Grade 4 English

Term 3 - 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 3, covering the themes HIV and AIDS, hygiene and sanitation, sports: my favourite game, clean environment and money, each with its own speaking, reading, grammar and writing lessons.

TOPICS IN THIS PACK

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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

Adverbs of manner: describing how something is done

By the end of the lesson, the learner should be able to distinguish adverbs of manner, time and place for effective communication

> **Adverbs of manner**
> Adverbs of manner describe HOW something is done, and often end in "-ly": kindly, gently, carefully, quickly. "She kindly helped her neighbour." "He gently carried the water."
> This connects naturally to this theme's message: doing things KINDLY and GENTLY towards others matters.

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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Adverbs of manner: describing how something is done

Strand 9.0 HIV and AIDS > Sub-strand 9.3.1 Word Classes: Adverbs | 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 distinguish adverbs of manner, time and place for effective communication

KEY INQUIRY QUESTION(S)

- Where do you live?
- How do you do your work?
- When do we come to school?

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	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Life skills (communication)**	Learners practise decision making and working with others.

LEARNING RESOURCES

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

adverb | manner | kindly | gently

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "How do you do your work?" 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 "Adverbs of manner" (teaching points on the next page), explaining as you go. Use 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: "How do you do your work?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS

Adverbs of manner

Adverbs of manner describe HOW something is done, and often end in "-ly": kindly, gently, carefully, quickly. "She kindly helped her neighbour." "He gently carried the water."

This connects naturally to this theme's message: doing things KINDLY and GENTLY towards others matters.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What do adverbs of manner describe?	**HOW something is done**
2	What common ending do many adverbs of manner have?	**"-ly"**
3	Name two adverbs of manner.	**Any two of: kindly, gently, carefully, quickly**
4	How do you do your work?	**Answers vary; check an adverb of manner is used correctly, e.g. "carefully" or "quickly".**

WATCH OUT FOR

Learners think all "-ly" words are adverbs of manner. Note that a few (like "friendly") are actually adjectives - this is a minor point, not to overcomplicate this lesson.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Act out an action (walking) in different manners (quickly, slowly, carefully) for learners to name the adverb.
Learners ready for more	Why do you think the word "kindly" fits so naturally with this theme's message about supporting others? (Answer: It directly describes acting with kindness, matching the lesson's message about treating others well)
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 "adverbs of manner: describing how something is done" 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.

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Adverbs of time and place

Strand 9.0 HIV and AIDS > Sub-strand 9.3.1 Word Classes: Adverbs | 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 use adverbs of manner, time and place correctly in both oral and written sentences

KEY INQUIRY QUESTION(S)

- Where do you live?
- How do you do your work?
- When do we come to school?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

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