

W eek	Lesso n	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Ref
1	1	Drug and Substance s Abuse	Listening and Speaking; Conversatio nal Skills	By the end of the lesson, the learner should be able to: a) Give reasons why people abuse drugs. b) Make a list of the polite expressions on a manilla paper, flashcards or sticky notes. c) Recite the choral poem in learner’s book, “No!” d) Use polite language.	In pairs, learners are guided to give reasons why people abuse drugs In pairs, learners are guided to make a list of the polite expressions on a manilla paper, flashcards or sticky notes Learners to recite the choral poem in learner’s book, “No!”	What drugs are abused by young people? What can we do to avoid interrupting other people?	Dictionaries Charts Realia Journals Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 85-91</u>	Oral questions Oral Report Observation	
	2	Drug and Substance s Abuse	Listening and Speaking; Conversatio nal Skills	By the end of the lesson, the learner should be able to: a) Discuss whether or not it is always polite to mention people’s names as you introduce them. b) Read and role play the dialogue in learner’s book. c) Enjoy role playing the dialogue.	In groups, learners are guided to discuss whether or not it is always polite to mention people’s names as you introduce them In pairs, learners to read and role play the dialogue in learner’s book.	What are the effects of drugs on those who abuse them?	<u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 85-91</u> Dictionaries Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 85-91</u>	Oral questions Oral Report Observation	
	3	Drug and Substance s Abuse	Listening and Speaking; Conversatio nal Skills	By the end of the lesson, the learner should be able to: a) List polite expressions used in conversations. b) Make posters on turn taking skills and polite interruptions. c) Use polite expressions as they speak	Learners to list polite expressions used in conversations Learners are guided to make posters on turn taking skills and polite interruptions	Which polite words do you use?	Dictionaries Journals Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 89-91</u>	Oral questions Oral Report Observation	
	4	Drug and Substance s Abuse	Reading 1 Reading Fluency	By the end of the lesson, the learner should be able to: a) Read the poem in leaner’s book. b) Answer factual and inferential questions from the poem. c) Act out the poem. d) Participate in a reading competition.	In groups, learners are guided to read the poem in leaner’s book In groups, learners are guided to answer factual and inferential questions from the poem. In groups, learners are guided to act out the poem.	What do you like reading on your own?	Dictionaries Charts Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 89-91</u>	Oral questions Oral Report Observation	
	5	Drug and Substance s Abuse	Grammar in Use; Work Classes: Adverbs	By the end of the lesson, the learner should be able to: a) Define an adverb. b) Read the passage in learner’s book and identify the adverbs used. c) Arrange the nouns in the passage into adverbs of manner and place. d) Use adverbs in their daily conversations.	Learners are guided to define an adverb Learners to read the passage in learner’s book and identify the adverbs used. Learners are guided to arrange the nouns in the passage into adverbs of manner and place.	What is an adverb?	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 91-94</u>	Oral questions Oral Report Observation	
2	1	Drug and Substance s Abuse	Grammar in Use; Work Classes: Adverbs	By the end of the lesson, the learner should be able to: a) Identify types of adverbs. b) Construct sentences using adverbs of manner, time and place. c) Appreciate the use of adverbs sentences.	Learners are guided to identify types of adverbs Learners to construct sentences using adverbs of manner, time and place.	What would you say to people who are considering taking drugs?	Dictionaries Realia Journals Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 91-94</u>	Oral questions Oral Report Observation	

	2	Drug and Substance s Abuse	Intensive Reading: Oral Literature: Songs	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Define a lullaby. b) Sing the lullaby in learner’s book. c) Answer the questions that follow. d) Have fun and enjoy singing the song. 	Learners are guided to define a lullaby. In pairs, learners to sing the lullaby in learner’s book In pairs, learners to answer the questions that follow	What are the singer’s feelings towards the baby in each lullaby?	Dictionaries Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 94-95</u>	Oral questions Oral Report Observation	
	3	Drug and Substance s Abuse	Intensive Reading: Oral Literature: Songs	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Create lullabies to soothe a baby to sleep or to stop crying. b) Sing the lullabies. c) Identify the words or lines that are repeated. d) Have fun and enjoy singing lullabies. 	Learners to create lullabies to soothe a baby to sleep or to stop crying. Learners are guided to sing the lullabies. In pairs or individually, learners are guided to identify the words or lines that are repeated.	Why do you think these words are repeated?	Dictionaries Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 94-95</u>	Oral questions Oral Report Observation	
	4	Drug and Substance s Abuse	Writing; Mechanics of Writing: Commonly Misspelt Words	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) State the importance of spelling words correctly. b) Read the passage and identify the words that are commonly misspelt. c) Construct sentences using vocabulary learnt about drug and substance abuse. d) Appreciate the importance of spelling words correctly. 	In groups, learners are guided to state the importance of spelling words correctly In pairs, learners are guided to read the passage and identify the words that are commonly misspelt In pairs, learners are guided to construct sentences using vocabulary learnt about drug and substance abuse.	Why is it important to spell words correctly? Which words do you find difficult to spell and why?	Dictionaries Charts Realia Journals Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 95-100</u>	Oral questions Oral Report Observation	
	5	Drug and Substance s Abuse	Writing; Mechanics of Writing: Commonly Misspelt Words	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Write a story titled “A Drug Free Neighbourhood”. Use some of the commonly misspelt words they have learnt. b) Fill in the crossword puzzle using the clues provided to make complete words. c) Have a desire to educate people about drug and substance abuse. 	Learners are guided to write a story titled “A Drug Free Neighbourhood”. Use some of the commonly misspelt words they have learnt. In groups, learners to fill in the crossword puzzle using the clues provided to make complete words	How can we learn how to spell words that we normally misspell? Why must you be careful to write the right word?	Dictionaries Charts Realia Journals Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 95-100</u>	Oral questions Oral Report Observation	
3	1	Natural Resources : Forests	Listening and Speaking; Listening for Details	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Study the picture and talk about the importance of forests. b) Listen to the story being read and write down the important details. c) Appreciate the importance of detailed information. 	Learners are guided to study the picture and talk about the importance of forests. Learners are guided to listen to the story being read and write down the important details.	What is the importance of detailed information?	Dictionaries Charts Journals Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 101-104</u>	Oral questions Oral Report Observation	
	2	Natural Resources : Forests	Listening and Speaking; Listening for Details	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Prepare a short speech on the topic: “What I Love about Forests” b) Read the passage in learner’s book and then answer the questions that follow. 	In groups, learners are guided to prepare a short speech on the topic: “What I Love about Forests”	How can you listen more attentively?	Dictionaries Charts Realia Journals Internet Computing devices	Oral questions Oral Report Observation	

				c) Appreciate proper pronunciation of words during communication.	Learners are guided to read the passage in learner's book and then answer the questions that follow		<u>KLB; Top Scholar: English Learner's Book Grade 7 pg. 101-104</u>		
	3	Natural Resources : Forests	Reading I; Intensive Reading: Visuals	By the end of the lesson, the learner should be able to: a) Define visuals. b) Identify different types of visuals. c) Draw different types visuals. d) Appreciate the use of visuals.	Learners are guided to define visuals. Learners to identify different types of visuals. Learners to draw different types visuals	Why is it important to interpret pictures and photographs correctly?	Dictionaries Journals Internet Computing devices <u>KLB; Top Scholar: English Learner's Book Grade 7 pg. 104-107</u>	Oral questions Oral Report Observation	
	4	Natural Resources : Forests	Reading I; Intensive Reading: Visuals	By the end of the lesson, the learner should be able to: a) Identify national or community needs that they can communicate about using visuals. b) Create some of the visuals. c) Appreciate the importance of visuals.	In groups, learners to identify national or community needs that they can communicate about using visuals. In groups, learners are guided to create some of the visuals.	What are the advantages of pictures and photographs over other forms of communication?	Dictionaries Charts Internet Computing devices <u>KLB; Top Scholar: English Learner's Book Grade 7 pg. 104-107</u>	Oral questions Oral Report Observation	
	5	Natural Resources : Forests	Grammar; Word Classes: Personal and Possessive pronouns	By the end of the lesson, the learner should be able to: a) Explain the meaning of pronouns. b) Read the passage in learner's book and identify the pronouns used. c) Arrange the pronouns in the passage into personal and possessive pronouns. d) Use personal and possessive pronouns in their daily conversations.	Learners are guided to explain the meaning of pronouns. In groups, learners to read the passage in learner's book and identify the pronouns used. Learners to arrange the pronouns in the passage into personal and possessive pronouns	What are personal pronouns? What are possessive pronouns?	Dictionaries Charts Realia Journals Internet Computing devices <u>KLB; Top Scholar: English Learner's Book Grade 7 pg. 107-109</u>	Oral questions Oral Report Observation	
4	1	Natural Resources : Forests	Grammar; Word Classes: Personal and Possessive pronouns	By the end of the lesson, the learner should be able to: a) Define personal and possessive pronouns b) Construct sentences using personal and possessive pronouns c) Appreciate the use of pronouns in sentences.	Learners to define personal and possessive pronouns. Learners are guided to search an article online or from a newspaper story. Read a paragraph and list the different types of pronouns used. In pairs or individually, learners are guided to construct sentences using personal and possessive pronouns.	Which types of pronouns are commonly used?	Dictionaries Internet Computing devices <u>KLB; Top Scholar: English Learner's Book Grade 7 pg. 107-109</u>	Oral questions Oral Report Observation	
	2	Natural Resources : Forests	Reading II; Intensive Reading: Characters in Class Readers	By the end of the lesson, the learner should be able to: a) Define class readers. b) Identify characters in class reader. c) Recognize different types of class readers. d) Appreciate the importance of class readers.	Learners are guided to define class readers. Learners to identify characters in class reader. In groups, learners are guided to recognize different types of class readers	Which characters seems to do the most in each class reader? Which characters say or do little in the class readers?	Dictionaries Charts Internet Computing devices <u>KLB; Top Scholar: English Learner's Book Grade 7 pg. 109</u>	Oral questions Oral Report Observation	
	3	Natural Resources : Forests	Reading II; Intensive Reading: Characters	By the end of the lesson, the learner should be able to: a) Read the story, "Julius' Vision" b) Discuss how minor characters in the class readers relate to one another.	Learners are guided to read the story, "Julius' Vision"	Why do you think the children kept out of Julius' way?	Dictionaries Computing devices <u>KLB; Top Scholar: English Learner's Book Grade 7 pg. 110-112</u>	Oral questions Oral Report Observation	

			in Class Readers	c) Answer factual and inferential questions from the passage. d) Enjoy reading the story.	In groups, learners are guided to discuss how minor characters in the class readers relate to one another. Learners are guided to answer factual and inferential questions from the passage				
	4	Natural Resources : Forests	Writing; Composition Writing: The Writing Process	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Watch a video on the writing process the teacher will play for you. b) Draw a mind map representing the different steps of the writing process. c) Appreciate the importance of writing neatly and legibly. 	Learners are guided to watch a video on the writing process the teacher will play for you. Learners are guided to draw a mind map representing the different steps of the writing process	What is the importance of neat and legible handwriting?	Dictionaries Charts Realia Journals Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 112-116</u>	Oral questions Oral Report Observation	
	5	Natural Resources : Forests	Writing; Composition Writing: The Writing Process	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Read the passage and talk about whether or not it is well-written b) Writing a narrative composition following the writing process. c) Appreciate the importance of writing neatly and legibly 	Learners are guided to read the passage and talk about whether or not it is well-written Learners to writing a narrative composition following the writing process	How do we make our composition interesting?	Class readers Dictionaries Charts Realia Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 112-116</u>	Oral questions Oral Report Observation	
5	1	Travel	Listening and Speaking; Listening Comprehension: Explanatory Narratives	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Identify the features of explanatory narratives. b) Create a story that explain why the cat lives with human beings. c) Appreciate the features of explanatory narrative. 	In groups, learners are guided to identify the features of oral narratives Learners to create a story that explain why the cat lives with human beings	What are explanatory narrative?	Dictionaries Internet Computing devices Newspapers Magazines <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 117-119</u>	Oral questions Oral Report Observation	
	2	Travel	Listening and Speaking; Listening Comprehension: Explanatory Narratives	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Identify what makes the performance of an explanatory narrative more enjoyable. b) Watch videos of people telling explanatory narrative. Make notes on how the story is made interesting. c) Appreciate ways of making an explanatory narrative more interesting. 	Learners are guided to identify what makes the performance of an explanatory narrative more enjoyable. Learners to watch videos of people telling explanatory narrative. Make notes on how the story is made interesting	What are the features of explanatory narratives?	Dictionaries Charts Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 117-119</u>	Oral questions Oral Report Observation	
	3	Travel	Listening and Speaking; Listening Comprehension:	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Choose one narrative and discuss the features they will include in their performance of it. b) Perform the explanatory narratives. 	In groups, learners to choose narrative and discuss the features they will include in their performance of it. In groups, learners are guided to perform the explanatory narratives	What can you do to make the performance of an explanatory narrative more enjoyable?	Dictionaries Charts Realia Journals Internet Computing devices	Oral questions Oral Report Observation	

			Explanatory Narratives	c) Have fun and enjoy performing the explanatory narrative.			<u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 117-119</u>		
	4	Travel	Reading I; Intensive Reading	By the end of the lesson, the learner should be able to: a) Explain the meaning of reading for interpretation and reading for evaluation. b) Listen to a recording of the poem, “Mother to Her child” c) Enjoy reading the poem.	Learners to explain the meaning of reading for interpretation and reading for evaluation In pairs, learners to Listen to a recording of the poem, “Mother to Her child”	Why do you think some lines are repeated several times?	Dictionaries Charts Journals Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 119-122</u>	Oral questions Oral Report Observation	
	5	Travel	Reading I; Intensive Reading	By the end of the lesson, the learner should be able to: a) Read the poem, “Growing Pains” and answer the questions that follow. b) Talk about the main idea of the poem and the details that support it. c) Write a summary of what the poem is talking about. d) Have fun and enjoy reading the poems.	In pairs, learners to Read the poem, “Growing Pains” and answer the questions that follow In pairs, learners to talk about the main idea of the poem and the details that support it In pairs, learners to write a summary of what the poem is talking about	Where are the events of this poem taking place? Who are the people involved in these events?	Dictionaries Charts Realia Journals Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 119-122</u>	Oral questions Oral Report Observation	
6	1	Travel	Grammar; Word Classes: Simple Prepositions	By the end of the lesson, the learner should be able to: a) Define prepositions. b) Sing the sing in learner’s book. c) Identify all the prepositions in the song. d) Appreciate the use of prepositions.	Learners to define prepositions. In pairs, learners to sing the sing in learner’s book. Identify all the prepositions in the song	What are prepositions?	Dictionaries Charts Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 122-124</u>	Oral questions Oral Report Observation	
	2	Travel	Grammar; Word Classes: Simple Prepositions	By the end of the lesson, the learner should be able to: a) Match the verbs in the left column with the prepositions in the right column. b) Construct sentences using prepositions. c) Use prepositions in their day to day lives.	Learners are guided to match the verbs in the left column with the prepositions in the right column. In pairs, learners to construct sentences using prepositions.	What are the uses of prepositions?	Dictionaries Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 122-124</u>	Oral questions Oral Report Observation	
	3	Travel	Reading II; Intensive Reading: Poetry	By the end of the lesson, the learner should be able to: a) Read the poem, “Betrothed” b) Identify the characters in the poem. c) Act out the poem. d) Enjoy reading and acting the poem.	Learners are guided to read the poem, “Betrothed” In groups, learners to identify the characters in the poem. In groups, learners to act out the poem	Which events is taking place in the poem? Who are the characters involved in the poem?	Dictionaries Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 124-127</u>	Oral questions Oral Report Observation	
	4	Travel	Writing: Composition Writing: Self-Assessment	By the end of the lesson, the learner should be able to: a) Search online or in books for information on assessing their own narrative composition. b) Give reasons why self-assessment is important. c) Assess a composition using a checklist. d) Appreciate the importance of a checklist.	Learners are guided to search online or in books for information on assessing their own narrative composition In pairs, learners are guided to give reasons why self-assessment is important In groups, learners to assess a composition using a checklist	What is self-assessment? What is the importance of checklist?	Dictionaries Realia Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 127-128</u>	Oral questions Oral Report Observation	

	5	Travel	Writing: Compositio n Writing: Self- Assessment	By the end of the lesson, the learner should be able to: a) Read the passage, “How to Assess a Narrative Composition” b) Write a narrative composition about a class trip. c) Assess their compositions. d) Appreciate the importance of self-assessment.	Learners are guided to read the passage, “How to Assess a Narrative Composition” In groups, learners to write a narrative composition about a class trip. Learners to assess their composition.	What is the importance of self-assessment?	Dictionaries Charts Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 128-130</u>	Oral questions Oral Report Observation	
7	1	Heroes and Heroines- Kenya	Listening and Speaking: Pronunciatio n: Consonant and Vowel Sounds	By the end of the lesson, the learner should be able to: a) Identify constant and vowels Sounds. b) Read the conversation between Dorty and Mother aloud. c) Identify words with the same sound as /t/ and /d/ such as wrote, den d) Appreciate the importance of correct pronunciation of words	In pairs, learners are guided to identify constant and vowels Sounds. Learners to read the conversation between Dorty and Mother aloud. Learners to identify words with the same sound as /t/ and /d/ such as wrote, den	Who is your hero? Why do you consider this person a hero?	Dictionaries Realia Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 131-133</u>	Oral questions Oral Report Observation	
	2	Heroes and Heroines- Kenya	Listening and Speaking: Pronunciatio n: Consonant and Vowel Sounds	By the end of the lesson, the learner should be able to: a) Read the poem in the learner’s book. b) Recite the poem in the learner’s book. c) Enjoy reciting the poem.	In groups, read the poem in the learner’s book. In groups, learners to recite the poem in the learner’s book.	What is the poem about?	Dictionaries Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 134-135</u>	Oral questions Oral Report Observation	
	3	Heroes and Heroines- Kenya	Listening and Speaking: Pronunciatio n: Consonant and Vowel Sounds	By the end of the lesson, the learner should be able to: a) Listen to an audio recording. b) Identify nouns and verbs from the recording. c) Talk about the importance of correct pronunciation and stress. d) Appreciate the importance of correct pronunciation.	In groups, learners to listen to an audio recording. Individually, learners to identify nouns and verbs from the recording. Learners to talk about the importance of correct pronunciation and stress	What have you learnt about nouns and verbs?	Dictionaries Charts Realia Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 135-136</u>	Oral questions Oral Report Observation	
	4	Heroes and Heroines- Kenya	Reading I; Extensive Reading: Grade Appropriate Fictional Materials	By the end of the lesson, the learner should be able to: a) Define the term fictional. b) Talk about their favourite storybooks. c) Appreciate the importance of reading widely	Learners to define the term fictional In groups, learners to talk about their favourite storybooks	What are fictional materials?	Dictionaries Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 136-137</u>	Oral questions Oral Report Observation	
	5	Heroes and Heroines- Kenya	Reading I; Extensive Reading: Grade Appropriate Fictional Materials	By the end of the lesson, the learner should be able to: a) Read the passage, “Dedan Kimathi’s Early Years” b) Retell the story of Dedan Kimathi. c) Select a part and dramatize it in front of the class. d) Have fun and enjoy dramatizing the story.	In groups, learners to read the passage, “Dedan Kimathi’s Early Years” In groups, learners to retell the story of Dedan Kimathi.	What true details do you learn about Dedan Kimathi from the passage?	Dictionaries Charts Realia Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 137-139</u>	Oral questions Oral Report Observation	

					In groups, learners to select a part and dramatize it in front of the class.				
8	HALF TERM BREAK								
9	1	Heroes and Heroines-Kenya	Grammar; Word Classes: Conjunctions and, but, or	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Define conjunctions. b) Identify uses of conjunctions. c) Fill in the spaces using conjunctions. d) Construct sentences using conjunctions. e) Appreciate the uses of conjunctions. 	Learners are guided define conjunctions. In groups, learners to identify uses of conjunctions In groups, learners to fill in the spaces using conjunctions. In groups, learners to construct sentences using conjunctions.	How did Mandela help South Africa to get freedom?	Dictionaries Charts Realia Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 140-141</u>	Oral questions Oral Report Observation	
	2	Heroes and Heroines-Kenya	Reading II Intensive Reading: Class reader	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Read the passage, “The Password” b) Answer the questions that follow. c) Make short notes on the events that occur in the passage. d) Appreciate the uses of class readers. 	In pairs, learners to read the passage, “The Password” In pairs, learners to answer the questions that follow. In pairs, learners are guided to make short notes on the events that occur in the passage	Why does Sauna’s uncle decide to take him to school?	Dictionaries Charts Realia Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 141-144</u>	Oral questions Oral Report Observation	
	3	Heroes and Heroines-Kenya	Reading I Intensive Reading: Class reader	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Talk about the characters and how they make the events in the story happen. b) Act out the events of the passage. c) Enjoy acting the story. 	In pairs, learners to talk about the characters and how they make the events in the story happen In pairs, learners are guided to act out the events of the passage	What have you learnt about heroes and heroine?	Dictionaries Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 141-144</u>	Oral questions Oral Report Observation	
	4	Heroes and Heroines-Kenya	Writing; Creative Writing: Narrative Compositions	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Identify features of narrative compositions. b) Take turns to talk about the funniest, hardest, saddest or most surprising experiences of their life. c) Appreciate narrative compositions. 	Learners to identify features of narrative compositions. In pairs or in groups, learners to take turns to talk about the funniest, hardest, saddest or most surprising experiences of their life.	What are narrative compositions?	Dictionaries Charts Realia Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 144-145</u>	Oral questions Oral Report Observation	
	5	Heroes and Heroines-Kenya	Writing; Creative Writing: Narrative Compositions	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Read the story in learner’s book. b) Create well-written narrative compositions on different topics. c) Appreciate narrative compositions. 	In pairs, learners to read the story in learner’s book In groups, learners are guided to create well-written narrative compositions on different topics.	What are some of the most interesting stories they have ever read?	Dictionaries Charts Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 144-145</u>	Oral questions Oral Report Observation	
10	1	Music	Listening and Speaking; Oral	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Define the term speech. b) Identify features of oral presentation. 	Individually, learners to define the term speech.	What is a speech?	Dictionaries Charts Realia	Oral questions Oral Report Observation	

			Presentation : Delivering Speeches	c) Listen to a recording on features of oral presentation and take notes. d) Have a desire to make a speech.	Learners to identify features of oral presentation. In groups, learners to listen to a recording on features of oral presentation and take notes.		Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 151</u>		
	2	Music	Listening and Speaking; Oral Presentation : Delivering Speeches	By the end of the lesson, the learner should be able to: a) Read the speech, “Riddle. Riddle” b) Talk about the importance of delivering speech. c) Appreciate the importance of delivering speech.	Learners to read the speech, “Riddle. Riddle” Learners are guided to talk about the importance of delivering speech.	What is the importance of delivering speech?	Dictionaries Charts Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 151-153</u>	Oral questions Oral Report Observation	
	3	Music	Reading I; Study Skills: Note Making	By the end of the lesson, the learner should be able to: a) Explain the meaning of note-making. b) Discuss how useful sub-divisions are in note-making. c) Talk about why it is important to make notes. d) Appreciate the importance of note-making.	In groups, learners are guided to explain the meaning of note-making. In groups, learners are guided to discuss how useful sub-divisions are in note-making. In groups, learners are guided to talk about why it is important to make notes	What is note-making?	Dictionaries Charts Realia Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 60-61</u>	Oral questions Oral Report Observation	
	4	Music	Reading I; Study Skills: Note Making	By the end of the lesson, the learner should be able to: a) Read the passage, “We get Paid and Do What We Love Most” b) Identify and discuss the meaning of the key words in the passage. c) Appreciate the importance of note-making.	In groups, learners are guided to read the passage, “We get Paid and Do What We Love Most” In groups, learners are guided to identify and discuss the meaning of the key words in the passage.	What is the importance of note-making?	Dictionaries Charts Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 153-155</u>	Oral questions Oral Report Observation	
	5	Music	Reading I; Study Skills: Note Making	By the end of the lesson, the learner should be able to: a) Read the passage, “The importance of Music” b) Make notes on the origin and role of the music. c) Appreciate the importance of music.	In pairs, learners to Read the passage, “The importance of Music” In pairs, learners to Make notes on the origin and role of the music.	What is the role music?	Dictionaries Charts Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 155-156</u>	Oral questions Oral Report Observation	
11	1	Music	Grammar; Word Classes: Determiners	By the end of the lesson, the learner should be able to: a) Define determiners. b) Identify the uses of determiners. c) Recite the poem, “The Spice of Life” and identify determiners. d) Appreciate the uses of determiners.	In pairs, learners are guided to define determiners In pairs, learners are guided to identify the uses of determiners. In pairs, learners are guided to recite the poem, “The Spice of Life” and identify determiners	What are determiners?	Dictionaries Charts Realia Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 157</u>	Oral questions Oral Report Observation	
	2	Music	Grammar; Word Classes: Determiners	By the end of the lesson, the learner should be able to: a) Read the passage in learner’s book and identify the articles and possessives. b) Make flashcards with the possessive they have learnt. c) Appreciate the importance of possessives.	In pairs, learners to read the passage in learner’s book and identify the articles and possessives. In groups, learners to make flashcards with the possessive they have learnt.	What are articles?	Dictionaries Charts Realia Internet Computing devices <u>KLB; Top Scholar: English Learner’s Book Grade 7 pg. 157-159</u>	Oral questions Oral Report Observation	

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