

RATIONALISED CBE LESSON PLANS

GRADE : 4

TERM : THREE

YEAR : 2025

LEARNING AREA: ENGLISH

TEACHERS NAME:

SCHOOL:.....

WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Listening and Speaking (Hygiene and Sanitation)

Sub Strand: Pronunciation and Vocabulary (Interactive Listening/Turn Taking/Riddles)

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Articulate sounds accurately for effective communication.
2. Use vocabulary related to the theme in a variety of contexts for self-expression.
3. Promote the importance of turn-taking in oral interviews/debates.

Key Inquiry Question(s):

- The learner is guided to repeat words with the sounds.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4, page 128
- Longhorn English Grade 4 Teacher's Guide

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (25 minutes):**Step 1:** Introduction to Turn-Taking

- Discuss the importance of turn-taking in conversations.
- Model how to politely wait for a turn to speak.

Step 2: Articulating Sounds

- Practice articulating sounds of words related to hygiene and sanitation.
- Use tongue twisters or phonics exercises to improve pronunciation.

Step 3: Vocabulary Practice

- Introduce new vocabulary related to hygiene and sanitation.
- Encourage students to use the new vocabulary in sentences for self-expression.

Step 4: Interactive Listening and Riddles

- Engage students in an interactive listening activity related to hygiene practices.
- Solve riddles related to hygiene and sanitation to enhance vocabulary and critical thinking skills.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics learned.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Exploring a hygiene and sanitation themed debate or role play activity.
- Encouraging students to create their own riddles using vocabulary from the lesson.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Reading

Sub Strand: Intensive reading

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Read factual texts of about 320 words related to the theme for comprehension.
2. Apply appropriate reading habits in reading factual texts.
3. Realize the importance of reading for comprehension and information.

Key Inquiry Question(s):

The learner is guided to:

- Read factual texts.
- Infer the meaning of vocabulary in a text.
- Answer factual and inferential questions from a variety of texts.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 Teacher's Guide

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (25 minutes):

Step 1: Discuss the importance of reading at the appropriate speed for comprehension.

Step 2: Model and practice reading a factual text together at a moderate pace.

Step 3: Analyze key vocabulary words and discuss their meanings in the context of the text.

Step 4: Engage in a group reading activity where learners take turns reading aloud sections of a factual text and summarizing the main points.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a comprehension quiz or discussion.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Suggesting grade-relevant extended activities like:
- Writing a summary of a different factual text.
- Creating a poster highlighting the importance of reading for comprehension.
- Engaging in a group discussion on the benefits of reading different types of texts.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Reading

Sub Strand: Intensive reading

Specific Learning Outcomes:

- By the end of the lesson the learner should be able to:

1. Read factual texts of about 320 words related to the theme for comprehension.
2. Apply appropriate reading habits in reading factual texts.
3. Answer direct and indirect questions from the text.
4. Appreciate reading.

Key Inquiry Question(s):

The learner is guided to:

- Read factual texts of about 320 words related to the theme.
- Apply appropriate reading habits in reading factual texts.
- Discuss and role play events in the story.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 Teacher's Guide

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (25 minutes):

Step 1: Introduce the factual text to be read.

Step 2: Discuss reading habits that can help in comprehending the text.

Step 3: Engage students in reading the text aloud, encouraging comprehension techniques.

Step 4: Facilitate a discussion and role play session based on the events in the story.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Create comprehension questions based on the text for students to answer.
- Ask students to write a short summary or reflection on the text.
- Encourage students to research more about the topic of the text and present their findings.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Grammar

Sub Strand: Conjunctions

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify conjunctions correctly
2. Engage in short dialogues featuring conjunctions
3. Use conjunctions in a variety of texts for effective communication
5. Appreciate using conjunctions in communication

Key Inquiry Question(s):

The learner is guided to:

- Use conjunctions (and, but, or, yet, so, for, nor) to talk about topics related to the theme
- Construct sentences using conjunctions
- Answer and ask questions involving conjunctions correctly

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 Teacher's Guide
- Flashcards

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding of key concepts.

Lesson Development (25 minutes):

Step 1: Introduce conjunctions and their purpose in sentences.

Step 2: Practice identifying conjunctions in sentences.

Step 3: Engage in short dialogues where learners use conjunctions.

Step 4: Work on constructing sentences using conjunctions.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create their own short stories or dialogues using conjunctions.
- Provide worksheets with sentences missing conjunctions for students to complete.
- Have a group activity where students collaborate to create a skit using conjunctions.

Teacher Self-Evaluation:

WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Writing

Sub Strand: Creative Writing - Descriptive Compositions

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Describe parts of descriptive compositions for self-expression
2. Organize thoughts clearly, precisely, and creatively
3. Create a descriptive composition of about 80-100 words on various topics for effective communication
4. Appreciate the role of creativity in descriptive writing

Key Inquiry Question(s):

The learner is guided to:

- Read a sample of descriptive compositions
- Talk about different activities they engage in
- Write descriptive sentences on a given topic about personal hygiene
- Type the composition on a digital device

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety

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| | | <ul style="list-style-type: none"> • Personal hygiene |
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Learning Resources:

- Longhorn English Grade 4 Teacher's Guide

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (25 minutes):

Step 1: Discuss the importance of clear organization in writing to effectively communicate ideas.

Step 2: Analyze examples of descriptive compositions to identify key components such as sensory details, vivid language, and organization.

Step 3: Engage learners in a hands-on activity where they practice organizing thoughts into clear and precise sentences related to personal hygiene.

Step 4: Guide students to type their descriptive compositions on a digital device for practice and reinforcement.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to write another descriptive composition on a different topic at home and share it with the class in the next session.
- Explore the use of visual aids, like images or drawings, to enhance descriptive writing skills.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Listening and speaking (Hygiene and sanitation)

Sub Strand: Pronunciation and vocabulary - Interactive listening/turn taking/riddles

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Articulate sounds accurately for effective communication
2. Use vocabulary related to the theme in a variety of contexts for self-expression
3. Promote the importance of turn-taking in oral interviews/debates

Key Inquiry Question(s):

The learner is guided to:

- Repeat words with the sounds

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 page 128

- Longhorn English Grade 4 tr's guide

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (25 minutes):

Step 1: Articulating Sounds

- Practice articulating specific sounds accurately by engaging in tongue twisters and pronunciation exercises related to hygiene and sanitation vocabulary.
- Example: "She sells seashells by the seashore" - focus on the 's' sound.

Step 2: Vocabulary Usage

- Use the hygiene and sanitation vocabulary in sentences to demonstrate understanding and effective communication.
- Encourage students to create sentences using words like 'cleanliness,' 'germs,' 'prevention,' etc.

Step 3: Turn-Taking Skills

- Discuss the importance of turn-taking in conversations, debates, and oral interviews.
- Practice turn-taking by engaging in dialogue exercises where students take turns speaking on a given topic.

Step 4: Interactive Listening and Riddles

- Engage students in interactive listening activities where they listen to riddles related to hygiene and sanitation. Encourage them to actively participate in solving the riddles by articulating their responses clearly.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or vocabulary game.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Extension activities could include creating dialogues or skits incorporating hygiene and sanitation vocabulary, conducting mock debates on hygiene practices, or creating visual aids illustrating the importance of cleanliness in preventing diseases.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Read factual texts of about 320 words related to the theme for comprehension.
2. Apply appropriate reading habits in reading factual texts.
3. Realize the importance of reading for comprehension and information.

Key Inquiry Question(s):

The learner is guided to:

- Read factual texts.
- Infer the meaning of vocabulary in a text.
- Answer factual and inferential questions from a variety of texts.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- "Longhorn English Grade 4" Teacher's Guide

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (25 minutes):

Step 1: Introduce the concept of reading at the right speed.

Step 2: Discuss strategies for effective reading comprehension.

Step 3: Practice reading factual texts at an appropriate pace.

Step 4: Engage in discussions and activities to reinforce comprehension skills.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Create reading comprehension questions based on a different factual text for students to answer independently.
- Have students find and share additional factual texts with the class to practice reading for comprehension.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Reading

Sub Strand: Intensive reading

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Read factual texts of about 320 words related to the theme for comprehension.
2. Apply appropriate reading habits in reading factual texts.
3. Answer direct and indirect questions from the text.
4. Appreciate reading.

Key Inquiry Question(s):

- How can we effectively read and comprehend factual texts?
- What reading habits can help us understand the material better?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 Teacher's Guide

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson with the class.
- Guide learners to read and discuss relevant content from the Longhorn English Grade 4 Teacher's Guide, emphasizing key concepts related to intensive reading.

Lesson Development (25 minutes):

Step 1: Introduce the theme and provide context for the factual text.

Step 2: Model appropriate reading habits while reading aloud a section of the text.

Step 3: Engage students in group or pair reading of the rest of the text, encouraging active participation.

Step 4: Facilitate a discussion and role play based on events in the story to deepen comprehension.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity such as a quick comprehension quiz or discussion to reinforce main topics.
- Preview upcoming topics or questions to consider for the next session.

Extended Activities:

- Grade-appropriate extended activities may include:
- Writing a summary of the factual text.
- Creating a visual representation (such as a poster or diorama) of a scene from the text.
- Participating in a group storytelling activity based on the theme of the text.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Language use

Sub Strand: Conjunctions

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify conjunctions correctly
2. Engage in short dialogues featuring conjunctions
3. Use conjunctions in a variety of texts for effective communication
4. Appreciate using conjunctions in communication

Key Inquiry Question(s):

The learner is guided to:

- Use conjunctions (and, but, or, yet, so, for, nor) to talk about topics related to the theme
- Construct sentences using conjunctions
- Answer and ask questions involving conjunctions correctly

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4
- Longhorn English Grade 4 teacher's guide
- Flash cards
- Chart

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (25 minutes):

Step 1: Discuss the definition of conjunctions and provide examples.

Step 2: Practice identifying conjunctions in sentences and classify them into the categories of coordinating and subordinating conjunctions.

Step 3: Engage students in constructing short dialogues using conjunctions.

Step 4: Task students to write sentences and questions involving conjunctions.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Create a story using conjunctions.
- Have students write a dialogue between two characters using different types of conjunctions.

Teacher Self-Evaluation:

WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Writing

Sub Strand: Creative writing - Descriptive compositions

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Describe the parts of a descriptive composition for self-expression
2. Organize thoughts clearly, precisely, and creatively
3. Create a descriptive composition of about 80-100 words on various topics for effective communication
4. Appreciate the role of creativity in descriptive writing

Key Inquiry Question(s):

The learner is guided to:

- Read a sample of descriptive compositions
- Talk about different activities they engage in
- Write descriptive sentences on a given topic about personal hygiene
- Type the composition on a digital device

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety

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| | | <ul style="list-style-type: none"> • Personal hygiene |
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Learning Resources:

- Longhorn English Grade 4 Teacher's Guide

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (25 minutes):

Step 1: Discuss the importance of organizing thoughts clearly in writing.

Step 2: Review sample descriptive compositions and identify the key elements.

Step 3: Guide learners in brainstorming and organizing their thoughts for their own descriptive composition.

Step 4: Engage learners in writing their descriptive composition on a given topic about personal hygiene.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage learners to share and discuss their descriptive compositions with a peer for feedback.

- Have students create illustrations to accompany their descriptive compositions to enhance visual communication skills.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Listening and Speaking (SPORTS: MY FAVOURITE GAME)

Sub Strand: Pronunciation and Vocabulary

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Listen to short speeches related to the theme for listening fluency.
2. Articulate sounds accurately for effective communication.
3. Interpret nonverbal cues correctly for listening fluency.

Key Inquiry Question(s):

The learner is guided to:

- Listen attentively to audio recordings with the sounds /au/o/and consonant cluster "sk."
- Repeat the sounds /au/o/and consonant cluster "sk" after the teacher.
- Recite poems about games.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- "Longhorn English Grade 4" page 142
- "Longhorn English Grade 4" teacher's guide

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (25 minutes):

Step 1: Discuss what makes people enjoy listening and how pronunciation plays a role.

Step 2: Listen to audio recordings with the sounds /au/o/and consonant cluster "sk" and practice articulating them accurately.

Step 3: Recite and discuss poems about games, focusing on pronunciation and fluency.

Step 4: Engage in interactive activities to interpret nonverbal cues during a short speech performance.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create their own short speeches or poems about their favorite game and present them to the class, focusing on pronunciation and listening fluency.

Teacher Self-Evaluation:

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

WEEK 3: LESSON 2

Strand: Reading

Sub Strand: Intensive reading

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Read grade-appropriate digital poems and narratives.
2. Access online materials of about 300-320 words.
3. Appreciate reading digital resources for information.

Key Inquiry Question(s):

- How can you read and engage with grade-appropriate digital content?
- How can technology help you access and understand information in online materials?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 teacher's guide

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts.

Lesson Development (25 minutes):

Step 1: Introduce learners to different types of digital poems and narratives suitable for their grade level.

Step 2: Demonstrate how to access online materials of about 300-320 words and navigate through them effectively.

Step 3: Discuss the importance of using digital resources for gathering information and conducting simple online research on related topics.

Step 4: Engage learners in hands-on activities where they practice reading and understanding digital content.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce understanding of reading with technology.
- Provide a preview of the next session's topics or questions to think about.

Extended Activities:

- Encourage students to explore additional online resources related to the theme of the lesson and write a short reflective piece on what they discovered.
- Challenge students to create their own digital poems or narratives using online tools and share them with the class.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Reading

Sub Strand: Intensive reading with technology

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Read grade-appropriate digital poems and narratives.
2. Access online materials of about 300-320 words.
3. Appreciate reading digital resources for information.

Key Inquiry Question(s):

The learner is guided to:

- Read grade-appropriate digital poems and narratives.
- Access online materials of about 300-320 words.
- Carry out simple online research on topics related to the theme.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 Teacher's Guide

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (25 minutes):

Step 1: Introduce the concept of reading digital poems and narratives.

Step 2: Explore online materials of about 300-320 words with the students.

Step 3: Demonstrate how to carry out simple online research on topics related to the lesson theme.

Step 4: Engage students in interactive activities where they apply their understanding through technology.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session by providing a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their own digital poems or narratives using online tools.
- Have students conduct further online research on topics of interest and present their findings to the class.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Grammar

Sub Strand: Language patterns

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify interrogatives in a variety of texts.
2. Use interrogatives in a variety of contexts.
3. Desire to use interrogatives in communication.

Key Inquiry Question(s):

The learner is guided to:

- Answer questions based on interrogatives.
- Identify interrogatives in a variety of texts.
- Construct sentences with interrogatives (when, where, whose, who).

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 Teacher's Guide.

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (25 minutes):**Step 1:** Introduction to Interrogatives

- Define interrogatives as words used to ask questions.
- Examples of interrogatives: who, what, where, when, why, how.

Step 2: Identifying Interrogatives in Texts

- Provide examples of sentences from texts where learners can identify interrogatives.
- Discuss why interrogatives are important in understanding a text.

Step 3: Using Interrogatives in Context

- Model how to use interrogatives in different contexts such as asking for information, seeking clarification, or expressing curiosity.
- Encourage learners to practice forming questions using interrogatives.

Step 4: Constructing Sentences with Interrogatives

- Guide learners in creating sentences using different types of interrogatives (who, where, when, whose).
- Provide opportunities for learners to share and discuss their sentences with the class.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a question-answer game using interrogatives.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Create a short story or dialogue using interrogatives.
- Have learners write a set of questions using interrogatives for a classmate to answer.
- Play a "Guess the Question" game where learners have to guess the question based on a given interrogative.

Teacher Self-Evaluation:

WEEK 3: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Writing

Sub Strand: Spelling - Commonly misspelt words

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify commonly misspelt words in oral and written texts.
2. Write commonly misspelt words correctly.
3. Appreciate the skill of writing words correctly.

Key Inquiry Question(s):

The learner is guided to:

- Listen and write commonly misspelt words.
- Construct sentences using commonly misspelt words.
- Form commonly misspelt words from jumbled up letters.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 Teacher's Guide

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (25 minutes):**Step 1:** Introduction to commonly misspelt words.

- Provide examples of commonly misspelt words and discuss why they are challenging.

Step 2: Practice spelling commonly misspelt words.

- Engage learners in activities where they have to write down the correct spelling of given words.

Step 3: Sentence construction with commonly misspelt words.

- Encourage learners to use commonly misspelt words in sentences to reinforce correct spelling.

Step 4: Word jumble activity.

- Provide jumbled letters for commonly misspelt words and have students unscramble them to form the correct words.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create their own list of commonly misspelt words and share them with the class.
- Play spelling games or quizzes using commonly misspelt words to reinforce learning.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Pronunciation and Vocabulary

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Listen to short speeches related to the theme for listening fluency.
2. Articulate sounds accurately for effective communication.
3. Interpret nonverbal cues correctly for listening fluency.

Key Inquiry Question(s):

The learner is guided to:

- Listen attentively to audio recordings with the sounds /au/, /o/, and consonant cluster "sk".
- Repeat the sounds /au/, /o/, and consonant cluster "sk" after the teacher.
- Recite poems about games.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 page 142
- Longhorn English Grade 4 teacher's guide

Organization of Learning:**Introduction (5 minutes):**

1. Review the previous lesson.
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (25 minutes):

Step 1: Introduce key sounds /au/, /o/, and consonant cluster "sk".

Step 2: Listen to and practice articulating the sounds with the class.

Step 3: Engage in reciting poems related to games.

Step 4: Interpret nonverbal cues by discussing body language while speaking.

Conclusion (5 minutes):

1. Summarize key points and learning objectives achieved during the lesson.
2. Conduct a brief interactive activity to reinforce the main topics.
3. Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to practice pronunciation of /au/, /o/, and "sk" sounds in small groups.
- Have students create their own short speeches or poems related to their favorite games to share with the class.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Reading

Sub Strand: Intensive reading

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Read grade-appropriate digital poems and narratives.
2. Access online materials of about 300-320 words.
3. Appreciate reading digital resources for information.

Key Inquiry Question(s):

The learner is guided to:

- Read grade-appropriate digital poems and narratives.
- Access online materials of about 300-320 words.
- Carry out simple online research on topics related to the theme.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 teacher's guide.

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (25 minutes):

Step 1: Introduce the concept of digital resources and explain the benefits of using technology for reading.

Step 2: Demonstrate accessing and reading a grade-appropriate digital poem or narrative online.

Step 3: Guide students in accessing and navigating online materials of about 300-320 words to find specific information.

Step 4: Engage learners in a simple online research activity related to the theme, encouraging them to summarize key points they find.

Conclusion (5 minutes):

Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity to reinforce the main topics, such as discussing their favorite digital resource found.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to explore more grade-appropriate digital resources at home and write a short reflection on their experience.
- Have students create a simple presentation using digital tools to share what they learned from their online research.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Reading

Sub Strand: Intensive reading with technology

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Read grade-appropriate digital poems and narratives.
2. Access online materials of about 300-320 words.
3. Appreciate reading digital resources for information.

Key Inquiry Question(s):

The learner is guided to:

- read grade-appropriate digital poems and narratives.
- access online materials of 300-320 words.
- carry out simple online research on topics related to the theme

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 teacher's guide.

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding the key concepts.

Lesson Development (25 minutes):

Step 1: Introduce grade-appropriate digital poems and narratives to the students.

Step 2: Guide students in accessing online materials of about 300-320 words.

Step 3: Demonstrate how to carry out simple online research on topics related to the theme.

Step 4: Engage students in interactive activities to practice reading and researching online content.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their own digital poems or narratives using online tools.
- Have students conduct research on a topic of interest and present their findings to the class.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Grammar

Sub Strand: Language patterns

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify interrogatives in a variety of texts.
2. Use interrogatives in a variety of contexts.
3. Desire to use interrogatives in communication.

Key Inquiry Question(s):

The learner is guided to:

- Answer questions based on interrogatives.
- Identify interrogatives in a variety of texts.
- Construct sentences with interrogatives (when, where, whose, who).

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 teacher's guide.

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (25 minutes):**Step 1:**

- Introduce the concept of interrogatives (question words such as who, what, where, when, why, how).
- Provide examples of interrogatives in sentences.

Step 2:

- Engage students in identifying interrogatives in short texts or passages provided in the learning resources.
- Discuss the purpose of asking questions using interrogatives.

Step 3:

- Guide students in constructing sentences using different interrogatives (when, where, whose, who).
- Encourage students to create their own questions using interrogatives.

Step 4:

- Facilitate a group discussion where students practice asking and answering questions using interrogatives.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Grade-relevant extended activities could include:
- Ask students to write a short story or dialogue using interrogatives.
- Play a game where students take turns asking and answering questions using interrogatives.
- Have students create a quiz for their peers using interrogatives.
- Encourage students to identify and discuss interrogatives they encounter in real-life situations.

Teacher Self-Evaluation:

WEEK 4: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Writing

Sub Strand: Spelling - Commonly misspelt words

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify commonly misspelt words in oral and written texts.
2. Write commonly misspelt words correctly.
3. Appreciate the skill of writing words correctly.

Key Inquiry Question(s):

The learner is guided to:

- Listen and write commonly misspelt words.
- Construct sentences using commonly misspelt words.
- Form commonly misspelt words from jumbled up letters.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 Teacher's Guide

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (25 minutes):

Step 1: Introduction to commonly misspelt words and examples.

Step 2: Practice identifying and correcting commonly misspelt words in sentences.

Step 3: Engage in a spelling bee activity using commonly misspelt words.

Step 4: Form commonly misspelt words from jumbled up letters.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Suggest creating a spelling quiz using commonly misspelt words.
- Encourage learners to write a short story or paragraph incorporating commonly misspelt words for practice.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Listening and Speaking (Theme: Clean environment)

Sub Strand: Pronunciation and Vocabulary Speaking Fluency

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Speak accurately with expression and at the right speed
2. Use nonverbal cues appropriately for self-expression
3. Use vocabulary related to the theme in a variety of contexts

Key Inquiry Question(s):

The learner is guided to:

- Speak accurately with expression and at the right speed
- Say words containing the sounds and consonant clusters br, sw, pr, cl correctly
- Construct sentences that require a yes or no response
- Make short speeches accurately on the environment

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 page 155
- Longhorn English Grade 4 teacher's guide

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (25 minutes):

Step 1: Discuss the importance of speaking at the right speed to ensure clear communication and understanding.

Step 2: Practice saying words containing the sounds and consonant clusters br, sw, pr, cl correctly.

Step 3: Engage in activities where students construct sentences that require yes or no responses.

Step 4: Provide opportunities for students to make short speeches accurately on the environment.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Role-play scenarios related to the clean environment theme where students must use the vocabulary and pronunciation skills learned in the lesson.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading of Poems/Songs and Proverbs

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Read a poem, song, or a passage containing proverbs.
2. Apply stress and rhythm when reading poems, songs, and proverbs.
3. Respond to questions based on the poem, song, or passage containing proverbs for comprehension.
4. Appreciate intensive reading.

Key Inquiry Question(s):

The learner is guided to:

- Read a poem, song, or passage that has proverbs related to the theme and answer questions.
- Apply stress and rhythm when reading poems, proverbs, and songs.
- Answer questions from a given poem, song, or passage containing proverbs.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety

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| | | <ul style="list-style-type: none"> • Personal hygiene |
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Learning Resources:

- Longhorn English Grade 4 Teacher's Guide

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (25 minutes):**Step 1:** Reading Poems, Songs, and Proverbs

- Introduce a poem, song, or passage containing proverbs to the students.
- Discuss the importance of stress and rhythm in reading these texts.

Step 2: Comprehension Questions

- Provide comprehension questions related to the poem, song, or passage.
- Encourage students to answer the questions based on their understanding of the text.

Step 3: Applying Stress and Rhythm

- Practice reading the poem, song, or passage with emphasis on stress and rhythm.
- Guide students on how to effectively apply stress and rhythm to enhance their reading fluency.

Step 4: Discussion and Appreciation

- Facilitate a discussion on the themes and messages conveyed in the text.
- Encourage students to share their thoughts and appreciation for the intensive reading exercise.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- As an extended activity, students can write their own short poem or song incorporating a proverb and present it to the class for further practice and appreciation of intensive reading skills.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Reading

Sub Strand: Intensive reading - Poems/Songs and Proverbs

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Read a poem, song, or a passage containing proverbs
2. Apply stress and rhythm when reading poems, proverbs, and songs
3. Respond to questions based on the poem, song, or passage containing proverbs for comprehension
4. Appreciate intensive reading

Key Inquiry Question(s):

The learner is guided to:

- Read a poem, song, or passage that has proverbs related to the theme and answer questions
- Apply stress and rhythm when reading poems, proverbs, and songs
- Answer questions from a given poem, song, or passage containing proverbs

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety

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| | | <ul style="list-style-type: none"> • Personal hygiene |
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Learning Resources:

- Longhorn English Grade 4 Teacher's Guide

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson with students.
- Guide learners to read and discuss relevant content from the Longhorn English Grade 4 Teacher's Guide, emphasizing key concepts understanding.

Lesson Development (25 minutes):

Step 1: Introduce the concept of poems, songs, and proverbs to the students. Discuss the characteristics and elements that make poems interesting to read.

Step 2: Read a selected poem together as a class. Practice applying stress and rhythm while reading aloud, emphasizing the emotions and meaning behind the words.

Step 3: Provide a passage containing proverbs and discuss the meaning behind them. Encourage students to respond to questions related to the passage for comprehension.

Step 4: Engage students in a discussion about the importance of intensive reading and how it enhances their understanding and appreciation of literary works.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity, such as reciting a poem with proper stress and rhythm, to reinforce the main topics.
- Prepare learners for the next session by providing a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to write their own short poems or songs containing proverbs.
- Assign a homework task to identify proverbs in everyday language and discuss their meanings in the next class.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Grammar

Sub Strand: Aspect: Present and past perfect

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify the present and past perfect aspect in varied texts
2. Use the present perfect and past perfect aspect to form correct sentences
3. Realize the importance of proper aspect in everyday communication

Key Inquiry Question(s):

The learner is guided to:

- Respond to questions on activities they have just completed depicting the present and past perfect
- Identify present perfect and past perfect aspect in sentences
- Make a list of sentences in the present perfect on a computer

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 textbook
- Longhorn English Grade 4 teacher's guide
- Computer

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (25 minutes):**Step 1:** Introduction to Present and Past Perfect Aspect

- Define and explain the present perfect and past perfect aspect using simple examples.
- Provide sentences for learners to identify the aspect.

Step 2: Forming Sentences in Present and Past Perfect

- Guide learners in forming sentences in the present perfect and past perfect aspect.
- Practice together to ensure understanding.

Step 3: Importance of Proper Aspect in Communication

- Discuss why using the correct aspect is important in effective communication.
- Provide examples to illustrate the difference it makes.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage learners to create their own sentences in the present and past perfect aspect and share with the class for further practice.
- Task them with identifying present and past perfect aspect in a short story or paragraph as

homework.

Teacher Self-Evaluation:

WEEK 5: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Writing

Sub Strand: Guided composition - Personal Diary

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the components of a personal diary.
2. Write a personal diary in the correct format for effective communication.
3. Understand and adopt the use of diaries in everyday life.

Key Inquiry Question(s):

- Discuss the components of a diary.
- View and discuss samples of diary entries from a computer.
- Write a diary entry and present it in class.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 Teacher's Guide
- Computer

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts.

Lesson Development (25 minutes):**Step 1:** Introduction to Diaries and Their Importance

- Discuss the purpose of keeping a diary and its significance in recording personal experiences.
- Introduce the components of a diary entry: date, heading, body, and signature.

Step 2: Formatting a Personal Diary

- Provide examples of diary entries on the computer for students to analyze.
- Guide students in understanding the correct format for a personal diary entry.

Step 3: Writing a Personal Diary Entry

- Instruct students to write their own diary entry, emphasizing the use of the correct format and language.
- Encourage creativity in expressing thoughts and feelings in the diary entry.

Step 4: Sharing and Discussion

- Allow students to share their diary entries with the class.
- Facilitate a discussion on the different formats and content of the diary entries.

Conclusion (5 minutes):

- Summarize key points about diary writing and effective communication.
- Conduct a brief interactive activity, such as a peer review of diary entries, to reinforce learning.
- Provide a preview of upcoming topics or questions for the next session.

Extended Activities:

- Encourage students to continue keeping a personal diary for a week and share their experiences in the next lesson.
- Create a class wall display of selected diary entries for students to showcase their writing skills.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Pronunciation and Vocabulary

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Speak accurately with expression and at the right speed
2. Use nonverbal cues appropriately for self-expression
3. Use vocabulary related to the theme in a variety of contexts

Key Inquiry Question(s):

- How can we speak accurately with expression and at the right speed?
- How can we pronounce words containing the sounds and consonant clusters br, sw, pr, cl correctly?
- How can we construct sentences that require a yes or no response?
- How can we make short accurate speeches on the environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 page 155
- Longhorn English Grade 4 Teacher's Guide

Organisation of learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, focusing on the key concepts.

Lesson Development (25 minutes):**Step 1:** Importance of Speaking at the Right Speed

- Discuss why speaking at the right speed is crucial for effective communication.
- Practice reading sentences at different speeds and discuss the impact on understanding.

Step 2: Pronunciation Practice

- Practice pronouncing words containing the sounds and consonant clusters br, sw, pr, cl.
- Encourage learners to repeat after the teacher and focus on correct pronunciation.

Step 3: Sentence Construction

- Guide students in constructing sentences that require a yes or no response.
- Provide examples and have students create their own yes or no questions.

Step 4: Making Short Speeches on the Environment

- Have students prepare short speeches on environmental topics.
- Encourage them to use the vocabulary related to the theme and speak with expression.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce main topics.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Assign students to create posters promoting a clean environment using the vocabulary learned.
- Conduct a role-playing activity where students act out conversations related to environmental conservation.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Reading

Sub Strand: Intensive reading of Poems/Songs and Proverbs

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Read a poem, song, or a passage containing proverbs
2. Apply stress and rhythm when reading poems, proverbs, and songs
3. Respond to questions based on the poem, song, or passage containing proverbs for comprehension
4. Appreciate intensive reading

Key Inquiry Question(s):

The learner is guided to:

- read a poem, song, or a passage that has proverbs related to the theme and answer questions
- apply stress and rhythm when reading poems, proverbs, and songs
- answer questions from a given poem, song, or passage containing proverbs

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety

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| | | <ul style="list-style-type: none"> • Personal hygiene |
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Learning Resources:

- Longhorn English Grade 4 Teacher's Guide

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (25 minutes):**Step 1:** Introduction to Poems, Songs, and Proverbs

- Define and differentiate between poems, songs, and proverbs
- Discuss the role of stress and rhythm in reading poems and songs

Step 2: Reading a Poem or Passage with Proverbs

- Read aloud a poem or passage containing proverbs as a class
- Practice applying stress and rhythm when reading the poem or passage

Step 3: Comprehension and Response

- Engage students with questions about the poem, song, or passage containing proverbs
- Encourage students to respond and discuss their understanding

Step 4: Appreciating Intensive Reading

- Reflect on the importance of intensive reading and how it enriches our understanding of literature

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to

consider.

Extended Activities:

- Encourage students to write their own poem, song, or passage incorporating proverbs.
- Have students work in pairs to perform a dramatic reading of a chosen poem or song to practice stress and rhythm.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Reading

Sub Strand: Intensive reading - Poems/songs and proverbs

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Read a poem, song, or a passage containing proverbs
2. Apply stress and rhythm when reading poems, proverbs, and songs
3. Respond to questions based on the poem, song, or passage containing proverbs for comprehension
4. Appreciate intensive reading

Key Inquiry Question(s):

The learner is guided to:

- read a poem, song, or passage that has proverbs related to the theme and answer questions
- apply stress and rhythm when reading poems, proverbs, and songs
- answer questions from a given poem, song, or passage containing proverbs

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety

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|--|--|--|
| | | <ul style="list-style-type: none"> • Personal hygiene |
|--|--|--|

Learning Resources:

- Longhorn English Grade 4 Teacher's Guide

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (25 minutes):**Step 1: Differentiating Poems and Stories**

- Discuss with students how poems differ from stories in terms of structure, language, and emotional impact.
- Provide examples of poems and stories to compare and contrast.

Step 2: Reading and Analyzing a Poem with Proverbs

- Introduce a poem containing proverbs to the students.
- Guide students to read the poem aloud, focusing on stress and rhythm.
- Ask comprehension questions based on the poem's content and the proverbs used.

Step 3: Applying Stress and Rhythm

- Engage students in a hands-on activity where they practice applying stress and rhythm while reading various passages, including songs and proverbs.
- Encourage students to read aloud in different tones to understand the impact of stress and rhythm on the meaning of the text.

Step 4: Comprehension and Appreciation

- Conduct a discussion on the students' interpretations of the poem, songs, or passages containing proverbs.

- Encourage students to share their thoughts on the themes presented and their overall appreciation for intensive reading.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as reciting a poem with stress and rhythm.
- Preview upcoming topics or questions to consider for the next session.

Extended Activities:

- Assign students to write their own poem or song incorporating proverbs.
- Create a class bulletin board showcasing students' favorite poems and songs with proverbs.
- Encourage students to explore more poems, songs, and proverbs outside of the classroom setting and share their findings with the class.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Grammar

Sub Strand: Present and past perfect

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the present and past perfect aspect in varied texts.
2. Use the present perfect and past perfect aspect to form correct sentences.
3. Realize the importance of proper aspect in everyday communication.

Key Inquiry Question(s):

- Respond to questions on activities they have just completed depicting the present and past perfect.
- Identify present perfect and past perfect aspect in sentences.
- Make a list of sentences in the present perfect on a computer.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 textbook
- Longhorn English Grade 4 teacher's guide
- Computer

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (25 minutes):

Step 1: Introduce the concept of present and past perfect aspect through examples.

Step 2: Engage learners in identifying present perfect and past perfect aspect in sentences with interactive exercises.

Step 3: Guide students in using the present perfect and past perfect aspect to form correct sentences on their own.

Step 4: Encourage learners to discuss and reflect on the importance of using proper aspect in everyday communication.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create a short story using both present perfect and past perfect aspects to showcase their understanding.
- Ask students to peer-review sentences written by their classmates and identify whether the aspect used is correct.

Teacher Self-Evaluation:

WEEK 6: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Writing

Sub Strand: Guided Composition - Personal Diary

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the components of a personal diary
2. Write a personal diary in the correct format for effective communication
3. Understand the relevance of using diaries in our daily lives

Key Inquiry Question(s):

- What are the components of a diary?
- How can we apply diary writing in our everyday lives?
- How can we effectively communicate through diary entries?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 textbook
- Longhorn English Grade 4 teacher's guide
- Computer for viewing diary samples

Organisation of Learning:**Introduction (5 minutes):**

- Recap the previous lesson.
- Have students read and discuss relevant content from the textbook with a focus on key concepts related to diary writing.

Lesson Development (25 minutes):

Step 1: Discuss the importance of keeping a record of our activities. Encourage students to share their thoughts on why documenting our experiences can be valuable.

Step 2: Introduce the components of a personal diary such as date, time, feelings, and events. Show samples of diary entries on the computer and analyze them together.

Step 3: Guide students through the process of writing their own diary entries. Emphasize the correct format and language usage for effective communication.

Step 4: Allow students to display their diary entries in class and promote peer feedback and discussion on their writing.

Conclusion (5 minutes):

- Summarize the key points learned about diary writing.
- Engage students in a brief interactive activity related to diary writing to reinforce concepts.
- Provide a preview of the next session's topics or questions to consider.

Extended Activities:

- Assign students to write a diary entry reflecting on a significant event from their day and share it with the class the next day.
- Encourage students to maintain a personal diary for a week and reflect on the experience in a future class discussion.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Listening and Speaking (Money)

Sub Strand: Pronunciation and Listening Vocabulary: Intensive Listening, Pattern/Riddles/Tongue Twisters

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Listen intensively for specific sounds, words, phrases, or sentences for fluency.
2. Select silent letters in words from an oral text.
3. Use the language pattern 'very...but..' correctly.
4. Promote the skill of listening intensively to a variety of texts for information and enjoyment.

Key Inquiry Question(s):

The learner is guided to:

- Identify the sounds /k/ in letter x as well as sounds /m/n/, from an oral text.
- Identify the silent letters in words such as honest, park, debt.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 page 169
- Longhorn English Grade 4 TR's guide

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (25 minutes):

Step 1: Discuss the importance of listening carefully and its impact on learning new words.

Step 2: Introduce the concept of identifying specific sounds in oral texts and silent letters in words.

Step 3: Practice using the language pattern 'very...but..' correctly in sentences.

Step 4: Engage in intensive listening exercises to identify information and enjoy the text.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Grade-relevant extended activities could include:
- Playing pronunciation games with tongue twisters.
- Creating riddles that focus on specific sounds or silent letters.
- Practicing intensive listening skills through audio recordings or storytelling activities.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Reading

Sub Strand: Extensive Reading - Newspapers/Magazines

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Read a variety of grade-appropriate digital and print texts such as newspapers, magazines.
2. Demonstrate independent reading of grade-appropriate digital and print texts for information and enjoyment.
3. Adopt independent reading in lifelong learning.

Key Inquiry Question(s):

The learner is guided to:

- Read newspapers, magazines, and articles.
- Select and read age-appropriate sources related to the theme.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4
- Longhorn English Grade 4 Teacher's Guide
- Newspapers
- Magazines

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (25 minutes):**Step 1:**

Introduce the importance of reading newspapers and magazines by discussing how they provide current information and different perspectives.

Step 2:

Guide students in selecting materials by discussing genres, topics, and interests. Encourage them to choose reading materials that match their preferences.

Step 3:

Model independent reading behavior by showing how to engage with texts, such as identifying main ideas, key details, and making connections.

Step 4:

Discuss the benefits of lifelong reading habits and how reading newspapers and magazines can contribute to continuous learning.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Suggest grade-relevant extended activities such as:
- Creating a mini newspaper or magazine on a topic of interest.
- Conducting a class discussion on articles read independently.
- Comparing and contrasting different types of newspapers or magazines.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Reading

Sub Strand: Extensive Reading - Newspapers/Magazines

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Read a variety of grade-appropriate digital and print texts such as newspapers and magazines.
2. Demonstrate independent reading of grade-appropriate digital and print texts for information and enjoyment.
3. Adopt independent reading in lifelong learning.

Key Inquiry Question(s):

The learner is guided to:

- Select and read age-appropriate sources related to the theme.
- Infer the meanings of words related to the theme.
- Retell the stories they have read.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4
- Longhorn English Grade 4 teacher's guide
- Newspapers
- Magazines

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (25 minutes):

Step 1: Introduce the concept of selecting appropriate reading materials.

Step 2: Discuss the importance of understanding the theme of the text.

Step 3: Practice inferring the meanings of unfamiliar words in context.

Step 4: Engage students in retelling stories they have read.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Suggest grade-relevant extended activities such as creating their own newspaper article or magazine feature based on a given theme to deepen understanding and apply the concepts discussed.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE	ENGLISH			

Strand: Grammar

Sub Strand: Word class: prepositions

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify prepositions of position and direction in sentences
2. Use prepositions correctly in oral and written contexts
3. Promote the use of prepositions for clarity in communication

Key Inquiry Question(s):

The learner is guided to:

- Identify prepositions in samples of oral or written sentences
- Construct sentences using prepositions
- Fill in gaps in sentences using prepositions

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4 Teacher's Guide
- Chart
- Flash cards

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (25 minutes):**Step 1: Understanding Prepositions**

- Introduce the concept of prepositions and provide examples relating to position and direction.

Step 2: Identifying Prepositions

- Engage students in identifying prepositions in sample sentences provided.

Step 3: Using Prepositions

- Guide students in constructing sentences using prepositions to describe position and direction.

Step 4: Practice and Application

- Provide exercises where students can fill in gaps in sentences with the appropriate prepositions.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- After the lesson, students can engage in activities such as creating their own sentences using prepositions, playing preposition-based games, or writing short stories that highlight the use of prepositions.

Teacher Self-Evaluation:

WEEK 7: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	ENGLISH			

Strand: Writing

Sub Strand: Spelling Double word consonants

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Spell words with double consonants correctly.
2. Construct correct sentences using words with double consonants for cohesive writing.
3. Realize the importance of writing words correctly.

Key Inquiry Question(s):

The learner is guided to:

- Listen to an audio recording and write words with double consonants.
- Construct sentences using words with double consonants.
- Make words with double consonants from jumbled up letters.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy • Digital literacy 	<ul style="list-style-type: none"> • Unity • Respect • Integrity • Love • Responsibility 	<ul style="list-style-type: none"> • Self- esteem • Financial literacy • Social cohesion • Proper sanitation • Effective communication • Online safety • Personal hygiene

Learning Resources:

- Longhorn English Grade 4
- Longhorn English Grade 4 teacher's guide
- Flash cards

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (25 minutes):

Step 1: Introduce the concept of double consonants and their importance in spelling.

Step 2: Engage learners in a spelling activity using flashcards with words containing double consonants.

Step 3: Guide learners in constructing sentences using the words they have spelled correctly.

Step 4: Challenge learners to unscramble jumbled letters to form words with double consonants.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their own sentences using words with double consonants.
- Have students write a short story incorporating multiple words with double consonants.
- Provide additional spelling exercises with words containing double consonants for practice.

Teacher Self-Evaluation:

