



## Grade Four Indigenous Languages Schemes Of Work

| Week | Lesson | Strand/Theme | Sub strand                              | Specific learning outcomes | Key inquiry Questions  | Learning experiences | Learning Resources                            | Assessment methods                  | Reflection |
|------|--------|--------------|---|----------------------------|--|----------------------|---|-------------------------------------|------------|
| 1    | 1      | Reading      | Reading varied texts with comprehension |                            | 1) How do we read with comprehension?<br>2) Why is it important to read accurately?<br>3) What is the importance of different occupations? |                      | 1. Flash cards<br>2. Word charts<br>3. Realia | Observation, QA, Digital assessment |            |
|      | 2      |              | Reading texts on varied topical issues  |                            |  |                      |   | Observation, QA, Digital assessment |            |



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| 2 | 1 |  | <b>Extensive reading</b>                             | By the end of the Sub strand the learner should be able to:<br>a) Read to locate specific information in varied texts<br>b) Build a personal collection of vocabulary on animal care<br>c) Enjoy reading extensively   | 1) How do you locate specific information in a text?<br>2) Why is it important to create a personal collection of vocabulary?<br>3) What is the importance of caring for animals? | <ul style="list-style-type: none"><li>• Learners to read short passages on animal care and answer questions</li><li>• Learners to read and locate information on animal care in varied texts.</li><li>• Learners to read stories about care of animals and discuss.</li><li>• Learners to use digital devices to find information on how to care for animals and read it.</li><li>• Learners to prepare a personal collection of new words.</li></ul>  | 1. Flash cards<br>2. Word charts<br>3. Realia | Observation, QA, Digital assessment |  |
|   | 2 |  | <b>Reading to form personal judgment and opinion</b> | By the end of the sub strand, the learner should be able to:<br>a) Read sentences with correct intonation as per the punctuation marks<br>b) Answer questions on dealing with strangers<br>c) Identify punctuation marks used in texts.<br>d) Appreciate reading to form personal judgement and opinion. | 1) Why are punctuation marks important?<br>2) How do we deal with strangers?  | <ul style="list-style-type: none"><li>• Learners to read short passages as they identify punctuation marks</li><li>• Learners to read sentences with correct intonation and pause and give peer review</li><li>• Learners to practice reading short passages and give peer review</li><li>• Learners to read passages on dealing with strangers and answer questions</li><li>• In small groups, learners to use digital devices to create passages using punctuation marks correctly and read them</li><li>• Learners to view a video clip on dealing with strangers and share their opinion with others</li></ul> | 1. Flash cards<br>2. Word charts<br>3. Realia | Observation, QA, Digital assessment |  |



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| 3 | 1 |                | <b>Reading sentences in a variety of structures</b>           | By the end of the sub strand, the learner should be able to:<br>a) Identify verbs in sentences in a passage<br>b) Read passages on importance of taking care of communal resources<br>c) Answer comprehension questions on communal resources<br>d) Enjoy reading sentence in a variety of structures | <ol style="list-style-type: none"><li>1. What is the importance of verbs in sentences?</li><li>2. Why is it important to take care of communal resources?</li></ol>  | <ul style="list-style-type: none"><li>• In pairs, learners to read and identify verbs in different sentences</li><li>• Learners to read short passages on importance of taking care of communal resources and discuss</li><li>• Learners to read passages and identify communal resources they know</li><li>• Learners to read passages on communal resources and answer questions</li><li>• In small groups, learners to use digital devices to identify verbs and use them to make sentences on communal resources and read them</li><li>• In small groups, learners to use digital devices to identify sentences with verbs and read them</li></ul>   | <ol style="list-style-type: none"><li>1. Flashcards</li><li>2. Charts</li><li>3. Portfolio</li><li>4. Digital devices and content</li></ol>        | Observation, QA, Digital assessment |  |
|   | 2 | <b>Writing</b> | <b>Writing words and sentences using different structures</b> | By the end of the Sub strand the learner should be able to:<br>a) Use prepositions correctly to write essays<br>b) Write essays on conflict resolution<br>c) Write sentences using singular and plural forms of nouns<br>d) Appreciate writing sentences in different structures                      | <ol style="list-style-type: none"><li>1. How do we differentiate singular and plural forms of words and sentences?</li><li>2. Why is it important to write legibly?</li><li>3. How do we resolve disagreements</li></ol> | <ul style="list-style-type: none"><li>• In pairs, learners to play word games to write words in singular and plural forms e.g spelling bee.</li><li>• In small groups, learners to fish sentence cards with sentences using singular and plural forms of nouns and copy them.</li><li>• In pairs and groups, learners to fill in blank spaces to complete sentences using singular and plural forms of nouns</li><li>• Learners to fill in blanks using prepositions correctly</li><li>• Learners to create sentences from substitution tables in singular and plural forms of nouns</li><li>• Learners to play digital games to find prepositions and use them to write sentences</li><li>• Learners to write short essays on conflict resolution</li><li>• Learners to engage in writing competitions in class</li></ul> | <ol style="list-style-type: none"><li>1. Flash cards</li><li>2. Word cards</li><li>3. Word charts</li><li>4. Digital devices and content</li></ol> | Observation, QA, Digital assessment |  |



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| 4 | 1 |  | Using punctuation marks appropriately in writing varied texts | <p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"><li>Punctuate sentences and passages on importance of school rules</li><li>Write short essays on importance of obeying school rules</li><li>Create paragraphs in logical sequence</li><li>Appreciate the importance of using punctuation marks correctly in writing</li></ol> | <ol style="list-style-type: none"><li>What is the importance of punctuation marks in writing?</li><li>Why is it important to give instructions at school?</li></ol> | <ul style="list-style-type: none"><li>Learners to identify different punctuation marks from wall charts and use them to write sentences</li><li>In pairs, learners to identify correct and incorrect use of punctuation marks in passages</li><li>In small groups, learners to punctuate the school rules</li><li>In groups learners to practice writing paragraphs in logical sequence</li><li>Learners to recreate sentences using different punctuation marks so as to give correct meaning</li><li>Learners to create short passages on importance of following instructions at school</li></ul> | <ol style="list-style-type: none"><li>Flash cards</li><li>Word cards</li><li>Word charts</li><li>Digital devices and content</li></ol> | Observation, QA, Digital assessment |  |
|   | 2 |  | Using punctuation marks appropriately in writing varied texts | <p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"><li>Punctuate sentences and passages on importance of school rules</li><li>Write short essays on importance of obeying school rules</li><li>Create paragraphs in logical sequence</li><li>Appreciate the importance of using punctuation marks correctly in writing</li></ol> | <ol style="list-style-type: none"><li>What is the importance of punctuation marks in writing?</li><li>Why is it important to give instructions at school?</li></ol> | <ul style="list-style-type: none"><li>Learners to identify different punctuation marks from wall charts and use them to write sentences</li><li>In pairs, learners to identify correct and incorrect use of punctuation marks in passages</li><li>In small groups, learners to punctuate the school rules</li><li>In groups learners to practice writing paragraphs in logical sequence</li><li>Learners to recreate sentences using different punctuation marks so as to give correct meaning</li><li>Learners to create short passages on importance of following instructions at school</li></ul> | <ol style="list-style-type: none"><li>Flash cards</li><li>Word cards</li><li>Word charts</li><li>Digital devices and content</li></ol> | Observation, QA, Digital assessment |  |





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| 5 | 1 |  | <b>Writing a variety of texts using sentences in different structures</b> | <p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"><li>Use direct objects to complete sentences in compositions</li><li>Identify the direct object in sentences</li><li>Write short essays about hygiene at home</li><li>Enjoy writing a variety of sentences</li></ol> | <ol style="list-style-type: none"><li>Why should we maintain hygiene at home?</li><li>What is the importance of the object in sentences?</li></ol>                       | <ul style="list-style-type: none"><li>In pairs, learners to identify sentences with the direct object in news paper cuttings.</li><li>In small groups, learners to identify sentences with the direct object in passages</li><li>In pairs learners to write sentences with the direct object and give peer review</li><li>In pairs, learners to write short paragraphs on hygiene at home, using sentences with a direct object</li><li>Learners to write own sentences using the structure: direct object + verb</li><li>Learners to create sentences with the direct object from substitution tables and write them</li></ul>   | <ol style="list-style-type: none"><li>Recorded digital clips</li><li>Flash cards</li><li>Word charts</li></ol> | Observation, QA, Digital assessment |  |
|   | 2 |  | <b>Writing a variety of texts using specific sentence structure</b>       | <p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"><li>Use sentences in present continuous tense in compositions</li><li>Write short essays on safety in modern transport</li><li>Enjoy writing texts using a variety of sentence structures</li></ol>                  | <ol style="list-style-type: none"><li>How do we write different types of sentences</li><li>Why is it important to observe safety in modern means of transport?</li></ol> | <ul style="list-style-type: none"><li>Learners to identify sentences on modern means of transport in the present continuous tense from the chart and copy them</li><li>Learners form correct sentences from substitution table and write them e.g. Every time + present + present tense</li><li>Learners to construct own sentences on safety in modern means of transport</li><li>Learners identify sentence structure from passage on safety in modern means of transport and write them e.g. Every time i walk at this time the yellow bus passes by.</li><li>Learners fill in blanks with correct word to complete sentences on modern means of transport in present continuous tense</li></ul> | <ol style="list-style-type: none"><li>Recorded digital clips</li><li>Flash cards</li><li>Word charts</li></ol> | Observation, QA, Digital assessment |  |



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| 6 | 1 |  | <b>Using acquired vocabulary to write in varied contexts</b> | <p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"><li>Use acquired language to give information</li><li>Write a short essay on farm activities</li><li>Describe how to clean and store tools</li><li>Appreciate using acquired language to write essays in varied contexts</li></ol> | <ol style="list-style-type: none"><li>Why is it important to comprehend new words?</li><li>How do we write descriptions?</li><li>What are the benefits of cleaning and storing farm tools appropriately?</li></ol> | <ul style="list-style-type: none"><li>In pairs, learners to discuss new words related to farm activities</li><li>In small groups, learners to identify farm activities on wall charts and describe them in correct sentences</li><li>Learners to re- write sentences from substitution tables on farm activities</li><li>In pairs, learners to engage in digital language games to drag and drop words to complete sentences describing farm activities</li><li>Learners to view video clips on cleaning and storage of farm tools, and write a description in correct sentences.</li><li>Write short passages to describe cleaning and storage of farm tools using appropriate vocabulary</li><li>Learners to use acquired vocabulary to write short essays about farm activities</li></ul> | <ol style="list-style-type: none"><li>Flashcards</li><li>Charts</li><li>Digital devices and content</li></ol> | Observation, QA, Digital assessment |  |
|   | 2 |  | <b>Writing using varied sentence structures</b>              | <p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"><li>Connect ideas using conjunctions in sentences</li><li>Use compound sentences to write essays</li><li>Enjoy writing using varied sentence structures</li></ol>  | <ol style="list-style-type: none"><li>Why is it important to be honest??</li><li>What are the consequences of dishonesty?</li><li>How do we connect ideas in sentences?</li></ol>                                  | <ul style="list-style-type: none"><li>In small groups, learners to listen to and write a variety of compound sentences from recorded clips</li><li>In pairs, learners to write compound sentences using 'when' as a conjunction and give peer reviews</li><li>Learners to engage in digital language games to complete sentences using 'when' as a conjunction</li><li>Learners to create compound sentences from substitution tables</li><li>Learners to identify sentences using 'when' as a conjunction from charts and write them</li><li>Learners to write short essays on consequences of dishonesty using sentences with when as a conjunction</li></ul>  | <ol style="list-style-type: none"><li>Flashcards</li><li>Charts</li><li>Digital devices and content</li></ol> | Observation, QA, Digital assessment |  |



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| 7 | 1 |  | <b>Writing various types of texts</b>  | By the end of the Sub strand the learner should be able to:<br><br>a) Identify adjectives in advertisements<br>b) Write news items appropriately<br>c) Use adjectives to create advertisements<br>d) Enjoy writing various types of texts  | 1) How do we describe things?<br>2) What makes advertisements interesting?<br>3) Why are news items important? | <ul style="list-style-type: none"><li>• Learners to view and copy adverts from newspapers or fliers</li><li>• In small groups, learners to discuss the adjectives used in an advert</li><li>• Learners to develop their own adverts (using adverts learnt)</li><li>• Learners to go through the steps of writing news items displayed on a wall chart</li><li>• In pairs learners to use digital devices to develop their own news items and share with the class</li><li>• Learners to view a visual news bulleting and write the news items down</li><li>• Learners to write their own news items</li></ul>   | 1. Realia<br>2. Audio clips<br>3. Digital devices and content                                  | Observation, QA, Digital assessment |  |
|   | 2 |  | <b>Using artistic expressions in writing short stories and imaginative experiences</b> | By the end of the Sub strand the learner should be able to:<br><br>a) Create simple texts using artistic expressions<br>b) Use creative cultural language to write essays and stories<br>c) Express ideas creatively in a variety of media<br>d) Write short essays on showing empathy<br>e) Enjoy using artistic expressions in writing | 1) What is the importance of artistic expressions in writing?<br>2) What is the importance of showing empathy? | <ul style="list-style-type: none"><li>• Learners to listen to a short story from a guest speaker and discuss empathy</li><li>• In pairs, learners write short sentences on empathy using creative expressions and share with the class</li><li>• In pairs, learners to write short passages on empathy using creative cultural language</li><li>• In small groups, learners to listen to recorded short stories on ways of showing empathy and identify artistic expressions</li><li>• In small groups, learners to express personal experiences on empathy using artistic expressions</li><li>• In pairs, learners to share short stories and re-write them using artistic expressions</li><li>• Learners to use digital devices to find artistic expressions and use them to write short passages</li></ul> | 1. Recorded digital clips<br>2. Flash cards<br>3. Word cards<br>4. Digital devices and content | Observation, QA, Digital assessment |  |





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| 8 | 1 |  | <b>Writing to express imaginative experiences using literary short forms</b> | By the end of the Sub strand the learner should be able to:<br>a) Use literary short forms to write short stories<br>b) Write an essay about effects of negative cultural practices<br>c) Enjoy writing imaginative texts using literary short forms | 1) What are the effects of negative cultural practices?<br>2) How do we write creatively?<br>3) Why are proverbs and sayings important in writing?         | <ul style="list-style-type: none"><li>• In small groups, learners to write proverbs and discuss them</li><li>• In pairs, learners to share sayings from their cultures and write them</li><li>• In pairs, learners to practise writing short paragraphs using proverbs and sayings</li><li>• Learners to narrate stories on negative cultural practices and recreate them imaginatively.</li><li>• Learners to read books, newspapers on negative cultural practices and recreate the stories using proverbs and sayings</li><li>• In small groups, learners to use digital devices to develop short paragraphs on imaginative experiences and give peer review</li></ul> | 1. Recorded digital clips<br>2. Flash cards<br>3. Word cards<br>4. Digital devices and content | Observation, QA, Digital assessment |  |
|   | 2 |  | <b>Writing texts in different contexts</b>                                   | By the end of the Sub strand the learner should be able to:<br>a) Create conversations with appropriate interjections and turn taking<br>b) Write a dialogues<br>c) Appreciate the importance of writing texts in different contexts                 | How do you speak with on phone?<br>Which phrases do we use to interject in dialogues?<br>Why is it important to take turns in dialogues and conversations? | <ul style="list-style-type: none"><li>• In pairs, learners to discuss common conversations at home and write them down</li><li>• Learners to complete telephone conversations by filling in gaps with appropriate phrases</li><li>• In pairs, learners to listen to dialogues on audio clips and re-write them</li><li>• In small groups, learners to view video clips on telephone conversations and identify appropriate phrases used</li><li>• In pairs, learners to role play conversations in the classroom and write them</li><li>• Learners to write a conversation between a teacher and a parent</li></ul>   | 1. Recorded digital clips<br>2. Flash cards<br>3. Word cards<br>4. Digital devices and content | Observation, QA, Digital assessment |  |





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| 9 | 1 |  | <b>Writing to give information</b> | <p>By the end of the Sub strand the learner should be able to:</p> <ul style="list-style-type: none"><li>a) Create a shopping lists</li><li>b) Present ideas in logical sequence</li><li>c) Use interrogatives appropriately to write a conversation with shopkeeper</li><li>d) Write essays on the importance of priorities in the use of resources</li><li>e) Enjoy writing in different contexts</li></ul> | <ul style="list-style-type: none"><li>1) How do we write shopping lists?</li><li>2) What is the importance of interrogatives?</li><li>3) Why is it important to prioritize the use of resources?</li></ul> | <ul style="list-style-type: none"><li>• Learners to discuss a shopping list from a chart and copy it</li><li>• In pairs, learners to generate a list of items for shopping in order of priority and write it</li><li>• In small groups, learners to discuss using interrogatives appropriately</li><li>• Learners to fill in gaps using correct interrogatives to complete questions</li><li>• Learners to write individual shopping lists</li><li>• In groups, learners to use digital devices to create shopping list</li><li>• Learners to talk about own experiences with paying the right price and giving or getting the right balance and write short paragraphs.</li></ul> | <ul style="list-style-type: none"><li>1. Recorded digital clips</li><li>2. Flash cards</li><li>3. Digital devices and content</li></ul> | Observation, QA, Digital assessment |  |
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|  | 2 |  | <b>Using a variety of vocabulary and sentence structure in writing</b> | <p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"><li>Use variety of vocabulary and sentence structures in writing</li><li>Discuss the importance of different occupations</li><li>Explain how to care for tools used in different occupations</li><li>Appreciate writing using variety of vocabulary and sentence structures</li></ol> | <ol style="list-style-type: none"><li>How do we write descriptions?</li><li>What is the importance of different occupations?</li><li>Why should we care for our tools?</li></ol> | <ul style="list-style-type: none"><li>In pairs learners to discuss different occupations and create lists of the tools used</li><li>Learners to write descriptive sentences on different occupations</li><li>Learners to write short passages on people of different occupations</li><li>Learners to write answers to comprehension questions on caring for tools used for different occupations</li><li>Learners to write a composition on care of tools used for different occupations</li><li>In small groups, learners to use digital devices to create descriptions of different occupations and present them</li><li>Learners to engage in a digital language game to match occupations with the tools used.</li></ul> | <ol style="list-style-type: none"><li>Recorded digital clips</li><li>Flash cards</li><li>Digital devices and content</li></ol> | <b>Observation, QA, Digital assessment</b> |  |
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| 10 | 1 |  | <b>Writing on a variety of topical issues</b> | <p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>State the importance of proper disposal of technological waste</li> <li>Write short essay on ways of disposing technological waste appropriately</li> <li>Discuss the effects of inappropriate disposal of technological waste</li> <li>Appreciate the importance of writing on topical issues.</li> </ol> | <ol style="list-style-type: none"> <li>How do we write discussions?</li> <li>How do we dispose of technological waste?</li> <li>What are the effects of inappropriate disposal of technological waste?</li> </ol> | <ul style="list-style-type: none"> <li>In pairs, learners to list technological devices that they know.</li> <li>Learners to look at pictures of technological devices on a wall chart and write short descriptions             <ul style="list-style-type: none"> <li>In small groups, learners to view a video clip and write a short passage on appropriate ways of disposing technological waste</li> <li>Learners to make sentences from a substitution table on ways of disposing technological waste</li> </ul> </li> <li>Learners to listen to a guest speaker on effects of inappropriate disposing of technological waste. and make notes</li> <li>Learners to discuss and write short passages on the effects of inappropriate disposing of technological waste.</li> </ul> | <ol style="list-style-type: none"> <li>Recorded digital clips</li> <li>Flash cards</li> <li>Digital devices and content</li> </ol> | Observation, QA, Digital assessment |  |
|    | 2 |  | <b>Imaginative writing</b>                    | <p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>Write imaginatively on a various topics</li> <li>Create short stories on care of animals</li> <li>Compose short poems on care of animals</li> <li>Sequence ideas in paragraphs logically</li> <li>Enjoy writing to express imaginative experiences</li> </ol>  | <ol style="list-style-type: none"> <li>How do we sequence paragraphs?</li> <li>What is creative writing?</li> <li>Why should we take care of animals?</li> </ol>  | <ul style="list-style-type: none"> <li>Learners to view a video clip on care of animals and write sentences</li> <li>In small groups, learners to practice writing short paragraphs on care for animals</li> <li>In pairs, learners to write their own imaginative experiences on care of animals and share</li> <li>Learners to compose short poems on care of animals</li> <li>Learners to use digital devices to identify poems on care of animals and recreate them into stories</li> <li>Learners to write own stories on care of animals</li> </ul>  | <ol style="list-style-type: none"> <li>Recorded digital clips</li> <li>Flash cards</li> <li>Digital devices and content</li> </ol> | Observation, QA, Digital assessment |  |



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| 11 | 1 |  | <b>Writing to express imaginative experiences</b>   | By the end of the Sub strand the learner should be able to: <ul style="list-style-type: none"><li>a) Express imaginative experiences in writing</li><li>b) Use punctuation marks correctly in compositions.</li><li>c) Write compositions on dealing with strangers</li><li>d) Appreciate writing to express imaginative experiences</li></ul> | 1) Why are punctuation marks important?<br>2) How do you relate with strangers?   | <ul style="list-style-type: none"><li>• In pairs, learners to identify punctuation marks from charts and discuss<ul style="list-style-type: none"><li>• In pairs, learners to practice using punctuation marks appropriately</li></ul></li><li>• Learners to identify correct and incorrect use of punctuations in sentences and short paragraphs</li><li>• In pairs, learners to engage in a digital gap filling exercise to type in correct punctuation marks.</li><li>• Learners to punctuate short passages on dealing with strangers correctly</li><li>• In small groups, learners to recreate sentences using different punctuation marks to give new meaning</li></ul> | 1. Recorded digital clips<br>2. Flash cards<br>3. Digital devices and content | Observation, QA, Digital assessment |  |
|    | 2 |  | <b>Writing short stories on a variety of topics</b> | By the end of the Sub strand the learner should be able to: <ul style="list-style-type: none"><li>a) Use verbs appropriately in sentences</li><li>b) Write short essays on care of resources</li><li>c) Create short stories on a variety of topics</li><li>d) Appreciate writing short stories on a variety of topics</li></ul>               | 1) Why is it important to take care of communal resources?<br>2) What makes stories interesting?<br>3) How do we use verbs? | <ul style="list-style-type: none"><li>• In pairs, learners to listen to recorded stories and identify verbs used in sentences</li><li>• Learners to engage in an activity to fill in gaps using the correct form of verbs</li><li>• In small groups, learners to practice using different verb forms correctly in sentences and give peer review</li><li>• Learners to write short passages on taking care of communal resources and use verbs in sentences appropriately.</li><li>• Learners to use digital devices to find texts on care of communal resources and recreate them</li><li>• Learners to write short essays on care of communal resources</li></ul>           | 1. Recorded digital clips<br>2. Flash cards<br>3. Digital devices and content | Observation, QA, Digital assessment |  |





**End Year**