Grade 4 English

Term 2 - 52 complete lesson plans

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

ABOUT THIS PACK

52 complete, ready-to-teach Grade 4 English lesson plans for Term 2, covering the themes nutrition – balanced diet, internet - email, technology - cyber safety, the farm and HIV and AIDS, 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

Listening actively for information

By the end of the lesson, the learner should be able to listen actively to a variety of texts to gain information

> **Listening for a balanced diet**
>
> "A balanced diet includes foods from different groups: energy-giving foods like ugali and rice, body-building foods like beans and eggs, and protective foods like fruits and vegetables. Eating a variety keeps the body healthy."
>
> Listen carefully as the teacher reads this passage aloud, without following along in a book.

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

Listening actively for information

Strand 5.0 Nutrition – balanced diet > Sub-strand 5.1.1 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 listen actively to a variety of texts to gain information

KEY INQUIRY QUESTION(S)

- Why should we listen carefully?
- How can we improve our pronunciation?

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	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Health issues (nutrition)**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

Pictures of different food groups | 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

balanced diet | nutrient | vitamin | protein | carbohydrate

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: "What is the difference between just hearing something and really listening to it?" 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 "Listening for a balanced diet" (teaching points and model text on the next page), explaining as you go. Use pictures of different food groups, 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: "Why does eating a variety of foods keep the body healthy?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Listening for a balanced diet

"A balanced diet includes foods from different groups: energy-giving foods like ugali and rice, body-building foods like beans and eggs, and protective foods like fruits and vegetables. Eating a variety keeps the body healthy."

Listen carefully as the teacher reads this passage aloud, without following along in a book.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name one energy-giving food mentioned.	**Ugali or rice**
2	Name one body-building food mentioned.	**Beans or eggs**
3	Name one protective food group mentioned.	**Fruits and vegetables**
4	Why does eating a variety of foods keep the body healthy?	**Different food groups provide different nutrients the body needs.**

WATCH OUT FOR

Learners try to read along on a page instead of truly listening. For this activity, have books closed.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Read the passage twice, slowly, before asking the questions.
Learners ready for more	Why should we listen carefully? (Answer: To fully understand information, avoid missing important details, and respond appropriately)
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 "listening actively for information" 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

Using nutrition vocabulary in context

Strand 5.0 Nutrition – balanced diet > Sub-strand 5.1.1 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 apply vocabulary related to the theme in a variety of contexts for effective communication

KEY INQUIRY QUESTION(S)

- Why should we listen carefully?
- How can we improve our pronunciation?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

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