

MINISTRY OF EDUCATION



ENGLISH LANGUAGE AND LITERATURE CURRICULUM GUIDE GRADE 7

FOREWORD

It is acknowledged that thorough planning is essential for effective teaching and learning. Such planning is even more critical today when one considers the limited resources, both human and material which are available.

The Ministry of Education, through the Secondary School Reform Project (SSRP), has developed curriculum materials that have been designed to improve the quality, equity and efficiency of secondary education. The curriculum materials include Grades 7-9 Curriculum Guides and Teachers Guides for Language, Mathematics, Science, Social Studies, Reading and Practical Activities Guides for Science. These materials have been tested in all secondary-age schools nationwide and are considered useful in providing teachers with a common curriculum framework for planning, monitoring and evaluating the quality of teaching and learning. The curriculum materials also provide a basis for continuous assessment leading to the National Third Form Examination (NTFE).

The initial draft curriculum materials have been subjected to evaluation, by Heads of Departments, from all ten Administration Regions and Georgetown and they have been subsequently revised to reflect the views expressed by teachers.

The revised curriculum materials are now published as National Curriculum documents to provide consistency and support for teachers in the process of planning for an effective delivery of the curriculum. All secondary teachers must ensure that they make good use of these curriculum materials so that the quality of teaching and learning can be improved in all schools.

Ed Caesar

Chief Education Officer.

PREFACE

This is the Revised Curriculum Guide for Grade 7. This document fulfils the objective of making English Language and Literature accessible to all students at Grade 7. Hence the teachers of Grade 7 students should make a conscious effort to see how best they could utilise the ideas contained to plan for instruction. This document can serve as a focal point for departmental and regional subject committee meetings, where methodologies and strategies for both teaching and assessing are deliberated on. Lessons should be delivered in an environment in which there is opportunity for active and creative participation by both students and teacher. This Guide has a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The student's total development as a person should be of foremost concern to the teacher.

In the curriculum process, feedback is a necessary condition for change and improvement, and I would urge all of our English Language teachers to provide such feedback to the curriculum staff as they visit to provide support that will enhance your classroom teaching.

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National Centre for Educational Resource Development (NCERD)

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GRADE 7 CURRICULUM GUIDE – ENGLISH A

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Narrative	Weave the basic elements of narrative writing into a coherent, story or account.	. Narratives are compositions of sequenced events which tell what happens where, to whom and when. Narratives have a clear beginning, middle and end.	Narratives can be true, partly true or make believe, sad, funny or exciting. Not all narratives have conflict.	Show interest in writing narratives and accounts.	Elements: setting, conflict, plot and characters Features of a narrative paragraph Organising ideas in chronological order: - First event - Second event - Third event Appropriate techniques to link narrative paragraphs Accounts and stories that are imagined, factual experiences or fantasised. Suggested titles: - Boating on the river - A family trip - My trip to Mars - All alone in the City or Jungle	<u>Pre-writing</u> Using pictures to provide details and events that can develop into stories and accounts Initiating a discussion for individual students to share on a challenge they faced or an obstacle or fear they overcame Then students discussing the story elements that the accounts have in common Using a chart of four columns headed WHAT HAPPENED TO WHOM/WHERE/ WHEN, for students to insert the necessary details Using a time table to illustrate the concept of time sequence	Can students: Write narratives and accounts which show: - Sequencing of events and time? - Details relevant to topic? - A clear beginning, middle, and end. ?	Social Studies Literature-short story Environmental Education

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Narrative Contd.					<u>Pre-writing questions:</u> - Who are my characters? - What conflict would they be involved in? - When and where does my story take place? - What is the conflict? - How do the characters overcome their conflict? - Do characters change during the course of the story?	<u>Written Draft</u> Drafting imagined and real stories and accounts from - Given beginnings and endings - Information that was put on the four column chart <u>Final draft</u> Working in pairs to revise the contents of the draft and rewriting where appropriate Checking for grammatical mistakes Writing final draft		
Descriptive	Insert details and use a range of appropriate devices to create an overall impression in a description.	Descriptive details give more identity to persons, places and things.	The added details are for a particular audience and purpose.	To endeavour to make writing interesting.	Describe persons, places and things in exactly the way they are perceived.	Examining the descriptive devices and techniques used in several kinds of descriptive paragraphs from various sources. Using the devices and techniques in description	Can students: - Use relevant devices and techniques for accurate spatial and physical description?	Art Literature-short story Environmental Education

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Descriptive Contd.					The topic sentence at the beginning sets the mood of the description. Topic sentence at the end summarises and pulls together all the details in the paragraph. Supporting sentences give descriptive details that support the topic sentence. Clincher sentence at the end reinforces the topic sentence	Describing - An object or place for a sightless person - A lost item or animal for a newspaper - A building or a priceless object for a prospective buyer Drawing and /or painting a detailed scene Writing a paragraph to describe the scene Adding vivid modifiers to the details Comparing the written with the painted scene for accuracy of details		

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Descriptive Contd.					<u>Organising details:</u> Near to far Inside to outside Front to back Left to right Top to bottom <u>Devices:</u> Vivid modifiers- Adjectives, Adverbs Specific nouns e.g. Shirt not clothes <u>Areas to describe:</u> Appearance, habits, strengths, personality Size, colour, shape - The smell - The feel, - The sound, - The taste	Presenting a photo or painting or picture of a part of, or a whole person. Students describing the features orally and the main descriptive words are written on the chalkboard. Students then writing the description Selecting a friend or important person and describing them. Presenting the written description in a folder with the picture of the person Students describing an imaginary story: - Describing the natural setting - Describing the building and structures - describing the kinds of people and animals		

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
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Expository	Produce short informative pieces written in sequence. Order the steps in a process and establish relationships between these steps.	The expository writer informs and explains facts and processes that the audience needs to know. The sequential order ensures clarity	Informative writing uses a simpler, clearer style than narrative writing.		<u>Introduction:</u> A sentence that indicates the purpose. <u>Body:</u> Details that support the statement. <u>Conclusion:</u> Summarises or gives implications of what was said. Explain how to do something or get somewhere. <u>Transitions:</u> As soon as, before, first, following, in order to, now, soon, so that, then, until. <u>The Plan:</u> - Choose topic - Define audience - Gather information .	Drawing a map of a community with its important buildings. Students then write a paragraph explaining the route they would take from one point to arrive at places to transact business Creating a new game and reporting the steps in the order needed in the process to play the game Choosing a topic- an experiment or a method e.g. How to prepare a seedbed, or a dish, and writing an exposition to explain or describe the process	Can students: Include in their expository compositions - A statement of introduction and benefits of the process? - Steps in sequential or chronological order? - Transitional words?	All Curriculum areas Environmental Education

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Expository Contd.					Listing facts in sequential order or steps in chronological order Note any special instructions Telling results of process			
Letters	Write formal and informal letters for a wide range of audiences and purposes, in ways that attempt to engage the interest of the reader.	Letters have two categories, the formal and the informal. Most letters have a simple, coherent, non-chronological form of writing.	Letters vary in tone, content, greeting and closure.	Be comfortable to express ideas within the correct letter format.	Informal letters Newsy Letters - are friendly talks giving interesting news. - Give details of one or two events - Avoid comments like, "I was too busy" Special greeting - Peggy dear, - Hi pal, - Howdy, Letters for special occasions e.g. - Invitation e.g. a party	Discovering the differences in format, audience, purpose and tone by examining samples of both formal and informal letters Examining what is required for each type of letter and writing letters to real audiences Writing newsy letters using the air-letter forms	Do letters have: - Appropriate format, tone, audience and purpose? - Clarity of written statements? - Relevant details to achieve purpose?	All Curriculum areas Environmental Education

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Letters Contd.					The reply - Thank you e.g. a gift - Congratulation - Get well - Sympathy <u>Formats:</u> Punctuated Unpunctuated The five parts of the informal letter and six parts of the formal letter Addresses are blocked. <u>Formal</u> Request e.g. to use a venue Excuse e.g. for not showing up at an event The Body – brief, clear and precise	Filing samples of formal and informal letters and recording the differences and similarities		

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Paragraph Development Narrative Descriptive Expository Body of letter	Construct and link paragraphs with the necessary features for narrative, descriptive and expository paragraph, formal and informal letters.	Paragraphs have structure. Paragraphs need to be linked to unify and add new ideas on a topic.	Some features that are included in the structure of a paragraph vary based on the type of paragraph or letter.		Topic sentence and supporting sentences Logical sequence and chronological order Relevant sentences to support topic Indentation Linking paragraphs	Implementing the features of a paragraph in accordance with the type of paragraph, be it narrative, expository etc.	Can students - Write and link structured paragraphs as required?	All Curriculum areas

COMPREHENSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Reading	Read literary extracts and respond to the content.	Reading is more than simply recognising words.	Punctuation, paragraphing, enunciation and pronunciation contribute to meaning.	Increased interest in reading meaningfully	Responding to punctuation in reading text to derive meaning - <i>Full stop – complete pause</i> <i>Comma – slight pause</i> <i>Question mark – rise in pitch of voice</i> <i>Exclamation mark – expression of strong feeling</i> Paragraphs separate ideas to order events.	Reading only a few lines at a time or a whole paragraph from interesting topics relevant to the age group and relating to the class the understanding derived from what was read or heard Reading and responding to a few questions based on any literary material or text to extract the main ideas Questioning to obtain main ideas to decide on titles for poems and passages Discussing in small groups the ideas given in a text and presenting alternatives or extending on the issues	Can students: - Read at a reasonable pace? - Pronounce and enunciate words correctly? - Give appropriate responses during discussion and questioning?	All Curriculum areas

COMPREHENSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Recall and Inferred Information	Produce answers to factual and inferential questions. Read to identify main ideas and inferred details.	Not all information is presented directly, some is inferred.	Answers to questions are not always explicit.	Increasing interest in extracting more meaning from written material	Recall questions –The answers are taken directly from the facts given. Inferential questions - <i>answers are obtained through reasoning of the facts given.</i>	Listening and following the reading of passages from narrative and expository writings in magazines, novels, cook- books and school text to extract details and main ideas by answering questions. Teacher demonstrating the skill of answer inferential questions. Students to do likewise	Can students: - Give adequate and accurate details to recall and inferential questions?	All Curriculum areas
Meaning in Context	Decipher the meaning of words in context	Words can also derive their meaning through the context in which they are used.	Dictionary meanings are not applicable in all situations.	Appreciate the ways in which words are used	Words in context – the meaning given must fit smoothly into the sentence. <i>e.g. He <u>dismissed it</u> from his mind. He <u>got rid of it</u> from his mind.</i>	Circling the clues that helped them to find the appropriate meaning of underlined words taken from Comprehension passages or paragraphs from other school text	- Give meanings of words as used in the text?	All Curriculum areas

COMPREHENSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Meaning in Context Contd.					Based on the context the word may have another shade of meaning			
Summary	Tabulate given or acquired data and information into tables and charts. Pick out and re-word the salient points	Information that is summarized can be presented through diagrams, tables and charts. A summary is a shortened version of the text that captures the meaning of the original	Tables and charts present information in a more concise manner. Information is also summarized from an original prose passage	Appreciate the presentation of data given in various forms	Tables - <i>Timetables</i> , - <i>Schedules</i> . Charts - <i>Bar</i> - <i>Pie</i> . They provide information from which conclusions can be drawn.	Reading the information on a timetable to determine the task to be done and its duration to completion Developing tables and charts from given or collected data or information from passages and reporting the conclusions arrived at	Can students: - Arrive at conclusions that are in keeping with the data presented? - Maintain the meaning in a summary?	Mathematics Social Studies

COMPREHENSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Summary Contd.					Summaries give back the main points of a compound or complex sentence, a few sentences or passage without a change in meaning. Summarise paragraphs and passages. Appropriate choice of words Use one word to replace many or a phrase to give the meaning of a clause or sentence	Preparing questionnaires to gather data, tabulate facts and report findings Reading sentences or short passages taken from any literary material, then selecting the main points and re-telling or recording in own words Listening to a talk by a teacher, or student, then recalling the main issues raised		All Curriculum areas

SPEAKING AND LISTENING								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Formal Speech	Prepare and present formal oral reports on given topics within the framework of formal speaking.	Speech has conventions that need to be followed. Speech can be formal semi-formal, or informal, covering specific topics and purposes.	Formal speech is for certain occasions and specific kinds of audiences.	Strive to be effective speakers in given situations.	Research facts for particular topics and consider the following: - <i>Time allowed for speech</i> - <i>How to organise ideas</i> - <i>Review and improve script</i> - <i>Rehearse for delivery</i> - <i>Consider tone, pitch, intonation, and pauses needed to communicate feelings and set moods</i> - <i>Consider language that is appropriate to the situation, topic and purpose.</i> Standard language is required. Clear speech is essential.	Forming discussion committees to plan areas of class activities worthy of report. Gathering the needed information through interviews with peers Compiling and organising data for oral reporting Choosing a poem and preparing it for individual or dramatic choral reading Selecting a topic of interest or one from a topic box. Students will work in pairs to help each other in gathering data, compiling and organising it into a speech for formal presentation.	Can students: - Pause after important points? - Use gestures to help explain the material, e.g. pointing to an illustration; indicating size with hands? - Make eye contact? - Vary the tone and pitch of voice?	All Curriculum areas Environmental Education

SPEAKING AND LISTENING								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Formal Speech Contd.					Involves extensive preparation. Covers a specific topic and purpose. <i>Interaction between speaker and audience limited and controlled</i>	Choosing a topical issue, and using television, radio or the internet to gather information Preparing a speech for the in class radio programme ' View Point ', and presenting it to the class in person or recorded		
Semi-formal Speech	Deliver oral presentations within the framework of semi-formal speech.	Little or no preparation is needed.	Language used is determined by the situation.	Appreciate the fact that registers have a place in creative writing.	Some non-standard varieties of language are allowed. Stories are read to entertain and convey realism. <i>Use of different registers is appropriate.</i> Announcements give the event, what is required, the venue and the date.	Presenting individual or group readings of stories Using the appropriate registers to relate the stories Choosing the events and details to be announced Periodically individual students make their announcements.	Can students: Present speeches with - Precision and clarity of language, style, co-ordination, fluency and tone? - Necessary details and sequence of salient points? - Dialect and registers to portray realism?	All Curriculum areas Environmental Education

SPEAKING AND LISTENING								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Semi-formal Speech Contd.					Conventional guidelines for effective discussion: - Good listening and participation - Questions are asked for clarification. - Take turns to speak. - Disagree politely.	Forming discussion committees that are small groups with a leader and a secretary to take notes, discuss a topic and posit the arguments and conclusions that are arrived at		
Informal Speech	Exercise informal speech as is required for each given situation.	No preparation is needed for it is the register that is used daily.	Speaking style is adjusted to match the situation.		Various registers are allowed in keeping with the situation. Involves little planning or preparation. Often covers many topics. There is much interaction among speakers.	Students interviewing each other in pairs. Then introducing their partner to the class giving name and interesting details Enacting two old friends meeting and a conversation ensuing. Engaging in a telephone conversation	Can students Include details based on - The situation? - Mannerisms? - Positive attitude?	All Curriculum areas

SPEAKING AND LISTENING								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Listening	Listen to interpret accurately and express a point of view from a range of statements made by others.	Listening is required for many purposes .	Listening is more than hearing what is said. Listening can be for information and enjoyment.	Have a disciplined approach to listening. Appreciate the role of listening to communicate and relate information.	Notes verbal clues to help organise information heard. Thinks about what is heard so as to remember the points. Evaluates what is heard. Summarises and paraphrases at the appropriate time.	Selecting an action that can be completed in six steps. Enacting the steps to complete the action Listening first to recorded or read passages. Writing questions on chalkboard. Responding orally to questions from memory Recording on the chalkboard events of a jumbled story, and covering it with paper. Reading story so that students can rewriting events in order after paper is removed Taking turns in an alphabet game to substitute the name of a fruit in a sentence e. g. I put an <u>apple</u> in the basket. I put a <u>banana</u> in the basket. contd. Listening to a paragraph and noting the important facts given	Can students: - Recall accurately the main ideas and details? - Respond quickly and correctly to questions? - Reproduce the events in sequential order?	All Curriculum areas

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Sentence	Use the different kinds of sentences to create interest in oral and written compositions.	A sentence is a clause, a group of words expressing a complete idea. Sentences differ in accordance with their purpose and function.	The idea is a statement that can be a request, an enquiry, a feeling, or a command.	To be aware of the wide range and purposes of statements used daily	Statements – <i>Wish</i> <i>Request</i> <i>Command</i> Declarative Question Exclamation Punctuation of each type of statement Capitals? . !	Reading a passage, and then in groups classifying the types of sentences used Conducting a simple conversation or interview between two students. Recording the types of statements used Composing written dialogues in groups or individually, using different kinds of statements. Recording the statements used	Can students: - Express complete ideas in sentences? - Use the appropriate types of sentences in writing?	All Curriculum areas
Clause and Phrase	Recognise sentence fragments in paragraphs and convert them into complete sentences.	A phrase or sentence fragment is a group of words that fail to express a complete idea.	A phrase can be a part of the subject or the predicate.	Be aware that sometimes only parts of ideas are stated. Endeavour to state complete ideas.	Define the Clause and the Phrase. Missing parts that cause incompleteness are the <i>subject</i> , the <i>predicate</i> and a <i>part of the predicate</i> .	Using sentences from a paragraph, making some incomplete and recording them on the chalkboard Copying from given examples the incomplete sentences and completing them	- Express ideas in complete sentences? - Supply meaningful parts to complete the sentences?	All Curriculum areas

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Clause And Phrase Contd.	.					Stating the missing part, then adding it to complete the sentence. Rewriting the complete sentences into the paragraph	Can students:	
Subject and Predicate	Construct and identify simple sentences from paragraphs	A sentence has two parts, a subject and a predicate.	A simple sentence does communicate one idea.		A simple sentence can have a <i>simple subject and simple predicate</i> ; a <i>compound subject and a simple predicate</i> or a <i>simple subject and compound predicate</i> .	Composing the different kinds of simple sentences Identifying and recording simple sentences that are present in a paragraph	- Create simple sentences? - Create compound sentences?	All Curriculum areas
Joining sentences	Use the co-ordinate conjunction and relative pronoun to join two or more sentences. Compose paragraphs using some compound sentences.	Sentences or clauses can be made longer by joining them with a conjunction	A compound sentence has more than one idea. When long sentences are included in passages, they create reading rhythm and create interest.		Co-ordinate conjunctions that are used to join sentences are <i>and, but, or, nor, yet, for...</i> The use of the comma as a substitute for <i>and</i> in a list; used before the <i>conjunction</i> to separate two long clauses.	Joining two sentences using the appropriate co-ordinate conjunction or relative pronoun and inserting the necessary punctuation Joining more than two sentences to form a list and punctuating with the necessary commas	- Understand the effective use of compound sentences? - Create compound sentences?	All Curriculum areas

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Joining Sentences Contd.					Relative pronouns that join sentences are <i>who, that, which</i> . The sentences created are embedded sentences.	Combining appropriate sentences using the relative pronoun or co-ordinate conjunction to create a passage of simple and compound sentences	Can students: - Create embedded sentences?	
Parts of Speech	Demonstrate knowledge of the main parts of speech used in sentences.	The words that are used to create sentences can be classified as parts of speech.	One word may be used as different parts of speech depending on its function.	Willingness to analyse and so determine the part of speech of words	The part of speech is dependent on the context in which the word is used in the sentence. The word <i>book</i> can be used as a noun, an adjective and a verb e.g. The <i>book</i> is... noun The <i>book</i> bag is... adj. Let's <i>book</i> the flight... verb <u>Parts of Speech</u> <i>Noun, Pronoun</i> <i>Verb, Adverb</i> <i>Adjective</i> <i>Conjunction</i> <i>Preposition</i> <i>Interjection</i>	Defining the part of speech and applying it to words in sentences to determine their function - Competing team members identifying the parts of speech of each word in given sentences selected from paragraphs - Selecting a word from a sentence, identifying its function then stating its position in relation to the other words - Adjective placed before the noun	- Identify the parts of speech of words in given sentences?	All Curriculum areas

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Parts of Speech Contd.						Writing sentences using one word to function as different parts of speech.	Can students	
Noun	Use nouns effectively in sentences and paragraphs according to type, gender, and number.	Nouns name the persons or things spoken of in sentences in a paragraph.	Nouns can be divided into four groups.	To be more sensitive in providing details in speech and writing	Nouns are the names of everything found in the universe. <u>Types of nouns</u> <i>Common</i> <i>Proper</i> <i>Collective</i> <i>Abstract</i> Nouns can be classified by gender: <i>Masculine – singular, plural.</i> <i>Feminine – singular, plural.</i> <i>Dual e.g. teacher, baby.</i> <i>Neuter e.g. mango, foot.</i>	Picking out the nouns from sentences and sentences in paragraphs and classifying them by gender and number Drawing up four labelled columns and recording the nouns according to their types. Changing the <i>number</i> of nouns in sentences from a comprehension passage, and making the necessary changes to present tense verbs	- Classify nouns according to gender, number and type?	All Curriculum areas

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Pronoun	Use pronouns effectively to replace the necessary nouns.	Pronouns are used to replace nouns.	The use of pronouns along with nouns erases monotony and maintains interest.	To use pronouns correctly in oral and written work	Pronouns replace nouns maintaining their gender and number. They can appear by themselves as subjects of sentences, e.g. <u>He</u> ran away. These sentences are not isolated but appear in the context of a paragraph. Or can appear as objects or possessive pronouns in sentences along with the nouns they replaced: e.g. <u>The snake</u> sheds <u>its</u> (the snake's) skin... e.g. John struck <u>Mary</u> with the ruler. John struck <u>her</u> with the ruler. Necessitates change because of the use of the noun Mary in other sentences.	Replacing nouns with pronouns in sentences and vice versa Identifying the nouns that could be changed and underlining them in a paragraph written on the chalkboard. Re-writing the paragraph with the appropriate pronouns	Can students: - Replace appropriate pronouns in sentences? - Identify subject pronouns in paragraphs?	All Curriculum areas

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Adjective	Use appropriate adjectives to add descriptive details in composition	Adjectives add more details to description in writing.	Adjectives help to communicate a clear and interesting picture.	To focus on writing description with more precision	<u>Some types of Adjectives</u> <i>Distributive- each</i> <i>Demonstrative - that</i> <i>Quantitative - some</i> <i>Qualitative – tall</i> Adjectives give degrees of comparison of persons and things. - <i>Positive</i> - <i>Comparative</i> - <i>Superlative</i>	Classifying adjectives found in comprehension passages, given sentences and paragraphs Using cloze passages to insert the appropriate kind of adjective	Can students: - Give clear descriptions through the use of adjectives?	
Verb	Use the correct forms of verbs in composed sentences and paragraphs.	Verbs are time markers.	Verbs indicate present, past and future time.	To be precise in stating the time at which actions occur	Verbs demarcate time Present, past, future e.g. is, was, will / shall. Present, past, future continuous tenses: e.g. - Is coming, - Was coming, - Will be coming - Shall be coming.	Placing the verbs found in sentences from a paragraph, a literary or school text in columns according to their kind - Converting the verbs in sentences or simple passages from one time to another: e.g. past to present or past continuous to present continuous	- Use verbs in the present, past and continuous tenses?	

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Verb Contd.		.			<u>Concord /Agreement</u> Singular and plural subjects must agree with the present tense form of the verb in the different types of statements.	Forming the continuous tense by using the auxiliary and the present participle verbs	Can students: - Produce sentences in which the subject and verb are in agreement?	
Adverb	Use adverbs to enhance details given in their oral and expression.	Adverbs modify a verb, adjective or another adverb by making its meaning more specific.	Adverbs tell how, when, why, where etc.	To be conscious of the roles played by adverbs	Adverbs tell how, when, how little etc. They affirm or deny e.g. <u>Yes</u> , he will come. No, he will not come.	Identifying adverbs in sentences Expanding given sentences and short paragraphs by adding adverbs to modify verbs, adjectives or other adverbs as directed.	- Add details to sentences through the use of adverbs?	All Curriculum areas

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Adverb Contd.					Express degrees of certainty and doubt E.g. <i>They have probably taken the wrong road.</i>	Filling in blanks in a narrative passage	Can students:	
Preposition	Use prepositions to enhance oral and written expression.	A preposition indicates the position of one person or thing in relation to another.	Each preposition has an object. The relationship between prepositions can be spatial, chronological etc.	The correct use of this part of speech is important in speech and writing.	Prepositions are important in recipes, in giving direction, in spatial description, for time sequence in narrative writing. Prepositions give specific meaning E.g. The aeroplane flew <u>up</u> . (not down) The aeroplane flew <u>over</u> . (not under)	Substituting one preposition for another preposition to conceptualise the difference in meaning Filling prepositions in the blank spaces in a descriptive passage or a recipe or a close passage that gives directions	- Use prepositions appropriately?	All Curriculum areas

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Possessive Noun, Pronoun, Adjective	Use the correct number, gender and person in sentences.	In some cases nouns, adjectives and pronouns identify ownership.	Not all possessive words have the apostrophe.	To utilize the skill in narrative and descriptive writing	Singular and plural possessive nouns, pronouns and adjectives Conversion of possessive nouns to pronouns e.g. This is <u>John's</u> hat. This hat is <u>his</u>. Use of possessive adjectives e. g. <u>This</u> is his hat.	Doing exercises to highlight the difference in terms of the position of the possessive pronoun and possessive adjective Identifying and using the possessive pronoun, noun and adjectives in sentences, paragraphs and cloze passages	Can students - Use noun, pronoun or adjective to show possession?	

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Gathering Information	Find and record information on a given topic from reference material. Name and state the importance of each part of the book of various texts.	Different books are referred to for the spelling and meaning of words, for information on a topic for an assignment or for general knowledge.	Some books lay information in alphabetical order. Encyclopedias do not define words but give information on topics	Be at ease when using various reference material Develop the habit of exploring in order to discover given facts.	Contents of the Dictionary and Thesaurus Alphabetical order can be derived from initial, second and third letters of a word Dictionaries give definitions, parts of speech, correct spelling and origins of words. Topics in the encyclopaedia are written in alphabetical order and much information is given	Listing words in alphabetical order- first, second, third letter or mixed. Finding words in the dictionary. Checking correct spelling, punctuation and examples of use in the dictionary and thesaurus. Filling in the blank with synonyms and antonyms. Finding information on a topic in the encyclopaedia and recording it as notes.	Can students: - Find words and verify their spelling, pronunciation and meaning? - Locate accurately information on topics? - Find and extract information from reference material?	All Curriculum areas

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Gathering Information Contd.					Thesaurus provides synonyms, antonyms and origins of words. Encyclopaedia Topics are written in alphabetical order. <u>Other texts</u> The importance and use of - Title page - Name of author, - Publisher, - Copyright date - Preface or / and - Introduction - Acknowledgement - Table of contents	Writing sentences, which make the meaning of the words, clear to the reader Using the index to locate the pages containing information on a particular topic Reporting and answering questions based on the information found	Can students: - Respond positively to questions based on the parts of a book? - Put appropriate headings in assignments, projects and research papers?	All Curriculum areas

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Gathering Information Cont.					- Index - Glossary - Bibliography	Comparing the parts of the dictionary, thesaurus, encyclopaedia, novel, and textbook Examining the parts of a chosen book to determine and state the purpose of each part	Can students: - Make effective use of the various parts of reference and other books?	
Affix	Add affixes to words to form other word classes, synonyms and antonyms.	Words can have added meaning or change their meanings and classes by adding an affix before (prefix) or after a word (suffix).	An affix can be a prefix or a suffix.	Be aware that words can be created.	Prefix Un = not - produces words of opposite meaning (antonyms) e.g. un-happy. In = not, but does not always produce an antonym e. g. Indoors, include.	Creating word webs showing the relationship of new words and the prefix Adding prefix to root word in sentences to create antonyms, thus changing the situation formerly presented	- Use the new words to enhance oral and written expression? Can students: - Use the skills to formulate new words?	

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Affix Contd.					Re = back e.g. remove Dis = not, away, apart or can produce an antonym e.g. disagree, dismiss. Pre = before in time or position e.g. pre-school, prevent Sub = under/below – subway, submarine, subsoil			

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Affix Contd.					<u>Suffix</u> S/es = plurals of nouns Some nouns have no plural. S, ing, ed – present tense present participle, past tense. Er, est – comparative, superlative.	Students contributing to the topic Inserting correct forms in sentences or passages .with blanks Creating comparisons with –er, -set to effect change in description. Revising more and most for comparison		

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Affix Contd.					Ly – adverb e.g. slowly Ful/less – full of/without e.g. careful, spotless Fy/ify – to become into something (to make verbs) e.g. purify, beautify	Forming adverbs by adding ly to words given in sentences and passages Adding the suffix - ful/less; - fy/ify; able/ible - en - ion/tion to form new words Filling in blank spaces in sentences or passages with new words.		

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Affix Contd.					Able/ible – can be, able to be, deserving of En –to make, or to cause e.g. lengthen. Ion/tion – indicates an action, process, and the outcome of	Stating the parts of speech of these words as used in the sentence/passage	Can students: - Coin words and use them correctly in constructing sentences?	
Compound Word	Create new words from base words.	A new word can be derived from joining two base words.	The new word has its own connotation.	Appreciate that creating words can be fun.	Joining two words together to create a new word e.g. <u>mailbox</u> Not all compound words are fused	Making word lists Adding words to base words to create compound words	- Produce more compound words derived from base words?	

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Compound Word Contd.					Some words can be base words and have other words added before or after them, creating new words E.g. <u>sun</u> flower, <u>sun</u> light; <u>letter</u> head, <u>over</u> head.	Pairing words from a number of given words to create compound words Supplying a base word and giving a suitable compound word Sharing the words given from their own vocabulary or obtained from reference books. Using the new words in sentence construction exercises Recording the words and learning to spell the strange ones		

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Synonym and Antonym	Discriminate between the meaning and usage of the synonyms and antonyms.	Synonyms are substitute words with similar meanings that can best replace another word. Antonyms are words that mean the opposite to another word.	Synonyms have shades of meaning, which must be distinguished.	Thinking about words in terms of comparative and contrasting relationships, contradictory concepts and statements	Synonyms express the same idea in a variety of ways E.g. - <u>under</u> the sea - <u>below</u> sea level. Few antonyms are the exact opposite of other words.	Giving words that are similar in meaning to those supplied Extracting from a short passage words that are similar in meaning Filling blank spaces in sentences or passages with words opposite in meaning.	Can students: - Vary the words used in their oral and written work?	All Curriculum areas

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Homophone	Discriminate between the spellings of the words that sound alike. Use them in their correct context.	Homophones are phonemically identical words but do not convey the same meaning	Homophones are the basis for puns and riddles.		Homophones sound the same but differ in spelling, origin and meaning e.g. - Bough, bow; - Site, cite, sight.	One student giving a word, its spelling and possible meanings. Other students supplying the homophone, its spelling and meaning Using the words correctly in sentences of their own	Can students: - Spell the homophones - Use them in sentences correctly?	
Abbreviation and Acronym	Recognize the use of abbreviations and acronyms and interpret their meanings	Some words have abbreviated forms.	Some abbreviated forms are accepted in formal presentations.	To appreciate where and when to use the shortened forms	Abbreviations can be found in dictionaries. Some of them can be used in writing e.g. Pp – pages Vol. – volume Anon – anonymous Et al – and others	Making a note of abbreviations found in the Dictionary, periodicals, newspapers, reference and other written material.	Can students - Use abbreviations correctly in formal and informal writing?	All Curriculum areas

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Abbreviation and Acronym Contd.					- Mr., Dr. - M.O.E Ministry of Education, - B.A. Bachelor of Arts - B. Ed. - Dip. Ed. Some abbreviations form name words called acronyms. An acronym is formed from the first syllables of a compound term e.g. SIMAP, PAHO, REPAHA, RADAR, SCUBA.	Examining their use in their relevant contexts. Compiling a reference list of abbreviations and acronyms with their meanings Discussing when it is appropriate to use individual abbreviations and acronyms	Can students: - Decide when they should not use abbreviations?	

**ENGLISH LANGUAGE – ENGLISH B
SHORT STORY AND NOVEL**

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Introduction	Identify the features of the short story and novel	The features of a story are the characters setting, plot, conflict and resolution.	People involved in some activity in a place create the story.	Reflect on how man is involved with himself and the environment	<u>Characters</u> are real or imagined people and animals in a story. Characters change and develop as the story progresses. <u>Setting</u> is the time and place in which the events of the story occur. <u>Plot</u> constitutes the events of the story. <u>Conflict</u> is the trouble created by the character. <u>Resolution</u> is the point at which the conflict is resolved.	Students relating to the class personal experiences and identifying as many features of the short story from what was related Reading short stories and identifying the features Reading and listening to a novel to identify the details of the characters, plot and setting and placing the information in a folder	Can students: - Identify the features of the novel? - Create stories wit these features?	Social Studies

SHORT STORY AND NOVEL								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Character	Distinguish between main and other characters. Assess the credibility of characters as real persons.	Characters are believable and further the plot of the story through action, speech and thought.	Some stories have main as well as minor characters.	Develop an appreciation of the differences in individuals. Appreciate that fictional characters are like real people.	The character can be visualized and is described by what he says, how he acts, what he thinks and what other characters say about him. Minor characters support the role of the main character. The main character has a flaw or shortcoming in his/her attitude to life and persons around them.	Sitting in small groups to describe the main character Then presenting the character sketch to the class Comparing and contrasting the characters to determine the importance of each Identifying the flaw in the main character and tracing how it develops the plot to a resolution Using an art medium to create the described image of one of the characters	Can students: - Give accurate written and concrete portrayal of a character in a short story or novel? - State the importance of the characters to the story? - Identify with the character's flaw?	Art Drama

SHORT STORY AND NOVEL								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Setting	Classify the settings of stories read.	The setting is a named place by the narrator or a character or a place that can be identified by the geographical features presented in the story.	Events must occur in a place, and involve persons.	Be consciously aware that environments differ.	The setting sometimes reflects the emotional state of the main character. In a novel the setting changes as the mood changes in the story. Pieces of description aid in identifying the setting. Classification of settings	Comparing and contrasting the setting of two stories Stating the effectiveness of each setting Exchanging the settings of the stories and noting the changes that are needed to make the settings adaptable. Tracing setting changes in a novel. Then using any art medium to depict the various scenes	Can students: -Identify the mood created by the setting? - Explain the importance of the setting to the story? - Relate the settings in the stories with settings in their own environment?	Geography Art Environmental Education

SHORT STORY AND NOVEL								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Plot	Trace the plots of stories.	Plots can be simple or complex, with a beginning, middle and ending, rising action and climax.	Stories are developed from plots. Plot line is the structure that binds the story	Appreciate that everything has structure.	A simple plot begins with a situation that introduces a conflict. The conflict develops to a high point called the climax. Immediately following is the resolution. The plot line of stories	Reading and listening to stories with simple plots, then recording the plot line of the story Using a diagram to show story development Arriving at a plot through responding to a series of questions	Can students: - Give an accurate gist of the plot orally or in writing? - State the plot in their own words? - Use a diagram to show the plot?	Technical Drawing – Architecture Mathematics – parts of a whole

SHORT STORY AND NOVEL								
TOPIC	OBJECTIVES				CONTENT	STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Theme	Develop point of view and stories from themes.	Many different stories can be derived or constructed from one theme The theme is the central idea in the story.	A novel has more than one theme.	Being aware and appreciative of the fact that there are several view points in a theme	To analyse the theme, focus on the main character's problem and its resolution. Themes can be found in movies, commercials, songs and conversations. The theme is the reason why the story is written. It is the thought that suggests the story in the first place	Reading and listening to stories to examine the key events so as to arrive at the theme Providing supporting evidence for the theme given. In groups, discussing to arrive at the theme for a favorite song, movie, or televised show Enacting conversations to identify their themes Justifying opposing views on a theme	Can students: - Support the theme with details from the story?	Health and Family Life Education – sharing views on a theme

DRAMA								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Role Play Plays	Write and enact simulation, role-play and pieces of drama.	Drama allows characters to interface live against a back-ground scene. Drama is another medium used to present a story.	Drama communicates its message in a shorter time than prose.	Empathise with the feelings, actions and reactions of the characters.	<u>Features of drama</u> Setting, characters, conflict situation, climax, resolution Drama has setting -visual or stated in lines spoken by the characters. Characters use body language, gestures and speech to express emotions in keeping with the situation. Use of tone, pitch, intonation and stress Basic stage directions - Centre stage - Up stage - Down stage - Right and left of stage Role of narrator	Examining a short piece of drama as a class or in groups to discover the features of drama Creating situations, conflicts and resolutions in simulations and role-play so as to identify features of drama Plotting a story line Writing the drama for presentation Selecting a section of a novel and converting it into a piece of drama and presenting it at Assembly or in class.	Can students: - Display the features of drama? - Give life-like portrayals of characters? - Produce appropriate setting for the situation presented?	Social Studies Environmental Education

DRAMA								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Role Play Plays Contd.					Use of props and costuming to stereotype characters <u>Simulations</u> are short spontaneous enactments of situations. All the features of drama are not present. <u>Role-play</u> is a short, prepared enactment of a situation. All drama features are not present.	Enacting pieces of written dialogue Creating the setting and suggesting the style of clothes worn by the characters Selecting a poem, and preparing it for dramatization		

POETRY								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Introduction	Produce examples of composed writing in prose and poetry forms.	Writing can take two forms that of prose or poetry.	The form of writing is appropriate to its purpose	To appreciate written communication in other forms	Comparison of prose and poetry writing - Paragraphs compared to stanzas - Paragraphs and stanzas can be of varying lengths. - Long sentences as against short sentences Grammatical structure of the sentences Difference of speech rhythms. Conciseness of the printed material. Use of symbols.	Reading and comparing paragraph/s and stanza/s. Converting dramatised narrative poetry into a short story of one or more paragraphs Re-writing stanzas of poems into paragraphs Analysing poems for meaning	Can students: - Demonstrate a clear understanding of the difference between prose and poetry?	

POETRY								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Literary Devices	Arrive at the meaning of the poem by noting the exact words and phrases that tell what is seen and heard in the poem.	A poem is a sight sound picture that captures a moment in time. Literary devices are used to communicate the meaning of the poem.	A poem expresses a writer's view of his/her world. It can be fact or opinion.	Respect for a person's interpretation of his/her experience/s	<u>Figures of speech</u> Simile Metaphor, Onomatopoeia Alliteration <u>Descriptive words</u> Adjectives Adverbs Verbs They help to paint and give the sound of the picture.	Reading poems and answering questions to extract main ideas Using the figures of speech and descriptive words to gather the details that would help to determine what the poem is about Composing poems using similes, metaphors, onomatopoeia, alliteration Compiling poems to arrive at holistic information about a theme or topic	Can students: - Assess the use figures of speech and descriptive words in poetry and prose? - Compose suitable poems with the figures of speech given?	Environmental Education Social Studies <u>Themes</u> Oceans Animals Celebrations Recreation Rebellion

POETRY								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Rhyme and Rhythm	Read and write poems with specific rhyme schemes and rhythm.	Rhyme and rhythm are essential features of poetry.	In poems there are internal as well as end rhymes or no rhymes.	Enjoy being creative.	End rhymes - Couplet: a pair of rhymed lines - Alternate rhyme: the rhyming of alternate lines Rhyming words are found too in the middle of the lines. Blank verse has no rhyme. Rhythm can be slow or upbeat depending on the rhythm.	Identifying the rhyme scheme and stating its effectiveness to rhythm and meaning. Rapping the poem to its rhythm Stating how the rhythm of the poem complements the imagery presented in the poem Using the length of the stanzas and their combination in forming the poem along with the rhyme scheme produced to determine the type of poem	Can students; - Reproduce the rhyme scheme or rhythm in a composed poem? - Identify the types of poems?	All subjects and issues

POETRY								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Types of poems	Create three forms of poetry	Poems are constructed in different forms.	Poetry can be fun and can be based on any subject.	Expressing creativity	Acrostic: - Verse in which the first letter when read together make up a word. Limerick: - A poem of five lines with a, a, b, b, a rhyme pattern. The last line must be humorous. Shape poem: - The layout of the poem conveys the topic. It can be from one word to two sentences e. g. <pre> I M L S E or F N R W O </pre>	Reading examples provided by the teacher and examining the features of that particular type of poem Creating similar poems in groups, individually or as a class.	Can students: - Create poems that contain the features of the specific type?	All subjects and issues