a video of a conversational narrative or a choral verse online or offline. <input type="checkbox"/> Discuss about appropriate turn-taking skills in the conversation. <input type="checkbox"/> Engage in a conversation in pairs, focusing on turn-taking and interrupting skills.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
11	1		Narrative in dialogue format (conversational narrative)	By the end of the sub strand, the learner should be able to: a. Identify different moods in a narrative or a choral verse. b. Use words and phrases with the selected sound in sentences c. Interrupt appropriately during turn- taking for self-expression. d. Challenge others to listen interactively during conversations.	1. How do you behave when someone is speaking to you? 2. Which words do you use to join an ongoing conversation?	Learner is guided to: Listen to a narrative and retell it while expressing different moods or feelings. Construct sentences orally in pairs or small groups. Say words containing the sounds /s/ and /z/ in pairs or small groups. <input type="checkbox"/> Watch a video of a conversational narrative or a choral verse online or offline. <input type="checkbox"/> Discuss about appropriate turn-taking skills in the conversation. Engage in a conversation in pairs, focusing on turn-taking and interrupting skills.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama • flash cards 	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
	2		Sounds /s/ as in surf; and /z/ as in zoo	By the end of the sub strand, the learner should be able to: a. Use words and phrases with the selected sound in sentences b. Interrupt appropriately during turn- taking for self-expression.	1. How do you behave when someone is speaking to you? 2. Which words do you use to join an ongoing conversation?	Learner is guided to: <input type="checkbox"/> Construct sentences orally in pairs or small groups. <input type="checkbox"/> Say words containing the sounds /s/ and /z/ in pairs or small groups.	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines 	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues	

				c. Challenge others to listen interactively during conversations.		<input type="checkbox"/> Discuss about appropriate turn-taking skills in the conversation. Engage in a Conversation in pairs, focusing on turn-taking and interrupting skills.	<ul style="list-style-type: none"> • junior encyclopedia • journals • dictionaries • diorama • flash cards 	f) Oral discussions	
	3	Reading	Intensive Reading Factual Texts of About 400 Words	By the end of the sub strand, the learner should be able to: a. Relate the ideas in a text with their experiences. b. Respond to factual and inferential questions correctly. c. Summarize the main ideas in the text for comprehension. d. Encourage others to pay attention to detail when reading.	1. Why do you read texts? 2. What makes you a good reader? 3. Why do we make notes when reading?	Learner is guided to: Skim through a text and obtain the main idea. Scan through a text to obtain specific information. Discuss and relate ideas with their experiences, in groups. <input type="checkbox"/> Read a text independently. Answer direct and inferential questions from the text. watch a video on leisure time and write the main points	<ul style="list-style-type: none"> • 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) Question and answer e) Teacher-made tests	
	4		Intensive Reading Factual Texts of About 400 Words	By the end of the sub strand, the learner should be able to: a. Relate the ideas in a text with their experiences. b. Respond to factual and inferential questions correctly. c. Summarize the main ideas in the text for comprehension. d. Encourage others to pay attention to detail when reading.	1. Why do you read texts? 2. What makes you a good reader? 3. Why do we make notes when reading?	Learner is guided to: Skim through a text and obtain the main idea. Scan through a text to obtain specific information. Discuss and relate ideas with their experiences, in groups. <input type="checkbox"/> Read a text independently. Answer direct and inferential questions from the text. watch a video on leisure time and write the main points	<ul style="list-style-type: none"> • course book • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopedia • journals • dictionaries • diorama 	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	