|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 1: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

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

1. Pronounce sounds and words correctly.

2. Use vocabulary in sentences for effective oral communication.

3. Appreciate the importance of accurate pronunciation in oral texts.

**Key Inquiry Questions:**

- Why is it important to pronounce sounds and words correctly?

- How can using the right vocabulary improve oral communication?

**Learning Resources:**

- KLB Visionary English Grade 4, page 1

- KLB Visionary English Teacher’s Guide Grade 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on basic vocabulary related to family members.

- Guide learners to read and discuss relevant content from page 1 of the learning resource, focusing on the sounds /t/, /d/, /f/, /v/, and the digraph /tw/.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Sounds

- Introduce and demonstrate the sounds /t/, /d/, /f/, /v/, and /tw/.

- Use examples from “The Family” context, such as "Tom," "Dad," "Fiona," "Vicky," and “twin.”

- Encourage students to repeat the sounds after you.

**Step 2:** Tongue Twisters

- Present the class with fun tongue twisters involving the targeted sounds. For example:

- “Timmy tried to tie two tiny ties.” (for /t/)

- “Fiona found five funny faces.” (for /f/)

- Students practice saying these tongue twisters in pairs, focusing on pronunciation accuracy.

**Step 3:** Matching Sounds

- Provide learners with a list of words that contain the same sounds.

- In pairs or small groups, have them match words with similar sounds. For example, pair "twin" with "twice," or "dad" with "mad."

**Step 4:** Constructing Sentences

- Ask students to use the matched words to create sentences related to "The Family."

- Share examples like "My twin sister is funny" or "Dad likes to drive."

- Invite a few students to share their sentences with the class, focusing on pronunciation.

**Conclusion (5 minutes):**

- Summarize key points about the importance of correct pronunciation and using vocabulary effectively in communication.

- Conduct an interactive activity, such as a quick quiz or game that reinforces the sounds learned.

- Preview upcoming lessons which may include exploring more complex vocabulary related to family dynamics or how pronunciation affects understanding in dialogues.

**Extended Activities:**

- Family Vocabulary Book: Assign students to create a small booklet that includes family member names, tongue twisters, and sentences.

- Pronunciation Recordings: Encourage students to record themselves reading tongue twisters or sentences and reflect on their pronunciation.

- Family Tree Presentation: Have students prepare a short presentation on their family using the vocabulary learned, focusing on correct pronunciation.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 1: LESSON 2**

**Strand:** Reading

**Sub Strand:** Intensive Reading

**Specific Learning Outcomes:**

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

1.Read a grade-appropriate comprehension related to the theme fluently.

2. Extract correct answers from the comprehension.

3. Appreciate the act of reading.

**Key Inquiry Questions:**

- How do we get answers from the comprehension?

- What are direct and indirect questions, and how do we answer them based on the text?

**Learning Resources:**

- KLB Visionary English Grade 4 and KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson focusing on reading comprehension skills.

- Engage learners in a brief discussion of any homework or reading they completed since the last class.

- Guide learners to read and discuss relevant content from the learning resources, ensuring they grasp the key concepts of comprehension.

**Lesson Development (25 minutes):**

**Step 1:** Introduce the Concept of Comprehension

- Explain what reading comprehension is and why it is important.

- Discuss key elements of detecting themes in texts.

- Read a short passage aloud from the KLB Visionary English resource and model how to identify the theme.

**Step 2:** Identify Questions Types

- Introduce the types of questions that can be asked about a text (direct and indirect).

- Provide examples of both types using the passage from Step 1.

- Discuss how the type of question can guide them to find the information they need in the text.

**Step 3:** Guided Reading and Answer Extraction

- Have learners read the designated comprehension passage independently.

- As they read, ask them to underline or highlight sentences that answer direct and indirect questions.

**Step 4:** Share and Discuss Answers

- Ask learners to pair up and discuss their answers to both types of questions.

- Facilitate a brief class discussion where pairs share their findings and clarify any misunderstandings.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, including themes, question types, and strategies for finding answers in a text.

- Conduct a brief interactive activity, such as a quick quiz or flashcards, to reinforce the main topics covered.

- Offer learners a preview of the upcoming session, highlighting the new themes or types of text they will explore.

**Extended Activities:**

- Reading Diary: Encourage students to keep a "reading diary" where they choose a book to read at home each week and summarize the theme and answer a direct and indirect question related to the text.

- Create Your Questions: After reading a short passage, have students create their own direct and indirect questions about the text for their peers to answer.

- Theme Exploration: Assign small groups to research various common themes in children's literature and present their findings to the class.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 1: LESSON 3**

**Strand:** Reading

**Sub Strand:** Extensive reading

**Specific Learning Outcomes:**

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

1. Identify spelling and meaning of words from the dictionary

2. Read a grade-appropriate text fluently

3. Appreciate the use of reference materials to obtain information

**Key Inquiry Questions:**

- How do we use a dictionary to find the meaning of words?

- How can we read a grade-appropriate text fluently?

- How can we select a topic and obtain information from reference materials?

**Learning Resources:**

- KLB Visionary English Grade 4 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the importance of reading and understanding texts.

- Guide learners through a short discussion on what they remember about dictionaries and reference materials.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Reference Materials

- Define what reference materials are and provide examples (e.g., dictionaries, encyclopedias, almanacs, thesauruses).

- Discuss the importance of using reference materials in our daily reading and writing.

**Step 2:** Using the Dictionary

- Demonstrate how to use a dictionary to find the meaning, spelling, and pronunciation of a word.

- Provide each student with a new word and ask them to find its meaning using the dictionary.

**Step 3:** Fluency in Reading

- Discuss what fluent reading means and why it's important (e.g., comprehension, enjoyment).

- Have students practice reading a short grade-appropriate text silently and then read it aloud in pairs.

**Step 4:** Selecting Topics and Conducting Research

- Provide examples of topics and how to find information using various reference materials.

- Have students select a topic of interest and write down two questions they would like to explore further.

**Conclusion (5 minutes):**

- Summarize the key points: what reference materials are, how to use a dictionary, the importance of reading fluently, and how to select topics for information gathering.

- Conduct a brief interactive activity where students can share their selected topics and discuss why they are interested in them.

- Preview the next session, highlighting that they will learn more about synthesizing information from different sources.

**Extended Activities:**

- Dictionary Challenge: Create a dictionary scavenger hunt where students must find words based on definitions or synonyms provided.

- Create a Word Wall: Have students collect words from their reading, look them up, and create a class word wall with definitions and example sentences.

- Reference Material Project: Students can choose a topic of interest and create a small poster that includes information gathered from at least two different reference materials.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 1: LESSON 4**

**Strand:** Grammar

**Sub Strand:** Word Classes – Determiners

**Specific Learning Outcomes:**

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

1.Identify definite and indefinite articles in written text.

2. Use definite and indefinite articles in sentences.

3. Appreciate the use of articles in oral and written contexts for self-expression.

**Key Inquiry Question(s):**

- What are the articles a, an, and the?

- How can we use definite and indefinite articles in sentences?

- How can we match definite and indefinite articles with a list of nouns?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB English Teacher’s Guide Grade 4

**Organization of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson focusing on nouns and their importance in sentences.

- Guide learners to read relevant sections from the learning resources, encouraging a discussion about articles and their purpose in English communication.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Articles

- Explain what articles are and their role in sentences.

- Define and demonstrate definite article ("the") as referring to specific nouns and indefinite articles ("a" and "an") as referring to non-specific nouns.

- Provide examples on the board:

- "I saw the dog." (specific)

- "I want to buy a car." (non-specific)

**Step 2:** Identifying Articles in Text

- Distribute a short passage from the KLB Visionary English where students can identify articles.

- In pairs, have students underline the articles they find and specify whether they are definite or indefinite.

- Discuss findings as a class, correcting any misconceptions.

**Step 3:** Using Articles in Sentences

- Provide a list of nouns and have students create sentences using both definite and indefinite articles.

- Examples:

- "I need an apple."

- "Where is the book?"

**Step 4:** Matching Articles with Nouns

- Prepare a worksheet where students match a selection of nouns with the correct definite or indefinite articles.

- Encourage collaboration and discussion about their choices.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson concerning articles.

- Conduct a brief interactive game where students take turns saying a sentence using an article while the rest guess whether the article is definite or indefinite.

- Preview the next session, introducing adjectives and how they relate to nouns and articles.

**Extended Activities:**

- Article Hunt: Ask students to find sentences from their favorite books or stories that illustrate the use of articles. They will present these to the class.

- Creative Writing: Have students write a short story or paragraph about a day in their life, ensuring to use at least five definite and five indefinite articles.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 1: LESSON 5**

**Strand:** Writing

**Sub-Strand:** Functional Writing - Filling Forms

**Specific Learning Outcomes:**

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

1. Identify the required information to fill in forms for different purposes.

2. Fill in information in forms correctly for self-expression.

3. Appreciate the importance of filling forms correctly.

**Key Inquiry Questions:**

- What information do we need to fill in forms?

- How do we read instructions on filling in forms?

- What are the consequences of filling forms incorrectly?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the class by briefly reviewing the previous lesson on writing skills, focusing on the importance of effective communication.

- Ask students what they remember about filling forms and guide them to read relevant sections from the resource to refresh their memories.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Forms

- Discuss with students the different types of forms they may encounter (e.g., application forms, permission slips).

- Ask students to give examples of when they might have to use a form.

- Highlight the components of a form (e.g., name, date, purpose) and encourage them to reflect on why each part is important.

**Step 2:** Reading and Understanding Instructions

- Provide students with a sample form and read through it together.

- Focus on how to identify and understand the instructions provided on the form.

- Model examples of common words or phrases found in forms that they should be aware of (e.g., "please print," "signature required").

**Step 3:** Filling in a Sample Form

- Hand out a blank version of the sample form you discussed earlier.

- Instruct students to fill in their information, guiding them on where to write their names, addresses, etc.

- Circulate the classroom to assist as needed and ensure everyone understands how to input their details correctly.

**Step 4:** Group Discussion on Accuracy

- Engage the class in a discussion about the importance of accuracy when filling out forms.

- Pose questions such as, "What could happen if we fill out these forms incorrectly?"

- Encourage students to share their thoughts and examples, solidifying the importance of being careful and precise.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson: types of forms, reading instructions, and the significance of accurate completion.

- Conduct a quick interactive activity where students pair up and quiz each other on the components and purposes of different forms.

- Preview the next session, hinting at exploring various forms in real-life scenarios.

**Extended Activities:**

- Form Creation Assignment: Have students create a simple, fictional form for a "school event" (e.g., a field trip permission slip) and fill it out, ensuring they apply the concepts learned.

- Field Trip Observation: If possible, take students on a field trip to a local government office or library where they can see real forms being used and possibly practice filling out a simple one under supervision.

- Role-Playing Activity: Conduct a role-playing exercise where students simulate situations that require filling out forms, such as applying for a library card or signing up for a club.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 2: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

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

1.Pronounce sounds and words correctly.

2. Use vocabulary in sentences for effective oral communication.

3. Appreciate the importance of accurate pronunciation in oral texts.

**Key Inquiry Question(s):**

- Why is correct pronunciation important?

- How can we use words with similar sounds to construct meaningful sentences?

**Organisation of Learning:**

**Introduction (5 minutes):**

- Activity: Quick review of the previous lesson on sound recognition and the importance of vocabulary.

- Discussion: Engage learners in a brief dialogue about their last lesson, encouraging them to share what they learned and ask questions.

**Lesson Development (25 minutes):**

**Step 1:** Tongue Twister Introduction

- Introduce tongue twisters that contain the specific sounds: /t/, /d/, /f/, /v/, and the digraph /tw/.

- For example: "Timmy's tiny twigs" for /t/, and "Victor's very vocal voice" for /v/.

- Activity: Have students practice these tongue twisters in pairs, focusing on pronunciation.

**Step 2:** Sound Matching Activity

- Provide a list of words that share the same target sounds.

- In pairs or small groups, students match words by their sounds.

- Example Vocabulary:

- /t/: cat, ten, tap

- /d/: dad, dog, do

- /f/: fish, fun, fast

- /v/: van, very, vat

- Activity: After matching, students share their matched pairs with the class, ensuring correct pronunciation.

**Step 3:** Sentence Construction

- Guide the learners to construct sentences using the matched words in front of them.

- Encourage creativity and collaboration to form meaningful sentences and use them in communication.

- Example Sentence: "The fast cat jumped onto the van."

**Step 4:** Importance of Pronunciation

- Discuss why accurate pronunciation matters in communication (clarity, understanding, and confidence).

- Include examples of misunderstandings that can arise from incorrect pronunciation.

- Reflection Activity: Ask students to think of a time when they faced a misunderstanding because of pronunciation.

**Conclusion (5 minutes):**

- Summary: Recap the key points from the lesson—importance of sound pronunciation, using vocabulary in sentences, and the benefits of clear communication.

- Interactive Activity: Have a quick round of 'word relay' where students take turns to say a word from the lesson with the correct sound, followed by a sentence demonstrating its use.

- Preview: Introduce the upcoming session on synonyms and antonyms, asking students to think about any examples from their daily life.

**Extended Activities:**

- Homework Assignment: Students can create their own tongue twisters using the target sounds and share them in the next class.

- Pronunciation Recording: Ask learners to record themselves reading the tongue twisters and other sentences at home, then reflect on improvements they hear when playing them back.

- Group Activity: In pairs, students can prepare a short skit using new vocabulary, focusing on correct pronunciation, to present in the next lesson.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 2: LESSON 2**

**Strand:** Reading

**Sub Strand:** Intensive Reading

**Specific Learning Outcomes:**

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

1.Read a grade-appropriate comprehension related to the theme fluently.

2.Extract correct answers from the comprehension.

3.Appreciate reading.

**Key Inquiry Question(s):**

- How do we read a grade-appropriate comprehension related to the theme fluently?

- How do we answer direct and indirect questions from the comprehension?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson to activate prior knowledge.

- Introduce the day's comprehension reading, highlighting its theme and importance.

- Facilitate a quick discussion on the importance of understanding both direct and indirect questions.

**Lesson Development (25 minutes):**

**Step 1:** Preview the Text

- Provide a short overview of the comprehension text.

- Engage students in a discussion about the theme, encouraging them to make predictions about the content.

**Step 2:** Fluent Reading Practice

- Have students read the comprehension text silently.

- Ask volunteers to read sections aloud to practice fluency.

- Discuss any unfamiliar vocabulary as a class.

**Step 3:** Extraction of Answers

- Demonstrate how to locate specific information in the text by highlighting important keywords.

- Guide the class in answering a few direct questions together, using evidence from the text.

**Step 4:** Answering Indirect Questions

- Explain the difference between direct and indirect questions.

- Provide examples and practice answering these questions as a class, emphasizing critical thinking.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson and restate the learning objectives.

- Conduct a brief interactive activity where students play a question-and-answer game based on the text.

- Preview the next session, hinting at new themes or questions that will be explored.

**Extended Activities:**

- Reading Journal: Encourage students to keep a reading journal where they summarize each text they read, noting themes and new vocabulary.

- Group Discussions: Organize small group discussions where students can reflect on what they read and share their thoughts on the themes and characters.

- Creative Writing Prompt: Ask students to write a short paragraph or story related to the theme of the comprehension, allowing them to apply their understanding creatively.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 2: LESSON 3**

**Strand:** Reading

**Sub Strand:** Extensive Reading

**Specific Learning Outcomes:**

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

1. Identify spelling and meaning of words from the dictionary.

2. Read a grade-appropriate text fluently.

3. Appreciate the use of reference materials to obtain information.

**Key Inquiry Questions:**

- How can we use a dictionary to find the meaning of words?

- How do we read a grade-appropriate text fluently?

- How can we select a topic and obtain information from reference materials?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organization of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson's key points to set context.

- Ask students to recall a few spelling words learned and their meanings, using this as a segue into today's lesson about dictionaries and reference materials.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Reference Materials

- Explain what reference materials are and why they are important (e.g., dictionaries, encyclopedias, thesauruses).

- Show examples of different types of reference materials, discussing how each can serve different informational needs.

**Step 2:** Using a Dictionary

- Demonstrate how to use a dictionary, highlighting the alphabetical order, parts of a word entry, and phonetic symbols.

- Provide students with a list of words to look up in pairs, asking them to write both the spelling and meaning.

**Step 3:** Fluent Reading Example

- Choose a short, grade-appropriate text from the learning resource and read it aloud as a model for fluent reading.

- Discuss with students the importance of expression and pacing in reading.

**Step 4:** Independent Reading Activity

- Assign a grade-appropriate text for students to read individually or in small groups, focusing on fluency and comprehension.

- Encourage them to underline or note any unfamiliar words to look up later.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson: the definition and types of reference materials, how to use a dictionary, and the importance of fluent reading.

- Engage students in a brief interactive activity, such as a matching game with dictionary words and their meanings.

- Preview the next session by posing a question: “What other sources can we use to find information besides a dictionary?”

**Extended Activities:**

- Dictionary Scavenger Hunt: Create a list of words related to a theme (e.g., animals, weather, etc.) for students to find in the dictionary at home or in the classroom.

- Create a Mini Encyclopedia: Have students research a topic of interest using various reference materials and compile a short report or poster.

- Fluent Reading Challenge: Pair students to practice reading storybooks aloud to each other, focusing on clarity, expression, and fluency.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 2: LESSON 4**

**Strand:** Grammar

**Sub Strand:** Word Classes - Determiners (Articles)

**Specific Learning Outcomes:**

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

1. Identify definite and indefinite articles in written text.

2. Use definite and indefinite articles in sentences.

3.Appreciate the use of articles in oral and written contexts for self-expression.

**Key Inquiry Questions:**

- What are the differences between the articles "a," "an," and "the"?

- Can you read aloud sentences using definite and indefinite articles?

- How can you match definite and indefinite articles with a list of nouns?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB English Teacher’s Guide Grade 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson focused on grammar basics.

- Introduce today's topic on articles by prompting learners: “What do you know about the words 'a,' 'an,' and 'the'?”

- Read aloud example sentences from learning resources that illustrate the use of articles.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Articles

- Define and explain the concept of articles:

- Definite Article: "the"

- Indefinite Articles: "a," "an"

- Use visual aids or anchor charts to illustrate when to use each article.

- Discuss specific nouns that require "a" (before consonant sounds) and "an" (before vowel sounds).

**Step 2:** Identifying Articles in Text

- Provide a short written text from the KLB Visionary English resource.

- Have students work in pairs to highlight or underline instances of "a," "an," and "the."

- Gather as a class and discuss their findings.

**Step 3:** Sentence Construction

- Guide students to create sentences using the articles.

- Present prompts: "Write a sentence using 'a' with a noun" and "Write a sentence using 'the' with a noun."

- Allow learners to share their sentences with the class.

**Step 4:** Matching Activity

- Prepare a worksheet with a list of nouns and a list of articles ("a," "an," "the").

- Instruct students to match articles to the appropriate nouns.

- Review the answers as a class to reinforce the correct usage.

**Conclusion (5 minutes):**

- Summarize the key points: the definitions of definite and indefinite articles and their correct usage in sentences.

- Conduct a brief interactive game where students take turns saying a noun and the class shouts back the appropriate article.

- Preview the next session: “Next time, we will explore how articles affect the meaning of our sentences in different contexts.”

**Extended Activities:**

- Article Scavenger Hunt: Students can find five sentences in their favorite books or magazines that use articles correctly and share them in class.

- Story Creation: Encourage students to write a short story using at least ten articles correctly throughout. They can illustrate their story for presentation.

- Interactive Poster: Groups could create a poster explaining the rules for using articles with examples and visuals to display in the classroom.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 2: LESSON 5**

**Strand:** Writing

**Sub Strand:** Functional Writing - Filling Forms

**Specific Learning Outcomes:**

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

1. Identify the required information to be filled in forms for different purposes.

2. Fill information in forms correctly for self-expression.

3. Appreciate the importance of filling forms correctly.

**Key Inquiry Question(s):**

- What information do we fill in forms?

- How do we read instructions on filling in forms?

- Why is it important to fill forms correctly?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson to refresh students' memories.

- Engage students in a discussion about the importance of forms in everyday life (e.g., school applications, surveys, etc.).

- Introduce key concepts related to filling forms by guiding learners to read relevant sections from the KLB resources.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Forms

- Discuss what a form is and its purpose in collecting information.

- Show examples of different types of forms (registration forms, feedback forms, etc.).

- Ask students to share experiences filling out forms.

**Step 2:** Identifying Required Information

- Explain the common types of information required on forms (name, address, date).

- Provide a fill-in-the-blank exercise where students identify what information fits in various sections of a sample form.

- Review the answers as a class.

**Step 3:** Filling Out a Sample Form

- Distribute a blank sample form related to a topic, like "Favorite Foods Survey."

- Instruct students to fill it out individually using imaginary information.

- Walk around to provide assistance and ensure understanding.

**Step 4:** Discussing Accuracy and Importance

- Discuss why accuracy in filling out forms is important (e.g., processing applications, ensuring correct information).

- Highlight consequences of incorrect information (e.g., delays, misunderstandings).

- Engage students in a reflective discussion about how they felt while filling out the sample form.

**Conclusion (5 minutes):**

- Summarize key points regarding what information is needed on forms and why it matters to fill them out correctly.

- Conduct a brief interactive quiz or game where students match types of forms with their purposes.

- Preview the next session, where students will learn about different types of forms and practice creating their own.

**Extended Activities:**

- Creative Form Creation: Ask students to design their own form based on a hypothetical scenario (like a class trip application) and present it to the class.

- Real-World Practice: Encourage students to find a form at home (e.g., a library card application) to bring to class next time for discussion.

- Class Survey: Conduct a class survey using forms filled out by students, then graph the results to visualize data collection.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 3: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

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

1. Identify words containing target sounds.

2. Pronounce words containing target sounds accurately.

3.Appreciate the importance of accurate pronunciation.

**Key Inquiry Questions:**

- How can we listen to a variety of audio materials and identify sounds related to the theme?

- How can we pronounce words containing target sounds accurately?

**Learning Resources:**

- KLB Visionary English Grade 4, Page 12

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Open the lesson by briefly reviewing the previous session’s key points and concepts related to family celebrations.

- Ask students to recall specific vocabulary they learned from the last lesson.

- Introduce the day's focus: the importance of pronunciation and recognizing specific sounds in words related to family celebrations.

**Lesson Development (25 minutes):**

**Step 1:** Listening Activity

- Play an audio clip that features discussions or narratives about family celebrations.

- Instruct students to listen carefully and jot down words they hear that relate to the theme.

**Step 2:** Identifying Target Sounds

- Gather the words students noted from the audio clip.

- Guide students in identifying specific sounds in these words (e.g., vowel sounds, consonant blends) that are relevant to the theme.

- Demonstrate the pronunciation of the target sounds, providing clear examples.

**Step 3:** Pronunciation Practice

- Organize students into pairs and have them practice pronouncing the identified words together.

- Walk around to monitor and provide assistance on accurate pronunciation.

**Step 4:** Importance of Accurate Pronunciation

- Facilitate a brief discussion on why correct pronunciation matters in communication. Encourage students to share their thoughts on how pronunciation can affect understanding.

- Share examples of how mispronunciations can lead to confusion, especially in cultural contexts like family celebrations.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson, emphasizing the significance of recognizing sounds and practicing accurate pronunciation.

- Conduct a quick interactive activity, such as a pronunciation game or quick-fire round where students pronounce words in sequence.

- Preview the next session, mentioning that they will explore storytelling related to family celebrations.

**Extended Activities:**

- Word Wall Creation: Students can collaborate to create a ‘Family Celebrations’ word wall at the front of the class, where they add new vocabulary words along with phonetic spellings and illustrations.

- Family Celebration Presentation: Each student can prepare a short presentation about a family celebration they participate in, focusing on the vocabulary and pronunciation discussed during the lesson.

- Sound Sorting Game: Create a sorting game where students categorize words from their lesson by target sounds, helping them recognize patterns in pronunciation.

**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, learners should be able to:**

1.Read poems or stories related to the theme for comprehension

2. Apply appropriate reading techniques to answer direct and indirect questions

3.Appreciate the importance of reading

**Key Inquiry Question(s):**

- What can we learn from the title and pictures of the poem/story?

- How can we read poems or stories related to the theme fluently?

- How do we answer direct and indirect questions effectively?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson focusing on reading fluency and comprehension.

- Introduce the day's theme by displaying a relevant poem/story. Encourage learners to look closely at the title and pictures, discussing what they might expect from the text.

**Lesson Development (25 minutes):**

**Step 1:** Discussing the Title and Pictures

- Ask students to describe the title and illustrations in the poem/story.

- Facilitate a class discussion on how titles and pictures can provide hints about the theme or main idea of the text.

**Step 2:** Reading Aloud

- Lead students in reading the poem/story aloud as a class, focusing on fluency and expression.

- Encourage students to pay attention to punctuation and how it affects their reading speed and understanding.

**Step 3:** Comprehension Questions

- Pose direct questions about the poem/story that can be answered explicitly based on the text.

- Then, ask indirect questions that require students to infer or interpret information beyond what is directly stated.

**Step 4:** Importance of Reading

- Initiate a discussion on why reading is important. Highlight benefits such as gaining knowledge, improving empathy, and enhancing vocabulary.

- Encourage students to share personal experiences related to what they’ve learned from reading.

**Conclusion (5 minutes):**

- Summarize key points discussed: the importance of titles/pictures, the role of fluency in reading, and how to answer questions effectively.

- Conduct a short quiz or game where students match questions with their answers from the reading to reinforce comprehension.

- Preview the next lesson's theme, encouraging students to think about other poems or stories they enjoy.

**Extended Activities:**

- Have students write their own short poem or story, focusing on creating an interesting title and illustrations that enhance their writing.

- Encourage a reading buddy activity where students select a poem or story to read to a partner, discussing insights and comprehension questions afterward.

- Create a themed reading corner in the classroom with various poems and stories for students to explore independently.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 3: LESSON 3**

**Strand:** Reading

**Sub Strand:** Reading Comprehension

**Specific Learning Outcomes:**

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

1.Identify the vocabulary used in the comprehension.

2.Answer direct and indirect questions based on comprehension.

3. Appreciate the importance of reading.

**Key Inquiry Question(s):**

- What vocabulary can we identify in the comprehension?

- How can we answer both direct and indirect questions based on what we read?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the Previous Lesson: Begin by reviewing the last lesson's key points about reading comprehension and the importance of expanding vocabulary.

- Discussion Activity: Ask students to share any new words they learned and how they used them in sentences. Prompt learners to read a selected passage from the KLB Visionary English text, focusing on understanding the key concepts and vocabulary used.

**Lesson Development (25 minutes):**

**Step 1:** Vocabulary Identification

- Introduce a short story or poem from the KLB text.

- Ask students to read it silently and underline any unfamiliar words.

- Discuss these words as a class, encouraging learners to guess meanings based on context before providing definitions.

**Step 2:** Direct Questioning

- Pose direct questions related to the story/poem, such as "What is the main character's name?" or "Where does the story take place?"

- Have learners answer these questions individually and then share with the class for validation and discussion.

**Step 3:** Indirect Questioning

- Introduce indirect questions related to the story, for example, "What do you think the main character learned from their experience?" or "How does the setting influence the story?"

- Facilitate a group discussion allowing students to express their opinions, encouraging critical thinking and supporting their answers with text references.

**Step 4:** Importance of Reading

- Lead a conversation about why reading is essential. Ask questions like, "How does reading help us in our daily lives?" and "What skills do we develop through reading?"

- Summarize the responses and emphasize the lifelong benefits of reading.

**Conclusion (5 minutes):**

- Summarize Key Points: Recap the vocabulary identified, the questions answered, and the importance of reading highlighted during the lesson.

- Interactive Activity: Conduct a quick "vocabulary game" where students match words learned with their meanings or provide synonyms.

- Preview Next Session: Brief students on what they will be learning in the next lesson, encouraging them to think about their favorite books and what makes a story compelling.

**Extended Activities:**

- Vocabulary Journal: Have students maintain a vocabulary journal where they write new words they encounter, along with meanings and sentences.

- Story Analysis: Encourage students to select their favorite story or poem, write a short analysis, and present it to the class, focusing on vocabulary and key themes.

- Reading Buddies: Pair students to read together and discuss stories, sharing vocabulary they find interesting, fostering collaborative learning.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 3: LESSON 4**

**Strand:** Grammar

**Sub Strand:** Word Classes: Nouns (Regular Nouns and Irregular Nouns)

**Specific Learning Outcomes:**

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

1. Identify plurals of regular and irregular nouns.

2. Use plurals of irregular nouns in spoken and written language.

3. Desire to use regular and irregular nouns in communication.

**Key Inquiry Questions:**

- Can you give examples of regular and irregular nouns?

- What is the difference between regular and irregular nouns?

**Learning Resources:**

- KLB Visionary English Grade 4 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on nouns and the importance of understanding their classifications.

- Guide learners to read and discuss the relevant chapter on nouns from the KLB Visionary English resource, focusing on the identification of regular and irregular nouns.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Regular Nouns

- Define regular nouns and explain how they form plurals by adding –s or –es (e.g., dog/dogs, bus/buses).

- Provide examples of regular nouns from the students' everyday experiences.

- Engage the class by asking students to give additional examples of regular nouns and their plurals.

**Step 2:** Introduction to Irregular Nouns

- Define irregular nouns and explain that they do not follow standard pluralization rules (e.g., child/children, mouse/mice).

- Present a list of common irregular nouns and their plurals for reference.

- Encourage students to identify and share any irregular nouns they know.

**Step 3:** Comparing Regular and Irregular Nouns

- Facilitate a discussion comparing the two types of nouns. Use a Venn diagram on the board to help visualize the differences.

- Ask students to contribute to the diagram by listing examples of regular nouns in one circle and irregular nouns in the other.

**Step 4:** Practical Application

- Group students and give them a short exercise where they create sentences using both regular and irregular nouns. The sentences should highlight correct plural forms.

- Invite a few students to share their sentences with the class.

**Conclusion (5 minutes):**

- Summarize the key points covered: definitions, examples, and the differences between regular and irregular nouns.

- Conduct an interactive quiz using a polling app or a simple show of hands to reinforce the main topics.

- Briefly discuss what will be covered in the next lesson, such as further exploration of noun usage in sentences.

**Extended Activities:**

- Create a Noun Scrapbook: Students can collect images or drawings of regular and irregular nouns from magazines or the internet, labeling them with their plural forms.

- Noun Hunt: Have students go on a noun hunt in their classroom or homes, identifying regular and irregular nouns in their environment and presenting their findings to peers.

- Story Writing: Encourage students to write a short story or paragraph that includes at least five regular nouns and five irregular nouns, paying special attention to correct pluralization.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 3: LESSON 5**

**Strand:** Writing

**Sub Strand:** Functional Writing - Filling Forms

**Specific Learning Outcomes:**

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

1. Identify the required information to be filled in forms for different purposes.

2. Fill information in forms correctly for self-expression.

3. Appreciate the importance of filling forms correctly.

**Key Inquiry Questions:**

- What information do we need to fill in forms?

- How do we correctly fill in forms?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the importance of written communication.

- Ask students about their experiences with filling out forms.

- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding key concepts related to functional writing and forms.

**Lesson Development 25 minutes):**

**Step 1:** Understanding Form Components

- Introduce various types of forms (e.g., application forms, permission slips, surveys).

- Discuss the typical sections of a form (name, date, purpose, etc.).

- Activity: Show students different forms and ask them to identify the components of each.

**Step 2:** Role-Playing Activity

- Divide students into pairs and assign each pair a specific type of form.

- Have them role-play filling out the forms with provided fictional information, ensuring they pay attention to accurately completing each section.

**Step 3:** Guided Practice

- Provide a sample form for students to fill out individually.

- Walk around the classroom to provide guidance and ensure understanding as students complete the form.

**Step 4:** Importance of Accuracy

- Discuss why accuracy in filling forms is important (e.g., applications may be rejected if not filled out correctly).

- Engage students in a discussion about real-life consequences of incorrect information.

**Conclusion (5 minutes):**

- Summarize key points covered in the lesson: what information is needed on forms and why it is important to fill them out correctly.

- Conduct a brief interactive activity where students share what they learned about filling out forms and why it matters.

- Preview the next session’s topic, which will focus on more advanced forms of written communication.

**Extended Activities:**

- Homework Assignment: Have students create their own simple form for a fictional event (e.g., a birthday party invitation or a school event registration) and fill it out with relevant details.

- Class Project: Organize a mock event where students need to fill out various forms prior to participation. This could involve creating an imaginary school talent show.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 4: LESSON 1**

**Strand:** Listening and Speaking - Family Celebrations

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

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

1. Identify words containing target sounds.

2.Pronounce words containing target sounds accurately.

3. Appreciate the importance of accurate pronunciation.

**Key Inquiry Question(s):**

- How can we listen to a variety of audio materials and identify sounds related to the theme?

- How do we pronounce words containing target sounds accurately?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to recall any vocabulary related to family celebrations.

- Guide learners to read a short passage from the learning resources that relates to the importance of pronunciation in understanding communication.

**Lesson Development (25 minutes):**

**Step 1:** Listening Activity

- Play an audio clip that includes various family celebration scenarios.

- Ask students to listen carefully and pay attention to specific sounds, such as /b/, /d/, /m/, and /t/.

**Step 2:** Identifying Sounds

- Have students identify words from the audio clip that contain the target sounds. Write them on the board.

- Discuss as a class how these sounds contribute to understanding the meaning of the words.

**Step 3:** Pronunciation Practice

- Model the correct pronunciation of the identified words.

- Engage students in choral repetition to practice accurate pronunciation.

**Step 4:** Importance of Pronunciation

- Lead a discussion on why accurate pronunciation is important in communication.

- Ask students to share experiences where mispronunciation led to misunderstandings.

**Conclusion (5 minutes):**

- Summarize key points, emphasizing the specific sounds learned today and why they are important in conversation.

- Conduct a brief interactive activity, such as a "Pronunciation Relay," where students take turns pronouncing the identified sounds aloud.

- Prepare learners for the next session by teasing upcoming topics, such as integrating vocabulary into sentences.

**Extended Activities:**

- Sound Bingo: Create bingo cards with words containing the target sounds. Call out the words during the game and let students mark them off on their cards.

- Family Celebration Posters: Students can create a poster about a family celebration and label it with words that contain the target sounds. They will then present their poster to the class, focusing on pronunciation.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 4: LESSON 2**

**Strand:** Reading

**Sub Strand:** Intensive Reading

**Specific Learning Outcomes:**

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

1.Students will read poems or stories related to the theme for comprehension.

2. Students will apply appropriate reading techniques to answer direct and indirect questions.

3. Students will appreciate the importance of reading.

**Key Inquiry Questions:**

- How can we gain hints about a story from its title and pictures?

- How can we read poems or stories related to the theme fluently?

- What strategies can help us answer both direct and indirect questions?

**Learning Resources:**

- KLB Visionary English Grade 4 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson’s content.

- Ask students what they remember about discussing stories and poems.

- Introduce the day’s reading material, highlighting the importance of titles and illustrations in understanding texts.

**Lesson Development (25 minutes):**

**Step 1:**

- Activity: Discuss the title and pictures of the chosen poem or story.

- Task: Ask students to describe what they think the story or poem might be about based on the visuals and title.

**Step 2:**

- Activity: Read the selected poem or story aloud to the class.

- Task: Encourage students to follow along and take notes on any parts they find interesting or confusing.

**Step 3:**

- Activity: Facilitate a discussion on the poem or story, encouraging students to share their interpretations.

- Task: Guide students in answering direct questions (e.g., "Who is the main character?") and indirect questions (e.g., "What do you think motivates the character’s actions?").

**Step 4:**

- Activity: Introduce reading techniques such as skimming for main ideas and scanning for specific information.

- Task: Have students practice these techniques with a new short poem or story related to the theme, applying what they have learned to answer questions.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, emphasizing the importance of titles and illustrations.

- Conduct a brief interactive activity, such as a quick group quiz or a reflective share where students mention one thing they learned today.

- Preview the next session by introducing the theme or questions that students can think about at home.

**Extended Activities:**

- Students could create a "Picture-Title Connection" poster where they illustrate and write down a brief summary of a poem or story based on just the title and pictures.

- Organize a poetry reading session where students choose their favorites to read aloud, encouraging fluency and expressiveness.

- Encourage students to keep a reading journal, where they write down new stories or poems they read at home, reflecting on the title and illustrations.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 4: LESSON 3**

**Strand:** Reading

**Sub Strand:** Reading Comprehension

**Specific Learning Outcomes:**

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

1. Identify the vocabulary used in the comprehension.

2. Answer direct and indirect questions based on comprehension.

3. Appreciate the importance of reading.

**Key Inquiry Question(s):**

- What vocabulary can we identify in the comprehension?

- How can we answer both direct and indirect questions based on what we read?

**Learning Resources:**

- KLB Visionary English Grade 4 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Start by asking students to share what they learned in the last lesson about reading comprehension.

- Discussion Activity: Introduce the day’s topic by engaging the class in a quick discussion about their favorite stories or poems, encouraging them to think about the vocabulary used in these texts.

**Lesson Development (25 minutes):**

**Step 1:** Vocabulary Identification

- Activity: Provide a short passage from the KLB Visionary English text.

- Task: Ask students to underline or highlight new vocabulary words.

- Discussion: Review these words together, discussing their meanings and context in the passage.

**Step 2:** Direct Questions

- Activity: Pose direct questions related to the passage. For example: "What is the main idea of the passage?"

- Task: Have students answer the questions in full sentences, focusing on clarity and completeness.

**Step 3:** Indirect Questions

- Activity: Explain the difference between direct and indirect questions.

- Task: Provide examples of indirect questions, such as "Can you tell me what the main idea of the passage is?" Let students practice transforming direct questions to indirect questions using sentence structures.

**Step 4:** Importance of Reading

- Discussion: Engage students in a conversation about why reading is essential. Ask guiding questions: "How does reading help us?", “What can we learn from reading?”

- Reflection: Have students jot down one reason they think reading is important.

**Conclusion (5 minutes):**

- Summarize Key Points: Briefly revisit the vocabulary, types of questions discussed, and the importance of reading.

- Interactive Activity: Play a quick game of vocabulary bingo where students call out words from the lesson.

- Preview Next Session: Give students a sneak peek about the next lesson, encouraging them to think about their favorite characters from stories and how they interact with the plot.

**Extended Activities:**

- Vocabulary Journal: Students can keep a vocabulary journal where they write down new words they encounter in their reading each week along with their meanings.

- Reading Buddy Program: Partner students to read and discuss a story together, focusing on identifying vocabulary and discussing comprehension questions with each other.

- Story Creation: Have students write their own short story or poem using at least five vocabulary words they learned in this lesson.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 4: LESSON 4**

**Strand:** Grammar

**Sub Strand:** Word classes: Nouns - Regular and Irregular Nouns

**Specific Learning Outcomes:**

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

1. Identify plurals of regular nouns and irregular nouns.

2. Use plurals of irregular nouns in spoken and written language.

3. Desire to use regular and irregular nouns in communication.

**Key Inquiry Question(s):**

-What are some examples of regular and irregular nouns?

- What is the difference between regular and irregular nouns?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing key points from the previous lesson related to nouns.

- Then, guide the learners to read and discuss the relevant content from the KLB learning resources. Focus on the definitions of regular and irregular nouns.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Regular Nouns

- Define regular nouns and give examples (e.g., "cat," "dogs").

- Explain the general rule for forming plurals of regular nouns (adding 's' or 'es').

- Engage students by asking them to provide their own examples and write them on the board.

**Step 2:** Introduction to Irregular Nouns

- Define irregular nouns and highlight their unique plural forms (e.g., "child" becomes "children").

- Discuss specific examples and their plural forms.

- Have students share any irregular nouns they encounter in their daily lives.

**Step 3:** Differences Between Regular and Irregular Nouns

- Facilitate a discussion on the differences between how regular and irregular nouns form their plurals.

- Create a simple chart on the board comparing examples of both types of nouns for visual learners.

**Step 4:** Application Activity

- Provide learners with sentences that include blanks in place of the plural nouns.

- Have students work in pairs to fill in the blanks using the correct plural forms of the given nouns: some should be regular (e.g., “The … (dog)” → “dogs”), and some should be irregular (e.g., “The … (mouse)” → “mice”).

**Conclusion (5 minutes):**

- Summarize the key points covered in today’s lesson, particularly the characteristics of regular and irregular nouns.

- Conduct a quick interactive activity where students identify whether provided nouns are regular or irregular.

- Prepare students for the next session by hinting at learning about possessive nouns or further exploration of sentence structure.

**Extended Activities:**

- Noun Hunt: Encourage students to find regular and irregular nouns in their favorite books and compile a list to share with the class.

- Creative Writing: Have students write a short story or paragraph using a mix of regular and irregular nouns, highlighting the correct plural forms.

- Group Game: Organize a team challenge where groups create as many examples of regular and irregular nouns within a set timeframe, rewarding creativity.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 4: LESSON 5**

**Strand:** Writing

**Sub Strand:** Creative Writing

**Specific Learning Outcomes:**

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

1.Express relevant ideas on a given topic.

2. Write an open-ended composition creatively for self-expression.

3. Appreciate the importance of creativity in writing.

**Key Inquiry Question(s):**

- How do we write a story on a given topic?

- What is the possible order of events in a story?

- How do we write an engaging composition?

**Learning Resources:**

- KLB Visionary English Grade 4 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing what students learned in the previous lesson about story elements (characters, setting, plot).

- Have learners read a brief excerpt from the learning resources that illustrates creativity in writing. Discuss the concepts presented and their relevance to open-ended compositions.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Open-Ended Composition

- Define "open-ended composition." Explain that it encourages creativity and allows the writer to explore ideas without a fixed conclusion.

- Provide examples of open-ended stories, highlighting how they invite readers to imagine different endings.

- Facilitate a discussion on why open-ended compositions can be exciting and how they can reflect personal experiences or emotions.

**Step 2:** Brainstorming Ideas

- Guide learners in brainstorming topics for their open-ended composition. Ideas can include themes like friendship, adventure, or a day at the park.

- Assist students in jotting down keywords or phrases associated with their chosen topics to spark creative thinking.

- Encourage them to think of various starting points for their stories, such as a question, a scene, or an interesting character.

**Step 3:** Outlining the Composition

- Introduce the students to a simple story structure: beginning, middle, and end.

- Have them outline their story using this structure, focusing on potential events that build on the initial idea.

- Remind them that the ending can be flexible and may lead to reader interpretation.

**Step 4:** Writing the Composition

- Allow students the time to start writing their open-ended compositions based on their outlines.

- Encourage them to express their ideas freely while emphasizing the importance of creative language and imagery.

- Circulate the room to offer support and encouragement.

**Conclusion (5 minutes):**

- Summarize the main points discussed: defining open-ended composition, brainstorming, creating outlines, and writing.

- Engage students in an interactive activity where they can share their story beginnings with a partner for feedback.

- Briefly introduce the topic for the next lesson: exploring how characters develop throughout a story.

**Extended Activities:**

- Encourage students to complete their open-ended compositions as homework, refining their ideas and language use.

- Suggest they create illustrations for their stories to visually represent the open-ended nature of their writings.

- Propose a "story swap" session in the next class where students can exchange stories and provide constructive feedback on each other's work.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 5: LESSON 1**

**Strand:** Listening and Speaking Etiquette

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

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

1.Identify polite words and phrases in conversation for effective communication.

2. Pronounce words and phrases containing target sounds (/e/, /p/, /b/) accurately.

3. Appreciate the use of polite words and phrases in different contexts.

**Key Inquiry Questions:**

- How can we use polite words and phrases during conversations?

- What is the importance of pronouncing words and phrases clearly?

**Learning Resources:**

- KLB Visionary English Grade 4, page 40

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about polite language and clear pronunciation.

- Guide learners to read and discuss relevant content from the learning resources, focusing on identifying polite expressions and the importance of pronunciation.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Polite Words and Phrases

- Present a list of polite words and phrases (e.g., "please," "thank you," "excuse me") on the board.

- Discuss why using these words is important in communication. Engage students in sharing personal experiences with polite conversations.

**Step 2:** Focus on Pronunciation

- Introduce the target sounds (/e/, /p/, /b/) and provide examples of words that contain these sounds (e.g., "pen," "bed," "pet").

- Use phonemic charts or flashcards to help students practice the pronunciation of each word. Conduct a class listening exercise where students repeat after the teacher.

**Step 3:** Role-play Activity

- Organize students into pairs and give them a scenario (e.g., asking for help, thanking someone for a favor) where they can practice using polite words and phrases.

- Students will take turns acting out the scenario while focusing on clear pronunciation.

**Step 4:** Group Discussion

- Have the class come together to discuss their experiences in the role plays. Encourage students to share feedback on the use of politeness and pronunciation accuracy.

**Conclusion (5 minutes):**

- Summarize key points about the importance of using polite language and pronouncing words clearly.

- Conduct a quick interactive activity where students share one polite phrase they learned today.

- Preview upcoming topics, such as exploring different contexts of polite language in various situations.

**Extended Activities:**

- Polite Language Poster: Have students create a poster highlighting examples of polite phrases they can use in everyday conversations.

- Pronunciation Games: Introduce games such as "Word Bingo" focusing on words that contain the target sounds, encouraging practice in a fun way.

- Classroom Etiquette Role Play: Organize a day where students can practice polite conversations during class activities, providing a real-world context for their learning.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 5: LESSON 2**

**Strand:** Reading

**Sub Strand:** Intensive Reading Comprehension

**Specific Learning Outcomes:**

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

1. Read a text of about 300 words for comprehension.

2. Apply appropriate reading skills to obtain both factual and inferential information from a text.

3. Recommend intensive reading in their day-to-day life.

**Key Inquiry Questions:**

- Why is reading important?

- How do we identify and understand key information in a text?

- What reading strategies can help us understand vocabulary and main ideas?

**Learning Resources:**

- KLB Visionary English Grade 4 Teacher’s Guide

**Organization of Learning:**

**Introduction (5 minutes):**

- Start with a quick review of the previous lesson on basic reading strategies.

- Engage learners by asking them to share any reading they did since the last class.

- Introduce the topic of the lesson by discussing why reading is important in their daily lives and how it helps them learn new things.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to the Text

- Present a 300-word text from the learning resource.

- Read the text aloud with the class, encouraging students to follow along and make note of unfamiliar vocabulary.

**Step 2:** Vocabulary Scanning

- Instruct students on how to scan for information.

- Have students work in pairs to identify at least five unfamiliar words from the text.

- Ask pairs to look these words up in a dictionary or discuss their meanings based on the context.

**Step 3:** Reading for Comprehension

- Distribute a set of comprehension questions that require them to find factual answers and inferential clues from the text.

- Allow students time to answer the questions individually.

**Step 4:** Group Discussion

- Facilitate a whole-class discussion to review the comprehension questions.

- Highlight how different students inferred varying meanings from the text, reinforcing the idea that texts can be interpreted in multiple ways.

**Conclusion (5 minutes):**

- Summarize the key points: the importance of reading, the skills to gather information from a text, and strategies for understanding vocabulary and meanings.

- Conduct an interactive quiz using the words discussed earlier to reinforce vocabulary understanding.

- Preview the next session: Introduce the topic of storytelling and how comprehension plays a role in creating and understanding stories.

**Extended Activities:**

- Reading Log: Encourage students to keep a reading log for the week, recording the titles of any texts they read and writing a short summary of each.

-Word Wall: Create a classroom word wall where students can add new vocabulary they encounter while reading, with definitions and sentences to contextualize their meanings.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 5: LESSON 3**

**Strand:** Reading

**Sub Strand:** Extensive reading

**Specific Learning Outcomes:**

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

1.Read a comprehension fluently.

2. Answer direct and indirect questions correctly.

3. Appreciate extensive reading in their day-to-day life.

**Key Inquiry Question(s):**

- How can we read a comprehension fluently?

- How can we answer direct and indirect questions correctly?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson's concepts on comprehension and critical thinking.

- Engage students in a brief discussion on their recent reading experiences, asking questions like: "What books have you read lately?" or "What did you like about them?"

- Introduce the focus of today’s lesson: reading fluently and answering comprehension questions.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Fluency

- Discuss what reading fluency means and why it is important.

- Read a short passage from the KLB Visionary English text aloud as a model of fluent reading.

- Have students practice reading the same passage in pairs, encouraging them to focus on expression and pace.

**Step 2:** Tips for Speed Reading

- Present three techniques to improve reading speed: skimming, scanning, and chunking text.

- Conduct a brief demonstration of each technique with the same passage.

- In pairs, students practice using these techniques on a new, brief text provided from the learning resource.

**Step 3:** Direct and Indirect Questions

- Explain the difference between direct and indirect questions using examples.

- Provide a list of questions about the passage just read; categorize them into direct and indirect.

- Allow students a few minutes to understand this before giving them time to formulate their answers.

**Step 4:** Group Activity

- Organize students into small groups to discuss a new short comprehension text.

- Each group will read the text and answer a set of direct and indirect comprehension questions together.

- Encourage each group to present their answers to the class for peer feedback.

**Conclusion (5 minutes):**

- Summarize key points: what fluency is, strategies for reading faster, and how to answer different types of comprehension questions.

- Conduct a short interactive activity, such as a quick-fire round of comprehension questions where students raise their hands to answer.

- Preview the next session by asking students to think about how they choose books to read and the kinds of reading they enjoy.

**Extended Activities:**

- Reading Challenge: Encourage students to choose a book for extensive reading over the next week, and keep a reading log of their thoughts and any new vocabulary they encounter.

- Comprehension Artefact: Create a visual chart that illustrates the differences between direct and indirect questions, using their own examples from recent readings.

- Home Reading Share: Ask students to select a favorite story from home and prepare a brief oral presentation to share with the class next time, focusing on fluency and answering questions about the story.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 5: LESSON 4**

**Strand:** Grammar

**Sub Strand:** Language Pattern

**Specific Learning Outcomes:**

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

1. Use the target language pattern in sentences correctly for fluency in speech.

2.Respond to questions on the language patterns in written communication.

3.Appreciate the use of language structures in effective communication.

**Key Inquiry Question(s):**

- How can we recite a poem with the pattern "enough + nominal + infinitive" and relate it to our theme?

- How can we respond to questions about language patterns in written communication?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by recalling sentence structures learned.

- Guide learners to read a section from the learning resources that introduces "enough + nominal + infinitive" and "a lot of." Discuss key concepts to set the stage for today's lesson.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Language Patterns

- Explain the language patterns "enough + nominal + infinitive" and "a lot of."

- Provide examples (e.g., "He is smart enough to solve the problem" and "She has a lot of friends").

- Ask students to brainstorm other nouns that can fit these structures.

**Step 2:** Sentence Construction

- Divide students into pairs.

- Instruct each pair to create 3 sentences using the provided patterns.

- After 5 minutes, ask pairs to share their sentences, discussing correctness and fluency.

**Step 3:** Poem Recitation

- Introduce a short poem featuring the target language patterns.

- Have students practice reciting the poem aloud in groups, ensuring correct pronunciation and rhythm.

**Step 4:** Responding to Questions

- Pose questions related to the poem and language patterns to the class.

- Encourage students to respond in writing, ensuring they use correct language structures and patterns in their answers.

**Conclusion (5 minutes):**

- Summarize the key points and specific learning objectives achieved during the lesson.

- Conduct an interactive game where students match definitions with examples of language patterns discussed.

- Preview the next session, hinting at exploring more complex sentence structures or different patterns.

**Extended Activities:**

- Creative Writing Assignment: Ask students to write a short paragraph or story using at least five sentences that incorporate "enough + nominal + infinitive" and "a lot of."

- Group Poem Creation: In small groups, students create their own poems using both patterns and perform them in front of the class, fostering collaboration and creativity.

- Language Pattern Hunt: Assign students to find and write down any sentences from books or articles they can find that use the discussed patterns.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 5: LESSON 5**

**Strand:** Writing

**Sub Strand:** Mechanics of Writing: Handwriting

**Specific Learning Outcomes:**

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

1. Write legibly and neatly.

2. Apply accurate and consistent spelling in writing.

3. Develop a desire to use accurate and consistent spelling in writing.

**Key Inquiry Question(s):**

- How can writing legibly and neatly impact communication?

- Why is accurate and consistent spelling important in writing?

**Learning Resources:**

- KLB Visionary English Grade 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson on the importance of clear communication through writing.

- Ask students what they remember about the techniques for improving handwriting and spelling.

- Guide learners to read selected paragraphs from the KLB Visionary English Grade 4 that discuss the importance of handwriting and spelling. Facilitate a discussion around these concepts to ensure understanding.

**Lesson Development (25 minutes):**

**Step 1:** Discussion

- Pose the inquiry question: "How does being unable to read other people's work make you feel?"

- Allow students to share their thoughts and feelings. Highlight the importance of neat handwriting for effective communication.

**Step 2:** Demonstration

- Demonstrate proper handwriting techniques. Show the class how to hold a pencil correctly, how to form letters, and the importance of spacing between words.

- Display examples of both neat and messy handwriting on the board, discussing with students how each affects readability.

**Step 3:** Guided Practice

- Have students practice writing a short paragraph using the demonstrated techniques.

- Encourage them to focus on letter formation, spacing, and consistency in spelling.

- Walk around the classroom to provide individual feedback on their handwriting.

**Step 4:** Peer Review

- Organise students into pairs and have them exchange paragraphs for peer review.

- Instruct them to check each other's work for legibility and spelling, providing constructive feedback.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson: the significance of writing legibly and spelling accurately.

- Conduct a brief interactive activity, such as a spelling bee focusing on commonly used words, to reinforce the importance of accurate spelling.

- Preview upcoming topics, such as punctuation and sentence structure, and pose the question: "What do you think makes a good sentence?"

**Extended Activities:**

- Handwriting Journals: Encourage students to keep a handwriting journal where they write a few sentences each day, focusing on improving their handwriting.

- Spelling Bingo: Create a custom bingo game using commonly misspelled words to practice spelling in a fun way.

- Letter Writing: Assign students to write a letter to a family member or friend, emphasizing neat handwriting and correct spelling.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 6: LESSON 1**

**Strand:** Listening and Speaking Etiquette

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

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

1. Identify polite words and phrases in conversation for communication.

2. Pronounce words and phrases containing the target sounds (/e/, /p/, /b/) accurately.

3. Appreciate the use of polite words and phrases in different contexts.

**Key Inquiry Questions:**

- What are some polite words and phrases we use in conversation?

- How can we listen to and pronounce words and phrases correctly, especially those containing the sounds /e/, /p/, and /b/?

**Learning Resources:**

- KLB Visionary English Grade 4, page 40

- KLB Visionary English Teacher's Guide, Grade 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Brief review of the previous lesson focusing on the importance of polite communication.

- Guide learners to read and discuss relevant content from the learning resources, highlighting polite phrases and the sounds of interest.

**Lesson Development (25 minutes):**

**Step 1:**

- Discussion on Polite Words and Phrases

Introduce common polite words (e.g., "please," "thank you," "excuse me") and discuss their importance in conversations.

- Activity: Learners provide examples of situations where these phrases are used.

**Step 2:**

- Listening Activity

Play audio clips or read sentences containing the target sounds (/e/, /p/, /b/) within polite phrases. Ask students to listen carefully.

- Activity: Students identify the sounds and write down the polite phrases they hear.

**Step 3:**

- Pronunciation Practice

Guide students through pronunciation drills focusing on the target sounds in context.

- Activity: Choral repetition followed by pairs working together to practice sentences.

**Step 4:**

- Role Play

In pairs, students create short dialogues incorporating polite phrases and practice speaking them aloud.

- Focus on clarity of pronunciation and the use of appropriate polite expressions.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson, reinforcing the importance of pronunciation and polite language in communication.

- Conduct a quick interactive activity, such as a game of "Polite Phrase Bingo," to reinforce learning.

- Preview upcoming topics such as exploring more complex polite expressions and their effects on conversations.

**Extended Activities:**

- Home Assignment: Ask students to keep a "Polite Words Journal" for a week, where they write down instances when they used polite phrases in real-life conversations.

- Classroom Challenge: Create "Polite Phrase Posters" where groups identify and illustrate different polite phrases they learned, highlighting their uses in various scenarios.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 6: LESSON 2**

**Strand:** Reading

**Sub Strand:** Extensive Reading

**Specific Learning Outcomes:**

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

1. Read a comprehension fluently.

2. Answer direct and indirect questions correctly.

3. Appreciate extensive reading in their day-to-day life.

**Key Inquiry Questions:**

- How can we read a comprehension fluently?

- How do we answer direct and indirect questions correctly?

**Learning Resources:**

- KLB Visionary English Grade 4 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson, asking students about key points discussed.

- Introduce the topic of extensive reading, guiding learners to read selected passages from the learning resource. Encourage students to share their thoughts on how reading can impact their daily lives.

**Lesson Development (25 minutes):**

**Step 1:** Activating Prior Knowledge

- Ask students to discuss their favorite books or stories.

- Discuss the importance of reading for enjoyment and knowledge.

**Step 2:** Reading Practice

- Provide a selected comprehension passage for students to read individually.

- Focus on fluency; encourage them to read aloud in pairs to practice.

**Step 3:** Direct and Indirect Questions

- Explain the difference between direct (e.g., "What is the main character's name?") and indirect questions (e.g., "Can you tell me about the main character?").

- Provide examples from the passage.

- Allow students to work in pairs to create a set of direct and indirect questions based on the comprehension passage.

**Step 4:** Sharing and Feedback

- Invite pairs to share their questions with the class.

- Discuss the answers as a group, ensuring that students understand how to respond accurately to both types of questions.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the importance of fluency in reading and how to answer different types of questions.

- Conduct a brief interactive activity, such as a round-robin where students take turns reading a sentence from the comprehension and responding to a question about it.

- Preview the next session by asking students to think about the types of books they might explore next.

**Extended Activities:**

- Reading Journal: Encourage students to keep a reading journal where they summarize books they read and write one question they have about the story.

- Book Presentation: Assign each student or pair of students a book to read at home and prepare a short presentation for the class, discussing the themes and characters.

- Reading Marathon: Organize a reading marathon where students can bring in their favorite books and read together in a fun and relaxed atmosphere.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 6: LESSON 3**

**Strand:** Reading

**Sub Strand:** Extensive Reading

**Specific Learning Outcomes:**

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

1. Read a comprehension fluently.

2.Answer direct and indirect questions correctly.

3. Appreciate extensive reading in their day-to-day life.

**Key Inquiry Questions:**

- How do we read a comprehension fluently?

- How do we answer direct and indirect questions correctly?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organization of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on reading strategies and comprehension.

- Guide learners to read and discuss a short passage from the KLB Visionary English textbook, focusing on main ideas and relevant vocabulary to ensure understanding of the key concepts for today’s lesson.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Comprehension

- Discuss what comprehension means and its importance in learning.

- Give students a short comprehension passage to read aloud together, addressing any difficult vocabulary.

**Step 2:** Fluency in Reading

- Model fluent reading by reading the passage aloud, demonstrating appropriate intonation and pacing.

- Have students practice reading the same passage in pairs, encouraging them to focus on expressing the meaning and clarity of the text.

**Step 3:** Direct and Indirect Questions

- Explain the difference between direct and indirect questions, providing examples.

- Ask targeted questions about the passage that require students to answer directly and indirectly, practicing the skills they have just learned.

**Step 4:** Extracting Answers

- Guide students on how to find answers in the text.

- Conduct a brief group activity where students work together to locate specific answers in the passage, reinforcing their ability to refer back to the text.

**Conclusion (5 minutes):**

- Summarize key points: the importance of fluency, the types of questions, and how to extract answers from comprehension.

- Conduct a brief interactive quiz, where students answer questions based on the passage read, fostering a fun and engaging review.

- Prepare learners for the next session by introducing the concept of summarizing texts and how it connects to their reading.

**Extended Activities:**

- Literature Journal: Have students maintain a literature journal where they summarize a short story each week, focusing on fluency and comprehension.

- Reading Buddy Program: Pair students with younger students to read together, allowing them to practice fluency and comprehension in a mentoring role.

- Book Club Discussion: Organize a simple book club where students can discuss books they've read on their own, helping them to connect extensive reading with their everyday lives.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 6: LESSON 4**

**Strand:** Grammar

**Sub Strand:** Language Pattern

**Specific Learning Outcomes:**

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

1.Use the target language pattern in sentences correctly for fluency in speech.

2. Respond to questions on language patterns in written communication.

3.Appreciate the use of language structures for effective communication.

**Key Inquiry Questions:**

- How can we recite a poem with the pattern "enough + nominal + infinitive"?

- How do we respond to questions on language patterns in written communication?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson to refresh students’ memories.

- Ask students questions about the content covered previously.

- Introduce the new topic by guiding learners to read and discuss relevant sections from the learning resources, especially focusing on the language patterns for the day.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to the Language Pattern

- Introduce the language pattern “enough + nominal + infinitive,” explaining its components. Examples might include:

- "She is smart enough to solve the problem."

- "He has enough money to buy a bike."

- Engage students in a guided discussion to ensure understanding.

**Step 2:** Sentence Construction

- In pairs, have students create their own sentences using the language pattern.

- Encourage them to think of nouns and verbs they can use to formulate their sentences.

**Step 3:** Poem Recitation

- Present a short poem that incorporates the language pattern (or collaborate with students to create a class poem).

- Have students practice reciting the poem, ensuring they emphasize the pattern.

**Step 4:** Written Communication Exercise

- Assign a written activity where students answer questions using the target language pattern.

- Example questions could include: "What is something you are strong enough to do?" or "What skills do you have enough time to learn?"

**Conclusion (5 minutes):**

- Summarize the key points discussed regarding the language pattern and its usage.

- Conduct an interactive activity, such as a quick game where students share their sentences verbally or recite parts of the poem aloud.

- Prepare students for the next session by previewing upcoming topics (e.g., exploring different language patterns or forms of poetry).

**Extended Activities:**

- Creative Writing: Have students write a short story or paragraph utilizing the “enough + nominal + infinitive” pattern multiple times.

- Poetry Creation: Ask students to write their own short poems incorporating the target language structure, and then share them with the class.

- Peer Review: Organize a peer review session where students exchange their written work and provide feedback on the use of the language pattern.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 6: LESSON 5**

**Strand:** Writing

**Sub Strand:** Mechanics of writing: Handwriting

**Specific Learning Outcomes:**

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

1.Write legibly and neatly.

2.Apply accurate and consistent spelling in writing.

3.Develop a desire to use accurate and consistent spelling in writing.

**Key Inquiry Questions:**

- How does being unable to read other people's work make you feel?

- Why is it important to write legibly and spell correctly?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the importance of handwriting and spelling.

- Guide learners to read and discuss relevant content from the learning resources that focus on writing mechanics, emphasizing neatness and accuracy in spelling.

**Lesson Development (25 minutes):**

**Step 1:** Discussion

- Ask students how they feel when they cannot read someone's handwriting. Facilitate a conversation about the impact of legibility on communication and understanding.

**Step 2:** Modeling Handwriting

- Demonstrate proper handwriting techniques on the board, focusing on letter formation, spacing, and alignment. Invite students to observe and take notes on the characteristics of neat handwriting.

**Step 3:** Guided Practice

- Provide students with a short paragraph to copy from the board onto their own paper. Monitor their technique, offering individual feedback on both handwriting and spelling as they work.

**Step 4:** Peer Review

- Pair students to exchange their writings. Each student reads their partner’s work and gives constructive feedback on legibility and spelling. Encourage them to identify at least one positive aspect and one area for improvement.

**Conclusion (5 minutes):**

- Summarize the importance of neat writing and correct spelling, highlighting feedback from the peer reviews.

- Conduct a quick interactive activity where students share one thing they learned about writing legibly that they will apply in their own work.

- Preview next session's topic, focusing on advanced spelling strategies or further handwriting practice, and pose the question: "Why do you think spelling is important in our daily lives?"

**Extended Activities:**

- Handwriting Journal: Encourage students to maintain a weekly handwriting journal where they practice writing sentences or short paragraphs, focusing on neatness and spelling accuracy.

- Spelling Game: Organize a class spelling bee that emphasizes the use of correct spelling in context. This can help reinforce the need for consistency in their writing.

- Creative Writing Project: Assign a short creative writing project where students must draft a story or poem, paying particular attention to handwriting and spelling.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 7: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Pronunciation and Vocabulary (Accidents-First Aid)

**Specific Learning Outcomes:**

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

1. Pronounce words related to the theme using correct stress.

2. Use vocabulary related to the theme in a variety of contexts.

3.Appreciate appropriate use of stress in a variety of contexts.

**Key Inquiry Questions:**

- How do we pronounce words related to accidents and first aid correctly?

- In what contexts can we use vocabulary related to this theme effectively?

**Learning Resources:**

- KLB Visionary English Grade 4, page 58

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson focusing on any vocabulary or topics related to accidents and first aid.

- Introduce the theme for today's lesson and guide learners to read and discuss the relevant content from the learning resources, focusing on understanding key concepts.

**Lesson Development (25 minutes):**

**Step 1:** Vocabulary Introduction

- Introduce key vocabulary words related to accidents and first aid (e.g., "bandage," "injury," "rescue," "apply").

- Use flashcards or visuals to enhance understanding.

- Practice pronunciation as a class, emphasizing correct word stress.

**Step 2:** Word Stress Practice

- Demonstrate how the meaning can change with different stresses (e.g., "record" as a noun vs. "record" as a verb).

- Engage students in choral reading, emphasizing the correct stress on the target vocabulary words.

- Pair students to practice on their own, providing feedback on pronunciation.

**Step 3:** Contextual Use of Vocabulary

- Have students create sentences using the new vocabulary words in context (e.g., "I need a bandage for my injury.").

- Encourage students to share their sentences with a partner to reinforce understanding.

**Step 4:** Listening Exercise

- Play an audio clip (or read a passage) that includes the vocabulary in context.

- Ask students to listen for specific words and note how they are pronounced and stressed.

- Conduct a brief discussion on what they heard and how the words were used.

**Conclusion (5 minutes):**

- Summarize the lesson's key points, focusing on pronunciation, vocabulary, and their applications.

- Conduct a brief interactive activity, such as a quick vocabulary quiz or game, to reinforce the main topics covered.

- Prepare learners for the next session by previewing upcoming topics, such as more detailed first aid techniques or related scenarios to consider.

**Extended Activities**

- Vocabulary Journal: Have students maintain a vocabulary journal where they write down new words learned, their meanings, and sentences using those words.

- Role Play: In pairs or small groups, students can create short skits that involve a scenario related to an accident and the application of first aid. This will allow them to use the vocabulary in a practical context while practicing pronunciation.

- Word Wall: Create a word wall in the classroom with vocabulary from this lesson. Encourage students to add words they discover in their reading related to the theme of accidents and first aid.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 7: LESSON 2**

**Strand:** Reading

**Sub Strand:** Intensive Reading Visuals

**Specific Learning Outcomes:**

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

1. Read visuals in print and digital formats for information

2. Interpret visual media appropriately

3. Appreciate the importance of visual media for lifelong learning

**Key Inquiry Questions:**

- Why is it important to interpret visuals correctly?

- How can we effectively read visuals from different formats?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on different types of visual media (charts, graphs, images).

- Guide learners to read and discuss relevant content from the KLB resource, emphasizing their understanding of how visuals convey information.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Visual Types

Introduce various types of visuals (e.g., infographics, maps, charts) and discuss their purposes. Ask students to contribute examples they have seen in daily life or class materials.

**Step 2:** Analyzing a Visual

Present a sample visual (e.g., a simple bar graph). Guide the class through interpreting the data it presents. Ask guiding questions: What information does this visual provide? How can we summarize its main message?

**Step 3:** Group Activity - Create Your Own Visual

In small groups, have students choose a topic (weather, school subjects, etc.) and create a simple visual representation (like a mini poster or digital chart). Circulate to assist and encourage discussion about the information they wish to convey.

**Step 4:** Share and Discuss

Groups present their visuals to the class. Encourage peers to ask questions about how they interpreted the visuals and the reasoning behind the choices made in design.

**Conclusion (5 minutes):**

- Summarize the key points: the types of visuals read, how to interpret them, and their importance for learning.

- Conduct a brief interactive activity where learners identify whether a given visual effectively conveys information and why.

- Prepare students for the next session by previewing the next topic on how visuals impact understanding in stories or news articles.

**Extended Activities:**

- Visual Journal: Encourage students to keep a “Visual Journal” where they collect images, graphs, and infographics related to their daily experiences or current classroom topics. They should write a few sentences about what each visual communicates to deepen their understanding of interpreting visuals.

- Visual Scavenger Hunt: Create a scavenger hunt where students find different types of visuals in newspapers, magazines, or online sources. They should bring them to class and explain their significance.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 7: LESSON 3**

**Strand:** Reading

**Sub Strand:** Intensive Reading & Visuals

**Specific Learning Outcomes:**

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

1. Read age-appropriate digital texts in different formats such as video and animated stories.

2.Predict happenings in cartoons and write down their thoughts.

3. Appreciate the importance of visual media for lifelong learning.

**Key Inquiry Question(s):**

- How do visuals like photos and videos enhance our understanding of a text?

**Learning Resources:**

- KLB Visionary English Grade 4 Textbook

- KLB Visionary English Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson with a brief recap of the last session, highlighting any key points learned.

- Introduce the focus for today: exploring digital texts and how visuals aid our understanding.

- Encourage learners to share any recent experiences with digital media.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Visual Media

- Discuss different types of visual media (videos, animated stories) and their purposes.

- Show a short animated video clip. After viewing, ask learners what they noticed about the visuals and how they related to the story or message.

**Step 2:** Predicting Outcomes

- Display a cartoon (without audio) and ask students to predict what might happen next based on the visuals presented.

- Encourage them to think critically and discuss their predictions in small groups.

**Step 3:** Writing Reflections

- After discussing predictions, have students write down a few sentences about their thoughts on what they viewed.

- Prompt them to consider how the visuals influenced their understanding and predictions.

**Step 4:** Importance of Visuals in Learning

- Facilitate a closing discussion on why visuals are important in learning and storytelling.

- Explore how visuals can make complex information easier to understand and remember.

**Conclusion (5 minutes):**

- Summarize the discussion about the relationship between visuals and text comprehension. Emphasize the outcomes achieved during the lesson.

- Conduct a quick interactive activity: each student shares one thing they learned about how visuals help with understanding.

- Briefly preview what will be covered in the next session, igniting curiosity about the upcoming topics.

**Extended Activities:**

- Visual Storytelling Project: Students create a short animated story or comic strip using visuals to tell a story, focusing on how visuals can enhance the narrative.

- Reflection Journals: Have students keep a journal where they regularly document their thoughts on different forms of media they encounter throughout the week, examining their effectiveness in conveying messages.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 7: LESSON 4**

**Strand:** Grammar

**Sub Strand:** Pronouns

**Specific Learning Outcomes:**

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

1.Identify personal and possessive pronouns used as subjects and objects.

2.Use personal and possessive pronouns as subjects and objects correctly.

3.Appreciate the use of personal and possessive pronouns in communication.

**Key Inquiry Questions:**

- How do we identify personal and possessive pronouns used as subjects and objects in sentences?

- How can we discuss pictures on the theme using personal and possessive pronouns correctly?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share examples of pronouns they remember.

- Guide learners to read and discuss relevant content from the learning resources, focusing on personal and possessive pronouns.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Personal and Possessive Pronouns

- Introduce personal pronouns (I, you, he, she, it, we, they) and possessive pronouns (my, your, his, her, its, our, their).

- Give examples of how these pronouns replace nouns in sentences. For example, "Maria is my friend." becomes "She is my friend."

**Step 2:** Identifying Pronouns in Sentences

- Provide learners with sentences that include personal and possessive pronouns.

- Have students underline the pronouns and identify whether they are personal or possessive.

- Example Sentences:

- "He loves his dog."

- "They found their books."

**Step 3:** Using Pronouns in Context

- Ask students to form sentences using personal and possessive pronouns instead of proper nouns.

- Example Activity: Write on the board; "John has a cat." Transform it as "He has a cat."

**Step 4:** Pronouns in Pictures

- Show pictures related to different themes (e.g., family, pets, school).

- Engage students in discussing the pictures by using personal and possessive pronouns.

- Encourage students to describe the images using sentences like "This is my sister" or "They are playing."

**Conclusion (5 minutes):**

- Summarize key points regarding personal and possessive pronouns.

- Conduct a brief interactive activity where students create a short dialogue using the pronouns discussed, reinforcing understanding.

- Preview the next lesson on the use of pronouns in storytelling and how they enhance communication.

**Extended Activities:**

- Pronoun Hunt: Ask students to listen to a story read aloud and jot down personal and possessive pronouns they hear.

- Create a Comic Strip: Have students create a simple comic strip that uses both types of pronouns in their dialogues.

- Pronoun Match Game: Create cards with sentences missing pronouns and another set with pronouns to match the sentences correctly.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 7: LESSON 5**

**Strand:** Writing

**Sub Strand:** Functional Writing - Friendly Letter

**Specific Learning Outcomes:**

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

1. Identify the key parts of a friendly letter.

2. Write a friendly letter using the correct format.

3. Appreciate the use of friendly letters in communication.

**Key Inquiry Questions:**

- In groups, discuss the correct format of a friendly letter?

- How can we write a friendly letter using the correct format?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on types of letters and their purposes.

- Guide learners to read and discuss the relevant sections from KLB Visionary English, especially focusing on friendly letters. Highlight the importance of friendly letters in communication and personal connections.

**Lesson Development (25 minutes):**

**Step 1:** Identify Parts of a Friendly Letter

- Engage the students in a discussion about the key components of a friendly letter, such as:

1. Date

2. Greeting

3. Body

4. Closing

5. Signature

- Write these parts on the board and ask students to give examples.

**Step 2:** Group Work - Analyze Sample Letters

- Divide the class into small groups.

- Provide each group with a sample friendly letter. Ask them to identify the parts discussed in Step 1 and discuss the purpose of each part in conveying the message.

- Each group will share their findings with the class.

**Step 3:** Writing Practice

- Instruct students to write their own friendly letter to a friend or family member.

- Remind them to include all the key parts identified earlier and to use a friendly tone.

- Walk around to provide support and feedback as they write.

**Step 4:** Share and Discuss (optional, if time permits)

- Invite a few students to read their letters aloud, highlighting the different styles and content they chose.

- Discuss what makes their letters friendly and engaging.

**Conclusion (5 minutes):**

- Summarize the key points learned about the format and purpose of friendly letters.

- Conduct a quick interactive activity where students match parts of a letter with their definitions on the board.

- Preview the next lesson, hinting at formal letters, and encourage students to think about occasions when they might write formal letters.

**Extended Activities:**

- Encourage students to write a letter to a classmate who is absent, including updates about class activities.

- Create a “Letter of the Week” display board where students can showcase their letters, encouraging peer feedback.

- Plan a letter exchange with another class, allowing students to communicate with peers from different areas.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 9: LESSON 1**

**Strand:** Listening and Speaking - Accidents and First Aid

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

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

1. Pronounce words related to the theme using the correct stress.

2. Use vocabulary related to the theme in a variety of contexts.

3. Appreciate appropriate use of stress in a variety of contexts.

**Key Inquiry Question(s):**

- How do we pronounce words related to accidents and first aid using correct stress?

- In what contexts can we use vocabulary related to accidents and first aid?

**Learning Resources:**

- KLB Visionary English Grade 4, page 58

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on safety and emergencies.

- Guide learners to read and discuss relevant content from page 58 of the learning resources, emphasizing key vocabulary related to accidents and first aid.

**Lesson Development (25 minutes):**

**Step 1:** Introducing Vocabulary

- Present a list of relevant terms (e.g., “bandage,” “bruise,” “emergency,” “apply,” “first aid kit”).

- Practice pronouncing each word together, highlighting the correct stress in each.

**Step 2:** Contextual Usage

- Divide students into pairs to create sentences using the new vocabulary.

- Have each pair present their sentences to the class, focusing on correct pronunciation and stress.

**Step 3:** Stress Application

- Listen to recordings or read aloud sentences with vocabulary from Step 1.

- Discuss how stress changes meaning (e.g., “record” as a noun vs. “record” as a verb) and practice with examples.

**Step 4:** Group Activity

- Organize a role-playing activity where students act out scenarios involving first aid (e.g., treating a bruise, using a first aid kit).

- Encourage the use of vocabulary from earlier steps, while paying attention to pronunciation and stress.

**Conclusion (5 minutes):**

- Summarize key points from the lesson, reinforcing the importance of correct pronunciation and vocabulary in communication.

- Conduct a quick interactive activity such as a word match game to reinforce vocabulary retention.

- Preview the next session's topic on "Emergency Procedures" and encourage students to think about additional vocabulary they might encounter.

**Extended Activities:**

- Encourage students to create flashcards with vocabulary words and their definitions and practice with a family member or friend.

- Assign a short writing task where students describe a situation related to first aid using at least five vocabulary words from the lesson.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 9: LESSON 2**

**Strand:** Reading

**Sub Strand:** Intensive Reading Visuals

**Specific Learning Outcomes:**

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

1.Read visuals in print and digital formats for information.

2. Interpret visual media appropriately.

3. Appreciate the importance of visual media for lifelong learning.

**Key Inquiry Question(s):**

- How do we read visuals in print and digital formats for information?

- Why is it important to interpret visuals correctly?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Engage students by asking questions about the visuals they encountered in their last lesson.

- Guide Learners: Read and discuss relevant content from the learning resources focusing on how visuals can enhance understanding of texts.

**Lesson Development (25 minutes):**

**Step 1:** Introducing Visuals

- Present examples of visuals from both print (e.g., charts, graphs) and digital formats (e.g., infographics, images).

- Discuss the purpose of each visual and how it conveys information.

**Step 2:** Practice Reading Visuals

- Distribute a handout with various visuals (both print and digital).

- In pairs, have students decode the information presented in the visuals, discussing what they notice and what information they gather.

**Step 3:** Interpreting Visual Media

- Lead a discussion on the importance of interpreting visuals correctly.

- Introduce a few scenarios where visual misinterpretation could lead to misunderstandings (e.g., misreading a graph).

**Step 4:** Real-World Application

- Discuss the role of visuals in various fields (e.g., advertising, education, and social media).

- Ask students to provide examples of visuals they encounter daily and how those visuals help them learn or understand better.

**Conclusion (5 minutes):**

- Summarize Key Points: Recap the importance of reading and interpreting visuals correctly.

- Interactive Activity: Conduct a quick matching game where students match visuals to the correct interpretations or purposes.

- Preview Next Session: Let students know that in the next lesson, they will create their own visuals to explain a concept of their choice.

**Extended Activities:**

- Visual Journal: Ask students to keep a visual journal for a week where they collect images, charts, or infographics that interest them. They should write a brief explanation of why each visual is significant.

- Create a Visual Presentation: Students can choose a topic they are passionate about and create a digital slideshow using visuals to present their findings to the class.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 9: LESSON 3**

**Strand:** Reading

**Sub-Strand:** Intensive Reading Visuals

**Specific Learning Outcomes:**

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

1. Read age-appropriate digital texts in different formats, such as video and animated stories.

2. Predict happenings in cartoons and write down their thoughts.

3.Appreciate the importance of visual media for lifelong learning.

**Key Inquiry Questions:**

- How do visuals like photos and videos enhance our understanding of a text?

- What predictions can we make about cartoons based on their visuals?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

- Selected video clips/animated stories for analysis (pre-selected by the teacher)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson centered around reading comprehension.

- Engage students in a discussion about the last text they read and how visuals aided their understanding.

- Introduce the topic of the day focusing on the use of digital texts and visuals.

**Lesson Development (25 minutes):**

**Step 1:** Visuals in Digital Texts

- Display a short animated story without audio.

- Ask students to observe the visuals and discuss in pairs what they think the story is about based on what they see (encourage predictions).

**Step 2:** Group Prediction Activity

- Play the entire animated story with sound.

- After watching, have students share their initial predictions versus the actual storyline.

- Discuss how visuals guided or misled their predictions.

**Step 3:** Analysis of Visuals

- Break down key scenes from the video and ask students to identify different visual elements (e.g., colors, expressions, actions) and how they contributed to understanding the mood or message.

**Step 4:** Reflection and Writing

- Ask students to write a brief reflection on how visuals impact their understanding of stories and information. Prompt them with: What do they prefer: reading text or watching a video? Why?

**Conclusion (5 minutes):**

- Summarize key points regarding the importance of visuals in reading and comprehension.

- Conduct a brief interactive activity where students can share their reflections with the class in small groups.

- Prepare learners for the next session by introducing the idea of storytelling through different media forms.

**Extended Activities:**

- Encourage students to create their own short animated story using a free digital tool. They can incorporate visuals and accompanying text, predicting the story's events.

- Assign students to collect a visual element (e.g., image, video, graphic) related to a chosen topic and present how it enhances understanding in the next class.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 9: LESSON 4**

**Strand:** Grammar

**Sub Strand:** Pronouns

**Specific Learning Outcomes:**

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

1. Identify personal and possessive pronouns used as subjects and objects.

2. Use personal and possessive pronouns as subjects and objects correctly.

3. Appreciate the use of personal and possessive pronouns in communication.

**Key Inquiry Questions:**

- How can we identify personal and possessive pronouns used as subjects and objects in sentences?

- How can we discuss pictures using personal and possessive pronouns correctly?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about nouns and their roles in sentences. Ask students to recall the different types of nouns they learned.

- Introduce the concept of pronouns as words that replace nouns. Read and discuss relevant sections from the learning resources, focusing on personal and possessive pronouns.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Pronouns

- Explain what personal and possessive pronouns are.

- Provide examples:

- Personal Pronouns: I, you, he, she, it, we, they

- Possessive Pronouns: mine, yours, his, hers, ours, theirs

- Engage students in an activity to identify personal pronouns in sentences from the textbook.

**Step 2:** Identifying Pronouns in Sentences

- Divide students into pairs and distribute worksheets containing sentences with highlighted nouns.

- Ask them to identify which pronouns can replace the nouns in the sentences.

- Review the answers as a class, emphasizing correct usage.

**Step 3:** Using Pronouns Correctly

- Present sentences on the board and have students practice substituting nouns with appropriate personal and possessive pronouns.

- Encourage students to read the revised sentences aloud to practice pronunciation and confidence.

**Step 4:** Discussing Pictures

- Show students pictures related to a simple theme (e.g., a family scene).

- Ask students to describe the pictures using personal and possessive pronouns: "This is my brother." "He has his toy."

- Allow volunteers to share their sentences with the class.

**Conclusion (5 minutes):**

- Summarize key points: What are personal and possessive pronouns? Why do we use them?

- Conduct a brief interactive activity: "Pronoun Toss" - toss a soft ball around the classroom; whoever catches it says a sentence using a pronoun correctly before tossing it to someone else.

- Preview the next session: "Exploring Other Types of Pronouns," and encourage students to think about what they would like to learn.

**Extended Activities:**

- Pronoun Story Creation: Have students write a short story about a favorite character, ensuring they use personal and possessive pronouns correctly.

- Pronoun Art: Students create a poster that illustrates their family or friends, labeling them with personal and possessive pronouns (e.g., “This is my sister; her name is Anna.”).

- Pronoun Match Game: Create a matching game where students pair sentences with the correct pronouns.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 9: LESSON 5**

**Strand:** Writing

**Sub Strand:** Functional Writing

**Specific Learning Outcomes:**

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

1. Identify the key parts of a friendly letter

2. Write a friendly letter using the correct format

3.Appreciate the use of friendly letters in communication

**Key Inquiry Questions:**

- In groups, discuss the correct format of a friendly letter.

- Write a friendly letter using the correct format.

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson, emphasizing the importance of effective communication.

- Guide learners through the reading of the relevant section in their textbooks, focusing on the definition and purpose of a friendly letter.

**Lesson Development (25 minutes):**

**Step 1:** Identify Key Parts of a Friendly Letter

- Begin a group discussion on the parts of a friendly letter. Ask questions such as:

- "What do we include at the top?"

- "How do we greet the person we are writing to?"

- Record the students' responses on the board: date, greeting, body, closing, and signature.

**Step 2:** Explore the Format

- Display an example of a friendly letter on the board or screen.

- Review the layout together. Discuss:

- The importance of spacing, indentation, and capitalization.

- How each part serves its purpose (e.g., the greeting sets a friendly tone).

**Step 3:** Writing a Friendly Letter

- In pairs, students will choose a friend or family member to write to.

- Provide students with a template to guide their writing.

- Encourage them to include a personal message, asking questions and sharing news.

**Step 4:** Share and Give Feedback

- Invite a few pairs to share their letters with the class or in small groups.

- Encourage constructive feedback focusing on the format and content of each letter.

**Conclusion (5 minutes):**

- Summarize the key parts of a friendly letter and the correct format.

-Reinforce learning objectives achieved during the lesson.

- Conduct a brief interactive activity: Have a few students guess the missing parts of a letter by filling in blanks from a shared example.

- Preview upcoming topics, such as how to write other types of letters or different forms of communication.

**Extended Activities:**

- Create a "Letter Writing Day" where students can write letters to a local community leader or a class pen pal.

- Start a "Letter Exchange Program" within class where students can anonymously send friendly letters to each other, promoting kindness and friendship.

- Encourage students to illustrate their letters, adding drawings or stickers to make them more visually appealing.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 10: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

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

1. Listen actively to a variety of texts to gain information.

2.Apply vocabulary related to the theme (nutrition and balanced diet) in various contexts.

3.Appreciate listening to a variety of texts for information and enjoyment.

**Key Inquiry Question(s):**

- Why should we listen carefully?

- How do we apply vocabulary related to good nutrition and a balanced diet?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

- Audio-visual recordings of relevant stories and passages

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on basic nutrition and discuss its importance.

- Prompt students to share what they remember about balanced diets and lead into today’s topic by emphasizing the importance of careful listening.

**Lesson Development (25 minutes):**

**Step 1:** Listening Activity

- Play an audio-visual recording featuring different sounds (/u/, /f/, /v/) within the context of a story about healthy eating.

- Ask students to listen carefully and jot down any new vocabulary related to nutrition they hear during the recording.

**Step 2:** Discussion of Vocabulary

- Have students share the vocabulary they noted.

- Discuss the meaning of new words and their relevance to nutrition and a balanced diet (e.g., 'vegetables', 'fruit', 'fiber').

- Emphasize pronunciation, particularly focusing on the target sounds (/u/, /f/, /v/).

**Step 3:** Application Activity

- Create groups and give each group a scenario related to nutrition (e.g., planning a balanced meal or preparing a shopping list for healthy foods).

- Ask each group to use the vocabulary they've learned to explain their scenario to the class.

**Step 4:** Summarization and Reflection

- Invite groups to summarize their scenarios briefly.

- Lead a class discussion on why careful listening is important in understanding information and making decisions about nutrition.

**Conclusion (5 minutes):**

- Summarize the key points discussed, including the importance of balanced diets and the new vocabulary learned.

- Conduct a quick interactive activity, such as a vocabulary matching game, to reinforce understanding.

- Provide a preview of the next session, which will focus on planning a healthy meal.

**Extended Activities:**

- Homework Assignment: Have students create a poster about their favorite healthy meal using new vocabulary and images.

- Group Project: Organize small groups to create a presentation on the food pyramid or balanced diets and present it to the class.

- Listening Journal: Encourage students to keep a journal where they note down interesting facts they learn about nutrition from external sources (books, documentaries, etc.) each week.

**Teacher Self – Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 10: LESSON 2**

**Strand:** Reading

**Sub Strand:** Extensive reading

**Specific Learning Outcomes:**

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

1. Select appropriate reading materials.

2. Read a variety of familiar materials independently for information and enjoyment.

3. Appreciate the importance of independent reading in lifelong learning.

**Key Inquiry Questions:**

- How can we select age-appropriate and high-interest reading materials?

- How do we read a variety of familiar materials independently for information and enjoyment?

- How can we retell the stories we have read?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher's Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on the importance of reading.

- Ask students to share one book they read since the last class and discuss what they liked about it.

- Guide learners to read and discuss relevant content from the KLB Visionary English resources, emphasizing understanding and engagement with the key inquiry questions.

**Lesson Development (25 minutes):**

**Step 1:** Identifying Interests

- Discuss with students what types of stories they enjoy (genres, themes, etc.).

- Have students brainstorm a list of their favorite books and authors.

**Step 2:** Selecting Appropriate Reading Materials

- Teach students how to choose age-appropriate and high-interest reading materials.

- Use examples from the KLB resources; guide them in selecting one reading material they would like to explore independently.

**Step 3:** Reading Independently

- Allow students 15 minutes to read their chosen materials independently.

- Remind them to pay attention to details and jot down notes or memorable points as they read.

**Step 4:** Retelling the Story

- In pairs, have students retell the stories they have read. Encourage them to focus on the main ideas, characters, and what they enjoyed about the story.

- Invite a few pairs to share with the class, reinforcing the skills of summarizing and sharing thoughts about reading.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the importance of selecting appropriate reading materials, the enjoyment of reading independently, and the skills of retelling stories.

- Conduct a brief interactive activity, such as a "book swap,” where students can express interest in books that their peers have read.

- Prepare learners for the next session by previewing upcoming topics, such as exploring different genres of literature or discussing the impact of reading on our lives.

**Extended Activities:**

- Reading Journal: Assign students to keep a reading journal where they can reflect on the books they read, noting key themes, characters, and personal responses to the story.

- Library Trip: Plan a trip to the school or local library where students can browse, select new reading materials, and participate in a mini treasure hunt for books based on specific themes or genres.

- Book Reviews: Encourage students to write short reviews of their favorite books to share with the class, possibly creating a class newsletter or bulletin board showcasing student recommendations.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 10: LESSON 3**

**Strand:** Reading

**Sub Strand:** Extensive Reading

**Specific Learning Outcomes:**

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

1. Select appropriate reading materials.

2. Apply appropriate strategies to read independently.

3. Desire to read for information and enjoyment.

**Key Inquiry Question(s):**

- How do you select appropriate reading materials?

- What strategies can you use to read independently?

- How can you read materials in the classroom extensively?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by discussing what learners read about and their favorite materials.

- Engage learners in a discussion about the importance of selecting appropriate reading materials to promote both information retention and enjoyment.

**Lesson Development (25 minutes):**

**Step 1:** Exploring Interests

- Ask students to think about the types of reading materials they enjoy (e.g., stories, comics, informational texts).

- Facilitate a class discussion where students can share their favorite genres and why they enjoy them.

**Step 2:** Identifying Appropriate Materials

- Introduce criteria for selecting reading materials: age-appropriateness, subject interest, length, and difficulty level.

- In small groups, have students browse through selection from KLB Visionary English and complete a worksheet identifying which materials could be suitable choices based on their interests and the established criteria.

**Step 3:** Strategies for Independent Reading

- Teach students different strategies for reading independently, such as skimming for main ideas, re-reading for comprehension, and taking notes for difficult sections.

- Let new pairs practice with a short piece of text from their selected materials, applying one of the strategies.

**Step 4:** Creating a Reading Plan

- Have students create a simple reading plan for the upcoming week, including at least one material they would like to read each day.

- Encourage students to consider both informational and enjoyment-focused reading in their plan.

**Conclusion (5 minutes):**

- Summarize the key points covered today: the importance of selecting reading materials, understanding their interests, applying reading strategies, and planning for independent reading.

- Conduct a quick interactive activity where students share one new reading strategy they learned today.

- Briefly introduce the next session's focus on how to evaluate what we read.

**Extended Activities:**

- Reading Log: Have students keep a reading log for two weeks, tracking what they read and their thoughts about each piece, including what they liked and learned.

- Book Review Presentation: Students can choose one book they read during the week, create a short presentation or poster about it, and share it with the class.

- Library Exploration: Organize a short trip to the school library where students can explore various types of reading materials and select at least one book to add to their reading plan.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 10: LESSON 4**

**Strand:** Grammar

**Sub-Strand:** Adjectives

**Specific Learning Outcomes:**

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

1. Identify adjectives from a written text.

2. Use adjectives of size and shape in the correct order.

3.Desire to use adjectives for effective communication.

**Key Inquiry Questions:**

- What are adjectives?

- How do we use adjectives of size and shape in the right order?

- Can we talk about various items in class using adjectives?

**Learning Resources:**

- KLB Visionary English Grade 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on nouns.

- Introduce adjectives by asking students what they know about describing words.

- Guide learners to read a short text from the KLB Visionary English resource and identify adjectives together.

**Lesson Development (25 minutes):**

**Step 1:** What are Adjectives?

- Define adjectives. Explain that they are words that describe nouns.

- Provide examples (e.g., "large," "green," "round").

- Ask students to highlight adjectives in the text read in the introduction.

**Step 2:** Size and Shape Adjectives

- Discuss adjectives that describe size and shape.

- Present examples and work with the class to create sentences using size and shape adjectives.

- Encourage students to categorize adjectives (e.g., "big" vs. "small," "square" vs. "circular").

**Step 3:** Correct Order of Adjectives

- Introduce the order of adjectives using size, shape, color, etc.

- Provide a simple rule: size → shape → color (e.g., "three big round balloons").

- Ask students to rearrange a mixed-up sentence with adjectives showing the correct order.

**Step 4:** Adjective Application Activity

- Engage learners in a quick group activity where they take turns using adjectives to describe items found around the classroom (e.g., "The small blue book," "The tall green plant").

- Ensure that students are using appropriate size and shape adjectives and following the order discussed.

**Conclusion (5 minutes):**

- Summarize key points: What adjectives are, focusing on size and shape, and the correct order of adjectives.

- Conduct an interactive quiz: Have students quick-fire shout out examples of adjectives based on prompts, reinforcing what they’ve learned.

- Preview the next session’s topic: “Comparative and Superlative Adjectives.” Encourage students to think of examples they might want to bring.

**Extended Activities:**

- Create an "Adjective Book": Each student can illustrate and write sentences using adjectives of their choice (size and shape) for different items.

- Adjective Scavenger Hunt: Students can find objects around the school or home and write descriptive sentences using various adjectives.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 10: LESSON 5**

**Strand:** Writing

**Sub Strand:** Creative Writing

**Specific Learning Outcomes:**

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

1. Identify parts of a narrative composition in preparation for writing.

2. Create a narrative composition of about 60-80 words.

3. Appreciate the role of creativity in writing for different purposes.

**Key Inquiry Questions:**

- What are the parts of a narrative composition, and why is it important to plan our writing?

- How do we write a narrative composition of about 60-80 words?

**Learning Resources:**

- KLB Visionary English Grade 4 (relevant page)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson: Discuss the elements of storytelling (character, setting, plot).

- Guide learners to read and highlight key points in the KLB Visionary English resource relevant to narrative compositions.

- Emphasize the importance of planning before writing.

**Lesson Development (25 minutes):**

**Step 1:** Discussion of Narrative Parts

- Engage the class in a discussion about the parts of a narrative (beginning, middle, end).

- Ask students to identify examples of each part from a familiar story or fairy tale.

**Step 2:** The Importance of Planning

- Explain why planning is essential for writing (helps organize thoughts, ensures coherence).

- Have students create a simple outline for their own narrative using a graphic organizer. Encourage them to think about characters, setting, and plot.

**Step 3:** Writing the Narrative

- Guide students as they begin writing their narrative composition, focusing on keeping it within the 60-80 word limit.

- Encourage creativity, prompting them to make their stories engaging and unique.

**Step 4:** Sharing and Feedback (Optional)

- If time permits, ask a few students to share their narratives with the class.

- Provide constructive feedback, focusing on creativity and clarity.

**Conclusion (5 minutes):**

- Summarize key points: Narrative structure, the importance of planning, and creativity in writing.

- Conduct a brief interactive activity: Have students brainstorm possible story starters in pairs.

- Preview the next session: Introduce the concept of types of narratives (e.g., personal vs. fictional) and ask students to think about a memorable personal story to share.

**Extended Activities:**

- Creative Story Jar: Have students write different story prompts on pieces of paper and place them in a jar. For homework, they can pick a prompt next lesson and write a short narrative based on it.

- Illustration Activity: After completing their narratives, students can illustrate a scene from their story and present it to the class. This can deepen their understanding of narrative elements.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 11: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

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

1. Listen actively to a variety of texts to gain information.

2. Apply vocabulary related to the theme in a variety of contexts.

3.Appreciate listening to a variety of texts for information and enjoyment.

**Key Inquiry Question(s):**

- How can we improve our pronunciation?

- How can we apply vocabulary related to nutrition in different contexts?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

- Audio-visual recordings of stories and passages featuring sounds /u/, /f/, /v/

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson, allowing students to recount any new knowledge gained about balanced diets.

- Guide learners to read relevant content from the learning resources with an emphasis on key concepts, particularly pronunciation and vocabulary related to nutrition.

**Lesson Development (25 minutes):**

**Step 1:** Listening Activity

- Play an audio-visual recording that features sounds /u/, /f/, and /v/ in contexts related to nutrition (e.g., fruits and vegetables).

- Students will actively listen and take notes on key vocabulary that relates to balanced diets.

**Step 2:** Pronunciation Practice

- Break the class into pairs and practice pronouncing words with /u/, /f/, and /v/ sounds. Words might include: "fruit," "vegetable," "full," "fun," "view," "vital."

- Encourage learners to provide feedback to one another on correct pronunciation.

**Step 3:** Vocabulary Application

- Ask students to create sentences using at least three new vocabulary words learned from the audio.

- Encourage sharing these sentences with the class to foster discussion.

**Step 4:** Group Discussion

- Facilitate a brief group discussion on the importance of a balanced diet. Encourage students to incorporate vocabulary from their sentences and to articulate their thoughts clearly.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the importance of pronunciation, vocabulary relevant to a balanced diet, and the role that listening plays in language acquisition.

- Conduct an interactive quiz using vocabulary words discussed in class; students can raise hands to answer or use small whiteboards.

- Prepare students for the next session, hinting at exploring more vocabulary related to other health-related topics.

**Extended Activities:**

- Create a "Balanced Diet Recipe Book" where students can pick their favorite balanced meals. They could illustrate and write descriptions using vocabulary learned from the lesson.

- Encourage students to keep a food diary for a week where they record what they eat, categorizing food based on the nutritional vocabulary learned.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 11: LESSON 2**

**Strand:** Reading

**Sub Strand:** Extensive Reading

**Specific Learning Outcomes:**

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

1.Select appropriate reading materials.

2. Read a variety of familiar materials independently for information and enjoyment.

3. Appreciate the importance of independent reading in lifelong learning.

**Key Inquiry Questions:**

- How do we select age-appropriate and high-interest reading materials?

- Why is it important to read a variety of familiar materials independently?

- How can we effectively retell the stories we have read?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous lesson's key points about reading comprehension.

- Facilitate a brief discussion about the types of reading materials the students have been exposed to in the past week. Encourage students to share what they enjoyed reading and why.

- Introduce the lesson's focus on selecting appropriate reading materials and the benefits of extensive reading.

**Lesson Development (25 minutes):**

**Step 1:** Selecting Appropriate Reading Materials

- Discuss characteristics of age-appropriate and engaging reading materials. Examples include fiction, non-fiction, comics, and magazines.

- Create a list of criteria for choosing reading materials, such as topic interest, reading level, and available illustrations.

- Ask students to suggest books or texts they have enjoyed and explain why they chose them.

**Step 2:** Exploring Various Familiar Materials

- Provide students with a selection of materials from the KLB resources and other age-appropriate texts.

- Allow learners time to browse through these materials and choose a piece that interests them.

- Have students read their chosen material quietly for 5 minutes, emphasizing both enjoyment and information gathering.

**Step 3:** Sharing and Discussing

- Invite students to share what they read and briefly summarize the content to the class.

- Encourage them to highlight interesting facts or story elements to foster an appreciation of diverse content.

**Step 4:** Retelling Stories

- Organize students into pairs or small groups to retell a story or significant information they've read.

- Reinforce the importance of understanding and summarizing what they read as a method for enhancing comprehension and retention.

**Conclusion (5 minutes):**

- Summarize the key points of selecting appropriate materials, the benefits of reading a variety of texts, and methods for discussing and retelling stories.

- Conduct a quick interactive activity where students match different book covers with their genres or topics.

- Preview the next session by asking students to think about new types of reading materials they want to explore or learn about for the upcoming lesson.

**Extended Activities:**

- Reading Journal: Encourage students to keep a reading journal where they write down their reflections on what they read each week, including summaries and personal thoughts.

- Book Recommendation Project: Assign each student to recommend a book to the class by creating a poster that includes the book's title, author, a brief summary, and why it should be read.

- Story Swap: Create a classroom activity where students can exchange stories they have read with their peers and discuss them.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 11: LESSON 3**

**Strand:** Reading

**Sub Strand:** Extensive Reading

**Specific Learning Outcomes:**

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

1. Select appropriate reading materials.

2.Apply appropriate strategies to read independently.

3. Develop a desire to read for information and enjoyment.

**Key Inquiry Questions:**

- What criteria should we use to select appropriate reading materials?

- What strategies can we apply to read independently?

- How can we find materials in the classroom that allow us to read extensively?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the importance of reading.

- Guide learners to read and discuss a passage from the KLB Visionary English resource, focusing on the significance of selecting good reading materials.

**Lesson Development (25 minutes):**

**Step 1:** Criteria for Selecting Reading Materials

- Discuss the different types of reading materials (e.g., books, magazines, articles).

- Encourage learners to think about their interests and reading levels when choosing materials.

- Activity: Create a chart with students' inputs on what they look for in a good read (e.g., topic, difficulty, length).

**Step 2:** Strategies for Independent Reading

- Introduce strategies such as skimming, scanning, and predicting.

- Model how to use these strategies while reading a short passage from the resource.

- Activity: In pairs, have students practice these strategies using a new short text.

**Step 3:** Building a Reading Habit

- Discuss the benefits of reading for enjoyment and information, including increased knowledge and improved vocabulary.

- Share personal anecdotes or testimonials about how reading widely has benefited individuals.

**Step 4:** Classroom Reading Resources

- Show students where they can find various reading materials within the classroom.

- Encourage them to explore the reading corner or library and choose a book to start reading.

**Conclusion (5 minutes):**

- Summarize the key points: the importance of selecting appropriate materials, strategies for independent reading, and fostering a love for reading.

- Interactive Activity: Have each student share one new thing they learned today and a book or reading resource they are excited to explore further.

- Preview: Inform students that the next session will focus on how to summarize what they read, preparing them for more advanced interpretations of texts.

**Extended Activities:**

- Reading Log: Encourage students to keep a reading log for one week, where they note down titles, authors, and a brief summary of what they read.

- Book Recommendations: Organize a class "book recommendation" day where students can share their favorite books with the class.

- Author Study: Assign a famous children's author for students to research. They can present their findings about the author's work and style to the class.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 11: LESSON 4**

**Strand:** Grammar

**Sub Strand:** Adjectives

**Specific Learning Outcomes:**

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

1.Identify adjectives from a written text.

2. Describe items using the comparative forms of regular and irregular adjectives.

3. Desire to use adjectives for effective communication.

**Key Inquiry Questions:**

- How can we identify adjectives from a written text?

- How do we use adjectives of size and shape in the right order?

- How can we talk about various items in class using adjectives?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to recall the definition of adjectives and provide a few examples.

- Guide learners to read a short paragraph from KLB Visionary English that includes various adjectives, encouraging them to discuss the adjectives they find.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Adjectives

- Explain what adjectives are and their role in sentences. Highlight that adjectives describe nouns by providing more detail (e.g., color, size, shape).

- Provide examples of adjectives and identify them as a class from a list.

**Step 2:** Identifying Adjectives in Text

- Have students work in pairs to go through the text they read earlier and underline all the adjectives they can find.

- Ask pairs to share at least three adjectives they found, discussing how each word informs the reader about the nouns.

**Step 3:** Using Comparative Forms

- Introduce comparative forms of adjectives (e.g., bigger, smaller, better). Explain the difference between regular (adding -er) and irregular adjectives (e.g., good - better).

- Ask students to give examples of sentences using comparative adjectives.

**Step 4:** Describing Items

- Provide students with various classroom items (e.g., books, pencils, bags) and ask them to describe these items using new adjectives they learned, trying to include comparative adjectives where appropriate.

- Have students share their descriptions with the class.

**Conclusion (5 minutes):**

- Summarize the lesson by revisiting what adjectives are, how to identify them, and the use of comparative forms.

- Conduct a brief interactive activity where students are given a noun, and they must shout out an adjective to describe it.

- Prepare students for the next session by previewing that they will continue exploring adjectives with a focus on superlatives.

**Extended Activities:**

- Adjective Scavenger Hunt: Create a list of adjectives, and have students find items in the classroom or home that match the adjectives on their list, then present their findings.

- Creative Writing: Ask students to write a short story or a descriptive paragraph using at least ten adjectives, including at least three comparative forms.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **ENGLISH** |  |  |  |

**WEEK 11: LESSON 5**

**Strand:** Writing

**Sub Strand:** Creative Writing

**Specific Learning Outcomes:**

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

1. Identify parts of a narrative composition in preparation for writing.

1. Create a narrative composition of about 60-80 words.

3.Appreciate the role of creativity in writing for different purposes.

**Key Inquiry Question(s):**

- What are the parts of a narrative composition?

- How can you write an interesting composition?

**Learning Resources:**

- KLB Visionary English Grade 4

- KLB Visionary English Teacher’s Guide 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the basics of writing and storytelling elements.

- Guide learners to read and discuss relevant content from the KLB resources, emphasizing characters, setting, plot, and resolution in a narrative.

**Lesson Development (25 minutes):**

**Step 1:** Discuss the Parts of a Narrative

- Initiate a discussion about the parts of a narrative (beginning, middle, end).

- Use examples from familiar stories to illustrate how these parts work together.

- Encourage students to share their favorite narratives and identify these parts.

**Step 2:** Brainstorming Session

- Have students brainstorm ideas for their narrative composition.

- Guide them to think about a character, setting, and conflict.

- Allow students to sketch an outline on a worksheet that includes these elements.

**Step 3:** Writing the Narrative

- Instruct students to write their narrative composition, encouraging them to keep it between 60-80 words.

- Remind them to use descriptive language and vivid details to enhance creativity.

**Step 4:** Sharing Stories

- Invite a few volunteers to share their narratives with the class.

- Provide positive feedback that focuses on creativity and structure.

**Conclusion (5 minutes):**

- Summarize the key points discussed, including the parts of a narrative and the importance of creativity.

- Conduct a brief interactive activity where students pair up and share their narratives with each other.

- Prepare learners for the next session's focus on developing characters and settings.

**Extended Activities:**

- Ask students to create a comic strip version of their narrative, focusing on key events and dialogues.

- Encourage them to write a second narrative from a different character's perspective.

- Organize a story competition where students can submit their writings for a chance to be published in a class newsletter.

**Teacher Self-Evaluation:**