**2023 GRADE 7 KLB ENGLISH SCHEMES OF WORK TERM1 2O23**

SCHOOL…………………………. TSC NO……………………YEAR……………………

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **W**  **eek** | **Lsn** | **Strand** | **Sub-strand** | **Specific-Learning outcomes** | **Learning Experience** | **Key Inquiry Question(S)** | **Learning**  **Resources** | **Assessment Methods** | **Reflection** |
| **1** | **1** | Personal Responsibility | Listening and Speaking;  Conversational Skills | By the end of the lesson, the learner should be able to:   1. Make a list of details that they would need to know for them to properly introduce people. 2. List the tips for an effective self-introduction. 3. Introduce him/herself to their classmates. 4. Use polite language. | In pairs, learners are guided to make a list of details that they would need to know for them to properly introduce people.  In pairs, learners are guided to list the tips for an effective self-introduction.  Learners to introduce him/herself to their classmates | What is personal responsibility? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 1*** | Oral questions Oral Report Observation |  |
|  | **2** | Personal Responsibility | Listening and Speaking;  Conversational Skills | By the end of the lesson, the learner should be able to:   1. Read the dialogue on learner’s book. 2. Identify the polite language use in the dialogue. 3. Act out the dialogue. 4. Enjoy acting out the dialogue. | Learners to read the dialogue on learner’s book.  Learners are guided to identify the polite language use in the dialogue.  Learners are guided to act out the dialogue in pairs | How do you think the student feels after talking to the teacher? | Dictionaries  Realia  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 1-2*** | Oral questions Oral Report Observation |  |
|  | **3** | Personal Responsibility | 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. | Which polite words do you use? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 2-3*** | Oral questions Oral Report Observation |  |
|  | **4** | Personal Responsibility | Listening and Speaking;  Conversational Skills | By the end of the lesson, the learner should be able to:   1. Introduce other people that they know very well. 2. Play the game, “Catch the ball” 3. Have fun playing the game. | Learners are guided to imagine that they are introducing two people that they know well but who do not know other.  Learners are guided to play the game, “Catch the ball”. When you throw the ball, the one who catches it then introduce you. This goes one until everyone has been introduce by somebody else. | How many people can you introduce very well? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 3*** | Oral questions Oral Report Observation |  |
|  | **5** | Personal Responsibility | Extensive Reading: Independent Reading | By the end of the lesson, the learner should be able to:   1. Select appropriate reading materials from a library or online sources. 2. State the importance of reading on their own 3. Use reference materials systematically to find necessary information. 4. Appreciate the use of references materials for life-long learning. | Learners are guided to select appropriate reading materials from a library or online sources (encyclopedias, biographies, dictionaries, journals and magazine)  Learners to state the importance of reading on their own.  Learners are guided to use reference materials systematically to find necessary information  Learners are guided to demonstrate in interest using references materials for life-long learning. | Why is it important to read on your own? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  Newspapers  Magazines  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 4-5*** | Oral questions Oral Report Observation |  |
| **2** | **1** | Personal Responsibility | Extensive Reading: Independent Reading | By the end of the lesson, the learner should be able to:   1. Read the dialogue in learner’s book. 2. Answer factual and inferential questions from the dialogue. 3. Act out the dialogue. 4. Participate in a reading competition. | Learners are guided to read the dialogue in learner’s book.  Learners to answer factual and inferential questions from the dialogue.  In pairs, learners to act out the dialogue. | What do you like reading on your own? | KLB; Top Scholar: English Learner’s Book Grade 7 pg. 5-7  Dictionaries  Realia  Journals  Internet  Computing devices | Oral questions Oral Report Observation |  |
|  | **2** | Personal Responsibility | Grammar; Word Classes: Nouns | By the end of the lesson, the learner should be able to:   1. Define a noun. 2. Read the passage in learner’s book and identify the nouns used. 3. Arrange the nouns in the passage into proper and common nouns. 4. Use proper and common nouns in their daily conversations. | Learners are guided to define a noun.  In pairs, learners to read the passage in learner’s book and identify the nouns used.  In pairs, learners to arrange the nouns in the passage into proper and common nouns | What is a noun? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  Newspapers  Magazines  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 7-7*** | Oral questions Oral Report Observation |  |
|  | **3** | Personal Responsibility | Grammar; Word Classes: Nouns | By the end of the lesson, the learner should be able to:   1. Define abstract and concrete nouns. 2. Construct sentences using abstract and concrete nouns. 3. Appreciate the use of nouns in sentences. | Learners to define abstract and concrete nouns.  Learners are guided to search an article online or from a newspaper story. Read a paragraph and list the different types of nouns.  In pairs or individually, learners are guided to construct sentences using abstract and concrete nouns. | What are abstract nouns?  What are concrete nouns? | Dictionaries  Charts  Realia  Internet  Computing devices  Newspapers  Magazines  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 8*** | Oral questions Oral Report Observation |  |
|  | **4** | Personal Responsibility | Grammar; Word Classes: Nouns | By the end of the lesson, the learner should be able to:   1. Read the poem in learner’s book and identify the different types of nouns used. 2. Play the word puzzle and find the nouns used. 3. Use different nouns in their day to day conversations. | In groups, learners are guided to read the poem in learner’s book and identify the different types of nouns used.  In pairs, learners are guided to play the word puzzle and find the nouns used | Which types of nouns are commonly used? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 9-10*** | Oral questions Oral Report Observation |  |
|  | **5** | Personal Responsibility | Reading II  Intensive reading: Trickster Narratives | By the end of the lesson, the learner should be able to:   1. Read the story, ‘King Lion Resigns’ 2. Answer factual and inferential questions from the passage. 3. Retell the story of the lion and Wanakhamuna in their own words. 4. Enjoy reading the story. | In pairs, learners to read the story, ‘King Lion Resigns’  Learners are guided to answer factual and inferential questions from the passage.  In groups, learners to retell the story of the lion and Wanakhamuna in their own words. | Which animal characters trick others in oral narrative?  What lessons do you learn from the story? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 11-13*** | Oral questions Oral Report Observation |  |
| **3** | **1** | Personal Responsibility | Writing  Handwriting: Legibility and Neatness | By the end of the lesson, the learner should be able to:   1. State the importance of neat and legible handwriting. 2. Select a paragraph from a class reader and write it down as quickly and as legibly as possible. 3. Appreciate the importance of writing neatly and legibly. | Learners to listen to a story that the teacher will read.  Learners are guided to identify the words used to show a number of things being described.  Learners are guided to construct sentences using phrasal quantifiers | What is the importance of neat and legible handwriting? | KLB; Top Scholar: English Learner’s Book Grade 7 pg. 13-14  Dictionaries  Charts  Realia  Journals  Internet  Computing devices | Oral questions Oral Report Observation |  |
|  | **2** | Science and Health Education | Listening and Speaking; Oral Presentation | By the end of the lesson, the learner should be able to:   1. Identify the features of oral narratives. 2. Read the oral narrative, ‘The Greedy Hyena’ 3. Perform the oral narrative, ‘The Greedy Hyena’ 4. Appreciate the features of oral narrative. | In groups, learners are guided to identify the features of oral narratives  Learners are guided to read the oral narrative, ‘The Greedy Hyena’  Learners to perform the oral narrative, ‘The Greedy Hyena’ | What are oral narrative? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 17-18*** | Oral questions Oral Report Observation |  |
|  | **3** | Science and Health Education | Listening and Speaking; Oral Presentation | By the end of the lesson, the learner should be able to:   1. Identify what makes the performance of an oral narrative more enjoyable. 2. Watch videos of people telling oral narrative. Make notes on how the story is made interesting. 3. Appreciate ways of making an oral narrative more interesting. | Learners are guided to identify what makes the performance of an oral narrative more enjoyable.  Learners to watch videos of people telling oral narrative. Make notes on how the story is made interesting | What are the features of oral narratives? | KLB; Top Scholar: English Learner’s Book Grade 7 pg. 19  Dictionaries  Charts  Realia  Journals  Internet  Computing devices | Oral questions Oral Report Observation |  |
|  | **4** | Science and Health Education | Listening and Speaking; Oral Presentation | By the end of the lesson, the learner should be able to:   1. Choose one oral narrative and discuss the features they will include in their performance of it. 2. Perform the oral narratives. 3. Have fun and enjoy performing the oral narrative. | In groups, learners to choose oral narrative and discuss the features they will include in their performance of it.  In groups, learners are guided to perform the oral narratives | What can you do to make the performance of an oral narrative more enjoyable? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 19-20*** | Oral questions Oral Report Observation |  |
|  | **5** | Science and Health Education | Reading 1  Intensive Reading: Simple Poems | By the end of the lesson, the learner should be able to:   1. Read the three texts on learner’s book. 2. Discuss the three texts. 3. Answer simple direct and indirect questions based on the text. 4. Appreciate the structure (arrangement) of the three texts. | Learners are guided to Read the three texts on learner’s book; Coronavirus Disease (COVID- 19), The Lockdown, We Cannot Breathe  In groups, learners to discuss the three texts.  Learners to answer simple direct and indirect questions based on the text. | Can you tell what each text is about from the title only? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 20-22*** | Oral questions Oral Report Observation |  |
| **4** | **1** | Science and Health Education | Reading 1  Intensive Reading: Simple Poems | By the end of the lesson, the learner should be able to:   1. Read the poem “We Cannot Breathe” 2. Recite the poems “I want to Build” and “Seasons” 3. Have fun and enjoy reading the poems | Learners to read the poem “We Cannot Breathe”  In groups, learners to sit in a circle and recite the poems, “I want to Build” and “Seasons” | Which of the poem would be easiest for you to memorise word by word? | Dictionaries  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 22-24*** | Oral questions Oral Report Observation |  |
|  | **2** | Science and Health Education | Grammar  Word Classes: Nouns | By the end of the lesson, the learner should be able to:   1. Read the passage, “Why Hospitals Should Be Kept Clean” 2. Identify the count and non-count nouns. 3. Compose a poem and use four count and four non-count nouns. 4. Appreciate the use of nouns. | Learners are guided to read the passage, “Why Hospitals Should Be Kept Clean”  Learners to identify the count and non-count nouns.  In groups, learners are guided to Compose a poem and use four count and four non-count nouns | What are count nouns? | KLB; Top Scholar: English Learner’s Book Grade 7 pg. 24-25  Dictionaries  Charts  Realia  Journals  Internet  Computing devices | Oral questions Oral Report Observation |  |
|  | **3** | Science and Health Education | Grammar  Word Classes: Nouns | By the end of the lesson, the learner should be able to:   1. Read the passage in learner’s book. 2. Identify the count and non-count nouns. 3. Appreciate the use of count and non-count nouns. | Learners are guided to read the passage in learner’s book.  Learners are guided to identify the count and non-count nouns | What are non-count nouns? | KLB; Top Scholar: English Learner’s Book Grade 7 pg. 25-26  Dictionaries  Journals  Computing devices | Oral questions Oral Report Observation |  |
|  | **4** | Science and Health Education | Grammar  Word Classes: Nouns | By the end of the lesson, the learner should be able to:   1. Search for an article on science and health education on the Internet, a newspaper or a magazine. 2. Identify all the count, non-count, singular and plural nouns used in the article and write them on a chart. 3. Use plural nouns in sentences. | Learners are guided to search for an article on science and health education on the Internet, a newspaper or a magazine  Learners are guided to identify all the count, non-count, singular and plural nouns used in the article and write them on a chart | What are plural nouns? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 25-26*** | Oral questions Oral Report Observation |  |
|  | **5** | Science and Health Education | Reading II  Intensive Reading: Class Readers | By the end of the lesson, the learner should be able to:   1. Read through the front and back covers of different class readers. 2. Draw a diagram showing the author, setting place, setting time and characters. 3. Appreciate the importance of class readers. | Learners are guided to read through the front and back covers of different class readers, such as, ‘Kiki and the Unexpected Trip’ ‘The Mysterious Brown Backpack’  Learners to draw a diagram showing the author, setting place, setting time and characters | What are class readers? | Class readers  Dictionaries  Charts  Realia  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 28-30*** | Oral questions Oral Report Observation |  |
| **5** | **1** | Science and Health Education | Writing; Mechanics of Writing: Punctuation Marks | By the end of the lesson, the learner should be able to:   1. Read the interview between Wanjiru and Mr Mwaliko and Oduor. 2. Record themselves as they act out the interview. 3. Identify the punctuation marks used at the end of the sentences in the dialogue. 4. Enjoy acting out the conversation. | Learners to read the interview between Wanjiru and Mr Mwaliko and Oduor.  Learners to identify the punctuation marks used at the end of the sentences in the dialogue.  In groups of three, learners to record themselves as they act out the interview. | What are punctuation marks? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  Newspapers  Magazines  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 30-31*** | Oral questions Oral Report Observation |  |
|  | **2** | Science and Health Education | Writing; Mechanics of Writing: Punctuation Marks | By the end of the lesson, the learner should be able to:   1. Punctuate the sentences in learner’s book. 2. Punctuate the sentences in learner’s book. 3. Write the sentences they have punctuated on a chart. 4. Appreciate the importance of punctuation. | In pairs, learners are guided to punctuate the sentences in learner’s book.  As a class, learners to punctuate the sentences in learner’s book.  Learners to write the sentences they have punctuated on a chart | Why are punctuation marks important? | KLB; Top Scholar: English Learner’s Book Grade 7 pg. 31-32  Dictionaries  Charts  Internet  Computing devices | Oral questions Oral Report Observation |  |
|  | **3** | Hygiene | Listening and Speaking; Listening for Information and the Most important idea | By the end of the lesson, the learner should be able to:   1. Listen to a recording and write what the recording is about. 2. Answer factual and inferential questions. 3. Discuss the importance of listening for the most important ideas and particular details. 4. Appreciate the importance of listening attentively. | Learners are guided to listen to a recording and write what the recording is about  Learners to answer factual and inferential questions.  In groups, learners to discuss the importance of listening for the most important ideas and particular details. | Why is it important to listen? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 33*** | Oral questions Oral Report Observation |  |
|  | **4** | Hygiene | Listening and Speaking; Listening for Information and the Most important idea | By the end of the lesson, the learner should be able to:   1. Watch the video the teacher will play. 2. Answer factual and inferential questions. 3. Identify expressions that introduces the most ideas. 4. Use different expressions in their day to day life. | Learners to identify sentences in which passive and active voices were used.  In pairs, learners to talk about the difference between active and passive voice | How many steps are there in washing hands properly? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 33-34*** | Oral questions Oral Report Observation |  |
|  | **5** | Hygiene | Listening and Speaking; Listening for Information and the Most important idea | By the end of the lesson, the learner should be able to:   1. Read the passage in learner’s book. 2. Identify the main idea in the passage. 3. Read at 90 words per minute accurately and fluently with expressions. 4. Enjoy reading grade level vocabulary for effective reading. | In pairs, learners to read the passage in learner’s book.  In pairs, learners to identify the main idea in the passage.  In pairs, learners to read at 90 words per minute accurately and fluently with expressions. | What have you learnt about the passage? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 34-35*** | Oral questions Oral Report Observation |  |
| **6** | **1** | Hygiene | Reading I  Reading for information | By the end of the lesson, the learner should be able to:   1. List the books that they read for information and those for meaning. 2. Select a chapter in a textbook and read various things. 3. Appreciate the importance of reading. | Learners to list the books that they read for information and those for meaning  In pairs, learners to select a chapter in a textbook and read the heading, sub-heading, visual illustrations, bulleted points and highlighted information. | Which similes and proverbs do you know? | Dictionaries  Charts  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 35-36*** | Oral questions Oral Report Observation |  |
|  | **2** | Hygiene | Reading I  Reading for information | By the end of the lesson, the learner should be able to:   1. Read the passage, “Feet Hygiene” 2. State the importance of hygiene. 3. Fill the crossword puzzle. 4. Appreciate the importance of hygiene. | Learners are guided to read the passage, “Feet Hygiene”  In pairs, learners to state the importance of hygiene.  In groups, learners to fill the crossword puzzle | Why is hygiene important? | Dictionaries  Realia  Journals  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 36-38*** | Oral questions Oral Report Observation |  |
|  | **3** | Hygiene | Grammar; Word Classes: Verbs and Tense | By the end of the lesson, the learner should be able to:   1. Define a verb. 2. State the importance of verbs 3. Identify regular verbs and irregular verbs. 4. Appreciate the importance of verbs. | Learners to define a verb.  Learners are guided to state the importance of verbs.  Learners to identify regular verbs and irregular verbs | What is a verb? | Dictionaries  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 36-38*** | Oral questions Oral Report Observation |  |
|  | **4** | Hygiene | Grammar; Word Classes: Verbs and Tense | By the end of the lesson, the learner should be able to:   1. Read the passage in learner’s book. 2. Identify the verbs used in the passage. 3. Group the regular verbs into those that end in –ed and those that end in –d 4. Use regular and irregular verbs in their day to day life. | Learners to read the passage in learner’s book  Learners to identify the verbs used in the passage  Learners are guided to group the regular verbs into those that end in –ed and those that end in –d | What are regular verbs?  What are irregular verbs? | Dictionaries  Realia  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 39-40*** | Oral questions Oral Report Observation |  |
|  | **5** | Hygiene | Grammar; Word Classes: Verbs and Tense | By the end of the lesson, the learner should be able to:   1. Hold a conversation with a partner about their hygiene practices or other topic. 2. Play the game in learner’s book. 3. Enjoy playing game. | Learners are guided to hold a conversation with a partner about their hygiene practices or other topic. Make sure that they use present tense, past tense and future time.  In groups, learners to play a modified version of the game “Simon says” | Which words describe when, how, and where actions take place? | Dictionaries  Charts  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 36-38*** | Oral questions Oral Report Observation |  |
| **7** | **1** | Hygiene | Reading II  Intensive Reading: Poetry | By the end of the lesson, the learner should be able to:   1. Read the poem, “I Thank Thee, Mother” 2. Answer simple direct and indirect questions based on the poem. 3. Appreciate poetry. | In pairs, learners are guided to read the poem, “I Thank Thee, Mother”  Learners to answer simple direct and indirect questions based on the poem | Who is a poet? | Dictionaries  Realia  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 43*** | Oral questions Oral Report Observation |  |
|  | **2** | Hygiene | Reading II  Intensive Reading: Poetry | By the end of the lesson, the learner should be able to:   1. Read the poems, “Dreams”, “In Search of a Bridge” 2. Answer simple direct and indirect questions based on the poem. 3. Identify features of poetry. 4. Have a desire to read different poems. | In groups, read the poems, “Dreams”, “In Search of a Bridge”  In groups, learners to answer simple direct and indirect questions based on the poem.  In groups, learners to Identify features of poetry such as repetition | Who is a persona?  What is the poem about? | Dictionaries  Charts  Realia  Journals  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 44-45*** | Oral questions Oral Report Observation |  |
|  | **3** | Hygiene | Writing Narrative Paragraph | By the end of the lesson, the learner should be able to:   1. Study the paragraph in learner’s book and answer the questions that follow. 2. Write a narrative paragraph. 3. Appreciate the importance of hygiene, safety and security. | In groups, learners to study the paragraph in learner’s book and answer the questions that follow.  Individually, learners to write a narrative paragraph | How is the paragraph introduced?  How does the paragraph end? | Dictionaries  Charts  Realia  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 46-48*** | Oral questions Oral Report Observation |  |
|  | **4** | Leadership | Listening and Speaking; Listening Comprehension | By the end of the lesson, the learner should be able to:   1. Explain the meaning of specific and general. 2. Listen to a recording of two passages from a digital device. 3. Discuss whether the information in each is specific or general. 4. Appreciate the importance of listening attentively. | Learners to explain the meaning of specific and general.  In groups, learners to listen to a recording of two passages from a digital device and discuss whether the information in each is specific or general | Who is leader?  Who is a good leader? | Dictionaries  Charts  Realia  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 51*** | Oral questions Oral Report Observation |  |
|  | **5** | Leadership | Listening and Speaking; Listening Comprehension | By the end of the lesson, the learner should be able to:   1. Listen to a recording about the dialogue in learner’s book. 2. Identify the qualities of an ideal class secretary. 3. Appreciate the importance of listening attentively | In groups, learners to listen to a recording about the dialogue in learner’s book.  In groups, learners to identify the qualities of an ideal class secretary | What is leadership? | Dictionaries  Charts  Realia  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 51-52*** | Oral questions Oral Report Observation |  |
| **8** | **1** | Leadership | Listening and Speaking; Listening Comprehension | By the end of the lesson, the learner should be able to:   1. Listen to a recording of the passage about Nelson Mandela’s Leadership style. 2. Orally answer the questions that follow. 3. Appreciate the importance of leadership. | In groups, learners to listen to a recording of the passage about Nelson Mandela’s Leadership style.  In groups, learners to orally answer the questions that follow | How did Mandela help South Africa to get freedom? | Dictionaries  Charts  Realia  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 52-53*** | Oral questions Oral Report Observation |  |
|  | **2** | Leadership | Reading I  Intensive Reading | By the end of the lesson, the learner should be able to:   1. Identify ways to read a book or a passage. 2. Read the passage, “Gender Roles” and identify the main ideas. 3. Enjoy reading a variety of texts that are appropriate for the grade levels. | In pairs, learners to identify ways to read a book or a passage.  In pairs, learners to read the passage, “Gender Roles” and identify the main ideas. | Why is it important to find the main idea?  How can we identify the supporting details? | Dictionaries  Charts  Realia  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 53-54*** | Oral questions Oral Report Observation |  |
|  | **3** | Leadership | Reading I  Intensive Reading | By the end of the lesson, the learner should be able to:   1. Study the mind map and answer the questions that follow. 2. Match the main ideas with their respective supporting details. 3. Appreciate the use of a mind map. | In pairs, learners to study the mind map and answer the questions that follow.  In pairs, learners to match the main ideas with their respective supporting details. | Which is the main idea according to this mind map?  Which are the supporting details according to the mind map? | KLB; Top Scholar: English Learner’s Book Grade 7 pg. 55  Dictionaries  Charts  Realia  Internet  Computing devices | Oral questions Oral Report Observation |  |
|  | **4** | Leadership | Reading I  Intensive Reading | By the end of the lesson, the learner should be able to:   1. Read the passage, “Prof Wangari Maathai’s Journey to Fame” 2. Identify the main idea in the passage. 3. Draw a mind map. 4. Discuss the lessons they can draw for the story for their own life. 5. Appreciate Wangari Maathai’s Journey. | Learners to read the passage, “Prof Wangari Maathai’s Journey to Fame”  Learners to identify the main idea in the passage.  In pairs or in groups, learners to draw a mind map to show how the supporting details relate to the main idea.  In groups, learners to discuss the lessons they can draw for the story for their own life. | What lessons can you draw from this story for your own life? | Dictionaries  Charts  Realia  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 56*** | Oral questions Oral Report Observation |  |
|  | **5** | Leadership | Grammar  Word Classes: Verbs and Tense | By the end of the lesson, the learner should be able to:   1. Read the passage in learner’s book. 2. Identify all the verbs in the present and the past tense. 3. Create a chart showing the verbs in the present tense and those in the past tense. 4. Appreciate the use of present and past tense. | In pairs, learners to read the passage in learner’s book.  In groups, learners are guided to identify all the verbs in the present and the past tense.  In groups, learners are guided to create a chart showing the verbs in the present tense and those in the past tense | What is common about the way some present tense verbs end? | Dictionaries  Charts  Realia  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 56-57*** | Oral questions Oral Report Observation |  |
| **9** | HALF TERM BREAK | | | | | | | | |
| **10** | **1** | Leadership | Grammar  Word Classes: Verbs and Tense | By the end of the lesson, the learner should be able to:   1. Construct sentences that describe a leader and what he or she does. 2. Complete each sentences with the correct form of the verb in brackets. 3. Use present and past tense in their day to day life. | Individually, learners to think about their favourite leader. Use the present tense to construct sentences that describe that leader and what he or she does.  Learners to complete each sentences with the correct form of the verb in brackets. | What is common about the way some past tense verbs end? | Dictionaries  Charts  Realia  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 57-58*** | Oral questions Oral Report Observation |  |
|  | **2** | Leadership | Reading II  Intensive Reading: Class Readers | By the end of the lesson, the learner should be able to:   1. Read the passage, “I am Married” 2. Make a list of the human characters in the passage and say what each of them does. 3. Appreciate the importance of characters in a passage. | Learners to read the passage, “I am Married”  Learners are guided to make a list of the human characters in the passage and say what each of them does | How did you know the main characters in the stories or novels were? | Dictionaries  Charts  Realia  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 58-60*** | Oral questions Oral Report Observation |  |
|  | **3** | Leadership | Writing; Paragraphing: Using Example and Incidents | By the end of the lesson, the learner should be able to:   1. Talk about a good leader from their community. 2. Identify specific qualities that make the leader good. 3. Appreciate different leadership qualities. | In groups, learners are guided to talk about a good leader from their community.  In groups, learners are guided to identify specific qualities that make the leader good | What are the qualities of a good leader? | Dictionaries  Charts  Realia  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 60-61*** | Oral questions Oral Report Observation |  |
|  | **4** | Leadership | Writing; Paragraphing: Using Example and Incidents | By the end of the lesson, the learner should be able to:   1. Study the mind map in learner’s book. 2. Identify how the writer has used the ideas in the mind map. 3. Draw a mind map showing the main idea and supporting examples. 4. Appreciate the use of a mind map. | In groups, learners are guided to study the mind map in learner’s book.  In groups, learners are guided to identify how the writer has used the ideas in the mind map.  In groups, learners are guided to draw a mind map showing the main idea and supporting examples | What is the main idea?  What examples are given to illustrate the main idea? | Dictionaries  Charts  Realia  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 61-62*** | Oral questions Oral Report Observation |  |
|  | **5** | Family | Listening and Speaking; Pronunciation: Sounds and Stress | By the end of the lesson, the learner should be able to:   1. Read the passage, “Benjamin’s Encounter with Ants” 2. Identify words with letter /p/ and /b/ 3. Appreciate the importance of family. | In pairs, learners to read the passage, “Benjamin’s Encounter with Ants”  In pairs, learners to identify words with letter /p/ and /b/ | What do you as a family do with or for each other | Dictionaries  Charts  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 63-64*** | Oral questions Oral Report Observation |  |
| **11** | **1** | Family | Listening and Speaking; Pronunciation: Sounds and Stress | By the end of the lesson, the learner should be able to:   1. Read the poem, “Grandmother” 2. Identify words with the same sound as /I/ and /ee/ such as t**i**n, t**ee**n. 3. Appreciate the importance of correct pronunciation of words | In pairs, learners are guided to read the poem, “Grandmother”  In pairs, learners are guided to identify words with the same sound as /I/ and /ee/ such as t**i**n, t**ee**n. | What is the difference in pronunciation between the two words in each pair? | KLB; Top Scholar: English Learner’s Book Grade 7 pg. 64-66  Dictionaries  Charts  Realia  Internet  Computing devices | Oral questions Oral Report Observation |  |
|  | **2** | Family | Listening and Speaking; Pronunciation: Sounds and Stress | By the end of the lesson, the learner should be able to:   1. Identify words with the same sound as /oat/ such as, c**oat**, g**oat** 2. Read the passage in learner’s book. 3. State the difference between words that are spelt the same way in the passage. 4. Appreciate the importance of correct pronunciation of words. | In pairs, learners to identify words with the same sound as /oat/ such as, c**oat**, g**oat**  In groups, learners to read the passage in learner’s book.  In pairs, learners to answer the questions that follow and state the difference between words that are spelt the same way in the passage | What is the difference between words that are spelt the same way in the passage? | Dictionaries  Charts  Realia  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 66-67*** | Oral questions Oral Report Observation |  |
|  | **3** | Family | Reading I  Study Skills: Synonyms and Antonyms | By the end of the lesson, the learner should be able to:   1. Define synonyms and antonyms. 2. Read the dialogue in learner’s book and answer the questions that follow. 3. State the importance of a dictionary. 4. Appreciate the importance of a dictionary. | In pairs, learners to define synonyms and antonyms.  In pairs, learners to read the dialogue in learner’s book and answer the questions that follow.  In pairs, learners to state the importance of a dictionary | What are synonyms?  What are antonyms? | Dictionaries  Charts  Realia  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 68*** | Oral questions Oral Report Observation |  |
|  | **4** | Family | Reading I  Study Skills: Synonyms and Antonyms | By the end of the lesson, the learner should be able to:   1. Study the page in learner’s book from a thesaurus. 2. Make a list of the synonyms of different words. 3. Construct sentences using the synonyms. 4. Appreciate the importance of synonyms. | In pairs, learners are guided to study the page in learner’s book from a thesaurus.  In pairs, learners to make a list of the synonyms of different words, such as, **tall**  In pairs, learners to construct sentences using the synonyms. | What have you learnt about synonyms? | Dictionaries  Charts  Realia  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 68-69*** | Oral questions Oral Report Observation |  |
|  | **5** | Family | Reading I  Study Skills: Synonyms and Antonyms | By the end of the lesson, the learner should be able to:   1. Identify the synonyms and antonyms used in the passage in learner’s book. 2. Match words in column A with their antonyms in column B 3. Spell the synonyms in learner’s book. 4. Appreciate the importance of synonyms and antonyms. | Individually or in pairs, learners to identify the synonyms and antonyms used in the passage in learner’s book.  Individually or in pairs, learners to match words in column A with their antonyms in column B  In pairs learners are guided to spell the synonyms in learner’s book | What have you learnt about antonyms? | KLB; Top Scholar: English Learner’s Book Grade 7 pg. 70-72  Dictionaries  Charts  Realia  Internet  Computing devices | Oral questions Oral Report Observation |  |
| **12** | **1** | Family | Grammar; Comparatives and Superlative Adjectives | By the end of the lesson, the learner should be able to:   1. Define comparative and superlative adjectives. 2. Read the two paragraphs in learner’s book and identify words used to describe them. 3. Appreciate the use of comparative and superlative adjectives. | Learners to define comparative and superlative adjectives.  In pairs, learners to read the two paragraphs in learner’s book and identify words used to describe them | What are comparative adjectives?  What are superlative adjectives? | KLB; Top Scholar: English Learner’s Book Grade 7 pg. 72-73  Dictionaries  Charts  Realia  Internet  Computing devices | Oral questions Oral Report Observation |  |
|  | **2** | Family | Grammar; Comparatives and Superlative Adjectives | By the end of the lesson, the learner should be able to:   1. Read the passage in learner’s book. 2. Identify words that are used to compare two things, groups or people. 3. Construct sentences using the comparative and superlative forms of the adjectives in leaner’s book. 4. Appreciate the use of comparative and superlative adjectives. | In pairs, learners to read the passage in learner’s book.  In pairs, learners are guided to identify words that are used to compare two things, groups or people.  In pairs or in groups, learners to construct sentences using the comparative and superlative forms of the adjectives in leaner’s book. | Which words are used to compare the two dogs in the story? | KLB; Top Scholar: English Learner’s Book Grade 7 pg. 73-75  Dictionaries  Charts  Realia  Internet  Computing devices | Oral questions Oral Report Observation |  |
|  | **3** | Family | Reading II  Intensive Reading: Oral Narratives: Legends | By the end of the lesson, the learner should be able to:   1. Talk about people they know who are admired for their courage and outstanding achievement. 2. Read the conversation in learner’s book. 3. Appreciate oral narrative. | In pairs, learners to talk about people they know who are admired for their courage and outstanding achievement.  In pairs, learners to read the conversation in learner’s book.  Learners to tell each other what they have learnt about a legend from the dialogue between Paul and Pauline. | What is a legend? | KLB; Top Scholar: English Learner’s Book Grade 7 pg. 76  Dictionaries  Charts  Realia  Internet  Computing devices | Oral questions Oral Report Observation |  |
|  | **4** | Family | Reading II  Intensive Reading: Oral Narratives: Legends | By the end of the lesson, the learner should be able to:   1. Make predictions based on the pictures and anticipate possible outcome in the story. 2. Read the narrative, “Mango Saves His Community” 3. Re-tell the story. Use costumes, gestures, facial expressions and different tone of voice for different speakers and situations. | In pairs, learners to make predictions based on the pictures and anticipate possible outcome in the story.  Learners to read the narrative, “Mango Saves His Community”  Learners to take turns to re-tell the story. Use costumes, gestures, facial expressions and different tone of voice for different speakers and situations. | What is the main character in a legend? | Dictionaries  Charts  Realia  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 61-62*** | Oral questions Oral Report Observation |  |
|  | **5** | Family | Writing; Functional Writing: Friendly Letter | By the end of the lesson, the learner should be able to:   1. Identify parts of a friendly letter. 2. Write a friendly letter that replies to Kim’s letter in learner’s book. 3. Appreciate the importance of writing letters. | Learners to study the letter in learner’s book and answer the questions that follow.  In pairs, learners to write a friendly letter that replies to Kim’s letter in learner’s book | How many parts does a friendly letter have? | Letter samples  Dictionaries  Charts  Realia  Internet  Computing devices  ***KLB; Top Scholar: English Learner’s Book Grade 7 pg. 80-84*** | Oral questions Oral Report Observation |  |
| **13** | **ASSESSMENT** | | | | | | | | |

Download more education resource from [www.kenyaplex.com](http://www.kenyaplex.com)