**2024 GRADE 7 KLB ENGLISH SCHEMES OF WORK SCHEMES OF WORK TERM 2**

**TEACHER’S NAME** …………………………………… **SCHOOL**………………………………….. **TERM** ………… **YEAR** ………………

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| **W**  **eek** | **Lesso**  **n** | **Strand** | **Sub-strand** | **Specific-Learning outcomes** | **Learning Experience** | **Key Inquiry Question(S)** | **Learning**  **Resources** | **Assessment Methods** | **Ref** |
| **1** | **1** | Drug and Substances Abuse | Listening and Speaking;  Conversational Skills | By the end of the lesson, the learner should be able to:   1. Give reasons why people abuse drugs. 2. Make a list of the polite expressions on a manilla paper, flashcards or sticky notes. 3. Recite the choral poem in learner’s book, “No!” 4. Use polite language. | In pairs, learners are guided to give reasons why people abuse drugs  In pairs, learners are guided to make a list of the polite expressions on a manilla paper, flashcards or sticky notes  Learners to recite the choral poem in learner’s book, “No!” | What drugs are abused by young people?  What can we do to avoid interrupting other people? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 85-91** | Oral questions Oral Report Observation |  |
|  | **2** | Drug and Substances Abuse | Listening and Speaking;  Conversational Skills | By the end of the lesson, the learner should be able to:   1. Discuss whether or not it is always polite to mention people’s names as you introduce them. 2. Read and role play the dialogue in learner’s book. 3. Enjoy role playing the dialogue. | In groups, learners are guided to discuss whether or not it is always polite to mention people’s names as you introduce them  In pairs, learners to read and role play the dialogue in learner’s book. | What are the effects of drugs on those who abuse them? | **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 85-91**  Dictionaries  Internet  Computing devices **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 85-91** | Oral questions Oral Report Observation |  |
|  | **3** | Drug and Substances Abuse | Listening and Speaking;  Conversational Skills | By the end of the lesson, the learner should be able to:   1. List polite expressions used in conversations. 2. Make posters on turn taking skills and polite interruptions. 3. Use polite expressions as they speak | Learners to list polite expressions used in conversations  Learners are guided to make posters on turn taking skills and polite interruptions | Which polite words do you use? | Dictionaries  Journals  Internet  Computing devices **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 89-91** | Oral questions Oral Report Observation |  |
|  | **4** | Drug and Substances Abuse | Reading 1  Reading Fluency | By the end of the lesson, the learner should be able to:   1. Read the poem in leaner’s book. 2. Answer factual and inferential questions from the poem. 3. Act out the poem. 4. Participate in a reading competition. | In groups, learners are guided to read the poem in leaner’s book  In groups, learners are guided to answer factual and inferential questions from the poem.  In groups, learners are guided to act out the poem. | What do you like reading on your own? | Dictionaries  Charts  Internet  Computing devices **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 89-91** | Oral questions Oral Report Observation |  |
|  | **5** | Drug and Substances Abuse | Grammar in Use; Work Classes: Adverbs | By the end of the lesson, the learner should be able to:   1. Define an adverb. 2. Read the passage in learner’s book and identify the adverbs used. 3. Arrange the nouns in the passage into adverbs of manner and place. 4. Use adverbs in their daily conversations. | Learners are guided to define an adverb  Learners to read the passage in learner’s book and identify the adverbs used.  Learners are guided to arrange the nouns in the passage into adverbs of manner and place. | What is an adverb? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  Newspapers  Magazines **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 91-94** | Oral questions Oral Report Observation |  |
| **2** | **1** | Drug and Substances Abuse | Grammar in Use; Work Classes: Adverbs | By the end of the lesson, the learner should be able to:   1. Identify types of adverbs. 2. Construct sentences using adverbs of manner, time and place. 3. Appreciate the use of adverbs sentences. | Learners are guided to identify types of adverbs  Learners to construct sentences using adverbs of manner, time and place. | What would you say to people who are considering taking drugs? | Dictionaries  Realia  Journals  Internet  Computing devices **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 91-94** | Oral questions Oral Report Observation |  |
|  | **2** | Drug and Substances Abuse | Intensive Reading: Oral Literature: Songs | By the end of the lesson, the learner should be able to:   1. Define a lullaby. 2. Sing the lullaby in learner’s book. 3. Answer the questions that follow. 4. Have fun and enjoy singing the song. | Learners are guided to define a lullaby.  In pairs, learners to sing the lullaby in learner’s book  In pairs, learners to answer the questions that follow | What are the singer’s feelings towards the baby in each lullaby? | Dictionaries  Internet  Computing devices **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 94-95** | Oral questions Oral Report Observation |  |
|  | **3** | Drug and Substances Abuse | Intensive Reading: Oral Literature: Songs | By the end of the lesson, the learner should be able to:   1. Create lullabies to soothe a baby to sleep or to stop crying. 2. Sing the lullabies. 3. Identify the words or lines that are repeated. 4. Have fun and enjoy singing lullabies. | Learners to create lullabies to soothe a baby to sleep or to stop crying.  Learners are guided to sing the lullabies.  In pairs or individually, learners are guided to identify the words or lines that are repeated. | Why do you think these words are repeated? | Dictionaries  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 94-95** | Oral questions Oral Report Observation |  |
|  | **4** | Drug and Substances Abuse | Writing; Mechanics of Writing: Commonly Misspelt Words | By the end of the lesson, the learner should be able to:   1. State the importance of spelling words correctly. 2. Read the passage and identify the words that are commonly misspelt. 3. Construct sentences using vocabulary learnt about drug and substance abuse. 4. Appreciate the importance of spelling words correctly. | In groups, learners are guided to state the importance of spelling words correctly  In pairs, learners are guided to read the passage and identify the words that are commonly misspelt  In pairs, learners are guided to construct sentences using vocabulary learnt about drug and substance abuse. | Why is it important to spell words correctly?  Which words do you find difficult to spell and why? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 95-100** | Oral questions Oral Report Observation |  |
|  | **5** | Drug and Substances Abuse | Writing; Mechanics of Writing: Commonly Misspelt Words | By the end of the lesson, the learner should be able to:   1. Write a story titled “A Drug Free Neighbourhood”. Use some of the commonly misspelt words they have learnt. 2. Fill in the crossword puzzle using the clues provided to make complete words. 3. Have a desire to educate people about drug and substance abuse. | Learners are guided to write a story titled “A Drug Free Neighbourhood”. Use some of the commonly misspelt words they have learnt.  In groups, learners to fill in the crossword puzzle using the clues provided to make complete words | How can we learn how to spell words that we normally misspell?  Why must you be careful to write the right word? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 95-100** | Oral questions Oral Report Observation |  |
| **3** | **1** | Natural Resources: Forests | Listening and Speaking;  Listening for Details | By the end of the lesson, the learner should be able to:   1. Study the picture and talk about the importance of forests. 2. Listen to the story being read and write down the important details. 3. Appreciate the importance of detailed information. | Learners are guided to study the picture and talk about the importance of forests.  Learners are guided to listen to the story being read and write down the important details. | What is the importance of detailed information? | Dictionaries  Charts  Journals  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 101-104** | Oral questions Oral Report Observation |  |
|  | **2** | Natural Resources: Forests | Listening and Speaking;  Listening for Details | By the end of the lesson, the learner should be able to:   1. Prepare a short speech on the topic: “What I Love about Forests” 2. Read the passage in learner’s book and then answer the questions that follow. 3. Appreciate proper pronunciation of words during communication. | In groups, learners are guided to prepare a short speech on the topic: “What I Love about Forests”  Learners are guided to read the passage in learner’s book and then answer the questions that follow | How can you listen more attentively? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 101-104** | Oral questions Oral Report Observation |  |
|  | **3** | Natural Resources: Forests | Reading I; Intensive Reading: Visuals | By the end of the lesson, the learner should be able to:   1. Define visuals. 2. Identify different types of visuals. 3. Draw different types visuals. 4. Appreciate the use of visuals. | Learners are guided to define visuals.  Learners to identify different types of visuals.  Learners to draw different types visuals | Why is it important to interpret pictures and photographs correctly? | Dictionaries  Journals  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 104-107** | Oral questions Oral Report Observation |  |
|  | **4** | Natural Resources: Forests | Reading I; Intensive Reading: Visuals | By the end of the lesson, the learner should be able to:   1. Identify national or community needs that they can communicate about using visuals. 2. Create some of the visuals. 3. Appreciate the importance of visuals. | In groups, learners to identify national or community needs that they can communicate about using visuals.  In groups, learners are guided to create some of the visuals. | What are the advantages of pictures and photographs over other forms of communication? | Dictionaries  Charts  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 104-107** | Oral questions Oral Report Observation |  |
|  | **5** | Natural Resources: Forests | Grammar; Word Classes: Personal and Possessive pronouns | By the end of the lesson, the learner should be able to:   1. Explain the meaning of pronouns. 2. Read the passage in learner’s book and identify the pronouns used. 3. Arrange the pronouns in the passage into personal and possessive pronouns. 4. Use personal and possessive pronouns in their daily conversations. | Learners are guided to explain the meaning of pronouns.  In groups, learners to read the passage in learner’s book and identify the pronouns used.  Learners to arrange the pronouns in the passage into personal and possessive pronouns | What are personal pronouns?  What are possessive pronouns? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 107-109** | Oral questions Oral Report Observation |  |
| **4** | **1** | Natural Resources: Forests | Grammar; Word Classes: Personal and Possessive pronouns | By the end of the lesson, the learner should be able to:   1. Define personal and possessive pronouns 2. Construct sentences using personal and possessive pronouns 3. Appreciate the use of pronouns in sentences. | Learners to define personal and possessive pronouns.  Learners are guided to search an article online or from a newspaper story. Read a paragraph and list the different types of pronouns used.  In pairs or individually, learners are guided to construct sentences using personal and possessive pronouns. | Which types of pronouns are commonly used? | Dictionaries  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 107-109** | Oral questions Oral Report Observation |  |
|  | **2** | Natural Resources: Forests | Reading II; Intensive Reading: Characters in Class Readers | By the end of the lesson, the learner should be able to:   1. Define class readers. 2. Identify characters in class reader. 3. Recognize different types of class readers. 4. Appreciate the importance of class readers. | Learners are guided to define class readers.  Learners to identify characters in class reader.  In groups, learners are guided to recognize different types of class readers | Which characters seems to do the most in each class reader?  Which characters say or do little in the class readers? | Dictionaries  Charts  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 109** | Oral questions Oral Report Observation |  |
|  | **3** | Natural Resources: Forests | Reading II; Intensive Reading: Characters in Class Readers | By the end of the lesson, the learner should be able to:   1. Read the story, “Julius’ Vision” 2. Discuss how minor characters in the class readers relate to one another. 3. Answer factual and inferential questions from the passage. 4. Enjoy reading the story. | Learners are guided to read the story, “Julius’ Vision”  In groups, learners are guided to discuss how minor characters in the class readers relate to one another.  Learners are guided to answer factual and inferential questions from the passage | Why do you think the children kept out of Julius’ way? | Dictionaries  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 110-112** | Oral questions Oral Report Observation |  |
|  | **4** | Natural Resources: Forests | Writing; Composition Writing: The Writing Process | By the end of the lesson, the learner should be able to:   1. Watch a video on the writing process the teacher will play for you. 2. Draw a mind map representing the different steps of the writing process. 3. Appreciate the importance of writing neatly and legibly. | Learners are guided to watch a video on the writing process the teacher will play for you.  Learners are guided to draw a mind map representing the different steps of the writing process | What is the importance of neat and legible handwriting? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 112-116** | Oral questions Oral Report Observation |  |
|  | **5** | Natural Resources: Forests | Writing; Composition Writing: The Writing Process | By the end of the lesson, the learner should be able to:   1. Read the passage and talk about whether or not it is well-written 2. Writing a narrative composition following the writing process. 3. Appreciate the importance of writing neatly and legibly | Learners are guided to read the passage and talk about whether or not it is well-written  Learners to writing a narrative composition following the writing process | How do we make our composition interesting? | Class readers  Dictionaries  Charts  Realia  Computing devices **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 112-116** | Oral questions Oral Report Observation |  |
| **5** | **1** | Travel | Listening and Speaking; Listening Comprehension: Explanatory Narratives | By the end of the lesson, the learner should be able to:   1. Identify the features of explanatory narratives. 2. Create a story that explain why the cat lives with human beings. 3. Appreciate the features of explanatory narrative. | In groups, learners are guided to identify the features of oral narratives  Learners to create a story that explain why the cat lives with human beings | What are explanatory narrative? | Dictionaries  Internet  Computing devices  Newspapers  Magazines **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 117-119** | Oral questions Oral Report Observation |  |
|  | **2** | Travel | Listening and Speaking; Listening Comprehension: Explanatory Narratives | By the end of the lesson, the learner should be able to:   1. Identify what makes the performance of an explanatory narrative more enjoyable. 2. Watch videos of people telling explanatory narrative. Make notes on how the story is made interesting. 3. Appreciate ways of making an explanatory narrative more interesting. | Learners are guided to identify what makes the performance of an explanatory narrative more enjoyable.  Learners to watch videos of people telling explanatory narrative. Make notes on how the story is made interesting | What are the features of explanatory narratives? | Dictionaries  Charts  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 117-119** | Oral questions Oral Report Observation |  |
|  | **3** | Travel | Listening and Speaking; Listening Comprehension: Explanatory Narratives | By the end of the lesson, the learner should be able to:   1. Choose one narrative and discuss the features they will include in their performance of it. 2. Perform the explanatory narratives. 3. Have fun and enjoy performing the explanatory narrative. | In groups, learners to choose narrative and discuss the features they will include in their performance of it.  In groups, learners are guided to perform the explanatory narratives | What can you do to make the performance of an explanatory narrative more enjoyable? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 117-119** | Oral questions Oral Report Observation |  |
|  | **4** | Travel | Reading I; Intensive Reading | By the end of the lesson, the learner should be able to:   1. Explain the meaning of reading for interpretation and reading for evaluation. 2. Listen to a recording of the poem, “Mother to Her child” 3. Enjoy reading the poem. | Learners to explain the meaning of reading for interpretation and reading for evaluation  In pairs, learners to Listen to a recording of the poem, “Mother to Her child” | Why do you think some lines are repeated several times? | Dictionaries  Charts  Journals  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 119-122** | Oral questions Oral Report Observation |  |
|  | **5** | Travel | Reading I; Intensive Reading | By the end of the lesson, the learner should be able to:   1. Read the poem, “Growing Pains” and answer the questions that follow. 2. Talk about the main idea of the poem and the details that support it. 3. Write a summary of what the poem is talking about. 4. Have fun and enjoy reading the poems. | In pairs, learners to Read the poem, “Growing Pains” and answer the questions that follow  In pairs, learners to talk about the main idea of the poem and the details that support it  In pairs, learners to write a summary of what the poem is talking about | Where are the events of this poem taking place?  Who are the people involved in these events? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 119-122** | Oral questions Oral Report Observation |  |
| **6** | **1** | Travel | Grammar; Word Classes: Simple Prepositions | By the end of the lesson, the learner should be able to:   1. Define prepositions. 2. Sing the sing in learner’s book. 3. Identify all the prepositions in the song. 4. Appreciate the use of prepositions. | Learners to define prepositions.  In pairs, learners to sing the sing in learner’s book.  Identify all the prepositions in the song | What are prepositions? | Dictionaries  Charts  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 122-124** | Oral questions Oral Report Observation |  |
|  | **2** | Travel | Grammar; Word Classes: Simple Prepositions | By the end of the lesson, the learner should be able to:   1. Match the verbs in the left column with the prepositions in the right column. 2. Construct sentences using prepositions. 3. Use prepositions in their day to day lives. | Learners are guided to match the verbs in the left column with the prepositions in the right column.  In pairs, learners to construct sentences using prepositions. | What are the uses of prepositions? | Dictionaries  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 122-124** | Oral questions Oral Report Observation |  |
|  | **3** | Travel | Reading II; Intensive Reading: Poetry | By the end of the lesson, the learner should be able to:   1. Read the poem, “Betrothed” 2. Identify the characters in the poem. 3. Act out the poem. 4. Enjoy reading and acting the poem. | Learners are guided to read the poem, “Betrothed”  In groups, learners to identify the characters in the poem.  In groups, learners to act out the poem | Which events is taking place in the poem?  Who are the characters involved in the poem? | Dictionaries  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 124-127** | Oral questions Oral Report Observation |  |
|  | **4** | Travel | Writing: Composition Writing: Self-Assessment | By the end of the lesson, the learner should be able to:   1. Search online or in books for information on assessing their own narrative composition. 2. Give reasons why self-assessment is important. 3. Assess a composition using a checklist. 4. Appreciate the importance of a checklist. | Learners are guided to search online or in books for information on assessing their own narrative composition  In pairs, learners are guided to give reasons why self-assessment is important  In groups, learners to assess a composition using a checklist | What is self-assessment?  What is the importance of checklist? | Dictionaries  Realia  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 127-128** | Oral questions Oral Report Observation |  |
|  | **5** | Travel | Writing: Composition Writing: Self-Assessment | By the end of the lesson, the learner should be able to:   1. Read the passage, “How to Assess a Narrative Composition” 2. Write a narrative composition about a class trip. 3. Assess their compositions. 4. Appreciate the importance of self-assessment. | Learners are guided to read the passage, “How to Assess a Narrative Composition”  In groups, learners to write a narrative composition about a class trip.  Learners to assess their composition. | What is the importance of self-assessment? | Dictionaries  Charts  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 128-130** | Oral questions Oral Report Observation |  |
| **7** | **1** | Heroes and Heroines- Kenya | Listening and Speaking: Pronunciation: Consonant and Vowel Sounds | By the end of the lesson, the learner should be able to:   1. Identify constant and vowels Sounds. 2. Read the conversation between Dorty and Mother aloud. 3. Identify words with the same sound as /t/ and /d/ such as wro**t**e, **d**en 4. Appreciate the importance of correct pronunciation of words | In pairs, learners are guided to identify constant and vowels Sounds.  Learners to read the conversation between Dorty and Mother aloud.  Learners to identify words with the same sound as /t/ and /d/ such as wro**t**e, **d**en | Who is your hero?  Why do you consider this person a hero? | Dictionaries  Realia  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 131-133** | Oral questions Oral Report Observation |  |
|  | **2** | Heroes and Heroines- Kenya | Listening and Speaking: Pronunciation: Consonant and Vowel Sounds | By the end of the lesson, the learner should be able to:   1. Read the poem in the learner’s book. 2. Recite the poem in the learner’s book. 3. Enjoy reciting the poem. | In groups, read the poem in the learner’s book.  In groups, learners to recite the poem in the learner’s book. | What is the poem about? | Dictionaries  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 134-135** | Oral questions Oral Report Observation |  |
|  | **3** | Heroes and Heroines- Kenya | Listening and Speaking: Pronunciation: Consonant and Vowel Sounds | By the end of the lesson, the learner should be able to:   1. Listen to an audio recording. 2. Identify nouns and verbs from the recording. 3. Talk about the importance of correct pronunciation and stress. 4. Appreciate the importance of correct pronunciation. | In groups, learners to listen to an audio recording.  Individually, learners to identify nouns and verbs from the recording.  Learners to talk about the importance of correct pronunciation and stress | What have you learnt about nouns and verbs? | Dictionaries  Charts  Realia  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 135-136** | Oral questions Oral Report Observation |  |
|  | **4** | Heroes and Heroines- Kenya | Reading I; Extensive Reading: Grade Appropriate Fictional Materials | By the end of the lesson, the learner should be able to:   1. Define the term fictional. 2. Talk about their favourite storybooks. 3. Appreciate the importance of reading widely | Learners to define the term fictional  In groups, learners to talk about their favourite storybooks | What are fictional materials? | Dictionaries  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 136-137** | Oral questions Oral Report Observation |  |
|  | **5** | Heroes and Heroines- Kenya | Reading I; Extensive Reading: Grade Appropriate Fictional Materials | By the end of the lesson, the learner should be able to:   1. Read the passage, “Dedan Kimathi’s Early Years” 2. Retell the story of Dedan Kimathi. 3. Select a part and dramatize it in front of the class. 4. Have fun and enjoy dramatizing the story. | In groups, learners to read the passage, “Dedan Kimathi’s Early Years”  In groups, learners to retell the story of Dedan Kimathi.  In groups, learners to select a part and dramatize it in front of the class. | What true details do you learn about Dedan Kimathi from the passage? | Dictionaries  Charts  Realia  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 137-139** | Oral questions Oral Report Observation |  |
| **8** | **HALF TERM BREAK** | | | | | | | |  |
| **9** | **1** | Heroes and Heroines- Kenya | Grammar; Word Classes: Conjunctions and, but, or | By the end of the lesson, the learner should be able to:   1. Define conjunctions. 2. Identify uses of conjunctions. 3. Fill in the spaces using conjunctions. 4. Construct sentences using conjunctions. 5. Appreciate the uses of conjunctions. | Learners are guided define conjunctions.  In groups, learners to identify uses of conjunctions  In groups, learners to fill in the spaces using conjunctions.  In groups, learners to construct sentences using conjunctions. | How did Mandela help South Africa to get freedom? | Dictionaries  Charts  Realia  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 140-141** | Oral questions Oral Report Observation |  |
|  | **2** | Heroes and Heroines- Kenya | Reading II  Intensive Reading: Class reader | By the end of the lesson, the learner should be able to:   1. Read the passage, “The Password” 2. Answer the questions that follow. 3. Make short notes on the events that occur in the passage. 4. Appreciate the uses of class readers. | In pairs, learners to read the passage, “The Password”  In pairs, learners to answer the questions that follow.  In pairs, learners are guided to make short notes on the events that occur in the passage | Why does Sauna’s uncle decide to take him to school? | Dictionaries  Charts  Realia  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 141-144** | Oral questions Oral Report Observation |  |
|  | **3** | Heroes and Heroines- Kenya | Reading I  Intensive Reading: Class reader | By the end of the lesson, the learner should be able to:   1. Talk about the characters and how they make the events in the story happen. 2. Act out the events of the passage. 3. Enjoy acting the story. | In pairs, learners to talk about the characters and how they make the events in the story happen  In pairs, learners are guided to act out the events of the passage | What have you learnt about heroes and heroine? | Dictionaries  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 141-144** | Oral questions Oral Report Observation |  |
|  | **4** | Heroes and Heroines- Kenya | Writing; Creative Writing: Narrative Compositions | By the end of the lesson, the learner should be able to:   1. Identify features of narrative compositions. 2. Take turns to talk about the funniest, hardest, saddest or most surprising experiences of their life. 3. Appreciate narrative compositions. | Learners to identify features of narrative compositions.  In pairs or in groups, learners to take turns to talk about the funniest, hardest, saddest or most surprising experiences of their life. | What are narrative compositions? | Dictionaries  Charts  Realia  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 144-145** | Oral questions Oral Report Observation |  |
|  | **5** | Heroes and Heroines- Kenya | Writing; Creative Writing: Narrative Compositions | By the end of the lesson, the learner should be able to:   1. Read the story in learner’s book. 2. Create well-written narrative compositions on different topics. 3. Appreciate narrative compositions. | In pairs, learners to read the story in learner’s book  In groups, learners are guided to create well-written narrative compositions on different topics. | What are some of the most interesting stories they have ever read? | Dictionaries  Charts  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 144-145** | Oral questions Oral Report Observation |  |
| **10** | **1** | Music | Listening and Speaking; Oral Presentation: Delivering Speeches | By the end of the lesson, the learner should be able to:   1. Define the term speech. 2. Identify features of oral presentation. 3. Listen to a recording on features of oral presentation and take notes. 4. Have a desire to make a speech. | Individually, learners to define the term speech.  Learners to identify features of oral presentation.  In groups, learners to listen to a recording on features of oral presentation and take notes. | What is a speech? | Dictionaries  Charts  Realia  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 151** | Oral questions Oral Report Observation |  |
|  | **2** | Music | Listening and Speaking; Oral Presentation: Delivering Speeches | By the end of the lesson, the learner should be able to:   1. Read the speech, “Riddle. Riddle” 2. Talk about the importance of delivering speech. 3. Appreciate the importance of delivering speech. | Learners to read the speech, “Riddle. Riddle”  Learners are guided to talk about the importance of delivering speech. | What is the importance of delivering speech? | Dictionaries  Charts  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 151-153** | Oral questions Oral Report Observation |  |
|  | **3** | Music | Reading I; Study Skills: Note Making | By the end of the lesson, the learner should be able to:   1. Explain the meaning of note-making. 2. Discuss how useful sub-divisions are in note-making. 3. Talk about why it is important to make notes. 4. Appreciate the importance of note-making. | In groups, learners are guided to explain the meaning of note-making.  In groups, learners are guided to discuss how useful sub-divisions are in note-making.  In groups, learners are guided to talk about why it is important to make notes | What is note-making? | Dictionaries  Charts  Realia  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 60-61** | Oral questions Oral Report Observation |  |
|  | **4** | Music | Reading I; Study Skills: Note Making | By the end of the lesson, the learner should be able to:   1. Read the passage, “We get Paid and Do What We Love Most” 2. Identify and discuss the meaning of the key words in the passage. 3. Appreciate the importance of note-making. | In groups, learners are guided to read the passage, “We get Paid and Do What We Love Most”  In groups, learners are guided to identify and discuss the meaning of the key words in the passage. | What is the importance of note-making? | Dictionaries  Charts  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 153-155** | Oral questions Oral Report Observation |  |
|  | **5** | Music | Reading I; Study Skills: Note Making | By the end of the lesson, the learner should be able to:   1. Read the passage, “The importance of Music” 2. Make notes on the origin and role of the music. 3. Appreciate the importance of music. | In pairs, learners to Read the passage, “The importance of Music”  In pairs, learners to Make notes on the origin and role of the music. | What is the role music? | Dictionaries  Charts  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 155-156** | Oral questions Oral Report Observation |  |
| **11** | **1** | Music | Grammar; Word Classes: Determiners | By the end of the lesson, the learner should be able to:   1. Define determiners. 2. Identify the uses of determiners. 3. Recite the poem, “The Spice of Life” and identify determiners. 4. Appreciate the uses of determiners. | In pairs, learners are guided to define determiners  In pairs, learners are guided to identify the uses of determiners.  In pairs, learners are guided to recite the poem, “The Spice of Life” and identify determiners | What are determiners? | Dictionaries  Charts  Realia  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 157** | Oral questions Oral Report Observation |  |
|  | **2** | Music | Grammar; Word Classes: Determiners | By the end of the lesson, the learner should be able to:   1. Read the passage in learner’s book and identify the articles and possessives. 2. Make flashcards with the possessive they have learnt. 3. Appreciate the importance of possessives. | In pairs, learners to read the passage in learner’s book and identify the articles and possessives.  In groups, learners to make flashcards with the possessive they have learnt. | What are articles? | Dictionaries  Charts  Realia  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 157-159** | Oral questions Oral Report Observation |  |
|  | **3** | Music | Grammar; Word Classes: Determiners | By the end of the lesson, the learner should be able to:   1. Match the articles with the correct nouns. 2. Compose a song on children’s rights. 3. Use articles in their day to day conversations. 4. Appreciated the importance of children rights. | In pairs, learners to match the articles with the correct nouns.  In groups, learners to compose a song on children’s rights.  In pairs, learners to use articles in their day to day conversations | What have you learnt about articles? | Dictionaries  Charts  Realia  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 159-160** | Oral questions Oral Report Observation |  |
|  | **4** | Music | Reading II; Intensive Reading: Characters and their Traits | By the end of the lesson, the learner should be able to:   1. Read the ogre narrative, “Anakamuna and Anakanani the ogre” 2. Role play the story of “Anakamuna and Anakanani the ogre” 3. Have fun reading ogre narratives. | In pairs, learners are guided to read the ogre narrative, “Anakamuna and Anakanani the ogre”  In pairs, learners to role play the story of “Anakamuna and Anakanani the ogre” | What are ogre narratives? | Dictionaries  Charts  Realia  Internet  Computing devices  **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 160-163** | Oral questions Oral Report Observation |  |
|  | **5** | Music | Writing; Functional Writing: Packing and Shopping List | By the end of the lesson, the learner should be able to:   1. Identify parts of a shopping list. 2. Prepare a shopping list showing the items they plan to buy, the quantity and the price of each. 3. Appreciate the importance of shopping list. | Individually or in pairs, learners to identify parts of a shopping list.  Individually or in pairs, learners to prepare a shopping list showing the items they plan to buy, the quantity and the price of each. | What is a shopping list? | Dictionaries  Charts  Internet  Computing devices **KLB; Top Scholar: English Learner’s Book Grade 7 pg. 163-166** | Oral questions Oral Report Observation |  |
| **12** | **REVISION AND ASSESSMENT** | | | | | | | | |
| **13-14** |  | | | | | | | | |