

Grade Four
Indigenous Languages Schemes Of Work

Term Three Year _____ School _____

Week	Lesson	Strand/Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Refl
1	1	Reading	Reading varied texts with comprehension	By the end of the sub strand, the learner should be able to: a) Create a collection of vocabulary from texts on occupation b) Answer questions on different occupations c) Appreciate reading for comprehension	1) How do we read with comprehension? 2) Why is it important to read accurately? 3) What is the importance of different occupations?	<ul style="list-style-type: none"> In pairs, learners to practice reading sentences accurately and fluently Learners to read passages on different occupations and discuss In pairs, learners to read dialogues about different occupations. In small groups, learners to read and simulate different occupations. Learners to use digital devices to identify and summarize information on occupations and read them In pairs, learners to write short passages on different occupations and read them to the class Learners read passages on occupations and answer questions 	1. Flash cards 2. Word charts 3. Realia	Observation, QA, Digital assessment	
	2		Reading texts on varied topical issues	By the end of the sub strand, the learner should be able to: a) Comprehend meaning of words in context b) Answer comprehension questions from texts on technological waste c) Appreciate reading varied texts	1. Why is it important to comprehend the meaning of words in context? 2. How do we dispose of technological waste?	<ul style="list-style-type: none"> In pairs, learners to practice reading short passages and explaining the meaning of words from context Learners to read passages on managing technological waste and answer questions. Learners to read and identify vocabulary on technological waste and comprehend the meaning from context. In pairs/groups, learners to read words on technological waste and get the meaning from context. In small groups, learners to use digital devices to identify content on technological devices wastes and read it. 	1. Flash cards 2. Word charts 3. Realia	Observation, QA, Digital assessment	

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

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

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"> a) Punctuate sentences and passages on importance of school rules b) Write short essays on importance of obeying school rules c) Create paragraphs in logical sequence 4) Appreciate the importance of using punctuation marks correctly in writing 	<ol style="list-style-type: none"> 1. What is the importance of punctuation marks in writing? 2. Why is it important to give instructions at school? 	<ul style="list-style-type: none"> • Learners to identify different punctuation marks from wall charts and use them to write sentences • In pairs, learners to identify correct and incorrect use of punctuation marks in passages • In small groups, learners to punctuate the school rules • In groups learners to practice writing paragraphs in logical sequence • Learners to recreate sentences using different punctuation marks so as to give correct meaning • Learners to create short passages on importance of following instructions at school 	<ol style="list-style-type: none"> 1. Flash cards 2. Word cards 3. Word charts 4. Digital devices and content 	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"> a) Punctuate sentences and passages on importance of school rules b) Write short essays on importance of obeying school rules c) Create paragraphs in logical sequence 4) Appreciate the importance of using punctuation marks correctly in writing 	<ol style="list-style-type: none"> 1. What is the importance of punctuation marks in writing? 2. Why is it important to give instructions at school? 	<ul style="list-style-type: none"> • Learners to identify different punctuation marks from wall charts and use them to write sentences • In pairs, learners to identify correct and incorrect use of punctuation marks in passages • In small groups, learners to punctuate the school rules • In groups learners to practice writing paragraphs in logical sequence • Learners to recreate sentences using different punctuation marks so as to give correct meaning • Learners to create short passages on importance of following instructions at school 	<ol style="list-style-type: none"> 1. Flash cards 2. Word cards 3. Word charts 4. Digital devices and content 	Observation, QA, Digital assessment	

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

6	1		<p>Using acquired vocabulary to write in varied contexts</p>	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) Use acquired language to give information b) Write a short essay on farm activities c) Describe how to clean and store tools d) Appreciate using acquired language to write essays in varied contexts 	<ol style="list-style-type: none"> 1) Why is it important to comprehend new words? 2) How do we write descriptions? 3) What are the benefits of cleaning and storing farm tools appropriately? 	<ul style="list-style-type: none"> • In pairs, learners to discuss new words related to farm activities • In small groups, learners to identify farm activities on wall charts and describe them in correct sentences • Learners to re- write sentences from substitution tables on farm activities • In pairs, learners to engage in digital language games to drag and drop words to complete sentences describing farm activities • Learners to view video clips on cleaning and storage of farm tools, and write a description in correct sentences. • Write short passages to describe cleaning and storage of farm tools using appropriate vocabulary • Learners to use acquired vocabulary to write short essays about farm activities 	<ol style="list-style-type: none"> 1. Flashcards 2. Charts 3. Digital devices and content 	<p>Observation, QA, Digital assessment</p>	
	2		<p>Writing using varied sentence structures</p>	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) Connect ideas using conjunctions in sentences b) Use compound sentences to write essays c) Enjoy writing using varied sentence structures 	<ol style="list-style-type: none"> 1) Why is it important to be honest?? 2) What are the consequences of dishonesty? 3) How do we connect ideas in sentences? 	<ul style="list-style-type: none"> • In small groups, learners to listen to and write a variety of compound sentences from recorded clips • In pairs, learners to write compound sentences using 'when' as a conjunction and give peer reviews • Learners to engage in digital language games to complete sentences using 'when' as a conjunction • Learners to create compound sentences from substitution tables • Learners to identify sentences using 'when' as a conjunction from charts and write them • Learners to write short essays on consequences of dishonesty using sentences with when as a conjunction 	<ol style="list-style-type: none"> 1. Flashcards 2. Charts 3. Digital devices and content 	<p>Observation, QA, Digital assessment</p>	

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

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

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

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

End Year