**SCHEMES OF WORK**

**SCHOOL: ………………………………………………………………………………………………………………**

**GRADE: GRADE EIGHT**

**LEARNING AREA: INDIGINOUS LANGUAGES**

**TERM 1 YEAR: 2025**

**TEACHER’S NAME: ……………………………………………….… TSC NO……………………………………**

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| Week | Lesson | Strand | Sub-strand | Specific-Learning outcomes | Learning Experience | Key Inquiry Question(S) | Learning  Resources | | Assessment Methods | Reflection |
| 1 | **OPENING AND RECEIVING LEARNERS** | | | | | | | | | |
| 2 |  | **Listening and Speaking** | **Listening for comprehension** | By the end of the lesson, the learner should be able to:  a)outline different gender roles from stories on community gender roles,  b)respond to questions from the story on gender roles in the community,  c)recognize the importance of listening purposefully for comprehension | * The learner is guided to: * listen to an audio story on gender roles in the community and respond to questions on gender roles in the community, * work in pairs to outline to each other the different gender roles from stories on gender roles in the community, * surf the internet to identify and listen to clips on gender roles in different communities, * note down and present to the class the different roles identified from the clips on gender roles in different communities, * listen as the teacher read through a story on gender roles in the community and ask or answer questions, * engage in group work to record and listen to a story on gender roles in the community using appropriate digital devices | How do we listen for comprehension?  Why should we seek to achieve gender parity in our school? | | Audio clips,  writing materials,  local environment  Oxford university press, grade 8 learners book.pg1-3 | Responding to questions,observation during recording activities,notes taken |  |
| 3 |  | **Reading** | **Reading for information** | By the end of the lesson, the learner should be able to:  a)answer questions from texts related to interpersonal skills and gender roles,  b)use the vocabulary on interpersonal skills and gender roles to construct sentences,  c) Embrace the use of interpersonal skills to enhance positive gender roles in society. | * The learner is guided to:read texts relating to interpersonal communication and answer questions from the texts relating to interpersonal skills and gender roles, * work in groups to outline the different components of interpersonal skills as brought out in the texts on interpersonal skills and gender roles, * engage in group activities to discuss the different gender roles as brought out in the texts on interpersonal skills and gender roles and present them to the rest of the class, * work in pairs to surf the internet to find out the different gender roles in different communities of the world and present their findings in class, * identify vocabulary relating to interpersonal skills and gender roles as used in the texts read, * give the meaning of identified vocabulary as used in the texts on interpersonal skills and gender roles, * use the vocabulary on interpersonal skills and gender roles to construct sentences | How do we get information on something we want to understand more?  Why is it important to apply comprehension skills in reading? | | Recorded clips,  selected paragraphs, Grade 8 Course Books,  Digital devices  KLB grade 8 course book PG 5-7 | Observation as learners manipulate digital devices,  personal collections of vocabulary |  |
| 4 |  | **Language Structure** | **Demonstrative and interrogative pronouns.** | By the end of the lesson, the learner should be able to:  a)identify demonstrative pronouns from texts on unity and citizenship,  b)construct sentences using demonstrative pronouns and interrogative pronouns,  c)recognize the place of demonstrative and interrogative sentences in communication | * The learner is guided to: * silently read a text with demonstrative and interrogative sentences on unity and citizenship, * work in pairs to identify demonstrative and interrogative pronouns from the text on unity and citizenship, * construct sentences using demonstrative and interrogative pronouns, * read through a newspaper article on unity and citizenship and underline the demonstrative and interrogative pronouns, * engage in group activities to play a demonstrative and interrogative pronouns word game by picking different words and asking the competing team to construct sentence using the word picked, * make a list of demonstrative and interrogative pronouns picked during the word game and search for their meaning from a dictionary or any relevant digital device, * listen to an audio clip and pick the demonstrative and interrogative pronouns used in the clip, * play language games involving the use of the internet to search for crossword puzzles with demonstrative and interrogative pronouns in small groups, * work in pairs to fill in the crossword puzzle with appropriate demonstrative and interrogative pronouns | How do we use different language structures to identify things from a collection of many?  Why is unity an important aspect of citizenship? | | Print and online sources, social media platforms, local environment  KLB grade 8 course book PG 8-9 | Question/answer,  observation,  text messages and emails |  |
| 5 |  | **Writing** | **Writing to give information** | By the end of the lesson, the learner should be able to:  a)assemble ideas into a meaningful expository essay on the importance of peaceful coexistence in the community,  b)organize the ideas on the importance of peaceful coexistence in the community into a coherent sequence,  c)use vocabulary related to the importance of peaceful coexistence in the community,  d)embrace the importance of organizing ideas into a coherent sequence in communication | * The learner is guided to: * brainstorm and write an outline of an expository essay on the importance of peaceful coexistence in the community, * sort and sequence flashcards with ideas on the importance of peaceful coexistence in the community, * construct paragraphs and sequence them into a meaningful expository essay, * edit and review paragraphs for coherence and communication, * use vocabulary related to the importance of peaceful coexistence in the community to construct sentences. | How do we organize information logically?  Why is it important to co-exist peacefully in the community? | | Writing materials, organisers, print and online sources, social media platforms, phones,  And  digital devices  KLB grade 8 course book, indigenous studies PG 10-13 | Observation as learners  write essays while manipulating phones and online platforms |  |
| 6 |  | **Listening and Speaking** | **Listening for information** | By the end of the lesson, the learner should be able to:  a)respond to questions on the advantages and disadvantages of the internet,  b)identify nouns used in texts on the proper use of technology,  c) Value the importance of listening attentively as a way of acquiring information. | * The learner is guided to: * listen to an audio clip on the safe use of the internet, * respond to questions from the story on the safe use of the internet, * work in pairs to outline to each other the advantages and disadvantages of the internet, * listen and keenly observe as the teacher uses non-verbal cues to enhance listeners’ understanding of the story, * listen to the teacher read through a story on proper use of the internet and respond to questions, * practice applying the use of non-verbal cues as they retell the story to enhance listeners’ understanding, * work in groups to discuss the positive and negative uses of the internet and present ideas in class, * record and listen to a story on proper use of the internet in groups, * identify nouns from the texts read in class, * use collective nouns in conversations as the learners listen to each other | How do we listen to acquire information?  Why is it important to observe proper use of the internet? | | Digital tools e.g. computers, storybooks, picture cards, audio stories, radios, props, costumes | Question and answer, observation as they listen for information |  |
| 7 | **1-3** | **Reading** | **Reading for information** | By the end of the lesson, the learner should be able to:  a)answer questions from texts related to technology, social media and use of the internet,  b)outline the advantages and disadvantages of internet usage,  c)create a personal collection of vocabulary related to technology, social media and use of the internet,  d)identify and use nouns from passages related to technology, social media and use of the internet,  e) Embrace reading as a source of information on the safe use of the internet. | * The learner is guided to: * read silently a passage related to technology, social media and the use of the internet, * answer questions from the story related to technology, social media and the use of internet, * work in pairs to outline the advantages and disadvantages of the internet, * work in groups to discuss the positive and negative uses of the internet and present the findings in class, * work in groups, using appropriate digital devices to read, record and listen to a story related to technology, social media and the use of internet, * identify nouns from the texts related to technology, social media and the use of internet that were read in class, * use identified nouns to construct sentences related to technology, social media and the use of internet | How do we get information on something we want to understand more?  What does safe use of the internet entail?  Why is the use of the internet beneficial to us? | | Dictionaries, library resources | Observation as learners use the library, book reports, personal collections of thematic vocabulary |  |
| 8 | **1-3** | **Language Structure** | **Word classes –Collective Nouns** | By the end of the lesson, the learner should be able to:  a)define collective nouns with examples,  b)identify collective nouns from texts on Information Communication Technology,  c)use collective nouns to construct sentences on communication technology,  d)acknowledge the role of collective nouns in enhancing communication | * he learner is guided to:read a text on Information Communication Technology and identify collective nouns used in the text, * work in groups to use a technological device to surf the internet for a text and identify the different types of collective nouns in it, * make a list of collective nouns identified in varied texts on Information Communication Technology, * work in pairs to construct sentences using collective nouns, * play a language game with collective nouns, * work in pairs to fill in a crossword puzzle with collective nouns, * fill in blank spaces in a text with collective nouns. | How do we use nouns in everyday communication?  Why is it important to use technological devices for learning? | | Writing materials, course books, print resources, sentence strips, digital sources | Practice exercises e.g. gap filling, questions and answer |  |
| 9 | **1-3** | **Writing** | **Social writing** | By the end of the lesson, the learner should be able to:  a)identify the key parts of a thank you e-card,  b)design a thank you e-card on a relevant digital device,  c)advocate for the role of social writing in enhancing communication | * The learner is guided to: * work in groups to surf the internet for variety of thank you e-cards, * identify a presentable thank you e-card from the internet, download it and discuss the features, * engage in group work to discuss the parts of thank you e-cards downloaded, * work in pairs to design thank you e-cards to a friend, * present the designed thank you e-cards to the class for peer review | Why is social writing important?  How do we write messages using digital platforms? | | Books, pencils, newspaper cuttings, digital resources  KLB grade 8 course book PG 17 | Writing varied texts, observation as learners design thank you e-cards |  |
| 10 | **1-3** | **Listening and Speaking** | **Conversational skills** | By the end of the lesson the learner should be able to:  a)identify and correct conversational errors from a conversation,  b)participate in a role play on human-wildlife conflict,  c)respond to questions from a listening text on human-wildlife conflict,  d)acknowledge the role of conversational skills in day-to-day communication | * The learner is guided to:watch a pre-recorded clip and discuss the issues raised about human-wildlife conflict in groups, * respond to questions from the teacher on human-wildlife conflict, * work in pairs to discuss ways of resolving human-wildlife conflict, * role-play and enact a conversation between a game warden and a local farmer(complaining about elephants destroying crops in his or her farm), * examine a handout on human-wildlife conflict and identify the conversational errors touching on turn-taking, interjecting and interrupting politely | Why is it important to apply appropriate skills in conversation?  How do we avoid conflict with wild animals? | | Audio-visual clips, digital devices.  KLB grade 8 course book PG 18 | Oral questions and aural questions as learners respond to questions on occupations |  |
| 11 | **1** | **Reading** | **Reading for information** | By the end of the lesson, the learner should be able to:  a)answer questions on the preservation of water catchment areas from a reading text,  b)outline the advantages of preservation of water catchment areas from a text,  c)create a personal collection of vocabulary related to the preservation of water catchment areas  d)identify and use adjectives from passages related to the preservation of water catchment areas, e)embrace reading as a source of acquiring information | * The learner is guided to: * read a passage related to preservation of water catchment areas and answer questions, * outline to each other the advantages of preservation of water catchment areas in pairs, * engage in group activities to practice using appropriate digital devices to read, record and listen to a story related to the preservation of water catchment areas, * identify adjectives from the texts read and use the identified adjectives to construct sentences related to the preservation of water catchment areas | How do we read for information?  Why is it important to take care of water catchment areas? | | Libraries materials, digital devices, online resources  KLB grade 8 course book PG 20 | Library use, observation |  |
|  | **2** | **Language Structure** | **Word classes-adjectives** | By the end of the lesson, the learner should be able to:  a)differentiate interrogative adjectives from other types of adjectives,  b)construct sentences on environmental conservation using interrogative adjectives,  c)acknowledge the role of interrogative adjectives in asking questions | * The learner is guided to: * use flashcards to sort interrogative adjectives from other types of adjectives, in groups, * identify interrogative adjectives from sentences on environmental conservation in pairs, * construct sentences on environmental conservation using interrogative adjectives, * construct questions using interrogative adjectives | How do we use interrogative adjectives?  Why is it important to conserve the environment? | | Digital devices, word puzzles, local environment  KLB grade 8 course book PG 21-23 | Question/answer, oral exercises, cloze tests, quizzes and competition |  |
|  | **3** | **Writing** | **Imaginative and creative writing** | By the end of the lesson, the learner should be able to:  a)identify the features of a poem,  b)compose simple poems on the usefulness of trees in the environment,  c)advocate for the use of poetry in discussing pertinent issues | * The learner is guided to: * watch a presentation on or read a simple concrete poem in the shape of a tree and explain the main message from the poem, * outline aspects of poetry such as persona, stanza and line, * identify aspects of style such as repetition, rhyme, imagery, symbolism, and personification, * work in small groups to create a simple poem about the usefulness of trees in the environment, * engage in group work to examine the unique language of poetry and compare it with ordinary language. | How do we write poems?  How do humans destroy the environment? | | Writing materials,  digital devices,  online sources,  internet, libraries  KLB grade 8 course book PG 24-35 | Writing activities |  |
| 12 | **1** | **Listening and Speaking** | **Listening for information** | By the end of the lesson, the learner should be able to:  a)identify the non-verbal cues that enhance understanding,  b)present a short talk on first aid using appropriate non-verbal cues,  c)recognize the value of non-verbal cues in enhancing communication | * The learner is guided to: * listen to an audio clip on stories on first aid at school, * respond to questions from the stories on first aid at school, * work in pairs to outline to each other how to maintain safety in the school, * listen to the teacher read through a story on first aid at school, and identify the non-verbal cues used to enhance understanding of the story, engage in group activities to discuss the steps to take to offer appropriate first aid in case of an accident, * present to the class points on the steps to take when offering appropriate first aid in case of an accident as they model the teacher’s use of non-verbal cues, * record and listen to a story on the proper administration of first aid in school, * peer review the recorded work on the proper administration of first aid in school | How do non-verbal cues enhance understanding?  Why is it important to follow the appropriate steps of first aid in case of an accident at school? | | Digital devices,  Online platforms,  props, local environment  KLB grade 8 course book PG 36 | Questionsand answers, observation as they participate in role play about first aid |  |
|  | **2** | **Reading** | **Reading for comprehension** | By the end of the lesson, the learner should be able to:  a)answer questions from texts on security in public places,  b)create a collection of vocabulary related to security in public places,  c)construct sentences using vocabulary related to security in public places,  d)appreciate the role of reading comprehension in the acquisition of information | * The learner is guided to: * read a text on security in public places and respond to questions set on it, * surf the internet for a text on security in public places, read it and use digital devices to record each other as they read, * create a collection of learnt vocabulary related to security in public places, * write sentences using learnt vocabulary related to security in public places. | What entails security in public places?  How can we read for comprehension? | | Digital devices,  level readers,  selected online texts,  Grade 8 Course Book,  Libraries  KLB grade 8 course book PG 38 | Role play, observation, question and answer |  |
|  | **3** | **Language Structure** | **Verbs –inflection in verbs (tenses)** | By the end of the lesson, the learner should be able to:  a)explain the use of inflection of verbs to show tenses,  b)write sentences on safety and security by applying different inflected tenses,  c)adopt the use of inflection of verbs to show tenses | * The learner is guided to: * read a variety of texts on safety and security and identify the inflected verbs used, * indicate in which tense the verbs are in, * work in pairs to identify the common ways different verbs are inflected to show tense, * in groups, write different verbs and inflect them for different tenses using the rules discussed, * take turns to share examples of inflection of verbs from a text on safety and security, * write sentences on safety and security applying different tenses, * fill in gaps in given texts on safety and security with appropriate tenses | How do you identify tenses in sentences?  Why is knowledge on safety and security in public places important? | | Digital devices,  selected texts,  Activities in KLB grade 8 course book,  Local environment  KLB grade 8 course book PG 39-4- | Grammar practice exercises, observation, question and answer |  |
| 13 | **1-3** | **Writing** | **Writing to give information** | By the end of the lesson, the learner should be able to:  a)write a composition on the process of administering first aid,  b)write a summary of the process of administering first aid,  c)advocate for summary writing as a means of creating awareness on the process of administering first aid | * The learner is guided to: * watch a short fictional clip on the process of administering first aid and discuss what happens in the fictional clip, in groups, * write down the main points of the process of administering first aid as depicted in the clip, in pairs, * work in pairs to write a composition on the process of administering first aid, * present the composition to the whole class for peer review, * write a summary of the process of administering first aid using the notes made, * peer review the summary of at least one other group on the process of administering first aid, * surf from the internet or find from publications a text on the process of administering first aid and read it, * write a summary of the text read in small groups. | How do you write a summary?  Why is it important to administer first aid? | | Writing materials,  digital devices,  online sources  libraries  KLB grade 8 course book PG 41-43 | Observation of written summaries |  |
| 14 | **EXAMINATION AND CLOSING OF SCHOOL** | | | | | | | | | |