Grade 4 English

Term 1 - 48 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

48 complete, ready-to-teach Grade 4 English lesson plans for Term 1, covering the themes the family, family celebrations, etiquette and accidents - first aid, each with its own speaking, reading, grammar and writing lessons.

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INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Pronouncing family-theme vocabulary clearly

By the end of the lesson, the learner should be able to: a) pronounce sounds and words correctly; b) use vocabulary about family in sentences

> **Family words**
> Practise these words clearly: family, relative, household, generation, sibling. The word "sibling" starts with the same sound as "sit"; "generation" is stressed on the third part, like "gen-er-A-tion".
> Model sentence: "My family has four people in our household, and I have one sibling."

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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ELIMU254

Pronouncing family-theme vocabulary clearly

Strand 1.0 The family > Sub-strand 1.1.1 Pronunciation and Vocabulary | Lesson 1 of 3 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) pronounce sounds and words correctly; b) use vocabulary about family in sentences

KEY INQUIRY QUESTION(S)

- Why should we pronounce sounds and words correctly?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Life skills (communication)**	Learners practise decision making and working with others.

LEARNING RESOURCES

A picture of a family | Manila paper and marker pens

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

family | relative | household | generation | sibling

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Look at a picture of a family. Point and name who you see." Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Take learners through "Family words" (teaching points and model text on the next page), explaining as you go. Use a picture of a family, manila paper and marker pens. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Say the model sentence aloud, pronouncing each word clearly."	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Family words

Practise these words clearly: family, relative, household, generation, sibling. The word "sibling" starts with the same sound as "sit"; "generation" is stressed on the third part, like "gen-er-A-tion".

Model sentence: "My family has four people in our household, and I have one sibling."

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Say the word "sibling" clearly. What does it mean?	**A brother or sister**
2	Use "household" in a sentence of your own.	**Answers vary; check the word is used correctly.**
3	What does "relative" mean?	**A family member, such as an aunt, uncle or cousin**
4	Say the model sentence aloud, pronouncing each word clearly.	**A clear, correct reading of the model sentence.**

WATCH OUT FOR

Learners rush words together without clear breaks. Have them clap once per word while saying the sentence slowly.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can pronounce sounds and words correctly confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can pronounce sounds and words correctly accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly pronounce sounds and words correctly, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet pronounce sounds and words correctly without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Repeat each word after the teacher three times before using it in a sentence.
Learners ready for more	Use three of this lesson's words in one sentence about your own family. (Answer: Answers vary; check all three words are used correctly)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "pronouncing family-theme vocabulary clearly" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

ELIMU254

Listening attentively for comprehension

Strand 1.0 The family > Sub-strand 1.1.1 Pronunciation and Vocabulary | Lesson 2 of 3 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to listen attentively to an oral text for comprehension

KEY INQUIRY QUESTION(S)

- Why should we pronounce sounds and words correctly?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Love**	Learners help a classmate who is stuck.
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